Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

A dictum which says "What you do today can improve all your tomorrows" (www.google.com.ph/search?q=quotes, June 2, 2016), is appropriate to every teacher who happens to handle varied class organizations, thus, ensure commitment and dedication to teaching for better learners' performance despite of the environment and situations they are in.

By class organization, it means either monograde or multigrade. The multigrade class structure is known by various names as composite, combination classes, double classes, split classes, mixed-age classes and vertically grouped classes (Veenman, 2005: 233-234). It is defined as a class in which students of two or more adjacent grade levels are taught in one classroom by one teacher for most if not all of the days. Usually a multigrade, split-grade or combinations of grades include children from more than one grade level (Vincent, 2009:167).

For instance, a class of combined grades is composed of students from two or more adjacent grades who are grouped with one teacher for instruction. In all classrooms, no matter how they are organized, teachers need

to provide for the individual needs of students. To achieve this, they use a variety of methods on a daily basis to assess the needs of each student, and then adjust the focus of instruction for skill development accordingly. In all classrooms, there is a range of students, and a teacher's goal to meet the needs of all learners remains the same regardless of the classroom organization. Also, the focus of instruction for all subjects is on helping students to advance regardless of age, grade, or current level of performance (www.edu.gov.on.ca/eng/literacy/numeracy/combined.pdf, May 21, 2016).

As the philosophical reason, the students benefit from the range and diversity possible with multigrade grouping, this reflects a deliberate and systematic mixing of students of different ages as desirable and as beneficial to them. The second reason for the existence of what are usually defined as multigrade classes is more mundane and far more common. The classes are combined because there is simply not enough number of students to form a single-grade class, or due to schools isolation. By combining grades, small rural schools can continue to exist within a more cohesive and viable community (Nylor, 2000:14-15). The multigrade classes form, exclusively in rural where the community is small, but multi-age classes can form

deliberately anywhere (Boysee, 2002:187).

However, teaching and learning in the multigrade classes seems to be more challenging than single-grade classes (Russel, 2008:233). The teachers prefer to teach in the single-grade classes because they need in-depth knowledge of child development and learning and a larger repertoire of instructional strategies.

Moreover, they must be able to design open-ended, divergent learning experiences accessible to students functioning at different levels, and must know when and how to use homogeneous and heterogeneous grouping and how to design cooperative group tasks. They must be proficient in assessing, evaluating and recording student progress using qualitative methods such as portfolios, anecdotal report, positive group interaction, and to teach social skills and independent learning skills to individual students (Vincent, 2009:143-144).

Furthermore, for many rural educators and students, multigrade instruction is not an experiment or a new educational trend, but a necessity imposed in part, by economic and geographic conditions. In an environment dominated by graded schools, the decision to combine grades can be quite difficult especially if constituents feel shortchanged by the decision. Nonetheless, recent

proposals for school restructuring reflect renewed interest in multigrade organization and in small-scale organization generally. Such work may eventually contest the norm of the graded school (Cohen, 2009:258).

In addition, today, all systems of formal education are organized with respect to age and grade. Organization of grades can be divided into two groups as the monograde class and multigrade class (Little, 2011:115). One of the ideals is the monograde classroom but some conditions force the educational grade classes in order to provide education; it is necessary to establish multigrade classrooms.

Mycock (2007:332) described the multigrade classrooms as the organization where children of different ages were placed together in the same class. In multigrade teaching, teachers have to use two or more curriculum grades within definite period. The multigrade classrooms are not desired by teachers and education administrators, but in some conditions, it is very necessary and sensible to employ. Owing to low density of population, declining number of students' enrolment, deficient number of teachers, and economic reasons, it is required to employ the multigrade classroom approach (Ford, et al.,2007:265-268).

Moreover, multigrade classes are usually practiced

especially in the rural areas of developing countries, to provide access for children to universal primary education. Palitza (2010:322) indicates that in South Africa 30 percent of primary school children attend multigrade classes which are taught by single educators. Multigrade class is mainly used because of a shortage of teachers and of physical resources. For example, as Little (2011:118) suggests, schools in which the official number of teachers deployed justifies monograde teaching but where the actual number deployed is less. The inadequate deployment arises for a number of reasons including low teacher supply, teachers who are posted to a school but who do not report for duty, or teachers on medical or casual leave. However, in developed countries multigrade teaching is not always a necessity, but is regarded as one of the pedagogical strategies.

In fact, there is a big debate on whether the students taught in the monograde classrooms are more successful than the students taught in the multigrade classroom or vice versa. The issue is on its effectiveness. When the literature is investigated, it can be seen easily that multigrade classroom has positive and negative aspects. According to Mycock (2007:421) the multigrade classrooms offer each child to be a leader and follower. In addition

to that, when older students are asked to be tutored, their self-confidence and leadership characteristics can be developed (Stehney, 2006:110). Furthermore, the multigrade classroom develops students' affective feelings. For instance, younger children develop to admiration for older children and the older children develop protective attitudes toward the younger children (Franklin, 2006:237).

Thomas, et al. (2005:433-436) reported that the multigrade classroom had more beneficial effects on non-cognitive abilities such as self-concept, self-confidence, emotional and social qualities than the monograde classroom. However, it is impossible to say that there is a consensus on cognitive outcomes. Although Veenman (2005:234) found that students who were taught in the multigrade classrooms were more successful than the students taught in the monograde classrooms. Mason and Burns (2007:118) reported that the multigrade classrooms had some negative effects on students' cognitive characteristics.

In the Philippines has embraced the multigrade schooling approach, subscribing to international research findings that multigrade schooling is a cost-effective means of raising participation rates, and student achievement in poor, remote areas. It believes in the

potential of the approach to bring education closer to remote and marginalized communities (www.seameo-innotech.org/wp-content, June 2, 2016).

DECS Order Number 96, series of 1997 is on "Policies and Guidelines in the Organization and Operation of Multigrade (MG) Classes." It is a declared policy of DECS to build a school in school-less barangays where enrollment and population growth trends warrant. The establishment of new schools and to organization of multigrade classes to offer the complete six (6) grade levels to children in the remote barangays will also answer the scarcity of classrooms and teachers.

However, there were observations that students in the multigrade classes do not appear to learn more or less than their counterparts in the single-grade classes with respect to reading, mathematics and language. Students in the multi-age classes did not learn more or less than students in the single-age classes relative to class size (www.rand.org/content/dam/rand/pubs, June 21, 2016).

Conversely, in Wright I District, the performance of students in multigrade schools in the National Achievement test (NAT) for School Year 2015-2016 showed that, two (2) out of ten (10) schools got 71.71 percent and 72.73 percent respectively, while eight other schools got the following

ratings: 75.66 percent, 79.53 percent, 80.60 percent, 80.77 percent, 85.94 percent, 86.92 percent, 87.59 percent, 95.77 percent, in the NAT (EBEIS, Wright I District).

Because of the afore-cited situation, the researcher conducted this research which is determining the correlates of academic performance of multigrade students in Wright I District.

Statement of the Problem

This study assessed the correlates of academic performance of multigrade students of Wright I District, Paranas, Samar for School Year 2016 – 2017.

More specifically, this study sought answers to the following questions:

1. What is the demographic profile of the student-respondents in terms of:

    1.1 age and sex;

    1.2 grade level enrolled in;

    1.3 dialects spoken at home;

    1.4 number of books, references used at home;

    1.5 average monthly family income;

    1.6 parents' highest educational attainment;

    1.7 parents' occupation; and

    1.8 attitude toward schooling?

2. What is the profile of the teacher-respondents in

terms of:

2.1 age and sex;

2.2 civil status;

2.3 average monthly family income;

2.4 highest educational attainment;

2.5 number of relevant in-service trainings;

2.6 number of years as multigrade teacher;

2.7 performance rating based on the IPCRF; and

2.8 attitude toward teaching multigrade classes?

3. What is the profile of the school administrator-respondents in terms of the following:

3.1 age and sex;

3.2 civil status;

3.3 average monthly family income;

3.4 highest educational attainment;

3.5 number of relevant in-service trainings;

3.6 number of administrative experience in the present school;

3.7 performance rating based on OPCRF; and

3.8 attitude toward multigrade classes?

4. What is the profile of the respondent-schools in terms of:

4.1 average multigrade class size;

4.2 number of textbooks, instructional materials, and references available; and

4.3 number of facilities and equipment available?

5. What is the academic performance of the student-respondents based on the obtained general average during School Year 2015-2016?

6. Is there a significant relationship between the student-respondents academic performance based on their obtained average grade and the following:

6.1 student-related factors;

6.2 teacher –related factors;

6.3 administrator-related factors; and

6.4 school-related factors?

7. What problems are encountered by the teacher-respondents on multigrade teaching?

8. What solutions may be suggested by the teacher-respondents to address the problems encountered?

9. What recommendations may be proposed based on the findings of the study?

Hypothesis

This study tested the hypothesis that:

1. There is no significant relationship between the student-respondents academic performance based on their obtained average grade and the following:

1.1 student-related factors;

1.2 teacher-related factors;

1.3 administrator-related factors; and

1.4 school-related factors.

Theoretical Framework

This study was anchored on the following theories: Cognitive Development Theory by Piaget, Social Learning Theory by Bandura and the Evaluation Theory by Manning.

This research is premised on the recognition and understanding of the child as an individual as propounded in the Cognitive Development Theory which holds that the children of primary school age need opportunity to interact with peers and their environment to enhance learning.

Bruner and Vygotsky (Bilbao, 2006:33) support the idea that the cognitive development of young children result from a continual effort to adapt to the environment.

Similarly, the Social Cognitive Learning Theory of Bandura (Bilbao, 2006:35) stresses the significance of observing and modeling behaviors, attitudes, and emotional reactions of others. The American National Institute for Research further support Bandura's Theory saying that emotionally healthy children engage in positive play behaviors, develop mutual friendships, and are more likely to find acceptance from their peers. Through their play, they learn how to work in teams and cooperate with others.

Their behavior and interactions influence the way in which teachers perceive them and the way they are treated by their peers. The relationships children develop with one another can have a lasting impact on academic achievement, because they can contribute to more positive feelings about school and eagerness to engage in classroom activities, which can, in turn, lead to higher levels of achievement.

Conversely, early rejection by peers has been associated with persistent academic and social difficulties in elementary school. That is why, it is important to have skilled preschool teachers who can intervene when they see children having difficulties with peers and help the children learn how to resolve conflicts, regulate emotion, and respond to the emotions of others (National Institute for Research, 2005).

Moreover, the Evaluation Theory of Manning (1988:8) which states that "Any evaluation system which is to improve teaching must contain measures of students' results." Thus, in order for an educational evaluation activity to generate useful results, the pupils' performance must be looked into. This has bearing to the present research endeavor because several factors were taken into consideration in order to measure educational learning outcomes.

Conceptual Framework

Figure 1 shows the conceptual framework of the study. The base of the schema is the environment of the study which is Wright I District with multigrade students, teachers and administrators as respondents. The base frame is connected by a single headed arrow to a bigger frame which contains the research process involving the different variables. The data describes the student-respondents profile such as: age and sex, grade level enrolled in, dialects spoken at home, number of books, references used at home, average monthly family income, parents' highest educational attainment, parents' occupation, and attitude toward schooling. Likewise, teacher-related variates were captured in this study such as: age and sex, civil status, average monthly family income, highest educational attainment, number of relevant in-service trainings, number of years as multigrade teacher, performance rating based on the Individual Performance Commitment Review Form (IPCRF), and attitude toward teaching multigrade classes.

For administrator-related factors, this study dealt with age and sex, civil status, average monthly family income, highest educational attainment, number of relevant in-service trainings, number of administrative experience in the present school, performance rating based on the

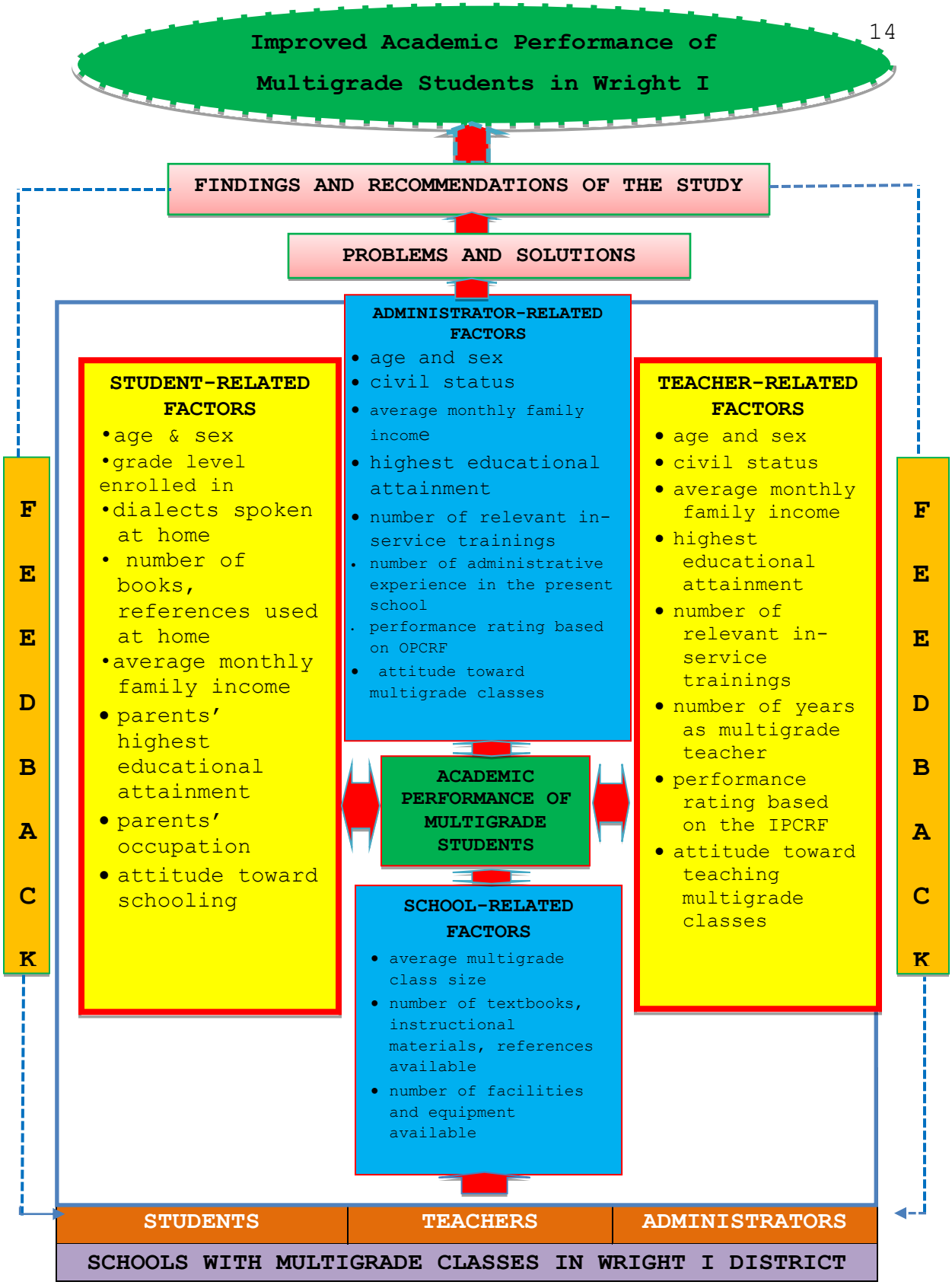

Figure 1. The Conceptual Framework of the Study

Office Performance Commitment Review Form (OPCRF), and attitude toward multigrade classes. School-related factors also formed part in the study, to wit: average multigrade class size, number of textbooks, instructional materials and references available, and number of facilities and equipment available. Those factors were correlated with the student-respondents' obtained average grade during School Year 2015-2016.

The bigger box is connected to the problems encountered and solutions suggested by teacher-respondents in multigrade teaching and further connected to the higher frame which contains the findings and recommendations of the study. A feedback mechanism was provided to the locale of the study for the benefit of the respondents and this would lead to the achievement of the ultimate aim of the study which is improved academic performance of multigrade students in Wright I District.

Significance of the Study

The results of this study would be beneficial to the following: students, multigrade teachers, school administrators, DepEd officials, parents and future researchers.

To the Students. They are the reason for the creation of multigrade classes and the focal point of the teaching-

learning process. This study would bring students to the real world of education despite the organization and situation they are experiencing. The same privileges and learning experiences would be given by the teachers to multigrade students. Furthermore, some of them might otherwise be left illiterate and vulnerable to exploitation if they remain uneducated. So, the findings could show them factors relevant to learning.

To the Multigrade Teachers. The teachers are the key persons in the classroom. Knowledge of the problems, concepts, strategies and different activities of the multigrade program would make them more responsive for improvements on the weaknesses revealed from the data that would be gathered.

To the School Administrators. The findings of this study would be useful inputs for administrative support system specially their efforts to provide positive solutions to prevailing problems which affect learning of multigrade students.

To the DepEd Officials. This study would be helpful to them as basis for policy formulation and recommendations in order to improve the implementation of multigrade classes.

To the Parents. They are the most interested persons on whatever services their children could benefit.

Cooperation can also be sought for the welfare of their children. Findings of this study would make parents better understand the prevailing problems and might realize their duties and responsibilities in some tutorial work at home.

To the Future Researchers. The results of this study would provide a ready reference in case they got similar topics for investigation.

Scope and Delimitation

The focus of this study was to determine the correlates of academic performance of multigrade students in Wright I District involving students, teachers and administrators among the schools of Wright I District with multigrade classes. Several factors were correlated with student-respondents' obtained general average grade during School Year 2015-2016. For student-related factors, it involved the following: age and sex, grade level enrolled in, dialects spoken at home, number of books, references used at home, average monthly family income, parents' highest educational attainment, parents' occupation, and attitude toward schooling.

Likewise, teacher-related variates were also captured in this study such as: age and sex, civil status, average monthly family income, highest educational attainment, number of relevant in-service trainings, number of years as

multigrade teacher, performance rating based on the IPCRF, and attitude toward teaching multigrade classes.

For administrator-related factors, this study dealt with age and sex, civil status, average monthly family income, highest educational attainment, number of relevant in-service trainings, number of administrative experience in the present school, performance rating based on OPCRF, and attitude toward multigrade classes. School-related factors also formed part in the study, to wit: average multigrade class size, textbooks, number of instructional materials, and references available, and number of facilities and equipment available.

This was conducted in Wright I District from December 2016 to February 2017.

Definition of Terms

To provide a common frame of reference to the readers, the following terms are herein defined conceptually and operationally.

Academic Performance. Conceptually, this term refers to the achievement of students in school as a member of a learned society or institution (2016). In this study, it refers to the general average obtained by students in multigrade classes.

Administrator-related. In this study, these are

factors used in this study pertaining to the profile of administrators such as: age and sex, civil status, average monthly family income, highest educational attainment, number of relevant in-service trainings, number of administrative experience in the present school, performance rating based on OPCRF, and attitude toward multigrade classes.

Attitude. This term means motives of an individual or groups of institutions to assist planners and controllers in understanding dynamic behavior (Harris, 1960:109). In this study, this refers to the reactions or feelings of the students, teachers, school administrators toward multigrade classes.

Average Class Size. This term is defined as the number of students in a class. For Kindergarten to Grade 3 the maximum class size is 25, while for Grades 4 to 6 it is 30 (DECS Manual, Rule 0520-1-3-.02). In this study, this means the actual number of students in the multigrade classes.

Average Family Income. As used in this study, this term refers to the aggregate income or money received by the parents of the student respondents' and their family members who are earning, so with the teachers and school administrators in multigrade schools for labor or services or from property and investments.

Educational Attainment. This refers to the highest level of schooling that a person has reached (2017). In this study, this pertains to the highest degree of education that the parents of the student-respondents have reached.

Instructional Material. This is defined as an educational resource used to improve students' knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing (Teacher Education Dictionary, 1995:138). In this study, this refers to the materials commercially or teacher-made used during instruction.

Multigrade Class. This is a term used to describe any class in which students of different grade levels are placed together for administrative reasons (Veenman et al.,1995:201). A multigrade class is defined as a class of two or more grades under one teacher in a complete or incomplete elementary school (DECS Order No. 96, s.1997).

Performance Rating. It is a measure of how the teacher-respondents and administrator-respondents carry out their duties in school, such as the ratings obtained based on the Individual Performance Commitment Review Form (IPCRF) and Office Performance Commitment Review Form (OPCRF) respectively (DepEd Order No. 2, s. 2015).

Student-related. As used in this study, these are the variables which were captured from the student-respondents such as: age and sex, grade level enrolled in, dialects spoken at home, number of books, references used at home, average monthly family income, parents' highest educational attainment, parents' occupation, and attitude toward schooling.

School-related. In this study, these are variables which were obtained from the school such as: average multigrade class size, number of textbooks, instructional materials, and references available, and number of facilities and equipment available.

Teacher-related. As used in this study, these are the factors which refer to the profile of teacher-respondents such as: age and sex, civil status, average monthly family income, highest educational attainment, number of relevant in-service trainings, number of years as multigrade teacher, performance rating based on the IPCRF, and attitude toward teaching multigrade classes.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter covers related literature and studies taken from various books, dissertations and online articles needed to enrich and broaden concepts on multigrade settings.

Related Literature

The following pieces of literature were reviewed by the researcher.

Multigrade class is known to almost all member countries of Asia-Pacific Centre of Educational Innovation for Development (APEID). Its incidence is varied across the region and ranges from about two-thirds of the number of primary schools in India to about two percent of schools in the Republic of Korea. In numerical terms, the range is from hundreds or thousands of teaching classes in China to about one hundred in the Maldives reflecting somewhat the populations of those two countries. Trends in the provision of Multigrade classes vary from a reduction in their number in countries such as Japan to an increase in number in some other countries (Birch, 2010:107).

Furthermore, one preference in the Philippines is to deal with multigrade class where a teacher teaches two or

more grade levels in one classroom. It may also connote teaching a class of students with differing levels of ability and students of different ethnic groups who are to be taught in their native languages (UNESCO, 2010:31).

In addition, multigrade class in Nepal has been described as the situation in which a teacher teaches more than one class at the same time either in the same classroom or in a different classroom (Birch, 2010: 119).

In Malaysia, multigrade class involves the teaching of children from two or more grade levels in one classroom. The combination is usually of grades close to each other; for example, one and two, five and six (UNESCO, 2005:53).

However, in Pakistan and Australia, as many as five or six grades may combine in one class. Such context requires the employment of particular teaching methodologies and classroom administration (UNESCO, 2006:77).

In the case of China, multigrade class or multiple-group is the preferred definitional approach as this highlights more ability levels and age-based groupings. The most particular concern of China is the question of language grouping. In remote areas in the south-west of China, some ethnic minority groups speak a language other than Chinese. As a result, teachers involved in multigrade teaching sometimes have to solve the problem of how to

teach students sometimes with different language backgrounds in their own language in the same class at the same time (2016).

Moreover, multigrade class in Indonesia is commonly found in small to large-sized schools in which a teacher teaches more than one grade or class at the same time, either in different classrooms or in the same room divided by a partition. Only in the Learning Posts of Visiting Teachers Model are all grades taught by a single teacher and or team of tutors in the same small classroom (Moyle, 1995:12).

In multigrade instruction, children of at least two-year grade span and diverse ability levels are grouped in a single classroom and are encouraged to share experiences involving intellectual, academic, and social skills (Goodlad and Anderson, 2007: 252-258). The relationship among teachers, children, and parents is viewed as one of the most significant strengths of the multigrade approach because it encourages greater depth in children's social, academic, and intellectual development. The concept of the classroom as a "family" is encouraged, leading to expansion of the roles of nurturing and commitment on the part of both students and teachers (Feng, 2004:18).

Conversely, for many rural educators and students,

multigrade instruction is not an experiment or a new educational trend, but a necessity imposed, in part, by economic and geographic conditions. In an environment dominated by graded schools, the decision to combine grades can be quite difficult especially if its constituents feel shortchanged by the decision. Nonetheless, recent proposals for school restructuring reflect renewed interest in multigrade organization and in small-scale organization, generally. Such work may eventually contest the norms of the graded school (Cohen, 2009:125).

In fact, the adequate implementation of a multigrade approach to education extends beyond simply mixing children of different grades together. A positive working model of a multigrade classroom allows for the development of academic and social skills as the teacher encourages cross-age interactions through tutoring and shared discovery. Social competence develops for older children out of their roles as teachers and nurturers, and for younger children out of their opportunity to observe and model the behavior of their older classmates (Katz, et al., 2002:35-36).

Moreover, the realization that children's uneven developmental patterns and differing rates of progress are ill-matched to the rigid grade-level system has resulted in

a growing interest in and study of the potential benefits of multigrade education in recent years (Miller, 2006:11).

In addition, this growing interest is due to a greater focus on the importance of the early years in efforts to restructure the educational system and an awareness of the limitations of graded education (Anderson, 2003:99).

Corollarily, there are special advantages to multigrade classrooms. Flexible schedules can be implemented and unique programs developed to meet students' individual and group interests and needs. Combined classrooms also offer ample opportunity for students to become resourceful and independent learners. The multigrade rural classroom is usually less formal than the single-grade urban or suburban classroom. Because of the small class size, friendly relationships based on understanding and respect develop naturally between the students and the teacher. In this setting, students become well-known by their teacher and a family atmosphere often develops.

In terms of academic performance, there is mixed evidence regarding the effects of multigrade classrooms on student achievement. Because the constrained fiscal environments facing many of the nation's districts may lend fresh impetus to this practice, it is important to understand how students placed in these classrooms perform

relative to their peers. According to Mariano et al. (https://www.rand.org/pubs/working_papers, April 15, 2018), being in a multigrade classroom had consistently small and negative effects on student achievement, regardless of grade or subject, even controlling for teacher characteristics. However, none was large enough to be substantively significant. The benefits of multigrade classroom, if they exist, are unlikely to accrue unless teachers are trained and adequately supported when placed in such classrooms.

The above-cited pieces of literature contributed to better understanding of the implementation of mulitgrade classes particularly its factors, advantages and disadvantages.

Related Studies

Several studies and researches on multigrade teaching were reviewed by the researcher.

A study was conducted by Pawluk (2012) entitled "Comparison of the Academic Achievement of Students in Multigrade Elementary Classrooms and Students in Self-Contained Single-Grade Elementary Classrooms." This study compared the academic achievement of 288 students in Grades 5-8, examining test data to see whether a difference in

academic achievement exists between those enrolled in multigrade classrooms and those enrolled in single grade classrooms.

The data indicate that there is no significant difference between the academic achievement of students in multigrade classrooms and those in single grade classrooms. Thus, the configuration of the classroom, in and of itself, becomes an inconsequential variable when structuring or choosing schools or classrooms. The data further indicated that no statistically significant differences existed between the achievement scores of the students in multigrade classrooms and those of students in single grade classrooms, even when analyzed according to the gender of the student or the content area.

In general, multigrade students scored higher in Reading on standardized achievement tests than did single-grade students. However, for Mathematics achievement, the results are nearly reversed. High-achieving third graders in single-grade classes scored significantly higher than their multigrade counterparts.

The study of Pawluk has similarity with the present study for both delved on academic performances of multigrade students, however, they differ in terms of specific variables. Pawluk focused on comparing the

achievement of students in multigrade classroom with students in single-grade classroom, while the present study focused on the correlates of academic performance of multigrade students in Wright I District.

Miller (2010) conducted a study entitled "Teaching and Learning in the Multigrade Classroom: Student Performance and Instructional Routines." This study focused on assessing academic achievement in single-grade and multigrade classrooms and found there to be no significant differences between them. The data clearly support the multigrade classroom as a viable and equally effective organizational alternative to single-grade instruction. The limited evidence suggests that there may be significant differences depending on subject or grade level. Primarily, this study reflects the complex and variable nature of school life.

The study of Miller is similar to the present study for it dealt on academic achievement of multigrade students, however it was more of a comparison between single-grade classes and multigrade classes. The focus of the present study was on correlates of academic performance of multigrade students in Wright I District but not to compare monograde classes with multigrade classes.

"Effectiveness of Multigrade Classes: Cooperative

Learning as a Key Element of Success," was a study conducted by Kadivar et al., (2006). It aimed to illustrate whether there is a significant difference in the level of Mathematics academic achievement, social skills and self-esteem among single-grade and multigrade elementary students. The analyses revealed that: 1) There was a significant difference between the two groups concerning social skills, and Mathematics achievement, with the superiority to multigraders; 2) There was no significant difference in the level of self-esteem between the two different classes, and 3) In the subscales of self-esteem or achievement self-esteem, the multigrade students were superior to the single graders.

The study of Kadivar et al., has similarity with the present study for it also dealt on multigrade teaching. However, they differ in factors used, Kadivar utilized academic achievement in Mathematics while the present study focused only on correlates of academic performance of multigrade students in Wright I District.

Aryal et al., (2006) studied a research on "Multi-grade/Multi-class Teaching: Status and Issues." This study is basically focused on analyzing the existing practice of teaching in multigrade/multi-class situation and teacher training programs with respect to multigrade teaching. It

was found out that teachers and trainers perceived MGT as an instructional arrangement where a teacher teaches by combining two or more grades at a time. They regarded MGT as a temporary adjustment for solving the problem resulting from the shortage of teachers. It was found out that they could not differentiate MGT from MCT situation, rather they preferred teaching two grades in different rooms under the name of multigrade teaching. Teachers' guides were found only partially available in majority of the schools. Class observation revealed that even these partially available TGs were not used properly for teaching purposes by the teachers.

The study of Aryal has similarity with the present study for it involved multigrade teaching which can also be one of the teacher-related factors in this study. However, they differ in terms of training programs and practices for these were not the emphases of the present study. The current study only dealt with correlates of academic performance of multigrade students in Wright I District.

Malinao (2013) in her study entitled "Academic Performance in Science of Multigrade Pupils," revealed that performance rating of teachers and administrative experience posed significant relationship on pupils' academic performance in Science.

This study of Malinao is relatively similar to the present study for it delved on the academic performance of pupils in multigrade classes. However, they differ in terms of the main variable for the present study focused on the correlates of academic performance of multigrade students in Wright I District while Malinao focused on the academic performance in Science subject only.

Another study is entitled "Multi-Intelligence Level of Grade VI Pupils and their Academic Performance in Science" which was conducted by Dapuran (2009). He stated that of the seven multi-intelligences, logical or mathematical intelligence greatly influenced the academic performance of Grade VI pupils in Science, while other multi-intelligences namely: linguistic, musical, spatial, body-kinesthetic, intra-personal posed no significant influence to the academic performance of the Grade VI pupils in Science.

This therefore has similarity to the present study for Dapuran involved multi-intelligence and academic performance, while the present study determined the correlates which affected performance of students in multigrade classes such as student-related, teacher-related, administrator-related and school-related factors. They also differed in respondents, hence, the former involved Grade VI pupils while the latter involved

multigrade students, teachers and school administrators in Wright I District.

Rule (2013) compared student achievement in Reading and Mathematics performances between single and multigrade classes in his research entitled "Effects of Multigrade Grouping on Elementary Student Achievement in Reading and Mathematics." Results revealed that, for Reading, only one analysis produced significant differences between single and multigrade class. High performing fourth grade students from multigrade class had significantly better scores than high performing students from single fourth grade class.

The study of Rule is similar to the present study for it dealt on Reading and Mathematics performances of students in multigrade and single grade classes while the current study dealt on the academic performance of students in multigrade classes. However, they differ in terms of the process involved for Rule went into comparison between single grade and multigrade classes, while the present study embarked on correlates of academic performance of multigrade students in Wright I District.

Another study was conducted by Mcclelland (2009) regarding "Childrens' Social Behaviors in Relation to Participation in Mixed-age or Same-age Classroom School Programs." This study aimed at determining as to how do

multigrade students feel about school and themselves, and how do they feel different about their fellow students than do single-grade students. Five different measures of attitude toward school were used. Four of the five favored the multigrade students (three at the significant level) and one indicated no difference. Clearly, multigrade students have more positive attitudes toward school. Multigrade students tend to have significantly higher self-concept scores than students in single grades. In using different measures of self-concept, it was found out that multigrade students out-performed single-grade students, but not at a statistically significant level. When assessing student social relationships and sense of belonging, the overall trend favors the multigrade students.

The study conducted by McClelland has similarity with the present study for both focused on attitude of multigrade students. However, they differ in terms of the process because the former study had a comparison of behaviors between single-grade and multigrade students, while the present study only dealt with attitude of multigrade students toward schooling. They also differ in terms of research environment and respondents.

Another study was conducted by Lazarra (2010) entitled

"Teaching Competence of Multigrade Teachers of the District of Gandara I." She found out that the elementary school teachers were highly competent along general knowledge, teaching skills, classroom management and evaluation skills. Likewise, it disclosed that there was no significant relationship between the teaching competence of multigrade teachers and their performance.

This study of Lazarra has similarity with the present study considering that both delved on multigrade teaching, however, they differ in terms of the variables, for Lazarra made use of teaching competence of teachers while the present study dealt on correlates of academic performance of multigrade students. Likewise, they differ in terms of research environment.

Pacal (2013) conducted a study entitled "Competency of Teachers in Multigrade Classes: Basis for an Intervention Scheme." She revealed that the competency level of the teacher-respondents in teaching multigrade classes was intermediate along planning teaching materials, instructional strategies and techniques and learner reinforcement-involvement while they were "advanced" in communication with the learners and professional standards. In the first three areas, the teacher-respondents were competent in practical application while in the last two

areas, they were competent in applied theory.

This study of Pacal has similarity with the present study considering that the main focus of these studies was on multigrade classes. However, the variable emphasized in the study of Pacal was on competency of teachers while the present study centered on the correlates of multigrade students in Wright I District.

The various literature and studies cited have contributed additional ideas and information, as well as factors and methods relative to multigrade approach.

Chapter 3

METHODOLOGY

This chapter presents the research design, instrumentation, locale of the study, data gathering procedure, statistical treatment analysis, presentation and interpretation of data gathered in this study.

Research Design

This study is a descriptive-correlation type of research which utilized a researcher-made questionnaire in gathering data of students, teachers and school administrators in multigrade classes in Wright I District, Paranas, Samar, during the School Year 2016-2017.

Several factors such as student-related, teacher-related, school administrator-related, and school-related were correlated with the students' obtained average grade during the School Year 2015-2016. Student-related factors include: age and sex, grade level enrolled in, dialects spoken at home, number of books, references used at home, average monthly family income, parents' highest educational attainment, parents' occupation, and attitude toward schooling.

Likewise, teacher-related variates captured in this Study were: age and sex, civil status, average monthly

family income, highest educational attainment, number of relevant in-service trainings, number of years as multigrade teacher, performance rating based on the IPCRF, and attitude toward teaching multigrade classes.

For administrator-related factors, this study also dealt with: age and sex, civil status, average monthly family income, highest educational attainment, number of relevant in-service trainings, number of administrative experience in the present school, performance rating based on OPCRF, and attitude toward multigrade classes. School-related factors also formed part of the study, to wit: average multigrade class size, number of textbooks, instructional materials, and references available, and number of facilities and equipment available.

Descriptive and inferential statistical tools were used in the treatment of the data gathered such as frequencies, arithmetic mean, weighted mean standard deviation and Pearson Product-Moment of Correlation Coefficient and Fisher's t-test.

Locale of the Study

Figure 2 shows the Map of Paranas, Samar which specifically points out elementary schools in Wright I District with multigrade classes. These schools are Balbagan Elementary School, Bagsa Elementary School,

Cantaguic Elementary School, Cantao-an Elementary School, Mangcal Elementary School, Minarog Elementary School, Pagsaogan Elementary School, Solupan Elementary School, Tabucan Elementary School, and Tula Elementary School. Paranas also known as Wright named after Governor General Luke E. Wright, is a second class municipality in the province of Samar, Philippines. Shortly after the occupation of the Spaniards in Catbalogan some of them went to Wright, the newly made village (Municipal Planning and Development Council, 2005).

However, the Sangguniang Bayan sponsored a resolution No. 1 Series of 1988 clamoring for the restitution of the name Paranas instead of Wright. Paranas was officially adopted in November 4, 1988 by virtue of RA 6681.

Many of the townsfolk work or attend school nearby Catbalogan City. Trade is also prevalent with Calbayog City farther north.

Paranas is politically subdivided into 44 barangays. Anagasi, Apolonia, Bagsa, Balbagan, Bato, Buray (Binogho), Cantaguic, Cantao-an, Cantato (Canturab), Casandig I, Concepcion, Jose Roño, Cawayan, Lawaan I, Lipata, Lokilokon, Mangcal, Maylobe, Minarog, Nawi, Pabanog, Paco, Pagsa-ogan, Pagsanjan(Pagsan-an), Patag, Pequit, Poblacion 1, Poblacion 2, Poblacion 3, Poblacion 4, Poblacion

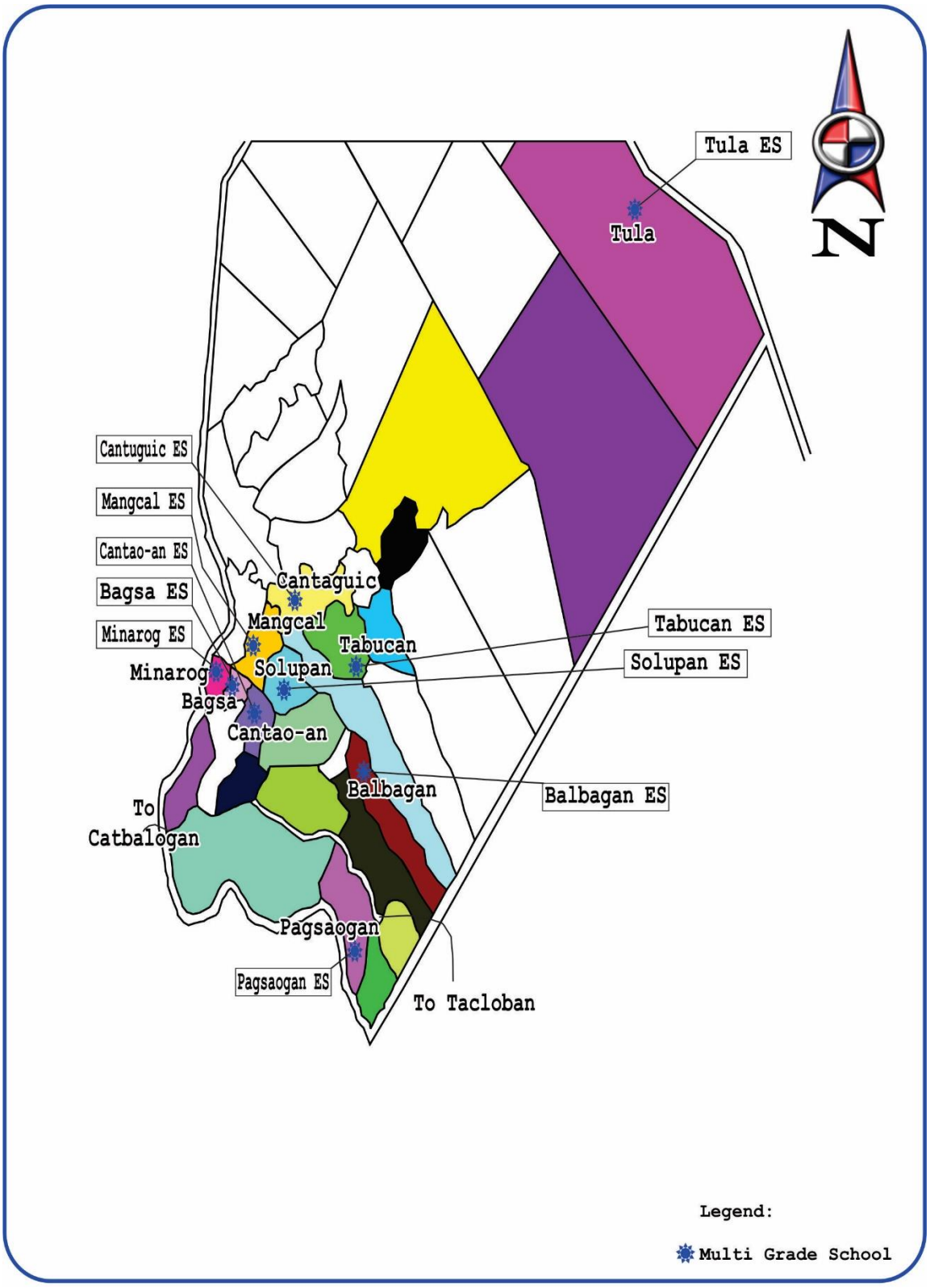

Figure 2. Map Showing the Locale of the Study

5, Poblacion 6, Salay, San Isidro, Santo Niño, Sulopan, Tabucan, Tapul, Tenani, Tigbawon, Tula, Tutubigan, Casandig II, Lawaan II.

Moreover, the Supervisor of Wright-San Jose de Buan District, Mrs. Mila O. Rebosura, decided to divide the district into two. She made a resolution clamoring for the separation of Wright-San Jose de Buan District for the following reasons based on legal basis: 1) the biggest number of teachers of Wright-San Jose de Buan district, 2) geographical location, wherein the school should be near to each other and the central school must be within the municipality, and 3) the large population of the whole district, the mother district should not be less than 100 teachers. It went through the whole process, until it was finally signed for the approval of the resolution by Jesusita I. Arteche, Schools Division Superintendent, Division of Samar.

Luckily, by year 1997, the Wright-San Jose de Buan District was the first district that was divided within the Division of Samar. At present, there is Wright I and Wright II in Paranas, Samar.

Instrumentation

The researcher made use of the questionnaire as the main data gathering instrument.

Questionnaire. The researcher prepared the questionnaire as one of the principal instruments in data gathering. There were three sets of questionnaire, one for the student-respondents, another one for the teachers and the third one for the school administrators.

The first set of questionnaire was for the student-respondents composed of two parts. Part I captured personal profile and Part II was on the attitudinal checklist of student-respondents toward schooling.

The second set of questionnaire was for the teacher-respondents which was composed of four parts. Part I gathered data on teacher-respondents' personal profile and Part II of the questionnaire was for the attitude of teachers toward teaching multigrade classes. Part III of the questionnaire elicited data on problems encountered by teachers and Part IV was on solutions suggested by the respondents.

The third set of questionnaire was for the school administrator-respondents, composed of three parts. Part I were on the data about the personal profile of school administrator-respondents, Part II was for the attitudinal questionnaire toward multigrade classes, and part three captured data on the school-related profile.

The student-respondents' obtained general average

grades during School Year 2015-2016 were taken from School Form Number 5 (SF 5) retrieved from the District office (District Management Information System).

Validation of Instrument

Since the questionnaire was researcher-made, there was a need for validation. First, it was submitted to the thesis adviser for suggestions, then, subjected to the perusal of panel members during the Pre-oral Defense. After the first and second revisions, it was subjected for dry-run among multigrade classes at Jibacaan Elementary School, Babaclayon, Elementary School and Hilumot Elementary School of Wright II District with students, teachers and school administrators as sample respondents. Suggestions and recommendations of the trial-respondents were incorporated. Likewise, the results of the try-out were subjected to the one-time test method as validation technique. The results were treated using the Cronbach's alpha formula (Raagas, 2010: 78-80) and were compared and interpreted with the Table of Reliability prepared by Ebel (1965:242).

In evaluating the degree of reliability, the following Table of Reliability suggested by Ebel(1965:242) was utilized:

The reliability coefficient was posted at 0.92 this means that the instrument is highly acceptable and

reliable, thus, the instrument could now be reproduced.

Table 1

Table of Reliability

Reliability Coefficient	Degree of Reliability
0.95 – 0.99	Very high.
0.90 – 0.94	High.
0.80 – 0.89	Fairly high, adequate for Individual measurements.
0.70 – 0.79	Rather low, adequate for group measurements.
Below 0.70	Low, entirely inadequate for Individual measurements although useful for group average and school surveys.

Sampling Procedure

The study covered all elementary schools with multigrade classes in Wright I District. Stratified random sampling procedure and total enumeration were applied in determining the samples per school.

There were 181 students enrolled in multigrade classes. Only 125 were chosen as respondents in this study from the ten (10) identified elementary schools of Wright I District, Samar Division during the School Year 2016-2017 based on Slovin's formula.

In determining the sample size for student-respondents Slovin's formula (Calmorin, 1994: 897) was used at five (5) percent margin of error (e = .05). Thus, from a total (N) of 181, the sample size (n) was 125. This total sample size was proportionally distributed among the ten (10) schools.

For teacher-respondents and school administrator-respondents, total enumeration was used. There were 37 teachers and 10 school administrator who were considered as respondents in this study.

Table 2

Sampling Frame of the Study

School	Students		No. of Teachers	No. of School Administrators
	(N)	(n)		
Balbagan ES	9	5	3	1
Bagsa ES	14	10	3	1
Cantaguic ES	18	13	3	1
Cantao-an ES	18	13	3	1
Mangcal ES	23	16	5	1
Minarog ES	22	15	4	1
Pagsaogan ES	17	12	4	1
Solupan ES	29	20	4	1
Tabucan ES	16	11	4	1
Tula ES	15	10	4	1
Total	**181**	**125**	**37**	**10**

Table 2 shows the sampling frame of the study, specifying the number of respondents per school.

Data Gathering Procedure

A letter addressed to the Schools Division

Superintendent and District Supervisor was made to allow the researcher to field the questionnaire to the students, teachers and school administrators in multigrade classes in Wright I District. Likewise, the researcher sought permission from the school heads regarding the gathering of data on students' obtained general average grade from School Form 5.

The researcher personally fielded the questionnaire to the respondents to ensure 100 percent retrieval. Data collected were statistically treated using the different statistical tools.

The data collection was conducted last December 2016 to February 2017.

Statistical Treatment

This study utilized statistical tools in processing the data gathered. Simple frequency counts, percentages, arithmetic mean, weighted mean and standard deviation were used together with the Pearson Product-Moment Coefficient of Correlation, Fisher's t-test and other suitable tools to correlate the profile of students, teachers, school administrator and the school respondents with the academic performance of multigrade students.

Frequency Count. This was used to count and tally all the data and subject responses.

Percentage. Frequency distribution, expressed in percentages of the subject responses, was used for interpretation of simple numerical facts. In this particular study, this was used to quantify respondents' personal characteristics, such as: age and sex, civil status, average monthly family income, and other profile variates.

Arithmetic Mean. This was used to get the average of all the responses such as: age and sex, average monthly family income, performance rating and academic performance.

Weighted Mean. This tool was used to determine the attitude of students, teachers and school administrators toward multigrade classes with the likert scale.

Standard Deviation. This statistic was used to determine the variability of the data as taken from the average particularly on the age, average family income, and academic performance of students.

Pearson Product-Moment Correlation Coefficient. The Pearson r was used to determine the relationship between personal profile of the respondents and the academic performance of students. The formula(Walpole, 1997:207)is:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

where:

r_{xy} refers to the computed correlation coefficient between X and Y;

ΣX refers to the sum of the values in the first set of dependent variables;

ΣY refers to the sum of the values in the second set of dependent variables;

ΣXY refers to the sum of the product of X and Y;

ΣX^2 refers to the sum of the squared X values; and

ΣY^2 refers to the sum of the squared Y values.

In interpreting the degree of correlation, the following table was used.

Table 3

Table of Coefficient of Correlation

Correlation Coefficient	Interpretation
0	No linear association
$0<p<\pm0.2$	Very weak linear association
$\pm0.2\leq p<\pm0.4$	Weak linear association
$\pm0.4\leq p<\pm0.6$	Moderate linear association
$\pm0.6\leq p<\pm0.8$	Strong linear association
$\pm0.8\leq p<\pm1.0$	Very strong linear association
±1.0	Perfect linear association

Fisher's t-test. This was used to test the significance of the computed r which served as the basis in the acceptance and rejection of the null hypothesis. The following formula (Ferguson and Takane, 1989:207) was used:

$$t = r\sqrt{\frac{N-2}{1-r^2}}$$

where:

N = the number of observed values of responses/respondents;

r = the computed Pearson-product moment correlation coefficient.

The computed value was compared with the critical value adopting the following decision rule: accept the null hypothesis if and when the computed value turned lesser than the critical value; and reject the null hypothesis if and when it turned otherwise.

The hypothesis was tested at .05 level of significance to determine the critical region of acceptance and rejection. For precision and accuracy in the computation, the researcher utilized the available software and statistical packages in the data processing.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of data. Included herein are the following sub-topics: profile of student-respondents; profile of teacher-respondents; profile of school administrator-respondents; profile of respondent-schools; academic performance of student-respondents based on the obtained general rating, School Year 2015-2016; relationship between the student-respondents' academic performance and the following: student-related factors, teacher-related factors, school administrator-related factors, and school-related factors; problems encountered by the teacher-respondents on multigrade teaching; and solutions suggested by the teacher-respondents to address the problems encountered.

Profile of Student-Respondents

This section presents the profile of student-respondents in terms of age and sex; grade level enrolled in; dialect spoken at home; number of books, references used at home; average monthly family income; parents' highest educational attainment; parents' occupation; and attitude toward schooling.

Age and Sex. Table 4 presents the age and sex distribution of the student-respondents.

The student-respondents' age ranged from 10 years old to 15 years old whereby a number of them were aged 11 years old accounting for 45 or 36.29 percent. Thirty-seven or 29.84 percent were aged 12 years old while 26 or 20.97 percent were aged 10 years old, the rest of the student-respondents were distributed to the other ages identified in this study. However, two or 1.61 percent of the student-respondents did not specify their ages.

The mean age of the student-respondents was registered

Table 4

Age and Sex of Student-Respondents

Age	Sex		f	%
	Male	Female		
15	1	0	1	0.81
14	2	1	3	2.42
13	6	4	10	8.06
12	21	16	37	29.84
11	21	24	45	36.29
10	14	12	26	20.97
Not Stated	0	2	2	1.61
Total	**65**	**59**	**124**	**100.00**
%	**52.42**	**47.58**	**100.00**	
Mean	**11.28 years old**			
S. D.	**1.21 years**			

at 11.28 years old with a standard deviation (SD) of 1.21 years. The data signified that the student-respondents were

on their right age fitted for their grade level whose age differences were just about a year.

Moreover, majority of the student-respondents belonged to the male sex accounting for 65 or 52.42 percent. The female counterpart was comprised of 59 or 47.58 percent only. This denoted that the student-respondents were dominated by the males which suggested that this group were available during data collection.

Grade Level Enrolled In. Table 5 contains the data on the grade level they enrolled in.

It can be gleaned from the table that majority of the student-respondents were enrolled in Grade 6 accounting for 71 or 57.26 percent while 51 or 41.13 percent were in Grade 5 and two or 1.61 percent kept their silence.

Table 5

Grade Level Enrolled In by Student-Respondents

Grade Level	f	%
6	71	57.26
5	51	41.13
Not Stated	2	1.61
Total	**124**	**100.00**

The foregoing data reveal that the student-respondents were in the intermediate level.

Dialect Spoken at Home. Table 6 shows the dialect spoken at home by the student-respondents.

As shown in the table, most of the student-respondents, that is, 97 or 78.22 percent spoke Waray at home while 11 or 8.87 percent spoke Waray and Tagalog, seven or 5.65 percent spoke Waray, Tagalog, and English at home, two or 1.61 percent spoke Waray and English at home, and the rest of the pupil-respondents were slimly distributed to the other identified dialect spoken at home. But still, five or 4.03 percent did not disclose the dialect they spoke at home.

Table 6

Dialect Spoken at Home by Student-Respondents

Dialect	f	%
Waray	97	78.22
Tagalog	1	0.81
Waray and Tagalog	11	8.87
Waray and English	2	1.61
Tagalog and English	1	0.81
Waray, Tagalog and English	7	5.65
Not Stated	5	4.03
Total	**124**	**100.00**

Number of Books, References Used at Home. Table 7 presents the number of books, references used at home by

the student-respondents.

From the table it can be gleaned that the student-respondents had books, references, magazines, periodicals, novels and comic strips at home which they used to help them in their studies. Of the different materials, books were common with higher number at home accounting for an average of seven with SD of 6.09.

Table 7

Number of Books, References Used at Home by Student-Respondents

Books and References	Mean	S. D.
Books	7	6.09
References	1	2.00
Magazines	3	4.76
Periodicals	1	2.97
Novels	2	3.00
Comic Strips	1	1.69

The foregoing data suggested that the student-respondents had materials at home which they used to enhance their learning. Books were noted with higher number, probably, these are the textbooks issued by the school for the different learning areas.

Average Monthly Family Income. Table 8 reveals the average monthly family income of the student-respondents.

Table 8 reveals that the average monthly family income

of the student-respondents ranged from PhP3, 000 to PhP23, 999 whereby majority of them earned the minimum income of PhP3, 000-PhP5, 999 accounting for 71 or 57.26 percent. Thirty-two or 25.81 percent of the family of the student-respondents had a monthly income of PhP6, 000-PhP8, 999 while six or 4.84 percent earned PhP9, 000-PhP11, 999 and the rest of the student-respondents were distributed to the other income bracket identified in this study.

Table 8

Average Monthly Family Income of Student-Respondents

Income Bracket	f	%
21,000-23,999	3	2.42
18,000-20,999	1	0.81
15,000-17,999	4	3.22
12,000-14,999	5	4.03
9,000-11,999	6	4.84
6,000-8,999	32	25.81
3,000-5,999	71	57.26
Not Stated	2	1.61
Total	**124**	**100.00**

The modal monthly family income was calculated at PhP4,499.55 which turned lower than the poverty threshold, for a family of five, for the year 2015 for the Province of Samar which was PhP8,391 (PSA, 2017). This suggested that

the family of the student-respondents were living below the poverty line, however, it was worthwhile to note that despite their financial status, they prioritized the education of their children.

Parents' Highest Educational Attainment. Table 9 provides the information regarding the highest educational attainment of the parents of the student-respondents.

It can be seen from Table 9 that among the fathers, a number of them were elementary school graduates, that is, 38 or 30.65 percent. Twenty-two of them or 17.74 percent reached the elementary level while 19 or 15.32 percent reached the high school level, 18 or 14.52 percent were high school graduates and the rest of the fathers of the student-respondents were slimly distributed to the other educational levels identified in this study.

On the other hand, among the mothers of the student-respondents a number of them were elementary school graduates also accounting for 25 or 20.16 percent while 24 or 19.35 percent reached the high school level. Twenty-two of them or 17.74 percent were high school graduates and another 22 or 17.74 percent reached the elementary school level. The remaining mothers of the student-respondents were distributed to the other identified educational level but 18 of them or 14.52 percent invoked their right to keep

silent regarding this area.

The foregoing information signified that the parents of the student-respondents were functional literates, that is, they had the capability to write, speak, and understand simple message including the ability to do simple mathematical calculations.

Table 9

Parents' Highest Educational Attainment of Student-Respondents

Educational Level	Father		Mother	
	f	%	f	%
Post Graduate	0	0.00	0	0.00
College Graduate	4	3.22	6	4.84
College Level	7	5.65	7	5.65
High School Graduate	18	14.52	22	17.74
High School Level	19	15.32	24	19.35
Elementary School Graduate	38	30.65	25	20.16
Elementary School Level	22	17.74	22	17.74
Not Stated	16	12.90	18	14.52
Total	**124**	**100.00**	**124**	**100.00**

Parents' Occupation. Table 10 presents the occupation of the parents of the student-respondents.

Table 10 presents that, the fathers of the student-respondents, majority of them, that is, 71 or 57.26 percent were farm owners; while the rest of the fathers were slimly distributed to the other identified occupations.

Table 10

Parents' Occupation of Student-Respondents

Occupation	Father		Mother	
	f	%	f	%
Working Abroad	2	1.61	1	0.81
Businessman	2	1.61	0	0.00
Teaching	0	0.00	1	0.81
Government/Office Employee	1	0.81	0	0.00
Uniformed Men	0	0.00	0	0.00
Hog/Poultry Raiser	4	3.22	1	0.81
Gardener/Fruit Raiser	3	2.42	1	0.81
Farm Owner	71	57.26	40	32.26
Tenant	6	4.84	4	3.22
Housekeeper	1	0.81	48	38.71
Cook	0	0.00	7	5.64
Family Driver	5	4.03	0	0.00
Stevedore	0	0.00	0	0.00
Self-Employed	5	4.03	7	5.64
Others	10	8.07	2	1.61
Not Stated	14	11.29	12	9.68
Total	**124**	**100.00**	**124**	**100.00**

Moreover, Table 10 presents also that among the mothers of the student-respondents, a number of them were housekeepers, accounting for 48 or 38.71 percent. Forty of them or 32.26 percent disclosed as farm owners and the remaining mothers of the student-respondents were slimly distributed to the other identified occupations. However, there were 12 mothers or 9.68 percent who did not give information regarding their occupation.

The data showed that the parents of the student-

respondents had primary occupations which served as their source of their income which they used to sustain the basic and nutritional needs of the family members. Most of the fathers were engaged in gainful activities as farm owners while most of the mothers were on non-gainful activities being the housekeepers but this does not mean that they were idle considering that they provided support to their bread winner by taking care of the needs of the family.

Attitude Toward Schooling. Table 11 appraises the attitude of the student-respondents toward schooling. There were 10 attitude statements considered in this study whereby the student-respondents signified their agreement or agreement.

Table 11 presents that the student-respondents "agreed" all the attitude statements reflecting their attitude toward schooling with weighted means ranging from 3.60 to 4.33. The first four statements that obtained the highest weighted means corresponded to Numbers 10, 9, 7, and 8 with statements stating: "I have a very good teacher in my multigrade class;" "I am happy being together with other students of different grade level;" "I follow instructions of my multigrade teacher;" and "I ensure that my fellow students are able to accomplish the activities given to us by our teacher while he/she is with the other

Table 11

Attitude Toward Schooling of Student-Respondents

Attitude Statement	Weighted Mean	Inter-pretation
1. I enjoy attending multigrade classes	3.99	A
2. I am motivated to attend multigrade classes	3.98	A
3. I am enriched with activities by my teacher in my multigrade class	3.88	A
4. I enjoy with my teacher in my multigrade for he/she uses technology in teaching	3.90	A
5. I actively participate in the different activities in my multigrade class	3.94	A
6.I share my learnings with other pupils in my multigrade class	3.60	A
7. I follow instructions of my multigrade teacher	4.12	A
8. I ensure that my fellow students are able to accomplish the activities given to us by our teacher while he/she is with the other grade level	4.06	A
9. I am happy being together with other students of different grade level	4.17	A
10. I have a very good teacher in my multigrade class	4.33	A
Grand Weighted Mean	**4.00**	**A**

Legend:

4.51 – 5.00	Strongly Agree	(SA)
3.51 – 4.50	Agree	(A)
2.51 – 3.50	Uncertain/Undecided	(U)
1.51 – 2.50	Disagree	(D)
1.00 – 1.50	Strongly Disagree	(SD)

grade level," with weighted means of 4.33, 4.17, 4.12, and 4.06, respectively.

Taken as a whole, the student-respondents "agreed" on their attitude toward schooling being indicated by the grand weighted mean of 4.00. This signified that the student-respondents had a favorable attitude toward it which suggested that they were motivated in going to

school.

Profile of Teacher-Respondents

This section presents the profile of teacher-respondents in terms of age and sex; civil status; average monthly family income; highest educational attainment; number of relevant in-service trainings; number of years as multigrade teacher; performance rating based on the IPCRF; and attitude toward teaching multigrade class.

Age and Sex. Table 12 presents the age and sex of teacher-respondents.

It can be gleaned from the table that the oldest teacher-respondent was 57 years old while the youngest was 23 years old whereby a number of them were aged 23-27 years old accounting for nine or 24.33 percent. Five or 13.51 percent aged 28-32 years old while four or 10.81 percent were aged 38-42 years old, four or 10.81 percent were aged 33-37 years old and only one or 2.70 percent was aged 53-57 years old. Still, there were 14 or 37.84 percent of the teacher- respondents who did not disclose their ages for unknown reason.

The mean age of the teacher-respondents was posted at 30.62 years old with a SD of 7.46 years. The data signified that the teacher-respondents were relatively young, at their early 30's which were expected to have several

Table 12

Age and Sex of Teacher-Respondents

Age	Sex			f	%
	Male	Female	Not Stated		
53-57	0	1	0	1	2.70
48-52	0	0	0	0	0.00
43-47	0	0	0	0	0.00
38-42	0	2	2	4	10.81
33-37	1	3	0	4	10.81
28-32	0	5	0	5	13.51
23-27	0	9	0	9	24.33
Not Stated	1	9	4	14	37.84
Total	**2**	**29**	**6**	**37**	**100.00**
%	**5.41**	**78.38**	**16.21**	**100.00**	
Mean	**30.62 years old**				
S. D.	**7.46 years**				

chances of being promoted in the Department of Education.

Moreover, majority of the teacher-respondents were female accounting for 29 or 78.38 percent. The male counterpart was composed of two or 5.41 percent only. The data manifested female dominance among the teaching force an indication that more of the female embraced teaching as a profession than the male ones.

Civil Status. Table 13 shows the civil status of the teacher-respondents.

As shown in the table, majority of the teacher-

Table 13

Civil Status of Teacher-Respondents

Civil Status	F	%
Single	11	29.73
Married	19	51.35
Widowed	0	0.00
Separated	0	0.00
Not Stated	7	18.92
Total	**37**	**100.00**

respondents, that is, 19 or 51.35 percent were married while 11 or 29.73 percent were single and seven or 18.92 percent gave no information regarding their civil status. The data suggested that the teacher-respondents had their respective family which they sustained by the income they earned from their profession. They might not be the bread winner of the family but they contributed to its welfare.

Average Monthly Family Income. Table 14 contains the information regarding the average monthly family income of the teacher-respondents which was sourced from the income they derived from their profession and the aggregate income of all other working members of the family.

Table 14 presents that a number of the teacher-respondents earned a monthly family income of PhP19,999 and below accounting for 14 or 37.84 percent while nine of them

Table 14

Average Monthly Family Income of Teacher-Respondents

Income Bracket	F	%
40,000 and above	0	0.00
35,000-39,999	1	2.70
30,000-34,999	3	8.11
25,000-29,999	0	0.00
20,000-24,999	9	24.32
19,999 and below	14	37.84
Not Stated	10	27.03
Total	**37**	**100.00**

or 24.32 percent earned PhP20,000-PhP24,999, three or 8.11 percent, PhP30,000-PhP34,999 and one or 2.70 percent earned PhP35,000-PhP39,999. But there were 10 of the teacher-respondents or 27.03 percent held their anonymity regarding this issue for undisclosed reason.

The modal average monthly family income of the teacher-respondents was equal to or less than PhP19,999 which was higher than the poverty threshold for the Province of Samar for the Year 2015 for a family of five (PSA, 2017). This meant that the teacher-respondents had the capability to raise their respective family and sustain the basic and nutritional needs of its members.

Highest Educational Attainment. Table 15 presents the highest educational attainment of the teacher-respondents.

Table 15

Highest Educational Attainment of Teacher-Respondents

Educational Level	F	%
Ph.D./Ed.D.	0	0.00
MA w/ Doctoral Units	1	2.70
MA Degree	3	8.11
Baccalaureate Degree w/ MA Units	18	48.65
Baccalaureate Degree	8	21.62
Not Stated	7	18.92
Total	**37**	**100.00**

Table 14 presents that a number of the teacher-respondents, that is, 18 o 48.65 percent were baccalaureate degree holders with units in the master's level while eight of them or 21.62 percent were baccalaureate degree holders, three or 8.11 percent were master's degree holders, and one or 2.70 percent was a master's degree holder with units in the doctorate level. The remaining seven teacher-respondents or 18.92 percent did not disclose their highest educational attainment but for sure they were baccalaureate degree holders considering that being such was one of the basic requirements for embracing the teaching profession.

The foregoing data suggested that the teacher-

Respondents were educationally qualified for the teaching position. Some of them even pursued advance education by enrolling and earning units in the master's degree level.

Number of Relevant In-Service Trainings. Table 16 reveals the number of relevant in-service trainings of the teacher-respondents.

The afore-cited table revealed that the teacher-respondents attended relevant in-service trainings in the different levels. Furthermore, it was revealed that the mean trainings attended by the teacher-respondents were as follows: national, one with a SD of 0.00; regional, one

Table 16

Number of Relevant In-Service Trainings of Teacher-Respondents

Training Level	Mean	S. D.
National	1	0.00
Regional	1	0.54
Division	3	2.11
District	5	3.11
School	5	3.23

with a SD of 0.54; division, three with a SD of 2.11; district, five with a SD of 3.11; and school, five with a SD of 3.23.

The data suggested that the teacher-respondents continually enhanced their teaching competence through

attendance to relevant trainings of the different levels.

Number of Years as Multigrade Teacher. Table 17 shows the number of years accumulated by the teacher-respondents as multigrade teachers.

Table 17 shows that the number of years as multigrade teachers of the teacher-respondents ranged from one year to 15 years whereby a number of them, that is, 16 or 43.24 percent disclosed a 1-3 years as multigrade teachers while 10 or 27.03 percent had 4-6 years of experience in teaching multigrade classes, two or 5.41 percent had been teaching the aforesaid class for 13-15 years and one or 2.70 percent had been teaching the multigrade class for 7-9 years. The remaining eight teacher-respondents or 21.62 percent kept

Table 17

Number of Years as Multigrade Teachers of Teacher-Respondents

No. of Years	F	%
13-15	2	5.41
10-12	0	0.00
7-9	1	2.70
4-6	10	27.03
1-3	16	43.24
Not Stated	8	21.62
Total	**37**	**100.00**
Mean	**3.69 years**	
S. D.	**3.26 years**	

their silence regarding the issue.

The mean number of years as multigrade teachers of the teacher-respondents was posted at 3.69 years with a SD of 3.26 years. This indicated that most of the teacher-respondents were newly assigned to schools with multigrade classes which suggested that they still need to hone their skills in teaching such classes and develop more favorable attitude toward it.

Performance Rating Based on the IPCRF. Table 18 reveals the latest performance rating of the teacher-respondent based on the IPCRF which was manifested by the adjectival rating.

Table 18

Performance Rating Based on the IPCRF of Teacher-Respondents

Adjectival Rating	F	%
Outstanding	0	0.00
Very Satisfactory	27	72.97
Satisfactory	4	10.81
Unsatisfactory	0	0.00
Poor	0	0.00
Not Stated	6	16.22
Total	**37**	**100.00**

From the table, it can be gleaned that majority of the teacher-respondents garnered an adjectival rating of "very

satisfactory" accounting for 27 or 72.97 percent while four or 10.81 percent obtained a "satisfactory" rating and six or 16.22 percent did not give information regarding their performance rating based on the IPCRF.

The data revealed that the teacher-respondents have a favorable performance based on the rating system prescribed by the Civil Service Commission (CSC) which indicated that they functioned effectively with their present assignment as multigrade teachers.

Attitude Toward Multigrade Teaching. Table 19 appraises the attitude of the teacher-respondents toward multigrade teaching. There were 10 attitude statements considered in this study that depicted the attitude toward multigrade teaching whereby the teacher-respondents signified their agreement or disagreement in each statement. Table 18 shows that the teacher-respondents "agreed" all the eight attitude statements with weighted means ranging from 3.64 to 4.16 corresponding to Statement Numbers 10, 4, 3, 6, 9, 2, 7, and 1. The statements obtaining the highest and least weighted means corresponded to Numbers 10 and 1, respectively with statements stating: "I ask assistance from parents of students in multigrade classes whenever necessary;" and "I like teaching multigrade classes." The remaining two attitude statements

Table 19

Attitude of Teacher-Respondents toward Teaching Multigrade Class

Indicator	Weighted Mean	Inter-pretation
1. I like teaching multigrade classes	3.64	A
2. I find learning competencies for multigrade classes appropriate to K to 12	3.74	A
3. I use appropriate teaching methods or techniques in multigrade classes	4.03	A
4. I use DLL/DLP template in writing lesson plans in multigrade classes	4.10	A
5. I find it very easy teaching in multigrade classes	3.35	U
6. I have enough instructional materials and activities for students in multigrade class	3.84	A
7. I conform to the budget of lessons for multigrade classes	3.70	A
8. I am satisfied with the honorarium given to multigrade teachers.	3.26	U
9. I implement multidisciplinary approach in teaching multigrade class	3.77	A
10. I ask assistance from parents of students in multigrade classes whenever necessary	4.16	A
Grand Weighted Mean	**3.76**	**A**

Legend:			
	4.51 – 5.00	Strongly Agree	(SA)
	3.51 – 4.50	Agree	(A)
	2.51 – 3.50	Uncertain/Undecided	(U)
	1.51 – 2.50	Disagree	(D)
	1.00 – 1.50	Strongly Disagree	(SD)

were appraised by the teacher-respondents as "uncertain or undecided" with weighted means of 3.35 and 3.26 which corresponded to Statement Numbers 5 and 8 stating, "I find it very easy teaching in multigrade classes;" and "I am satisfied with the honorarium given to multigrade teachers," respectively. Taken as a whole, the teacher-respondents "agreed" on their attitude toward multigrade teaching being indicated by the grand weighted mean of 3.76. This suggested that the teacher-respondents manifested favorable attitude toward it.

Profile of School Administrator-Respondents

This section presents the profile of school administrator-respondents in terms of age and sex; civil status; average monthly family income; highest educational attainment; number of relevant in-service trainings; number of administrative experience; performance rating based on the OPCRF; and attitude toward multigrade class.

Age and Sex. Table 20 presents the age and sex of the school administrator-respondents

The table shows that the school administrator-respondents' age ranged from 30 to 49 years old whereby a number of them, that is, three or 30.00 percent were aged 49 years old. Two of the school administrator-respondents or 20.00 percent were aged 43 years old while another two

Table 20

Age and Sex of School Administrator-Respondents

Age	Sex		f	%
	Male	Female		
49	0	3	3	30.00
43	0	2	2	20.00
42	0	1	1	10.00
39	0	2	2	20.00
30	0	2	2	20.00
Total	**0**	**10**	**10**	**100.00**
%	**0.00**	**100.00**	**100.00**	
Mean	**41.30 years old**			
S. D.	**7.07 years**			

or 20.00 percent were aged 39 years old and still another two or 20.00 percent were aged 30 years old. The remaining one or 10.00 percent was aged 42 years old.

The mean age of the school administrator-respondents was posted at 41.30 years old with a SD of 7.07 years. This signified that the school administrator- respondents were still relatively young at their early 40s and at the prime of their age.

Moreover, all of the school administrator-respondents belonged to the female sex accounting for 10 or 100.00 percent. This indicated that more of the females embrace teaching as a profession that confirmed the age and sex

distribution of the teacher-respondents earlier presented. Because of the female dominance among teachers, most of them ascend to the hierarchy by being promoted as school administrators.

Civil Status. Table 21 shows the civil status of the school administrator-respondents.

It can be gleaned from Table 18 that majority of the school administrator-respondents were married accounting for seven or 70.00 percent while only three of them or 30.00 percent were single.

Table 21

Civil Status of School Administrator-Respondents

Civil Status	F	%
Single	3	30.00
Married	7	70.00
Widowed	0	0.00
Separated	0	0.00
Total	**10**	**100.00**

The data showed that, like the teacher-respondents, this group of respondents had their respective families to sustain through the income they derived from their employment.

Average Monthly Family Income. Table 22 presents the average monthly family income of the school administrator-respondents.

From the table, it can be noted that the highest monthly family income the school administrator-respondents earned was PhP45,000 and above while the least was PhP25,000. Furthermore, a number of the school administrator-respondents, that is four or 40.00 percent earned a monthly family income of PhP35,000-PhP39,000 while two or 20.00 percent earned PhP45,000 and above, another two or 20.00 percent had a monthly income of PhP30, 000-Php34, 999 and still another two or 20.00 percent who earned PhP25,000-PhP29,999.

Table 22

Average Monthly Family Income of School Administrator-Respondents

Income Bracket	F	%
40,000 and above	2	20.00
35,000-39,999	4	40.00
30,000-34,999	2	20.00
25,000-29,999	2	20.00
20,000-24,999	0	0.00
19,999 and below	0	0.00
Total	**10**	**100.00**
Mean	**PhP35,499.50**	
S. D.	**PhP5,374.84**	

The mean monthly family income earned by the school

administrator-respondents was calculated at PhP35,499.50 with a SD of PhP5,374.84. The data suggested that the school administrator-respondents earned a regular monthly income sufficient enough to provide the basic and nutritional needs of the members of the family including their educational needs.

Highest Educational Attainment. Table 23 presents the highest educational attainment of school administrator-respondents. Table 23 shows that majority of the school administrator-respondents were master's degree holders accounting for six or 60.00 percent. Two or 20.00 percent of the school administrator-respondents were doctorate degree holders, either Doctor of Philosophy or Doctor of

Table 23

Highest Educational Attainment of School Administrator-Respondents

Educational Level	F	%
Ph.D./Ed.D.	2	20.00
MA w/ Doctoral Units	2	20.00
MA Degree	6	60.00
Baccalaureate Degree w/ MA Units	0	0.00
Baccalaureate Degree	0	0.00
Total	**10**	**100.00**

Education while the remaining two or 20.00 percent were master's degree holders with units in the doctorate level.

The foregoing data manifested that the school administrator-respondents were educationally prepared for the position they were appointed which indicated that they did not settle as Teacher Education Degree holders but they pursued with advanced education and earning master's degree or units in the doctorate level and even earning a doctorate degree.

Number of Relevant In-Service Trainings. Table 24 reveals the number of relevant in-service trainings of school administrator-respondents in the different levels.

Table 24 reveals that the mean number of trainings attended by the school administrator-respondents in the school, seven with SD of 5.12.

Table 24

Number of Relevant In-Service Trainings of School Administrator-Respondents

Training Level	Mean	S. D.
National	3	2.14
Regional	3	1.64
Division	5	3.16
District	9	6.02
School	7	5.12

The data suggested that the school administrator-

respondents had attended relevant trainings which were required by the DepEd to keep them abreast with the different programs and curricula implemented by it.

Number of Years as School Administrator. Table 25 provides the data on the number of years as school administrator of the school administrator-respondents.

Table 25 shows that the school administrator-respondents had been in the service as school administrators from one year to eight years. A number of them had been a school administrator for two years accounting for four or 40.00 percent while two or 20.00 percent for eight years. Another two or 20.00 percent of the school administrator-respondents had been school administrators for four years and the other two or 20.00

Table 25

Number of Years as School Administrators of School Administrator-Respondents

No. of Years	F	%
8	2	20.00
4	2	20.00
2	4	40.00
1	2	20.00
Total	**10**	**100.00**
Mean	**3.40 years**	
S. D.	**2.63 years**	

percent for one year. The mean number of years as school administrators of the school administrator-respondents was posted at 3.40 years with a SD of 2.63 years. The data denoted that the school administrator-respondents were newly designated as school administrator, however, because they had upgraded their competence by pursuing advanced education and by attending relevant trainings, they became qualified for the position.

Performance Rating Based on the OPCRF. Table 26 presents the performance rating of the school administrator-respondents based on the latest OPCRF.

From the table, it can be seen that all the school administrator-respondents garnered a "very satisfactory" performance rating based on the latest OPCRF accounting for 10 or 100.00 percent.

Table 26

Performance Rating Based on the OPCRF of School Administrator-Respondents

Adjectival Rating	F	%
Outstanding	0	0.00
Very Satisfactory	10	10.00
Satisfactory	0	0.00
Unsatisfactory	0	0.00
Poor	0	0.00
Total	**10**	**100.00**

The data denoted that the school administrator-respondents manifested a very favorable performance in the discharge of their duties as school administrators.

Attitude Toward Multigrade Teaching. Table 27 appraises the attitude of the school administrator-respondents toward multigrade teaching. There were 10 attitude statements considered in this study for the school administrator-respondents to agree or disagree in each statement.

Table 27 presents that of the 10 attitude statements, the school administrator-respondents "strongly agreed" on one corresponding to Number 2 with a weighted mean of 4.56 stating, "I give my full support to teachers teaching multigrade classes." The remaining attitude statements were "agreed" by this group of respondents with weighted means ranging from 4.00 to 4.40. The first five attitude statements that obtained the highest weighted means corresponded to Numbers 4, 8, 6, 3, and 10, with statements stating: "I ensure that teachers will be given adequate instructional materials in teaching multigrade classes;" "I see to it that teachers use the budget of lessons for multigrade classes;" "I check lesson plans of teachers teaching multigrade classes;" "I provide technical assistance to multigrade teachers to enhance and improve

Table 27

Attitude Toward Multigrade Teaching of School Administrator-Respondents

Indicator	Weighted Mean	Inter-pretation
1. I monitor teachers in multigrade classes regularly	4.00	A
2. I give my full support to teachers teaching multigrade classes	4.56	SA
3. I provide technical assistance to multigrade teachers to enhance and improve their performance	4.30	A
4. I ensure that teachers will be given adequate instructional materials in teaching multigrade classes	4.40	A
5. I am giving feedback to teachers teaching multigrade classes	4.20	A
6. I check lesson plans of teachers teaching multigrade classes	4.30	A
7. I enjoy observing teachers and students in multigrade classes	4.20	A
8. I see to it that teachers use the budget of lessons for multigrade classes	4.30	A
9. I encourage teachers to ask assistance from parents of students in multigrade classes	4.20	A
10. I implement school learning action cell relative to multigrade classes teaching	4.30	A
Grand Weighted Mean	**4.28**	**A**

Legend:			
	4.51 – 5.00	Strongly Agree	(SA)
	3.51 – 4.50	Agree	(A)
	2.51 – 3.50	Uncertain/Undecided	(U)
	1.51 – 2.50	Disagree	(D)
	1.00 – 1.50	Strongly Disagree	(SD)

their performance;" and "I implement school learning action cell relative to multigrade classes teaching," with weighted means of 4.40, 4.30, 4.30, 4.30, and 4.30, respectively.

Taken as a whole, the school administrator-respondents "agreed" on their attitude toward multigrade teaching being indicated by the grand weighted mean of 4.28. This suggested that the school administrator-respondents have high regard for teachers who were teaching multigrade.

Profile of Respondent-Schools

This section provides the information regarding the profile of the respondent-schools in terms of their average multigrade class size; number of textbooks, references, instructional materials, and references available; and number of facilities and equipment available.

Average Multigrade Class Size. Table 28 presents the average multigrade class size of school-respondents.

From the table, it can be gleaned that two of the school-respondents or 20.00 percent posted an average multigrade class size of 20 students while another two of the school-respondents or 20.00 percent had an average size of 15 students and one or 10.00 percent had an average multigrade class size of 60 students. The remaining five school-respondents or 50.00 percent did not give any

information regarding their average multigrade class.

The data suggested that the enrolment in the school-respondents had a smaller number of enrolment that

Table 28

Average Multigrade Class Size of School-Respondents

Class Size	F	%
60	1	10.00
20	2	20.00
15	2	20.00
Not Stated	5	50.00
Total	**10**	**100.00**

multigrade classes were resorted to aside from the lack of teachers to handle monograde classes.

Number of Textbooks, Instructional Materials, and References. Table 29 shows the number of textbooks, instructional materials, and references of school-respondents.

Table 29 presents that the school-respondents accounted for a mean number of textbooks of 18 books with a SD of 9.38 books which were distributed to the different learning areas, namely: English, Mathematics, Filipino, Science, MAPEH, TLE, Edukasyon Pagpapakatao, Aralin Panlipunan, Big Books, and Small Books. Furthermore, the instructional materials of the same schools were accounted

for with a mean of 17 with a SD of 9.23 IMs distributed to the following: charts, pictures, tarpaulin, educational software, and manipulative materials.

Table 29

Number of Textbooks, Instructional Materials and References of School-Respondents

Category	Mean	S. D.
Text Books	**18**	**9.38**
English	24	11.62
Math	24	10.35
Filipino	28	12.53
Science	20	7.06
MAPEH	13	10.60
TLE	4	5.83
Edukasyon Pagpapakatao	19	14.92
Aralin Panlipunan	27	10.34
Big Books	9	5.27
Small Books	9	5.27
Instructional Materials	**17**	**9.23**
Charts	23	13.17
Pictures	28	12.70
Tarpaulin	25	11.78
Educational Software	4	4.05
Manipulative Materials	6	4.47
Learners' Materials	**27**	**17.62**
English	34	21.10
Math	34	21.03
Filipino	35	22.72
Science	37	23.52
MAPEH	12	7.91
TLE	7	5.94
Edukasyon Pagpapakatao	23	22.03
Aralin Panlipunan	35	16.69

The learning materials had a mean of 27 with a SD of 17.62 materials. These learning materials were intended for the following subject areas: English, Mathematics, Filipino, Science, MAPEH, TLE, Edukasyon Pagpapakatao, and Aralin Panlipunan.

The data suggested that the school-respondents had available textbooks, instructional materials, and references which could be used by the students to enhance their learning. However, the available number was quite not enough to have 1:1 ratio among the students. This suggested that the DepEd still lack textbooks, instructional materials, and references thus need augmentation through the initiative of the teachers and school administrators.

Number of Facilities and Equipment Available. Table 30 shows the number of facilities and equipment available in school-respondents.

It can be gleaned from Table 30 that the school-respondents have facilities with a mean number of eight and SD of 5.93. These facilities include the following: electricity, potable water, classrooms, desk chairs, storage, and learning areas.

Furthermore, the school-respondents accounted for equipment also with a mean of three with a SD of 2.45 which included the following: projector, computer and printer,

science apparatuses, and manipulative materials.

The foregoing data suggested that the school-respondents were provided by the department with facilities and equipment to effectively cater to the needs of the students. However, the facilities and equipment were not sufficient. This suggested that scarcity of the facilities and equipment was still experienced by the school-respondents which the teachers and administrators have to

Table 30

Number of Facilities and Equipment Available of School-Respondents

Category	Mean	S. D.
Facilities	**8**	**5.93**
Electricity	2	1.89
Potable Water	2	2.67
Internet	None	
Classroom	4	1.96
Desk Chair	47	34.00
Storage	1	0.46
Learning Area	1	0.54
Equipment	**3**	**2.45**
Projector	2	0.52
Computer and Printer	5	3.10
TV	None	
DVD	None	
Science Apparatus	7	6.55
Manipulative Material	6	4.53

use their initiative in establishing partnership with the stakeholders.

Academic Performance of Student-Respondents Based on the Obtained General Rating

Table 31 reveals the academic performance of the student-respondents based on their obtained general rating during the School Year 2015-2016.

As revealed in the table, the highest academic rating of the student-respondents was posted at a rating of 94 while the lowest was 75. Half of the student-respondents, that is, 62 or 50.00 percent garnered an academic rating of 80-84 while 35 of them or 28.23 percent obtained 85-89, 24

Table 31

Academic Performance of Student-Respondents Based on the Obtained General Rating, S.Y. 2015-2016

Academic Performance	F	%
90-94	3	2.42
85-89	35	28.23
80-84	62	50.00
75-79	24	19.35
Total	**124**	**100.00**
Mean	**82.77**	
S. D.	**3.16**	

or 19.35 percent got a rating of 75-79 and three or 2.42 percent obtained a rating of 90-94.

The mean academic performance of the student-respondents was calculated at a rating of 82.77 with a SD of 3.16. The data denoted that the student-respondents showed a favorable academic standing for the School Year 2015-2016 being manifested by a high performance rating which surpassed the mastery level of 75 as prescribed by the DepEd. This suggested that the teaching in the multigrade classes was seemingly effective considering that it turned similar academic performance with the monograde classes.

Relationship Between the Student-Respondents' Academic Performance and the Identified Factors

This section contains the association of relationship between the academic performance of the student-respondents based on their obtained average grade and the identified factors, namely: student-related factors; teacher-related factors; school-related factors; and administrator-related factors.

Student-Related Factors. Table 32 provides the result of the association of the relationship between the academic performance of the student-respondents based on their obtained average grade and the student-related factors,

namely: age; sex; grade level enrolled in; dialect spoken at home; number of books, references used at home; average monthly family income; parents' highest educational attainment; parents' occupation; and attitude toward schooling.

Age. In associating the academic performance of the student-respondents based on their obtained average grade and their age using the Pearson Product-Moment Coefficient of Correlation, Table 32 shows a coefficient of 0.072 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's test was employed whereby the computed value registered at 0.797 with a p-value of 0.429 while the critical value was set at $\pm$1.980 at the degree of freedom (df) of 122 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.797 turned lesser than the critical value of $\pm$1.980 while the p-value of 0.429 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was

Table 32

Relationship Between the Student-Respondents' Academic Performance and the Student-Related Factors

Variate	r-value	Degree of Association	Fisher's t-value	p-value	Evaluation/ Decision
Age	0.072	Very Weak Linear Association	0.797	0.429	Not Significant/ Accept Ho.
Sex	-0.042	Very Weak Linear Association	0.464	0.642	Not Significant/ Accept Ho.
Grade Enrolled In	0.038	Very Weak Linear Association	0.420	0.678	Not Significant/ Accept Ho.
Dialect Spoken at Home	0.060	Very Weak Linear Association	0.664	0.518	Not Significant/ Accept Ho.
Number of Books, References Used at Home	0.144	Very Weak Linear Association	1.607	0.110	Not Significant/ Accept Ho.
Average Monthly Family Income	0.049	Very Weak Linear Association	0.542	0.595	Not Significant/ Accept Ho.
Parents' Highest Educational Attainment	0.176	Very Weak Linear Association	1.980	0.050	Significant/ Reject Ho.
Parents' Occupation	0.195	Very Weak Linear Association	2.196	0.030	Significant/ Reject Ho.
Attitude Toward Schooling	0.100	Very Weak Linear Association	1.110	0.273	Not Significant/ Accept Ho.

Legend:

0	*No linear association*
0<p<±0.2	*Very weak linear association*
±0.2≤p<±0.4	*Weak linear association*
±0.4≤p<±0.6	*Moderate linear association*
±0.6≤p<±0.8	*Strong linear association*
±0.8≤p<±1.0	*Very strong linear association*
±1.0	*Perfect linear association*

Fisher's t-critical value = ±1.980
df = 122
α = .05

not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by their age. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and their age" was accepted.

Sex. In associating the academic performance of the student-respondents based on their obtained average grade and their sex using the Pearson Product-Moment Coefficient of Correlation, Table 31 shows a coefficient of -0.042 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.464 with a p-value of 0.642 while the critical value was set at $\pm$1.980 at the degree of freedom (df) of 122 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.464 turned lesser than the critical value of $\pm$1.980 while the p-value of 0.642 turned

greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by their sex. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and their sex" was accepted.

Grade Level Enrolled In. In associating the academic performance of the student-respondents based on their obtained average grade and their grade level enrolled in using the Pearson Product-Moment Coefficient of Correlation, Table 31 shows a coefficient of 0.038 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.420 with a p-value of 0.678 while the critical value was set at ±1.980 at the degree of freedom (df) of 122 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the

critical value and the p-value with the α, it was noted that the computed value of 0.420 turned lesser than the critical value of ±1.980 while the p-value of 0.678 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the grade level they were enrolled in. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and their grade level enrolled in" was accepted.

Dialect Spoken at Home. In associating the academic performance of the student-respondents based on their obtained average grade and the dialect spoken at home, using the Pearson Product-Moment Coefficient of Correlation, Table 31 shows a coefficient of 0.060 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.664 with a p-value of 0.518 while the critical value was set at ±1.980 at the degree of freedom (df) of 122 at .05 level of significance. To determine whether the correlation

was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.664 turned lesser than the critical value of ±1.980 while the p-value of 0.518 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the dialect spoken at home. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and their dialect spoken at home" was accepted.

Number of Books, References Used at Home. In associating the academic performance of the student-respondents based on their obtained average grade and the number of books, references used at home, using the Pearson Product-Moment Coefficient of Correlation, Table 31 shows a coefficient of 0.144 denoting a very weak linear association. To test further the significance of the

calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 1.607 with a p-value of 0.110 while the critical value was set at ±1.980 at the degree of freedom (df) of 122 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 1.607 turned lesser than the critical value of ±1.980 while the p-value of 0.110 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the number of books, references used at home. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the number of books, references used at home" was accepted.

Average Monthly Family Income. In associating the

academic performance of the student-respondents based on their obtained average grade and their average monthly family income, using the Pearson Product-Moment Coefficient of Correlation, Table 32 shows a coefficient of 0.049 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.542 with a p-value of 0.595 while the critical value was set at $\pm$1.980 at the degree of freedom (df) of 122 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.542 turned lesser than the critical value of $\pm$1.980 while the p-value of 0.595 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by their average monthly family income. Therefore, the null hypothesis stating that "there is no significant relationship between

the academic performance of the student-respondents based on their obtained average grade and their average monthly family income" was accepted.

Parents' Highest Educational Attainment. In associating the academic performance of the student-respondents based on their obtained average grade and their parents' highest educational attainment, using the Pearson Product-Moment Coefficient of Correlation, Table 32 shows a coefficient of 0.176 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 1.980 with a p-value of 0.050 while the critical value was set at ±1.980 at the degree of freedom (df) of 122 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 1.980 turned equal to the critical value of ±1.980 while the p-value of 0.050 turned equal to the α also which was .05. This signified that the correlation between the aforesaid variables was

significant. This meant that the academic performance of the student-respondents based on their obtained average grade was significantly influenced by their parents' highest educational attainment. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and their parents' highest educational attainment" was rejected. The coefficient being positive suggested a direct proportional association.

Moreover, this means that the higher the educational attainment of the parents of the student-respondents, the higher was their academic performance also. This suggested that parents with higher educational level could help their students with their schooling thus they performed better than those whose parents had lower educational attainment.

Parents' Occupation. In associating the academic performance of the student-respondents based on their obtained average grade and their parents' occupation, using the Pearson Product-Moment Coefficient of Correlation, Table 32 shows a coefficient of 0.195 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 2.196 with a p-

value of 0.030 while the critical value was set at ±1.980 at the degree of freedom (df) of 122 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 2.196 turned greater than the critical value of ±1.980 while the p-value of 0.030 turned lesser than the α equal to .05. This signified that the correlation between the aforesaid variables was significant. This meant that the academic performance of the student-respondents based on their obtained average grade was significantly influenced by their parents' occupation. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and their parents' occupation" was rejected. The coefficient being positive suggested a direct proportional association. Meaning, the student-respondents whose parents had a better gainful occupation manifested higher academic performance. This suggested that parents better gainful activities earned more which could help

their students in providing them the logistics and necessary support materials thus they performed better than those whose parents had no better gainful activities and earned meagre income.

Attitude Toward Schooling. In associating the academic performance of the student-respondents based on their obtained average grade and their attitude toward schooling, using the Pearson Product-Moment Coefficient of Correlation, Table 32 shows a coefficient of 0.100 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 1.110 with a p-value of 0.273 while the critical value was set at ±1.980 at the degree of freedom (df) of 122 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 1.110 turned lesser than the critical value of ±1.980 while the p-value of 0.273 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not

significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by their attitude toward schooling. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and their attitude toward schooling" was accepted.

In summary, of the student-related factors, only parents' highest educational attainment and parents' occupation proved to have significant influence to their academic performance based on the obtained general average during the School Year 2015-2016. The other student-related factors had nothing to do with it.

Teacher-Related Factors. Table 33 provides the result of the association of the relationship between the academic performance of the student-respondents based on their obtained average grade and the teacher-related factors, namely: age; sex; civil status; average monthly family income; highest educational attainment; number of relevant in-service training; number of years as multigrade teacher; performance rating based on the IPCRF; and attitude toward teaching multigrade classes.

Age. In associating the academic performance of the

student-respondents based on their obtained average grade and the age of the teacher-respondents, using the Pearson Product-Moment Coefficient of Correlation, Table 33 shows a coefficient of 0.114 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.679 with a p-value of 0.429 while the critical value was set at ±2.030 at the degree of freedom (df) of 35 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α). In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.679 turned lesser than the critical value of ±2.030 while the p-value of 0.429 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the age of the teacher-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the

Table 33

Relationship Between the Student-Respondents' Academic Performance and the Teacher-Related Factors

Variate	r-value	Degree of Association	Fisher's t-value	p-value	Evaluation/ Decision
Age	0.114	Very Weak Linear Association	0.679	0.429	Not Significant/ Accept Ho.
Sex	0.035	Very Weak Linear Association	0.207	0.852	Not Significant/ Accept Ho.
Civil Status	0.061	Very Weak Linear Association	0.362	0.749	Not Significant/ Accept Ho.
Average Monthly Family Income	-0.284	Weak Linear Association	1.752	0.151	Not Significant/ Accept Ho.
Highest Educational Attainment	0.040	Very Weak Linear Association	0.237	0.833	Not Significant/ Accept Ho.
Number of Relevant In-Service Trainings	0.074	Very Weak Linear Association	0.439	0.692	Not Significant/ Accept Ho.
Number of Years as Multigrade Teacher	0.036	Very Weak Linear Association	0.213	0.853	Not Significant/ Accept Ho.
IPCRF Performance Rating	0.224	Weak Linear Association	1.360	0.227	Not Significant/ Accept Ho.
Attitude Toward Teaching Multigrade Classes	0.233	Weak Linear Association	1.417	0.207	Not Significant/ Accept Ho.

Legend:

0	*No linear association*
$0<p<\pm0.2$	*Very weak linear association*
$\pm0.2\leq p<\pm0.4$	*Weak linear association*
$\pm0.4\leq p<\pm0.6$	*Moderate linear association*
$\pm0.6\leq p<\pm0.8$	*Strong linear association*
$\pm0.8\leq p<\pm1.0$	*Very strong linear association*
±1.0	*Perfect linear association*

Fisher's t-critical value = ±2.030
df = 35
$\alpha = .05$

student-respondents based on their obtained average grade and the teacher-respondents' age" was accepted.

Sex. In associating the academic performance of the student-respondents based on their obtained average grade and the sex of the teacher-respondents, using the Pearson Product-Moment Coefficient of Correlation, Table 33 shows a coefficient of 0.035 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.207 with a p-value of 0.852 while the critical value was set at ±2.030 at the degree of freedom (df) of 35 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.207 turned lesser than the critical value of ±2.030 while the p-value of 0.852 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average

grade was not significantly influenced by the sex of the teacher-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the teacher-respondents' sex" was accepted.

Civil Status. In associating the academic performance of the student-respondents based on their obtained average grade and the civil status of the teacher-respondents, using the Pearson Product-Moment Coefficient of Correlation, Table 33 shows a coefficient of 0.061 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.362 with a p-value of 0.749 while the critical value was set at ±2.030 at the degree of freedom (df) of 35 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.362 turned lesser than the critical value of ±2.030 while the p-value of 0.749 turned

greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the civil status of the teacher-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the teacher-respondents' civil status" was accepted.

Average Monthly Family Income. In associating the academic performance of the student-respondents based on their obtained average grade and the average monthly family income of the teacher-respondents, using the Pearson Product-Moment Coefficient of Correlation, Table 32 shows a coefficient of -0.284 denoting a weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 1.752 with a p-value of 0.151 while the critical value was set at ±2.030 at the degree of freedom (df) of 35 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance

(α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 1.752 turned lesser than the critical value of ±2.030 while the p-value of 0.151 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the average monthly family income of the teacher-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the teacher-respondents' average monthly family income" was accepted.

Highest Educational Attainment. In associating the academic performance of the student-respondents based on their obtained average grade and the highest educational attainment of the teacher-respondents, using the Pearson Product-Moment Coefficient of Correlation, Table 32 shows a coefficient of 0.040 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed

whereby the computed value registered at 0.237 with a p-value of 0.833 while the critical value was set at ±2.030 at the degree of freedom (df) of 35 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.237 turned lesser than the critical value of ±2.030 while the p-value of 0.833 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the highest educational attainment of the teacher-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the teacher-respondents' highest educational attainment" was accepted.

Number of Relevant In-Service Trainings Attended. In associating the academic performance of the student-

respondents based on their obtained average grade and the number of relevant in-service trainings attended by the teacher-respondents, using the Pearson Product-Moment Coefficient of Correlation, Table 33 shows a coefficient of 0.074 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.439 with a p-value of 0.692 while the critical value was set at $\pm$2.030 at the degree of freedom (df) of 35 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.439 turned lesser than the critical value of $\pm$2.030 while the p-value of 0.692 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the number of relevant in-service trainings attended by the teacher-respondents. Therefore, the null hypothesis stating that

"there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the teacher-respondents' number of relevant in-service trainings attended" was accepted.

Number of Years as Multigrade Teacher. In associating the academic performance of the student-respondents based on their obtained average grade and the number of years as multigrade teachers of the teacher-respondents, using the Pearson Product-Moment Coefficient of Correlation, Table 32 shows a coefficient of 0.036 denoting a very weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.213 with a p-value of 0.853 while the critical value was set at $\pm$2.030 at the degree of freedom (df) of 35 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.213 turned lesser than the critical value of $\pm$2.030 while the p-value of 0.853 turned greater than the α equal to .05. This signified that the

correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the number of years as multigrade teachers of the teacher-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the teacher-respondents' number of years as multigrade teacher" was accepted.

Performance Rating Based on the IPCRF. In associating the academic performance of the student-respondents based on their obtained average grade and the performance rating based on the IPCRF of the teacher-respondents, using the Pearson Product-Moment Coefficient of Correlation, Table 32 shows a coefficient of 0.224 denoting a weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 1.360 with a p-value of 0.227 while the critical value was set at $\pm$2.030 at the degree of freedom (df) of 35 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the

level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 1.360 turned lesser than the critical value of ±2.030 while the p-value of 0.227 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the performance rating based on the IPCRF of the teacher-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the teacher-respondents' performance rating based on the IPCRF" was accepted.

Attitude Toward Teaching Multigrade Classes. In associating the academic performance of the student-respondents based on their obtained average grade and the attitude of the teacher-respondents toward teaching multigrade classes, using the Pearson Product-Moment Coefficient of Correlation, Table 33 shows a coefficient of 0.233 denoting a weak linear association. To test further the significance of the calculated coefficient, the

Fisher's t-test was employed whereby the computed value registered at 1.417 with a p-value of 0.207 while the critical value was set at ±2.030 at the degree of freedom (df) of 35 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 1.417 turned lesser than the critical value of ±2.030 while the p-value of 0.207 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the attitude of the teacher-respondents toward teaching multigrade classes. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the teacher-respondents' attitude toward teaching multigrade classes" was accepted.

In summary, none of the teacher-related factors significantly influenced the academic performance of the

student-respondents based on their obtained average grade during the School Year 2015-2016.

Administrator-Related Factors. Table 34 provides the result of the association of the relationship between the academic performance of the student-respondents based on their obtained average grade and the teacher-related

Table 34

Relationship Between the Student-Respondents' Academic Performance and the School Administrator-Related Factors

Variate	r-value	Degree of Association	Fisher's t-value	p-value	Evaluation/ Decision
Age	0.238	Weak Linear Association	0.693	0.508	Not Significant/ Accept Ho.
Sex	0	No Linear Association	0.000	0.999	Not Significant/ Accept Ho.
Civil Status	-0.447	Moderate Linear Association	1.413	0.195	Not Significant/ Accept Ho.
Average Monthly Family Income	0.318	Weak Linear Association	0.949	0.370	Not Significant/ Accept Ho.
Highest Educational Attainment	0.744	Strong Linear Association	3.149	0.014	Significant/ Reject Ho.
Number of Relevant In-Service Trainings	0.167	Very Weak Linear Association	0.479	0.645	Not Significant/ Accept Ho.
Number of Administra-tive Experience	0.269	Weak Linear Association	0.790	0.452	Not Significant/ Accept Ho.
OPCRF Performance Rating	0	No Linear Association	0.000	0.999	Not Significant/ Accept Ho.
Attitude Toward Multigrade Classes	0.602	Strong Linear Association	2.132	0.066	Not Significant/ Accept Ho.

Legend:

0	*No linear association*
0<p<±0.2	*Very weak linear association*
±0.2≤p<±0.4	*Weak linear association*
±0.4≤p<±0.6	*Moderate linear association*
±0.6≤p<±0.8	*Strong linear association*
±0.8≤p<±1.0	*Very strong linear association*
±1.0	*Perfect linear association*

Fisher's t-critical value = ±2.306
df = 8
α = .05

factors, namely: age; sex; civil status; average monthly family income; highest educational attainment; number of relevant in-service training; number of administrative experience in the present position; performance rating based on the OPCRF; and attitude toward multigrade classes.

Age. In associating the academic performance of the student-respondents based on their obtained average grade and the age of the school administrator-respondents, using the Pearson Product-Moment Coefficient of Correlation, Table 33 shows a coefficient of 0.238 denoting a weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.693 with a p-value of 0.508 while the critical value was set at $\pm$2.306 at the degree of freedom (df) of 8 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.693 turned lesser than the critical value of $\pm$2.306 while the p-value of 0.508 turned greater than the α equal to .05. This signified that the

correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the age of the school administrator-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the school administrator-respondents' age" was accepted.

Sex. In associating the academic performance of the student-respondents based on their obtained average grade and the sex of the school administrator-respondents, using the Pearson Product-Moment Coefficient of Correlation, Table 33 shows a coefficient of 0 denoting a no linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.000 with a p-value of 0.999 while the critical value was set at $\pm$2.306 at the degree of freedom (df) of 8 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.000 turned lesser than the critical value of ±2.306 while the p-value of 0.999 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the sex of the school administrator-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the school administrator-respondents' sex" was accepted.

Civil Status. In associating the academic performance of the student-respondents based on their obtained average grade and the civil status of the school administrator-respondents, using the Pearson Product-Moment Coefficient of correlation, Table 33 shows a coefficient of -0.447 denoting a moderate linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 1.413 with a p-value of 0.195 while the critical value was

set at ±2.306 at the degree of freedom (df) of 8 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 1.413 turned lesser than the critical value of ±2.306 while the p-value of 0.195 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the civil status of the school administrator-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the school administrator-respondents' civil status" was accepted.

Average Monthly Family Income. In associating the academic performance of the student-respondents based on their obtained average grade and the average monthly family income of the school administrator-respondents, using the

Pearson Product-Moment Coefficient of Correlation, Table 33 shows a coefficient of 0.318 denoting a weak linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.949 with a p-value of 0.370 while the critical value was set at ±2.306 at the degree of freedom (df) of 8 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.949 turned lesser than the critical value of ±2.306 while the p-value of 0.370 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the average monthly family income of the school administrator-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their

obtained average grade and the school administrator-respondents' average monthly family income" was accepted.

Highest Educational Attainment. In associating the academic performance of the student-respondents based on their obtained average grade and the highest educational attainment of the school administrator-respondents, using the Pearson Product-Moment Coefficient of Correlation, Table 33 shows a coefficient of 0.744 denoting a strong linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 3.149 with a p-value of 0.014 while the critical value was set at ±2.306 at the degree of freedom (df) of 8 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 3.149 turned greater than the critical value of ±2.306 while the p-value of 0.014 turned lesser than the α equal to .05. This signified that the correlation between the aforesaid variables was significant. This meant that the academic performance of

the student-respondents based on their obtained average grade was significantly influenced by the highest educational attainment of the school administrator-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the school administrator-respondents' highest educational attainment" was rejected. The coefficient being positive suggested a direct proportional association. This meant that the higher the educational attainment of the school administrator-respondents, the higher the academic performance of the student-respondents. This could be attributed to the fact that the school administrator-respondents with higher educational level gave effective coaching to the teacher-respondents in teaching the multigrade classes.

Number of Relevant In-Service Trainings Attended. In associating the academic performance of the student-respondents based on their obtained average grade and the number of relevant in-service trainings attended by the school administrator-respondents, using the Pearson Product-Moment Coefficient of Correlation, Table 33 shows a coefficient of 0.167 denoting a very weak linear association. To test further the significance of the

calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.479 with a p-value of 0.645 while the critical value was set at ±2.306 at the degree of freedom (df) of 8 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.479 turned lesser than the critical value of ±2.306 while the p-value of 0.645 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the number of relevant in-service trainings attended by the school administrator-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the school administrator-respondents' number of relevant in-service trainings attended" was accepted.

Number of Administrative Experience in the Present School. In associating the academic performance of the student-respondents based on their obtained average grade and the number of administrative experience of the school administrator-respondents in the present school, using the Pearson Product-Moment Coefficient of Correlation, Table 33 shows a coefficient of 0.269 denoting a no linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.790 with a p-value of 0.452 while the critical value was set at ±2.306 at the degree of freedom (df) of 8 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 0.790 turned lesser than the critical value of ±2.306 while the p-value of 0.452 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average

grade was not significantly influenced by the number of administrative experience of the school administrator-respondents in the present school. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the school administrator-respondents' number of administrative experience in present school" was accepted.

Performance Rating Based on the OPCRF. In associating the academic performance of the student-respondents based on their obtained average grade and the performance rating based on the OPCRF of the school administrator-respondents, using the Pearson Product-Moment Coefficient of Correlation, Table 34 shows a coefficient of 0 denoting a no linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 0.000 with a p-value of 0.999 while the critical value was set at $\pm$2.306 at the degree of freedom (df) of 8 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the

critical value and the p-value with the α, it was noted that the computed value of 0.000 turned lesser than the critical value of ±2.306 while the p-value of 0.999 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the performance rating based on the OPCRF of the school administrator-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the school administrator-respondents' performance rating based on the OPCRF" was accepted.

Attitude Toward Multigrade Classes. In associating the academic performance of the student-respondents based on their obtained average grade and the attitude of the school administrator-respondents toward multigrade classes, using the Pearson Product-Moment Coefficient of Correlation, Table 34 shows a coefficient of 0.602 denoting a strong linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 2.132 with a p-

value of 0.066 while the critical value was set at ±2.306 at the degree of freedom (df) of 8 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 2.132 turned lesser than the critical value of ±2.306 while the p-value of 0.066 turned greater than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the attitude of the school administrator-respondents toward multigrade classes. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the school administrator-respondents' attitude toward multigrade classes" was accepted.

In summary, of the school administrator-respondents' factors, only highest educational attainment posed

significant influence to the academic performance of the student-respondents based on their obtained average grade during the School Year 2015-2016. The other administrator-related factors proved nothing to do with it.

School-Related Factors. Table 35 provides the result of the association of the relationship between the academic performance of the student-respondents based on their obtained average grade and the school-related factors, namely: average multigrade class size; number of textbooks, instructional materials, and references available; and number of facilities and equipment available.

Average Multigrade Class Size. In associating the academic performance of the student-respondents based on their obtained average grade and the average multigrade class size of the school-respondents, using the Pearson Product- Moment Coefficient of Correlation, Table 35 shows a coefficient of -0.974 denoting a very strong linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 12.160 with a p-value of 0.005 while the critical value was set at ±2.306 at the degree of freedom (df) of 8 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with

Table 35

Relationship Between the Student-Respondents' Academic Performance and the School-Related Factors

Variate	r-value	Degree of Association	Fisher's t-value	p-value	Evaluation/ Decision
Average Multigrade Class Size	-0.974	Very Strong Linear Association	12.160	0.005	Significant/ Reject Ho.
Number of Textbooks	0.724	Strong Linear Association	2.969	0.018	Significant/ Reject Ho.
Number of Instructional Materials	0.541	Moderate Linear Association	1.819	0.106	Not Significant/ Accept Ho.
Number of Learning Materials	0.696	Strong Linear Association	2.742	0.025	Significant/ Reject Ho.
Number of Facilities	-0.466	Moderate Linear Association	1.490	0.175	Not Significant/ Accept Ho.
Number of Equipment	0.663	Strong Linear Association	2.505	0.037	Significant/ Reject Ho.

Legend:

0	*No linear association*
0<p<±0.2	*Very weak linear association*
±0.2≤p<±0.4	*Weak linear association*
±0.4≤p<±0.6	*Moderate linear association*
±0.6≤p<±0.8	*Strong linear association*
±0.8≤p<±1.0	*Very strong linear association*
±1.0	*Perfect linear association*

Fisher's t-critical value = ±2.306
df = 8
α = .05

the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted

that the computed value of 12.160 turned greater than the critical value of ±2.306 while the p-value of 0.005 turned lesser than the α equal to .05. This signified that the correlation between the aforesaid variables was significant. This meant that the academic performance of the student-respondents based on their obtained average grade was significantly influenced by the average multigrade class size of the school-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the school-respondents' average multigrade class size" was rejected. The coefficient being negative suggested an inverse association. Meaning, the smaller the multigrade class size the school-respondents have, the higher the academic performance of the student-respondents based on their obtained grade during the School Year 2015-2016. This could be attributed to the fact that the smaller class size could be well-coordinated and supervised thus the students garnered higher academic performance.

Number of Textbooks. In associating the academic performance of the student-respondents based on their obtained average grade and the number of textbooks of the school-respondents, using the Pearson Product-Moment

Coefficient of Correlation, Table 35 shows a coefficient of 0.724 denoting a strong linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 2.969 with a p-value of 0.018 while the critical value was set at $\pm$2.306 at the degree of freedom (df) of 8 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 2.969 turned greater than the critical value of $\pm$2.306 while the p-value of 0.018 turned lesser than the α equal to .05. This signified that the correlation between the aforesaid variables was significant. This meant that the academic performance of the student-respondents based on their obtained average grade was significantly influenced by the number of textbooks of the school-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the school-respondents' number of textbooks" was

rejected. The coefficient being positive suggested a direct proportional association. Meaning, the more number of textbooks the school-respondents have, the higher the academic performance of the student-respondents based on their obtained grade during the School Year 2015-2016. This could be attributed to the fact that the number of textbooks that satisfied the 1:1 ratio could enhance the learning of the student-respondents thus obtained higher performance rating.

Number of Instructional Materials. In associating the academic performance of the student-respondents based on their obtained average grade and the number of instructional materials of the school-respondents, using the Pearson Product-Moment Coefficient of Correlation, Table 35 shows a coefficient of 0.541 denoting a moderate linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 1.819 with a p-value of 0.106 while the critical value was set at $\pm$2.306 at the degree of freedom (df) of 8 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 1.819 turned greater than the critical value of ±2.306 while the p-value of 0.106 turned lesser than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the number of instructional materials of the school-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the school-respondents' number of instructional materials" was accepted.

Number of Learning Materials. In associating the academic performance of the student-respondents based on their obtained average grade and the number of learning materials of the school-respondents, using the Pearson Product-Moment Coefficient of Correlation, Table 35 shows a coefficient of 0.696 denoting a strong linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 2.742 with a p-value of 0.025

while the critical value was set at ±2.306 at the degree of freedom (df) of 8 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 2.742 turned greater than the critical value of ±2.306 while the p-value of 0.025 turned lesser than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was significantly influenced by the number of learning materials of the school-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the school-respondents' number of learning materials" was rejected. The coefficient being positive suggested a direct proportional association. Meaning, the more number of learning materials the school-respondents have, the higher the academic performance of the student-respondents

based on their obtained grade during the School Year 2015-2016. This could be attributed to the fact that sufficient learning materials could enhance the learning of the student-respondents thus obtained higher performance rating.

Number of Facilities. In associating the academic performance of the student-respondents based on their obtained average grade and the number of facilities of the school-respondents, using the Pearson Product-Moment Coefficient of Correlation, Table 35 shows a coefficient of -0.466 denoting a moderate linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 1.490 with a p-value of 0.175 while the critical value was set at $\pm$2.306 at the degree of freedom (df) of 8 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 1.490 turned greater than the critical value of $\pm$2.306 while the p-value of 0.175 turned lesser than the α equal to .05. This signified that the

correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was not significantly influenced by the number of facilities of the school-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the school-respondents' number of facilities" was accepted.

Number of Equipment. In associating the academic performance of the student-respondents based on their obtained average grade and the number of equipment of the school-respondents, using the Pearson Product-Moment Coefficient of Correlation, Table 35 shows a coefficient of 0.663 denoting a strong linear association. To test further the significance of the calculated coefficient, the Fisher's t-test was employed whereby the computed value registered at 2.505 with a p-value of 0.037 while the critical value was set at $\pm$2.306 at the degree of freedom (df) of 8 at .05 level of significance. To determine whether the correlation was significant or not, the computed value was compared with the critical value and the p-value was compared with the level of significance (α).

In the comparison of the computed value with the critical value and the p-value with the α, it was noted that the computed value of 2.505 turned greater than the critical value of ±2.306 while the p-value of 0.037 turned lesser than the α equal to .05. This signified that the correlation between the aforesaid variables was not significant. This meant that the academic performance of the student-respondents based on their obtained average grade was significantly influenced by the number of equipment of the school-respondents. Therefore, the null hypothesis stating that "there is no significant relationship between the academic performance of the student-respondents based on their obtained average grade and the school-respondents' number of equipment" was rejected. The coefficient being positive suggested a direct proportional association. Meaning, the more number of equipment the school-respondents have, the higher the academic performance of the student-respondents based on their obtained grade during the School Year 2015-2016. This could be attributed to the fact that sufficient equipment could enhance the learning of the student-respondents thus obtained higher performance rating.

In summary, of the school-related factors, average multigrade class size, number of textbooks, number of

learning materials, and number of equipment significantly influenced the academic performance of the student-respondents. The rest of the school-related factors proved no significant influence to it.

Problems Encountered by the Teacher-Respondents on Multigrade Teaching

Table 35 appraises the problems encountered by the teacher-respondents on multigrade teaching. There were 15 problems identified in this study whereby the teacher-respondents assessed each problem as to the extent to which they felt it.

Table 36 presents that the teacher-respondents assessed seven identified problems as "moderate problem" with weighted means ranging from 3.52 to 3.97. These problems corresponded to: "Teacher training for multigrade classes;" "Availability of learning materials for multigrade classes;" "Repetition and revision of lessons;" "Time management in multigrade classes;" "Classroom management strategies for multigrade classes;" "Utilization of resources in multigrade classes;" and "Conduct of group work and peer tutoring."

The remaining identified problems relative multigrade teaching were considered by the teacher-respondents with "uncertainty or un-decisiveness" with weighted means

Table 36

Problems Encountered by the Teacher-Respondents on Multigrade Teaching

Problems	Weighted Mean	Inter-pretation
1. Teacher training for multigrade classes	3.97	MdP
2. Classroom management strategies for multigrade classes	3.61	MdP
3. Assigning learners to group in multigrade classes	3.26	U
4. Utilization of resources in multigrade classes	3.52	MdP
5. Time management in multigrade classes	3.64	MdP
6. Availability of learning materials for multigrade classes	3.94	MdP
7. Repetition and revision of lessons	3.77	MdP
8. Cooperation between and among multigrade teachers	3.42	U
9. Conduct of group work and peer tutoring	3.52	MdP
10. Availability of facilities (flexible arrangement of desks, blackboards)	3.48	U
11. Teaching strategies for multigrade classes.	3.48	U
12. Parents' support to multigrade schools	3.42	U
13. School heads' support to multigrade classes	3.42	U
14. Teacher's preparedness to handle multigrade classes	3.42	U
15. Sharing of best practices with other multigrade teachers	3.29	U
Grand Weighted Mean	**3.54**	**MdP**

Legend:			
	4.51 – 5.00	Serious Problem	(SP)
	3.51 – 4.50	Moderate Problem	(MdP)
	2.51 – 3.50	Uncertain/Undecided	(U)
	1.51 – 2.50	Minor Problem	(MP)
	1.00 – 1.50	Not at All a Problem	(NP)

ranging from 3.26 to 3.48.

Taken as a whole, the teacher-respondents considered the problems encountered on multigrade teaching as "moderate" being indicated by the grand weighted mean of 3.54. This suggested that there were problems and constraints encountered by the teacher-respondents. Although they assessed them as moderate however, it should be addressed properly.

Solutions Suggested to Address the Problems Encountered on Multigrade Teaching

Table 37 presents the solutions suggested by the teacher-respondents to address the problems they encountered on multigrade teaching. There were 15 identified solutions whereby the teacher-respondents assessed its acceptability. Table 36 presents that of the 15 identified solutions, the teacher-respondents considered only one as "acceptable" with weighted mean of 4.52 with a statement stating, "Teacher training courses will equip the multigrade teachers to teach in this kind of setting," while they considered the remaining 14 solutions as "slightly acceptable" with weighted means ranging from 3.74 to 4.35. The first two of these solutions that obtained the highest weighted mean corresponded to the following: "Teachers must receive a salary commensurate to multigrade

Table 37

Solutions Suggested by the Teacher-Respondents to Address the Problems Encountered

Solutions	Weighted Mean	Inter-pretation
1. Teacher training courses will equip the multigrade teachers to teach in this kind of setting	4.52	A
2. Teachers may utilize cooperative learning strategy, direct teaching and separating grade group for instruction	4.23	SA
3. Teachers prepare lesson plans similar to monograde classes	3.74	SA
4. Teachers utilize both teacher-centered and student-centered approaches	4.10	SA
5. Teachers prepare activities for students to do or perform	4.29	SA
6. Teachers divide learners into small groups for them to discuss and work on the activity	4.23	SA
7. Teachers utilize differentiated instruction according to learning abilities	4.23	SA
8. School heads should give more attention to multigrade classes	4.26	SA
9. There should be parents' involvement in the multigrade schools	4.06	SA
10. School heads and teachers should show willingness and initiative in the conduct of the multigrade classes	4.26	SA
11. Timetable should be prepared to accommodate all the activities in the multigrade classroom	4.26	SA
12. Multigrade schools must be equipped with facilities, learning materials and other learning needs	4.32	SA
13. There must be a higher budget allocation for multigrade classes	4.26	SA
14. Teachers must receive a salary commensurate to multigrade teaching	4.35	SA
15. Teacher must visit other multigrade schools for benchmarking and be able to duplicate best teaching practices	4.16	SA
Grand Weighted Mean	**4.22**	**SA**

Legend:		
4.51 – 5.00	Acceptable	(A)
3.51 – 4.50	Slightly Acceptable	(SA)
2.51 – 3.50	Neutral	(N)
1.51 – 2.50	Slightly Unacceptable	(SU)
1.00 – 1.50	Unacceptable	(U)

teaching;" and "Multigrade schools must be equipped with facilities, learning materials and other learning needs."

Taken as a whole, the teacher-respondents considered the solutions suggested as "slightly acceptable" being indicated by the grand weighted mean of 4.22. This suggested that although there were problems encountered by the teacher-respondents in teaching the multigrade however they were manageable considering that the teacher-respondents had solutions to address them.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findingS of the study with the corresponding conclusions drawn from them and the recommendations based on the conclusions drawn from the findings of the study.

Summary of Findings

The following are the major findings of the study:

1. The student-respondents ranged from 10 years old to 15 years old whereby the mean age was registered at 11.28 years old with a standard deviation (SD) of 1.21 years. Moreover, majority of the student-respondents belonged to the male sex accounting for 65 or 52.42 percent.

2. Majority of the student-respondents were enrolled in Grade 6 accounting for 71 or 57.26 percent while 51 or 41.13 percent were in Grade 5.

3. Most of the student-respondents, that is, 97 or 78.22 percent spoke Waray at home.

4. The student-respondents had books, references, magazines, periodicals, novels and comic strips at home which they used to help them in their studies. Of the different materials, books were common with higher number at home accounting for an average of seven with SD of 6.09.

5. The modal monthly family income was calculated at PhP4,499.55 which turned lower than the poverty threshold, for a family of five, for the year 2015 for the Province of Samar which was PhP8,391.

6. Both the fathers and the mothers of the student-respondents were elementary school graduates accounting for 38 or 30.65 percent and 25 or 20.16 percent, respectively.

7. Majority of the fathers of the student-respondents, that is, 71 or 57.26 percent were farm owners while a number of their mothers were housekeepers, accounting for 48 or 38.71 percent.

8. The student-respondents "agreed" on their attitude toward schooling being indicated by the grand weighted mean of 4.00.

9. The oldest teacher-respondent was 57 years old while the youngest was 23 years old whereby the mean age was posted at 30.62 years old with a SD of 7.46 years. Moreover, majority of the teacher-respondents were female accounting for 29 or 78.38 percent.

10. Majority of the teacher-respondents, that is, 19 or 51.35 percent were married while 11 or 29.73 percent were single.

11. The modal average monthly family income of the teacher-respondents was equal to or less than PhP19,999

which was higher than the poverty threshold for the Province of Samar for the Year 2015 for a family of five.

12. A number of the teacher-respondents, that is, 18 or 48.65 percent were baccalaureate degree holders with units in the master's level.

13. The mean trainings attended by the teacher-respondents were as follows: national, one with a SD of 0.00; regional, one with a SD of 0.54; division, three with a SD of 2.11; district, five with a SD of 3.11; and school, five with a SD of 3.23.

14. The mean number of years as multigrade teachers of the teacher-respondents was posted at 3.69 years with a SD of 3.26 years.

15. Majority of the teacher-respondents garnered an adjectival rating of "very satisfactory" accounting for 27 or 72.97 percent.

16. The teacher-respondents "agreed" on their attitude toward multigrade teaching being indicated by the grand weighted mean of 3.76.

17. The mean age of the school administrator-respondents was posted at 41.30 years old with a SD of 7.07 years. Moreover, all of the school administrator-respondents belonged to the female sex accounting for 10 or 100.00 percent.

18. Majority of the school administrator-respondents were married accounting for seven or 70.00 percent while only three of them or 30.00 percent were single.

19. The mean monthly family income earned by the school administrator-respondents was calculated at PhP35,499.50 with a SD of PhP5,374.84.

20. Majority of the school administrator-respondents were master's degree holders accounting for six or 60.00 percent.

21. The mean number of trainings attended by the school administrator-respondents in the different levels was as follows: national, three with SD of 2.14; regional, three with SD of 1.64; division, five with SD of 3.16; district, nine with SD of 6.02; and school, seven with SD of 5.12.

22. The mean number of years as school administrators of the school administrator-respondents was posted at 3.40 years with a SD of 2.63 years.

23. All the school administrator-respondents garnered a "very satisfactory" performance rating based on the latest OPCRF accounting for 10 or 100.00 percent.

24. The school administrator-respondents "agreed" on their attitude toward multigrade teaching being indicated by the grand weighted mean of 4.28.

25. Two of the school-respondents or 20.00 percent posted an average multigrade class size of 20 students while another two of the school-respondents or 20.00 percent had an average size of 15 students and one or 10.00 percent had an average multigrade class size of 60 students. The remaining five school-respondents or 50.00 percent did not give any information regarding their average multigrade class.

26. The school-respondents accounted for a mean number of textbooks of 18 books with a SD of 9.38 books while the instructional materials of the same schools were accounted for with a mean of 17 with a SD of 9.23 IMs and the learning materials had a mean of 27 with a SD of 17.62 materials.

27. The school-respondents have facilities with a mean number of eight and SD of 5.93 and accounted for equipment also with a mean of three with a SD of 2.45.

28. The mean academic performance of the student-respondents was calculated at a rating of 82.77 with a SD of 3.16.

29. In the association of relationship between the academic performance of the student-respondents based on their obtained average grade and the student-related factors, the following evaluation was arrived at: age, not

significant; sex, not significant; grade level enrolled in, not significant; dialect spoken at home, not significant; number of books, not significant, references used at home, not significant; average monthly family income, not significant; parents' highest educational attainment, significant; parents' occupation, significant; and attitude toward schooling, not significant.

30. In the association of relationship between the academic performance of the student-respondents based on their obtained average grade and the teacher-related factors, the following evaluation was arrived at: age, not significant; sex, not significant; civil status, not significant; average monthly family income, not significant; highest educational attainment, not significant; number of relevant in-service training, not significant; number of years as multigrade teacher, not significant; performance rating based on the IPCRF, not significant; and attitude toward teaching multigrade classes, not significant.

31. In the association of relationship between the academic performance of the student-respondents based on their obtained average grade and the teacher-related factors, the following evaluation was arrived at: age, not significant; sex, not significant; civil status, not

significant; average monthly family income, not significant; highest educational attainment, significant; number of relevant in-service training, not significant; number of administrative experience in the present position, not significant; performance rating based on the OPCRF, not significant; and attitude toward multigrade classes, not significant.

32. In the relationship between the academic performance of the student-respondents based on their obtained average grade and the school-related factors, the following evaluation was arrived at: average multigrade class size, significant; number of textbooks, significant; number of instructional materials, not significant; number of learning materials, significant; number of facilities, not significant; and number of equipment, significant.

33. The teacher-respondents considered the problems encountered on multigrade teaching as "moderate" being indicated by the grand weighted mean of 3.54.

34. The teacher-respondents considered the solutions suggested as "slightly acceptable" being indicated by the grand weighted mean of 4.22.

Conclusions

The following were the conclusions drawn from the findings of the study:

1. The student-respondents were on their right age fitted for their grade level whose age differences were just about a year. Furthermore, they were dominated by the males which suggested that this group were available during data collection.

2. The student-respondents were in the intermediate level.

3. The student-respondents were comfortable in speaking the native dialect which they had grown with.

4. The student-respondents had materials at home which the used to enhance their learning. Books were noted with higher number, probably, these are the textbooks issued by the school for the different learning areas.

5. The family of the student-respondents were living below the poverty line however it was worthwhile to note that despite their financial status they prioritized the education of their children.

6. The parents of the student-respondents were functional literates, that is, they had the capability to write, speak, and understand simple message including the ability to do simple mathematical calculations.

7. The parents of the student-respondents had primary occupations which served as their source of their income which they used to sustain the basic and nutritional needs

of the family members. Most of the father were engaged in gainful activities as farm owners while most of the mothers were on non-gainful activities being the housekeepers but this does not mean that they were idle considering that they provided support to their bread winner by taking care of the needs of the family.

8. The student-respondents had a favorable attitude toward it which suggested that they were motivated in going to school.

9. The teacher-respondents were relatively young, at their early 30's which were expected to have several chances of being promoted in the Department of Education.

10. Female dominance existed among the teaching force an indication that more of the female embraced teaching as a profession than the male ones.

11. The teacher-respondents had their respective family which they sustained by the income they earned from their profession. They might not be the bread winner of the family but they contributed to its welfare.

12. The teacher-respondents had the capability to raise their respective family and sustain the basic and nutritional needs of its members.

13. The teacher-respondents were educationally qualified for the teaching position. Some of them even

pursued advance education by enrolling and earning units in the master's degree level.

14. The teacher-respondents continually enhanced their teaching competence through attendance to relevant trainings of the different levels.

15. Most of the teacher-respondents were newly assigned to schools with multigrade classes which suggested that they still need to hone their skills in teaching such classes and develop more favorable attitude toward it.

16. The teacher-respondent have a favorable performance based on the rating system prescribed by the Civil Service Commission (CSC) which indicated that they functioned effectively with their present assignment as multigrade teachers.

17. The teacher-respondents manifested favorable attitude teaching the multigrade classes.

18. The school administrator-respondents were still relatively young at their early 40s and at the prime of their age. Furthermore, more of the females embrace teaching as a profession that confirmed the age and sex distribution of the teacher-respondents earlier presented. Because of the female dominance among teachers, most of them ascend to the hierarchy by being promoted as school administrators.

19. The school administrator-respondents had their respective families to sustain through the income they derived from their employment.

20. The school administrator-respondents earned a regular monthly income sufficient enough to provide the basic and nutritional needs of the members of the family including their educational needs.

21. The school administrator-respondents were educationally prepared for the position they were appointed which indicated that they did not settle as Teacher Education Degree holders but they pursued with advance education and earning master's degree or units in the doctorate level and even earning a doctorate degree.

22. The school administrator-respondents had attended relevant trainings which were required by the DepEd to keep them abreast with the different programs and curricula implemented by it.

23. The school administrator-respondents were newly designated as school administrator however because they had upgraded their competence by pursuing advance education and by attending relevant trainings, they became qualified for the position.

24. The school administrator-respondents manifested a very favorable performance in the discharge of their duties

as school administrators.

25. The school administrator-respondents have high regard for teachers who were teaching multigrade.

26. The enrolment in the school-respondents had a smaller number of enrolment that multigrade classes were resorted to aside from the lack of teachers to handle monograde classes.

27. The school-respondents had available textbooks, instructional materials, and references which could be used by the students to enhance their learning. However, the available number was quite not enough to have 1:1 ratio among the students. This suggested that the DepEd still lack textbooks, instructional materials, and references thus need augmentation through the initiative of the teachers and school administrators.

28. The school-respondents were provided by the department with facilities and equipment to effectively cater to the needs of the students. However, the facilities and equipment were not sufficient. This suggested that scarcity of the facilities and equipment was still experienced by the school-respondents which the teachers and administrators have to use their initiative in establishing partnership with the stakeholders.

29. The student-respondents showed a favorable

academic standing for the School Year 2015-2016 being manifested by a high performance rating which surpassed the mastery level of 75 as prescribed by the DepEd. This suggested that the teaching in the multigrade classes was seemingly effective considering that it turned similar academic performance with the monograde classes.

30. Of the student-related factors, only parents' highest educational attainment and parents' occupation proved to have significant influence to their academic performance based on the obtained general average during the School Year 2015-2016. The other student-related factors had nothing to do with it.

31. None of the teacher-related factors significantly influenced the academic performance of the pupil-respondents based on their obtained average grade during the School Year 2015-2016.

32. Of the school administrator-respondents' factors, only highest educational attainment posed significant influence to the academic performance of the pupil-respondents based on their obtained average grade during the School Year 2015-2016. The other administrator-related factors proved nothing to do with it.

33. Of the school-related factors, average multigrade class size, number of textbooks, number of learning

materials, and number of equipment significantly influenced the academic performance of the pupil-respondents. The rest of the school-related factors proved no significant influence to it.

34. There were problems and constraints encountered by the teacher-respondents. Although they assessed them as moderate however, it should be addressed properly.

35. Although there were problems encountered by the teacher-respondents in teaching the multigrade however they were manageable considering that the teacher-respondents had solutions to address them.

Recommendations

Based on the conclusions drawn from the findings of the study, the following are the recommendations:

1. The favorable attitude of the multigrade teachers as well as school administrators should be sustained by the continuous appreciation of the multigrade classes. To facilitate their appreciation to it, they should continually attend trainings on multigrade teaching in the different levels.

2. As it was revealed in the study that the parents' highest educational attainment significantly influenced the students' academic performance, parents should be given appreciation with the multigrade teaching so that they

could support their children. Such appreciation for the parents could be done by the teachers and school administrators during homeroom and general PTA meetings whereby a time for a session for this should be allocated.

3. As it was revealed in this study, textbooks, learning materials, and equipment posed significant influence to the students' academic performance whereby the schools experience lack, teachers and school administrators should use their initiative in establishing partnership and linkage with the stakeholders in the provision of these materials and equipment for the school.

4. School administrators should encourage their teachers to pursue post graduate studies.

5. There were identified problems of multigrade teachers which were moderately felt, hence, they should be capacitated in terms of teaching strategies, classroom management and preparation of instructional materials.

6. It was revealed also that class size mattered much in the performance of the students whereby smaller class size resulted high performance among students due to ease in the coordination, school administrator should standardize the class size and as much as possible request for additional teachers to augment the work force of their school.

7. Another study may be conducted considering other variables in the study and widening the scope of the study.

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APPENDICES

APPENDIX A

LETTER REQUEST FOR APPROVAL OF RESEARCH TITLE

SAMAR COLLEGE
College of Graduate Studies
Catbalogan City, Samar

June 20, 2016

NIMFA T. TORREMORO, Ph.D.
Dean, College of Graduate Studies
Samar College
City of Catbalogan

Madamme:

The undersigned will enroll in the thesis writing this First Semester, School Year 2016-2017. In this regard, she would like to present the following proposed thesis title, preferably No. 1, for your evaluation, suggestions and recommendation.

1. Academic Performance of Multi-grade Pupils in Wright I District, Paranas, Samar
2. Profiling the Status of Mono and Multi-grade Teaching in Barangay Schools, District of Wright I Paranas, Samar
3. Teaching Competence of Teachers Based on the NCBT'S in the District of Wright I

(Sgd.) JENEELYN C. DELOS REYES
Graduate Student

Recommended Title No.

1 **(Sgd.) LAURA B. BOLLER, Ph. D.**

1 **(Sgd.) NATALIA B. UY, Ph. D.**

1 **(Sgd.) GINA L. PALINES, Ph. D.**
Evaluators

Approved title No. **1**:

(Sgd.) NIMFA T. TORREMORO, Ph. D.
Dean, Graduate School

APPENDIX B

SAMAR COLLEGE
College of Graduate Studies
Catbalogan City, Samar

ASSIGNMENT OF ADVISER

NAME	:	JENEELYN C. DELOS REYES
DEGREE	:	MASTER OF ARTS IN EDUCATION
MAJOR	:	ELEMENTARY EDUCATION
TITLE OF THESIS PROPOSAL	:	"**ACADEMIC PERFORMANCE OF MULTIGRADE STUDENTS IN WRIGHT I DISTRICT, PARANAS, SAMAR**"
NAME OF ADVISER	:	GINA L. PALINES, Ph. D.

(Sgd.) JENEELYN C. DELOS REYES
Graduate Student

CONFORME:

(Sgd.) GINA L. PALINES, Ph. D.
Adviser

APPROVED:

(Sgd.)NIMFA T. TORREMORO, Ph. D.
Dean, Graduate School

APPENDIX C

LETTER REQUEST TO FIELD QUESTIONNAIRE

Samar College
College of Graduate Studies
Catbalogan City, Samar

June 24, 2016

The District School Principal
Wright I District
Paranas, Samar

Madam:

As part of the course requirements for Masteral Degree the undersigned is conducting a research entitled **ACADEMIC PERFORMANCE OF MULTI-GRADE PUPILS IN WRIGHT I DISTRICT, PARANAS, SAMAR.** The undersigned will be interviewing pupils, may the researcher ask permission from you to interview your child, his/her name will not appear in the Thesis Manuscript. He/She will be identified as male or female respondent.

Anticipating your favorable action on the request.

Very truly yours,

(Sgd.)Jeneelyn C. Delos Reyes
Researcher

Recommending Approval:

(Sgd.) NIMFA T. TOREMORRO, PH.D.
Dean, College of Graduate Studies

APPROVED:

(Sgd.)LUZVIMINDA C. TABONES
District School Principal

APPENDIX D

LETTER REQUEST TO FIELD QUESTIONNAIRE

Samar College
Graduate School Department
Catbalogan City, Samar

June 27, 2016

Dear Parents,

As part of the course requirements for Masteral Degree the undersigned is conducting a research entitled **ACADEMIC PERFORMANCE OF MULTI-GRADE PUPILS IN WRIGHT I DISTRICT, PARANAS, SAMAR.** The undersigned will be interviewing pupils, may the researcher ask permission from you to interview your child, his/her name will not appear in the Thesis Manuscript. He/She will be identified as male or female respondent.

If you allow me to interview your child, please sign the form below and kindly send it to us.

Very truly yours,

Jeneelyn C. De los Reyes

ACKNOWLEDGEMENT

To the Researchers:

☐ Yes, I allow my child to be your respondent.

☐ No, I do not permit him/her to be your respondent.

_____
Parents'Signature

APPENDIX E

Questionnaire for Student-Respondent

Part I. Demographic Profile

Direction: Please supply the necessary data indicated below or tick (/) the box/space provided.

Name : _____ Age: ___ Sex: Male☐ Female☐
Optional
Grade Level: _____
Dialects/Languages spoken at home Waray☐ Tagalog ☐
English☐ others☐

Number of books, references used at home:

Reading Materials	Number
Books	
References	
Magazines	
Periodicals	
Novels	
Comic Strips	
Others,please specify_____	

Average Family Income: Put a check (/) on the space provided

___ 27,000 and above
___ 24,000 – 26,999
___ 21,000 – 23,999
___ 18,000 – 20,999
___ 15,000 – 17,999
___ 12,000 – 14,999
___ 9,000 – 11,999
___ 6,000 – 8,999
___ 3,000 – 5999

Parents' Highest Educational Attainment:

	Father	Mother
	_____ Post Graduate	_____
	_____ College Graduate	_____

_____ College Level	_____
_____ High School Graduate	_____
_____ High School Level	_____
_____ Elementary School Graduate	____
_____ Elementary School Level	_____

Parents' Occupation

Father	Mother
___ Working abroad	____
___ Teaching	____
___ Employee	____
___ Uniformed men	____
___ Poultry/ Piggery owner	____
___ Rice miller	____
___ Farming	____
(Land owner___)	____
(Tenant ___)	____
___ Motorized Tricycle Driver	____
___Tricycle Driver (Pedal)	____

Part II. Attitude Toward Schooling

Direction: Below are statements which describe your attitude toward schooling in multigrade classes. Please indicate your agreement or disagreement to each statement by checking the appropriate column corresponding to each statement using the scale as guide:

5	Strongly Agree	-	(SA)
4	Agree	-	(A)
3	Uncertain/Undecided	-	(U)
2	Disagree	-	(D)
1	Strongly Disagree	_	(SD)

ATTITUDE	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. I enjoy attending multigrade classes.					
2.I am motivated to attend multigrade classes.					
3.I am enriched with activities by my teacher in my multigrade class.					
4.I enjoy with my teacher in my multigrade for he/she uses technology in teaching.					
5.I actively participate in the different activities in my multigrade class.					
6.I share my learnings with other pupils in my multigrade class					
7.I follow instructions of my multigrade teacher.					
8.I ensure that my fellow students are able to accomplish the activities given to us by our teacher while he/she is with the other grade level.					
9. I am happy being together with other student of different grade level.					
10. I have a very good teacher in my multigrade class.					
11.Others:Specify_____					

APPENDIX F

Questionnaire for Teacher-Respondent

Part I. Personal Profile

Direction: Please supply the necessary data indicated below or tick (/) the box or the space provided

Name :_____Age: ___ Sex: Male ☐ Female ☐
Optional

Civil Status: Single ☐ Married ☐ Widowed ☐ Separated ☐

Average Monthly Family Income:
(Include income of husband/wife and children who are earning)

____Php 40 000 above
____Php35 000-39 999
____Php 31 000- 34 999
____Php 25 000-30 999
____Php 20 000- 24 999
____Php 19 999 and below

Highest Educational Attainment:

☐ Ph. D./Ed. D.
☐ Baccalaureate degree with MA units
☐ MA with doctoral units
☐ Baccalaureate degree
☐ MA degree

Number of Relevant in-service Trainings attended Relative to Multigrade Teaching:

Level	Number
National	_____
Regional	_____
Division	_____
District	_____
School	_____

Number of Years as Multigrade Teacher:_____

Performance Rating based on the IPCRF_____

Part II : Attitude Toward Teaching Multigrade Classes

Direction: Below are statements which describe your attitude toward teaching multigrade classes. Please indicate your agreement or disagreement to each statement by checking the appropriate column corresponding to each statement using the scale as guide:

5 Strongly Agree - (SA)
4 Agree - (A)
3 Uncertain/Undecided - (U)
2 Disagree - (D)
1 Strongly Disagree _ (SD)

ATTITUDE	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
11. I like teaching multigrade classes.					
12. I find learning competencies for multigrade classes appropriate to K to 12.					
13. I use appropriate teaching methods or techniques in multigrade classes.					
14. I use DLL/DLP template in writing lesson plans in multigrade classes.					
15. I find it very easy teaching in multigrade classes.					
16. I have enough instructional materials and activities for student in multigrade class.					
17. I conform to the budget of lessons for multigrade classes.					
18. I am satisfied with the honorarium given to multigrade teachers.					
19. I implement multidisciplinary approach in teaching multigrade class.					

20. I ask assistance from parents of pupils in multigrade classes whenever necessary.					

Part III. Problems Encountered in Teaching Multigrade Classes

Direction: Below are factors which may be attributed as problems in teaching multigrade classes. Please indicate the level of the problem by checking the appropriate column corresponding to each factor by using the scale as guide:

5 Serious Problem - (SP)
4 Moderate Problem - (MdP)
3 Uncertain/Undecided - (U)
2 Minor Problem - (MP)
1 Not at all a Problem _ (NP)

PROBLEMS	5 (SP)	4 (MdP)	3 (U)	2 (MP)	1 (NP)
1. Teacher training for multigrade classes					
2. Classroom management strategies for multigrade classes					
3. Assigning learners to groups in multigrade classes					
4. Utilization of resources in mulitgrade classes					
5. Time management in mulitgrade classes					
6. Availability of learning materials for multigrade classes					
7. Repetition and revision of lessons					
8. Cooperation between and among multigrade teachers					
9. Conduct of group work and peer tutoring					
10. Availability of					

facilities (flexible arrangement of desks, blackboards)					
11. Teaching strategies for multigrade classes					
12. Parents' support to multigrade schools					
13. School head's support to multigrade classes					
14. Teacher's preparedness to handle multigrade classes					
15. Sharing of best practices with other multigrade teachers					

Part IV. Suggested Solutions to Address Problems Encountered in Multigrade Teaching

Direction: Below are suggested solutions which may address the problems encountered in teaching multigrade classes. Please indicate the level of acceptability of the solution by checking the appropriate column corresponding to each statement by using the scale as guide:

5	Acceptable	-	(A)
4	Slightly Acceptable	-	(SA)
3	Neutral	-	(N)
2	Slightly Unacceptable	-	(SU)
1	Unacceptable	-	(UA)

SOLUTIONS	**5 (A)**	**4 (SA)**	**3 (N)**	**2 (SU)**	**1 (UA)**
1. Teacher training courses will equip the multigrade teachers to teach in this kind of setting.					
2. Teachers may utilize cooperative learning strategy, direct teaching and separating grade groups for instruction.					
3. Teachers prepare lesson plans similar to monograde classes.					
4. Teachers utilize both teacher-					

centered and student-centered approaches.					
5. Teachers prepare activities for students to do or perform.					
6. Teachers divide learners into small groups for them to discuss and work on the activity.					
7. Teachers utilize differentiated instruction according to learning abilities.					
8. School heads should give more attention to multigrade classes.					
9. There should be parents' involvement in the multigrade schools.					
10. School heads and teachers should show willingness and initiative in the conduct of multigrade classes.					
11. Timetable should be prepared to accommodate all the activities in the multigrade classroom.					
12. Multigrade schools must be equipped with facilities, learning materials and other learning needs.					
13. There must be a higher budget allocation for multigrade classes.					
14. Teachers must receive a salary commensurate to multigrade teaching.					
15. Teachers must visit other multigrade schools for benchmarking and be able to duplicate best teaching practices.					

APPENDIX G

Questionnaire for School Administrator-Respondent

Part I. Personal Profile

Direction: Please supply the necessary data indicated below or tick (/) the box or the space provided

Name :_____Age: ___ Sex: Male☐ Female☐
Optional
Civil Status: Single☐ Married☐ Widowed☐ Separated☐

Average Monthly Family Income:
(Include income of husband/wife and children who are earning)

____Php 40 000 above ____Php 25 000-30 999
____Php35 000-39 999 ____Php 20 000- 24 999
____Php 31 000- 34 999 ____Php 19 999 and below

Highest Educational Qualification:

☐ Ph. D. /Ed. D. ☐ Baccalaureate degree with MA units

☐ MA with doctoral units ☐ Baccalaureate degree

☐ MA degree

Number of Relevant in-service Trainings Attended:

Level	Number
National	_____
Regional	_____
Division	_____
District	_____
School	_____

Number of Administrative Experience in the Present School:

(in Years)_____

Performance Rating based on OPCRF:_____

Part II. Attitude Toward Multigrade Classes

Direction: Below are statements which describe your attitude toward multigrade classes. Please indicate your agreement or disagreement to each statement by checking the appropriate column corresponding to each statement using the scale as guide:

5	Strongly Agree	-	(SA)
4	Agree	-	(A)
3	Uncertain/Undecided	-	(U)
2	Disagree	-	(D)
1	Strongly Disagree	_	(SD)

ATTITUDE	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
11. I monitor teachers in multigrade classes regularly					
12. I give my full support to teachers teaching multigrade classes.					
13. I provide technical assistance to multigrade teachers to enhance and improve their performance.					
14. I ensure that teachers will be given adequate instructional materials in teaching multigrade classes.					
15. I am giving feedback to teachers teaching multigrade classes.					
16. I check lesson plans of teachers teaching multigrade classes.					
17. I enjoy observing teachers and pupils in multigrade classes.					
18. I see to it that teachers use the budget of lessons for multigrade classes.					
19. I encourage teachers to ask assistance from parents of pupils in					

multigrade classes.					
20. I implement school learning action cell relative to multigrade classes teaching.					
21. Others: Specify _____					

Part III. SCHOOL PROFILE

School (Write in full)_____

Average class size_____

Fill in the table with the correct data

Materials	**Number**
Textbooks:	
English	
Math	
Filipino	
Science	
MAPEH	
TLE	
Edukasyon sa Pagpapakatao	
Araling Panlipunan	
Big books	
Small Books	
Instructional Materials:	
Charts	
Pictures	
Tarpauline	
Educational Software	
Manipulative materials	
Learners Materials:	
English	
Math	
Filipino	
Science	
MAPEH	
TLE	
Edukasyon sa Pagpapakatao	

Araling Panlipunan	
Facilities:	
Electricity	
Potable water	
Internet connectivity	
Well-ventilated classrooms	
Flexible desks and chairs	
Storage area	
Learning areas	
Equipment:	
LCD Projector	
Computer & printers	
TV	
DVD Player	
Science apparatus	
Manipulative materials	

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	JENEELYN CABANGUNAY DELOS REYES
Address	:	Maharlika Highway P-4 Brgy. Lipata Paranas, Western, Samar
Age	:	31 years old
Date of Birth	:	October 11, 1987
Place of Birth	:	Mandaluyong, Metro, Manila
Present Position	:	Elementary Grade Teacher III
Civil Status	:	Single

ELIGIBILTY

Licensure Examination for Teachers (LET)
Rating : 76%

EDUCATIONAL BACKGROUND

Elementary	:	Wright I Central Elementary School Paranas, W. Samar 1994 – 2000
Secondary	:	Samar State University-Paranas Campus **(Formerly Wright Vocational School)** Lipata, Paranas, W. Samar 2000 – 2004
Tertiary	:	Bachelor of Elementary Education Samar College Catbalogan City, Samar 2005 - 2009
Graduate Studies	:	Master of Arts in Elementary Education Samar College Catbalogan City, Samar 2013 – Present

TRAININGS/SEMINARS ATTENDED

Division Orientation on School Building Inventory, February 16, 2017

Orientation-Workshop on Project E-Kultura, January 5 – 7, 2017

Samar Provincial Athletic Association (SPAA) Meet 2016, Officiating Official, November 11 – December 1, 2016

3 Day District Echo Training Work Shop on ICT Literacy, November 11 – 15, 2017

Training on Data Collection of Basic Education Statistics in Enhanced Basic Education Information (EBEIS) and Learners Information System (LIS) for Beginning of School Year (BOSY), August 18, 2016

District Re-echo Training Workshop on Cultural Profiling and Community Heritage Assessment for the Contextualization of the Curriculum, July 22 – 24, 2016

Division Mass Training of Grade V Teachers for the K-12 Basic Education Program, May 15 – 21, 2016

Samar Provincial Athletic Association (SPAA) MEET (Elementary Level), December 10 – 12, 2015

Division Roll-out of Enhanced School Improvement Plan(E-SIP), November 26 – 28, 2015

Division Training Workshop on LIS BOSY 2015-2016, June 22, 2015

District Echo-Training on Test Construction in Science Instruction for Elementary and Secondary School Teachers, October 20 – 22, 2014

District Echo-Training on Music and Arts in K-12 Curriculum, October 23 – 25, 2014

2 Day Division District-Based Teachers' Meeting on Senior High Advocacy and Orientation of DMEA and RPMS, May 14 – 15, 2015