TEACHING LITERACY IN THE MULTIGRADE: BASIS FOR AN INTERVENTION PROGRAM

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GLENN IRVIN M. MORADA

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree in **MASTER OF ARTS IN EDUCATION** major in **EDUCATIONAL MANAGEMENT**, this thesis entitled **"TEACHING LITERACY IN THE MULTIGRADE: BASIS FOR AN INTERVENTION PROGRAM"** has been prepared and submitted by **GLENN IRVIN M. MORADA** who, having passed the comprehensive examination, is hereby recommended for oral examination.

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DEDICATION

This thesis is a product of love which

is ultimately dedicated to:

my parents,

siblings, and relatives.

ABSTRACT

Research Title: **TEACHING LITERACY IN THE MULTIGRADE: BASIS FOR AN INTERVENTION PROGRAM**

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This study determined the extent of teaching literacy in the multigrade in the Schools Division of Catbalogan City as basis for an intervention program during the School Year 2019-2010. Specifically, this study sought answers to the following questions, namely: what is the profile of the

teacher-respondents in terms of following personal variates: age and sex, civil status, highest educational attainment, gross monthly family income, teaching position, number of years in teaching multigrade, performance rating based on the latest IPCRF, number of relevant in-service trainings and attitude toward teaching the multigrade.

Likewise, it answered the following: what is the profile of the school administrator-respondents in terms of following personal variates: age and sex, civil status, highest educational attainment, gross monthly family income, administrative position, number of years as school administrator, performance rating based on the latest OPCRF, number of relevant in-service trainings and attitude toward supervising multigrade classes; what is the extent of teaching literacy taught by the teacher-respondents in multigrade classes as assessed by the teachers themselves and their school administrators based on the Early Language Literacy and Numeracy (ELLN) domains; is there a significant difference between the assessments of the two groups of respondents relative to the extent of teaching literacy taught by the teacher-respondents in multigrade classes based on the ELLN domains; is there a significant relationship between the extent of teaching literacy taught by the teacher-respondents in multigrade classes based on the ELLN domains and the following, namely: teacher-related variates and

school administrator-related variates and finally, what intervention program may be developed from the findings of the study.

From the afore-listed specific questions, the following hypotheses were drawn and tested: 1) there is no significant different between the assessment of the two groups of respondents relative to the extent of teaching literacy taught by the teacher-respondents in multigrade classes based on the ELLN domains; and 2) there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents in multigrade classes based on the ELLN domains and the following: teacher-related variates and school administrator-related variates.

Furthermore, the study found out that the teacher-respondents assessed the ELLN as "highly taught" by them in teaching literacy in multigrade classes. This is indicated by the grand weighted mean of 4.07 while the school administrator-respondents assessed the domains of the ELLN as "highly taught" by the teacher-respondents in teaching literacy among multigrade classes being supported by the grand weighted mean of 4.33. Moreover, in the comparison of the assessment of the two groups of respondents on the extent of teaching literacy taught by teacher-respondents in multigrade classes, it was found significant.

In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and respondents and the teacher-related profile variates, it was found significant along performance rating and attitude toward multigrade teaching. The other identified variates were not significant. Also, in associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and respondents and the school administrator-related profile variates, only the number of years as school administrator proved as significant. The other identified variates were not significant.

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THE PROBLEM AND ITS BACKGROUND

Introduction

It is the understanding of the researcher that multigrade teaching is a teaching condition arising as a result of shortage of teachers. In this type of a situation, it is also believed that multigrade teaching has a significant role to play if the goals of educating children are to be reached. Undeniably, multigrade teaching may be the only option available for children who live in low population areas and other marginal conditions where small numbers of children do not justify the provision of one teacher for each curriculum grade.

Literacy has traditionally been thought of as reading and writing. Although these are essential components of literacy, today understanding literacy encompasses much more. Generally, literacy is the ability, confidence willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living (www.researchgate.net/ June 15, 2020).

Language is explained as a socially and culturally constructed system of communication (https://education.alberta.ca/literacy-and-numeracy/literacy/everyone/what-is-literacy/ May 28, 2019). From the moment child is born, his

literacy journey begins. Children's literacy abilities are nurtured through their families and communities. Examples are: the infant smiling or crying to communicate their needs to a parent, the toddler forming their first words, a young child interpreting the symbols around them, a preschooler singing a song and a parent and child laughing over a story.

Furthermore, as children enter the school system, there is a strong focus on the development of reading and writing skills. Children engage in learning opportunities that have them interacting with many different forms of text, in print and digital forms, using words, visuals and graphics. Students begin to learn the rules of language, how to acquire information, evaluate it, and ethically use it, how to construct meaning from various kinds of text and how to communicate effectively.

The Philippine Constitution mandates in Article XIV Section I "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all. It is provided in Section 2 that the State shall: "Establish, maintain, and support a complete, adequate, and integrate system of education relevant to the needs of the people and society; establish and maintain a system of free public education in the elementary and high school levels; without limiting the natural right of parents to rear their

children's elementary education is compulsory for all children of school age; establish and maintain a system of scholarship grants, students loan programs, subsidies, and other incentives which shall be available to deserving students in both public and private schools, especially to the underprivileged, encourage non-formal, informal and indigenous learning systems, as well as self-learning, independent, and out of school study program particularly those that respond to community needs; and adult citizens, the disabled, and out-of-school youth with training in civics, vocational efficiency, and other skills" (Cruz, 1998:428).

This means that as students move through the school system, they continue to refine all of their foundational skills as they explore a wider variety of texts and technologies. The vast amounts of information that are available through both print and the Internet and the ability to communicate with wide and varied audiences around the globe have expanded the ways our students read and communicate. Literacy for our students today also means preparing them to be critical and ethical consumers of information.

Literacy development does not take place in just the Language Arts classroom. It is a shared responsibility among all educators. Although specific knowledge and skills are taught primarily in Language Arts, every subject area teacher

is responsible for further developing, strengthening and enhancing literacy. Every subject area has its own unique literacy demands. Content area teachers know their subject matter and their programs of study. They are aware of the literacy requirements of their subject and understand that it is through literacy that meaning is made within their subject area content. Students need to be taught how to read different kinds of text, write, and express themselves in the formats associated with each subject, and use content-specific vocabulary (www.alberta.ca.org/ May 28, 2019).

Moreover, literacy development occurs not only in school but in every aspect of daily life. When one interacts with others conversation is started. Reading maps, advertisements, newspapers, recipes, manuals and websites can also be a way as well as in analyzing and interpreting vast amount of media information. Writing poems, songs, reports, blogs, and emails can be a way of literacy development. Thus, literacy opens the door to the world.

Meantime, multigrade education is one of the Department of Education's strategies to provide literacy development for all school-age children in remote communities where enrolment does not warrant the organization of monograde classes. Teachers assigned are trained on multigrade instruction through a continuing standards-based professional development program managed by a core of division and regional

MG trainers. Regular monitoring and technical assistance on the implementation of MG program shall be conducted at the division level. Monitoring report on the findings/results shall serve as basis for planning enhancement programs and policy formulation at all levels (DO 81, s. 2009).

On the basis of a comprehensive best-evidence synthesis of the literature on the effects of multigrade and multi-age classes, Veenman (1995:32) averred that there were no significant differences between multigrade and single-grade classes in cognitive or achievement effects. Subsequently, Mason and Burns (1996) challenged Veenman's deduction, claiming that multigrade classes have at least a small negative effect on achievement, as well as having potential negative effects on teacher motivation.

Multigrade classes are used extensively within Victorian primary schools, sometimes by choice but at other times as a result of the combined pressures from staff-student ratios and enrolment numbers at particular grade levels. The issue of their contribution to effective learning is thus a critical, practical one, as well as an interesting research question. Analysis of data from the Victorian Quality Schools Project, a large, comprehensive, three-year, longitudinal study of school and teacher effectiveness, revealed some significant negative effects on achievement associated with multigrade classes and some non-significant effects. Results

differed between data collection occasions (1993 and 1994) and between subject areas: literacy and numeracy. In order to illuminate the processes at work, the issue of multigrade classes became one of the research questions investigated in the qualitative phase of the project in 1995.

Based on the result of the reading assessment in the Schools Division of Catbalogan City for the last two years, it was noted that during the School Year, the reading performance of the multigrade students represented by the MPS was posted at 74.74 percent with more than half of the total population were in the frustration level. During the School Year 2018-2019, it garnered a MPS of 74.49 percent with still more than half of the total enrollment of the multigrade students were in the frustration level. The decline in the two-year information, though slight, suggested that the multigrade students need enhancement in reading having obtained a MPS lower than the rating set by the DepEd which was 75 percent. This, therefore, prompted the researcher to undertake the study at hand in order to determine the extent of teaching literacy in the multigrade I the Schools Division of Catbalogan City.

Principal and teacher perceptions of the level of learning difficulty in multigrade classes for all students and for particular subgroups were sought through interviews, together with information about school policy on multigrade

classes and the processes of allocating students to such classes. The results indicate the directions that could be taken to maximize effectiveness of teaching and learning in multigrade classes, as well as directions for further empirical investigation of the effects of multigrade classes on students' learning outcomes (Mason & Burns, 1996:10-12).

Multigrade classes in the Philippines is one of the concerns of Department of Education, Hence, it is found out that the recent mean and MPS of some schools in the Schools Division of Catbalogan City are low. Literacy teaching is one major causes of it and that was found out for this research to provide basis of intervention.

Statement of the Problem

This study determined the extent of teaching literacy in the multigrade in the Schools Division of Catbalogan City as basis for an intervention program during the School Year 2019-2010.

Specifically, this study sought answers to the following questions, namely:

1. What is the profile of the teacher-respondents in terms of the following personal variates:

    1.1 age and sex;

    1.2 civil status;

    1.3 highest educational attainment;

1.4 gross monthly family income;

1.5 teaching position;

1.6 number of years in teaching multigrade;

1.7 performance rating based on the latest IPCRF;

1.8 number of relevant in-service trainings; and

1.9 attitude toward teaching the multigrade?

2. What is the profile of the school administrator-respondents in terms of the following personal variates:

2.1 age and sex;

2.2 civil status;

2.3 highest educational attainment;

2.4 gross monthly family income;

2.5 administrative position;

2.6 number of years as school administrator;

2.7 performance rating based on the latest OPCRF;

2.8 number of relevant in-service trainings; and

2.9 attitude toward supervising multigrade classes?

3. What is the extent of teaching literacy taught by the teacher-respondents in multigrade classes as assessed by the teachers themselves and their school administrators based on the Early Language Literacy and Numeracy (ELLN) domains?

4. Is there a significant difference between the assessments of the two groups of respondents relative to the

extent of teaching literacy taught by the teacher-respondents in multigrade classes based on the ELLN domains?

5. Is there a significant relationship between the extent of teaching literacy taught by the teacher-respondents in multigrade classes based on the ELLN domains and the following, namely:

5.1 teacher-related variates; and

5.2 school administrator-related variates?

6. What intervention program may be developed from the findings of the study?

Hypotheses

From the afore-listed specific questions, the following hypotheses were drawn and tested:

1. There is no significant difference between the assessment of the two groups of respondents relative to the extent of teaching literacy taught by the teacher-respondents in multigrade classes based on the ELLN domains.

2. There is no significant relationship between the extent of teaching literacy taught by the teacher-respondents in multigrade classes based on the ELLN domains and the following:

2.1 teacher-related variates; and

2.2 school administrator-related variates.

Theoretical Framework

This study was anchored on the Theory of Multigrade Teaching by Aryal et al., Theory of Combination Teaching by Mason, Theory on Developmental Evaluation by Patton, Theory on Constructivism by Elliot et al., and the Theory on Strategies by Jullien.

Theory of Multigrade Teaching by Aryal et al. (2003:8-15) states that multigrade teaching improves all aspects of the quality of education and ensures excellence of all so that recognized and measurable learning outcome are achieved by all especially in literacy, numeracy and life skills. It is the outcome of the sparse student population in a geographical area as well as the disparity in teacher deployment and unwillingness of teachers to serve in rural areas as well as the high rate of absenteeism of teachers in the school like teachers attending in-service training session and the decreased quality of rural education as characterized by a greater use of passive pedagogy and un-conducive environment of learning.

Furthermore, the Theory of Combination Classes by Mason (2006:281-304) advocates that combination classes is effective for small enrollment usually in remote areas that registered smaller enrollment per grade level. According to this theory, children's general grows and learn their studies in school, their reading, their conversation with others in

different levels. They usually learn in their expression of ideas with others.

The most important aid to improved learning comes from the shift that normally takes place from egocentric to socialized understanding of ideas. So long as children are talking about themselves, they are thinking about themselves, thus, it militates against their paying attention to what others say. When their learning becomes more socialized, there is a greater incentive to pay attention to what other say and the result comprehension level increases.

Ornstein (1990:408) suggested different teaching strategies with the use of groups, among which are: whole-group instruction and small-group instruction. In terms of criteria for grouping, he proposed the following: 1) ability. Grouping ability reduces the problems of heterogeneity in the classroom; 2) interest. Pupils have some choice in-group membership based on special interest in particular subject matter or activity; and 3) skill. The teacher forms groups in order to develop different skills in pupils or to have them learn to work with different types of materials.

Moreover, Ornstein also proposed the following additional criteria, Namely 1) viewpoint. Pupils have some choice in forming groups based on feelings about a controversial issue; 2) activity or project. The teacher forms groups to perform specific assignment; 3) integration.

The teacher forms groups considering race, ethnicity, religion or sex to enhance human relations; and 4) arbitrary. Grouping is made at random or on the basis of alphabetical order, location of the room or some other method not related to pupil or work characteristics.

Another theory that supports the study is the Theory on Developmental Evaluation by Patton (2009:55) which is about doing what makes sense. Patton describes developmental evaluation as evaluation for a developing or emerging initiative while summative and formative evaluation can be used to examine established programs. Summative evaluation measures outcomes against pre-determined goals and frameworks while formative evaluation can assist in continuous improvement.

He also outlines particular circumstances where development evaluations can add value in complex situations where the knowledge base is not well established.

The Theory on Constructivism is an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner (Elliott et al., 2000:256). In elaborating constructivists' ideas Arends (1998) states that constructivism believes in personal construction of meaning by the learner through experience, and that meaning is

influenced by the interaction of prior knowledge and new events.

Constructivism's central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning. This prior knowledge influences what new or modified knowledge an individual will construct from new learning experiences (Phillips, 1995). The second notion is that learning is an active rather than a passive process.

The passive view of teaching views the learner as 'an empty vessel' to be filled with knowledge, whereas constructivism states that learners construct meaning only through active engagement with the world such as experiments or real-world problem solving. Information may be passively received, but understanding cannot be, for it must come from making meaningful connections between prior knowledge, new knowledge, and the processes involved in learning.

Learning is a social activity - it is something we do together, in interaction with each other, rather than an abstract concept (Dewey, 1938:18). For example, Vygotsky (1978:31) believed that community plays a central role in the process of making meaning. For Vygotsky, the environment in which children grow up will influence how they think and what they think about. Thus, all teaching and learning is a matter of sharing and negotiating socially constituted knowledge.

The Theory on Strategies (Jullien, 1999:25) could be illustrated by the *Chinese thought that stands as a perfect example of how one can manage reality, and provide with a general theory of efficacy.*

Accordingly, the field of strategy needs theoretical innovations based on rethinking basic assumptions, concepts and frameworks (Landrum, 2007:10-13). Looking outside the field of strategy is necessary for inspiration and for examples of strategic innovation. Research examines what strategic concepts are offered by traditional thought and philosophy. Chinese strategies are used for the creation of meaning to propose theoretical and empirical extensions to Strategic Management.

Conceptual Framework

Figure 1 presents the conceptual framework elucidating the working process undertaken in this study which is represented by the upward direction.

The base reflects the locale of the study which were the Schools Division of Catbalogan City involving the multigrade teachers and school administrators. It is connected by the upward arrow toward the next bigger frame enclosing three smaller frames which represent the independent and the dependent variables of the study. The two frames at the right inside the bigger frame depict the independent variables. The

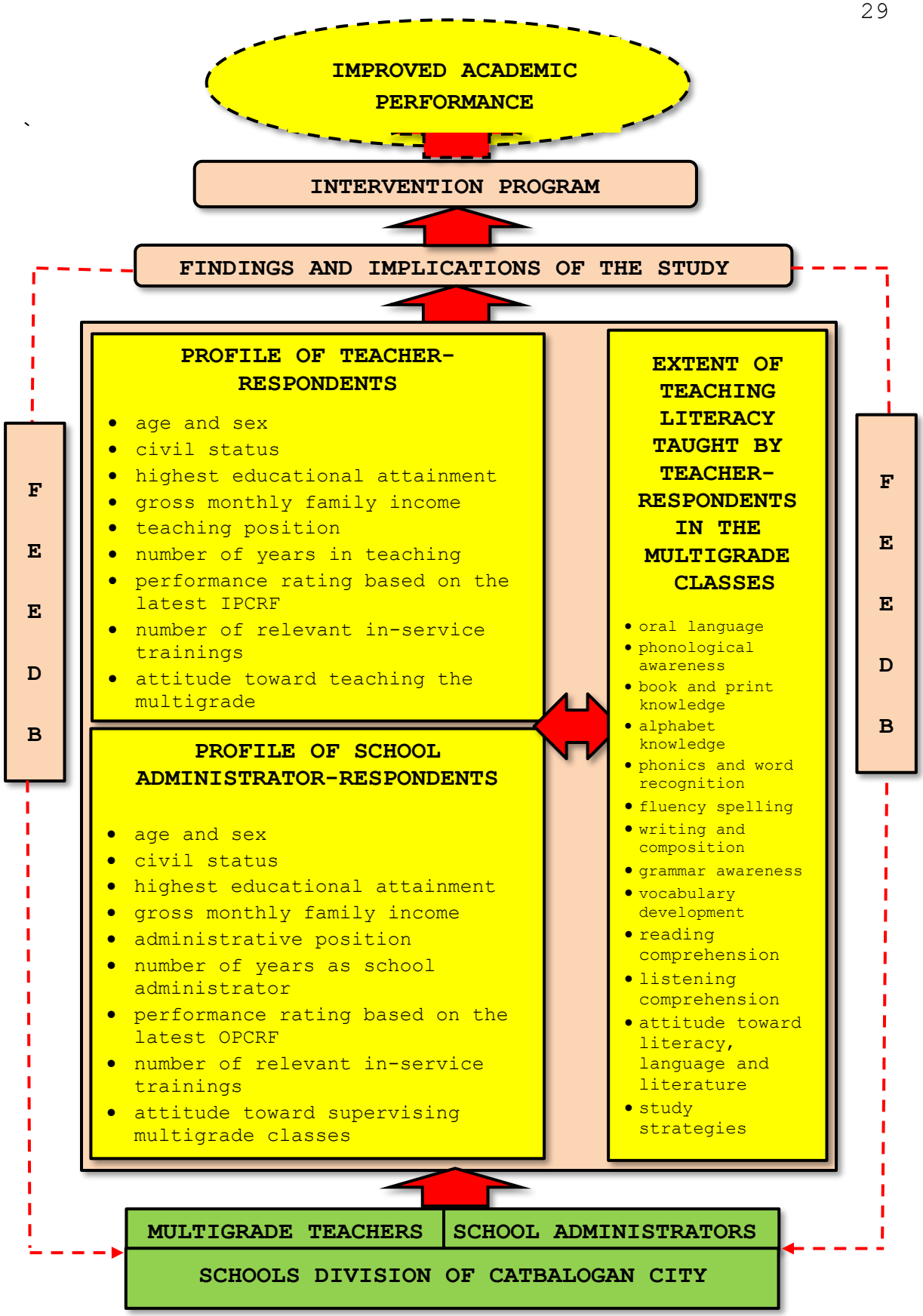

Figure 1. The Conceptual Framework of the Study

top frame reflects the profile of the teacher-respondents in terms of their age and sex, civil status, highest educational attainment, gross monthly family income, teaching position, number of years in years in teaching, performance rating based on the latest IPCRF, number of relevant in-service trainings and attitude toward teaching the multigrade.

The bottom frame reflects the profile of the school administrator-respondents in terms of following personal varieties: age and sex, civil status, highest educational attainment, gross monthly family income, administrative position, number of years in years as school administrator, performance rating based on the latest OPCRF, number of relevant in-service trainings, and attitude toward supervising multigrade classes. The lone frame at the right side of the bigger frame depicts the extent of teaching literacy adopted by the teacher-respondents in teaching the multigrade classes as perceived by the teachers themselves and their school administrators based on the ELLN domains which was compared for any significant difference.

Furthermore, the perceived extent of teaching literacy adopted by the teacher-respondents in teaching the multigrade classes based on the ELLN domains was associated with the teacher-related variates and school administrator-related variates for any significant linear association.

Moreover, after the processes, findings were drawn with the implications of the study that provided feedback mechanism to the locale of the study and would lead to the ultimate aim of the study which is improved teaching literacy in the multigrade.

Significance of the Study

The result of this study is deemed useful to the multigrade teachers, school administrators, multigrade students, parents, DepEd key officials, and future researchers.

To the Multigrade Teachers. The result of this study could guide the teachers to find ways in overcoming the learning deficiency of the students thereby helping them through appropriate measures they could undertake in order that their students would perform better.

To the School Administrators. The findings of this study could be the basis for the school administrators particularly in planning what to do to enhance the learning interests of the students through the improvement of their academic performance. The study would also give them insights on the needs and problems encountered by both the multigrade students and their teachers but in other aspects of school management, thereby devise measures toward the improvement of the plight of teachers and students of multigrade classes.

To the Students. The findings of this study could be beneficial to the students in the multigrade class for this would enhance their learning interests as well as their academic performance. This would help them also in establishing good study habits.

To the Parents. The findings of this study could enhance the parents' awareness of their role as partners of teachers and school administrators in the education of their children. Furthermore, this could open new avenues, alternative approaches, methods and strategies that can lighten their burdens in following up students' activities at home thereby improve their study habits.

To the DepEd Key Officials. The findings of this study would serve as inputs for DepEd key officials in conducting activities to improve the teaching-learning process of multigrade classes. Likewise, the result of this study would serve as input for the DepEd key officials for policy recommendations.

To the Future Researchers. The outcomes of this study would serve as a rich reference material for future researchers who would be motivated to undertake similar or related studies in the future.

Scope and Delimitation

This study focused on the teaching literacy among

multigrade classes, particularly the extent of teaching literacy adopted by teachers based on the ELLN domains along oral language, phonological awareness, book and print knowledge, alphabet knowledge, phonics and word recognition, fluency spelling, writing and composition, grammar awareness, vocabulary development, reading comprehension, listening comprehension, attitude toward literacy, language, and literature, and study strategies.

The assessment was done by the two groups of respondents, the teachers themselves and their school administrators. This involved the multigrade teachers in the Schools Division of Catbalogan City.

This study was conducted during the School Year 2019-2020.

Definition of Terms

To facilitate better understanding of the basic concepts and processes involved in this study, the following terms are defined:

Alphabet Knowledge. It refers to the teaching of the teachers to the pupils to recognize name and sound out all the upper and lower case letters of the alphabet (ELLN Manual).

Approach. This term refers to the way of looking at teaching and learning. Underlying any language teaching

approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn (https//www.teachingmultigrade.org.uk/article/approach/ 10 October 2019). In this study, it refers to the teaching approach used by teachers in teaching multigrade classes.

Attitude Toward Literacy, Language and Literature. It refers to the skill of the teachers in teaching the pupils to have a sense of being a reader and developing individual choices of the tastes for texts to read for various purposes such as for learning or for pleasure (ELLN Manual).

Attitude Toward Teaching Multigrade. This refers to the outlook of the multigrade teachers in teaching multigrade classes.

Book and Print Knowledge. It refers to the teaching the pupils to know and be acquainted with books and how print works (ELLN Manual).

ELLN. This is an acronym for Early Language, Literacy and Numeracy which serves as a tool to teach language, literacy and numeracy for early child learners (www.deped.gov.ph/ June 18, 2019).

Fluency Spelling. It refers to the ability of the teachers in Teaching the pupils to read orally with speed

accuracy and proper expression being able to convert oral language sounds into printed language symbols (ELLN Manual).

Grammar Awareness and Structure. It is the skill of the teachers in teaching the pupils the knowledge of language features and sentence structures in written language (ELLN Manual).

IPCRF. This is the acronym of Individual Performance Commitment and Review Form which is the tool used in the RPMS to evaluate performance of the teachers (www.deped. gov.ph/ June 18, 2019).

Listening Comprehension. It refers to the skill of the teachers in teaching the pupils the complex and active process in which vocabulary knowledge is a crucial component and which requires an intentional and thoughtful interaction between the listener and the text (ELLN Manual).

Literacy. This term refers to the ability to read and write simple language. It also refers to the competence or knowledge in a specified area (www.dictionary.edu.org/ June 18, 2019).

Method. This refers to the teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. It is the primary role of teachers to pass knowledge

and information onto their students (https://www.definitions.net/ 27 September 2017). In this study, it refers to the teaching method used by teachers in teaching multigrade classes.

Multigrade Class. It is a class consisting of two or more grades handled by one teacher. Furthermore, it is a combined class of two or more grade levels in remote area-school with only few teachers to accommodate the students enrolled in the different grade levels.

OPCRF. This is the acronym of Office Performance Commitment and Review Form which is the tool used in the RPMS to evaluate performance of supervisors and school administrators (www.deped.gov.ph/ June 18, 2020).

Oral Language. This term refers to the work of the teachers in teaching pupils' knowledge and use of the structure meanings and uses of the language (ELLN Manual).

Phonics and Word Recognition. It is the ability of the teachers in teaching the pupils to identify a written word by sight or by deciphering the relationship between the sounds of spoken language and the letters of the written language (ELLN Manual).

Phonological Awareness. It refers to the ability of the teachers in teaching pupils to notice, think about and work with the individual sounds in spoken words such as rhymes, syllables, onsets and rimes (ELLN Manual).

Reading Comprehension. It refers to the skill of the teachers in teaching the pupils to get meaning from and giving meaning to the printed symbols (ELLN Manual).

Strategy. It refers to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. The teacher then decides the activity that the students will do to use the intended strategy and to accomplish the intended learning (www.gmu.edu/facstaff/strategy/ 10 October 2019).

Study Strategies. It is the ability of the teachers in teaching the pupils read or listen for specific purposes with the intent to remember (ELLN Manual).

Vocabulary Development. It is the ability of the teachers in teaching the pupils the knowledge or words and their meanings in both oral and print representations (ELLN Manual).

Writing and Composition. It is the prowess of the teachers in teaching the pupils the ability to form letters through manuscript and cursive styles (ELLN Manual).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

A pool of reading materials including books, journals, encyclopedia as well as unpublished theses had been reviewed by the researcher in order to have a clearer view of the topic under study. Among the significant and helpful materials are presented in this chapter.

Related Literature

This section presents the citations to strengthen the conduct of the study which were sourced from available published materials.

The idea of putting together two or more levels in one class under one teacher is not new neither is it unique in the Philippines. The earlier forms of formal education resorted to this practice. In North America, the first and the most common kind of schools were one-room schoolhouse where a single teacher taught children of varied ages. It was before the 1800's where the industrialization brought about large scale of urbanization and other changes in the countries of North America were taking place. The organization of multigrade classes was a strategy to facilitate effective classroom management. The rapid increase in population necessitated the institution of single

classes to accommodate larger number of students. Such was the model that was brought to the Philippines by the Americans in the 1900's.

Today multigrade classes are found in suburban and rural parts more advance countries like Great Britain, France, Canada, and in the United States (DECS, 1994: 1). In The Philippines, the implementation of the multigrade classes has become a necessity.

According to Ramiso (1997), all regional directors, schools superintendents, and other school officials shall ensure that the multigrade program is properly implemented so that children will benefit most from it and maintain standards of quality at par or even better than their single grade counterparts. Each teacher and school administrator should be trained and be wise to use effective teaching-learning multigrade practices.

Gabile (2003) added that the objective of the multigrade program in the Philippine Education is to improve the quality of elementary education through the completion of the incomplete schools and the organization of multigrade classes. The realization of this objective and the success of this program lie in the hands of the multigrade teachers and the school administrators.

In the Philippines, the implementation of multigrade classes has become a necessity because of the growing

population. It is expected that teachers handling multigrade levels possess skills and expertise in classroom management for this is not an easy job. Although the program is good teachers have encountered difficulties which affect their performance as well as the performance of their students.

Some of them are the following: preparation of 16 to 21 lesson plans a day, preparation of multilevel instructional materials in the different learning areas of the three grade levels, lack of college training and backgrounds on multigrade classes, lack of seminars and training workshops, lack of appropriate incentives and proper recognition, lack of interest and positive attitudes of teachers and school administrator on multigrade teaching, inconsistent monitoring and instructional supervision of the school cards and drill cards and etc., inadequate school facilities such as school buildings, chairs, desks, blackboards, etc., location, status and condition of the school site and lack of active parent and community participation.

According to Miller (1998: 118), however, when properly implemented, multigrade programs showed and proved to be beneficial to students. Effective multigrade teaching means more than just putting together more than one grade level under one teacher. It requires teacher quality and the use of appropriate instructional methods to address the needs of the highly differentiated students. This implies the need

for more elaborate preparation of by the teacher of the learning process and variety of different learning inputs adopted to the different learning modes, such as: individual, group work, peer tutoring and the like.

Meanwhile, effective multigrade programs provide students with opportunities for increased achievement and promote good socialization patterns. Maturation and development among students are enhanced by their exposure not only to their peers but also to those who are either younger or older than they are.

Moreover, the performance of students in multigrade classes, just like in single-classes, depends on various factors which could be found within the learners themselves; their level of maturation and development, aptitudes, interests, etc. However, the teacher's instructional and management competences are put to test in multigrade classes. For instance, there are requirements for effecting teaching in this particular situation, namely: systematic and well-organized and planned instructional delivery and grouping, a well-managed classroom which is conducive to learning where the needed resources are available and the necessary discipline among students is developed, a cooperative learning environment making possible the application of self-directed learning experiences are balanced with teacher-directed activities, peer teaching and group work, a teacher

who is well-prepared to be the facilitator of learning and not just a source of knowledge in the classroom as well as equipped with a variety of instructional strategies and techniques to suit the varied needs of the learners, and a well-designed subject matter areas and variety of activities of learning experiences for the students (BEE, 1994: 10).

Teaching multigrade students under the present 2002 Basic Elementary Curriculum (BEC) has produced anxieties among elementary school teachers. The thought of having to learn new ways of teaching, like the strategy of integrating subjects which earlier were treated in isolation, brings the teacher, especially those handling multigrade classes into a state of confusion. However, viewing this innovation positively, the BEC provides the multigrade teachers with a new approach to the teaching-learning process.

It is the intention of the authors of this curricular program "to raise the achievement level of students through a refine curriculum whose components have been re-clustered into: 1) fewer learning areas with, 2) better integration of competencies and topics within and across these learning areas and with, 3) more time not for additional subject matter that will overload out learners but for the mastery of essential competencies and for personal analysis and reflection on the major concepts. The outcome will be a restructured, upgraded and more integrated curriculum where

learning competency is useful and none is superfluous (DepEd, 2002).

Furthermore, one of the reasons for the revision of the elementary curriculum is the probability that instantaneous communication and mass transport could have an immediate impact on one's community, whose response can influence the further unfolding of that event. It is a fact that we are living more and more in a world in which we filter all kinds of information and news from far and near places and we act on the basis of that filtering process every day. Our world is increasingly constituted by information, reading and communication skills and understanding basic mathematical and scientific concerns (DepEd, 2002).

Moreover, notwithstanding the availability of other means of communication today like mobile phones and the Internet, print media are still needed. Continuous education and self-learning among the children and youth, especially those who stop schooling at the elementary level, require mastery of the rudiments of learning.

Meier (1993:154) opines that learning interest is an accountability of a relation between the child and the child's parents and teachers. Opportunities for the development of skills both at home and in school, such as the availability of learning materials, references, encyclopedias,

dictionaries and the like are the look out of the parents and teachers.

Hurlock (1982:180), declares that typically children are enthusiastic about school at first. By the end of the second grade, they may develop boredom and become antagonistic and critical toward academic work though they may still like the non-academic aspects of school. Their attitudes are greatly influenced by how interesting the teachers make the material they are expected to learn and how they view the material in terms of future occupation.

Gregorio (1991:10-11), declared that personality is one of the most important factors and the most successful teachers' equipment. He further stressed that the supreme value is not the regular performance of routine duties, but in his power to lead and to inspire his students through the influence of his own mental personality and example.

Accordingly, it is expected that teachers are able to devise ways and means to catch the students' attention and maintain their interest in learning. In teaching, the students' interests, socialization, drive towards autonomy ought to be taken into consideration in the preparation of teaching materials as well as in classroom management.

While, the handling of multigrade classes is presently considered as a complicated and burdensome task, the researcher opts to look at the great opportunities for varied

teaching-learning activities for the students in this situation.

Also, teaching in these classes, considering the characteristics of the students at this stage of development, their needs, drives, aspirations could serve as bases for teaching styles and classroom management strategies that could facilitate the students' development of learning skills.

However, multigrade classrooms take a variety of organizational forms and instructional settings in different countries. Different countries have their own national context for making efforts to achieve the goal of Education for All. The following two EFA goals have their implications in creating situation for multi-grade teaching in different countries: Goal 1: Ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and are able to complete primary education that is free, compulsory and of good quality; and Goal 2 : Improve all aspects of the quality of education and ensure excellence of all so that recognized and measurable learning outcome are achieved by all especially in literacy, numeracy and life skills.

In order to fulfill the afore-mentioned goals, countries that have made commitment towards these goals, have increased access to primary education so as to address the educational

needs of all the primary school age children. This situation may lead to the opening of greater schools that demand more number of teachers, which the country cannot afford. This reality has created the situation of multi-grade and multi-class teaching in the country. No students should be deprived of the access to learning opportunities. In order to meet this goal, Nepal has made attempts to open schools in remote and rural areas of the country, which has resulted in the proliferation of grades in those areas in the excess of teachers supplied (www.deped.gov.ph/ June 18, 2019).

In this context, an alternative arrangement of teaching has been unavoidable in view of the reality in our country. This reality has generated needs to be addressed with respect to clear-cut concept, strategy and approaches of multi-grade and multi-class teaching. In recent days, appropriate alternative has also been in practice as a pedagogic choice. How to make a multi-grade school an important instructional organization? How can it be possible to train the teachers in MGT techniques where mono-grade system has been deep-rooted in their practice? These and other similar questions are to be addressed to make multi-grade teaching a successful programme. In this context, the review of the practices of MGT in some of the countries seems to be essential.

In the 1960s and 1970s, open education and individualized instruction had influenced curriculum and

instructional models with the implementation of multi-grade classrooms in the United States (Miller, 1991). Multi-grade teaching has emerged as an alternative instructional organization as a means to provide access to primary education to the children of rural and under-served areas of developing countries.

Multigrade teaching has been developed as a means of solving problems not addressed by graded setting of classroom teaching. It has been regarded not only as a proper means of saving money by combining the grades but also as a choice for better achievement in students' intellectual and social performance (www.deped.gov.ph/ June 18, 2019).

In most of the countries, a multi-grade teaching situation is defined as a teaching/learning situation where a single teacher teaches more than one grade or age group. In some countries, especially in Sri Lanka, multi-grade teaching is related to multilevel education in a single grade also. In Colombia, the new school (Escuela Nueva) concept was initiated as an unavoidable condition of multi-grade teaching in small schools of rural areas. Small schools of Zambia and indigenous schools in Peru are also the examples of multi-grade teaching. In Colombia and Peru, one teacher school in rural areas is also known as MGT School. Zambia and Colombia have addressed the multi-grade reality of rural primary schools. The Zambian experience is relatively small whereas

Colombian experience is relatively large. Both the countries have involved external agencies and support from the government mainstream. In Peru, multi-grade reality is found especially among indigenous communities with the involvement of NGOs in providing training to the multi-grade teachers. MGT in these schools is the outcome of the following factors.

Multigrade teaching in Zambia was started from a very small base in four schools with the expectation that multi-grade teaching would enable small schools to work efficiently without requiring additional classrooms and teachers. Similarly, multigrade teaching emerged in Colombia with the initiation of unitary school system of one-teacher schools in sparsely populated rural areas. The Colombian one-teacher school has adopted active instruction, a strong relationship between the school and the community, and a flexible promotion mechanism that seems to be essential for multi-grade teaching. In rural areas of Peru, multi-grade teaching is the norm for most schools, be they multi-teacher schools or one-teacher schools (www.academia.edu/ June 18, 2019).

Multi-grade teaching has been used to overcome the problems of graded teaching and with the belief that MGT can have the following positive outcomes: a) It can enhance independent learning; b) It encourages teachers to adopt student-centered approaches to teaching; c) It facilitates revision of materials covered in earlier grades; d) It

increases student interaction; e) It provides opportunity to slow learners to make progress in his/her learning in his/her own pace of growth; f) It utilizes the concept of monitoring and peer tutoring to assist the teachers; g) It also promotes group learning.

In spite of the foregoing positive outcomes and pedagogical benefits, some drawbacks are also observed as the following: 1) There is the possibility of low student achievement in MGT schools if MGT programmes are not supported with required resources and properly trained teachers; 2) These programmes demand teachers' more time and organizational capabilities; 3) Teachers need intensive training with special focus on instructional materials; and 4) Students may receive less individual attention, and must often work independently (Aryan, et al., 2003).

Furthermore, regarding the afore-metioned realities of MGT in the global context teaching in multi-grade seems to be lagging behind for MGT therefore, it needs a considerable attention toward its definition, orientation and practice.

To encapsulate, the foregoing discussions of theories and concepts on the multigrade class and learning instruction serve as a construct which provided the researcher with both the focus and the direction for the present study.

Related Studies

Several studies had been reviewed by the researcher to assess the status of and the prevailing conditions in learning instruction and peculiarly in the so-called multigrade classes.

Little (2011) conducted a study entitled, "Prevalence of Multigrade Teaching in Nepal: Basis for Policy Redirection," mentioned that neither Ministries of Education nor international agencies such as UNESCO collect information about the number of teachers and students learning and teaching in multi-grade settings routinely. Information on its prevalence is scant. However, some attempts have been made to identify the status based on the definition of the respective countries. Developed countries like France and Sweden have considerable percentage of multigrade teaching scenario in primary grades whereas developing countries like India and Sri Lanka have MGT situation to a considerable extent (84% and 63% respectively). In developing countries, the situation may be that teachers were only teaching some grades and neglecting students in other grades for a large portion of the school day. Review of MGT in Peru also revealed that the vast majority of the multi-grade schools were located in rural areas. Similarly, 69 percent of the rural teaching force was involved in teaching rural primary schools with multi-grade classrooms. A research on multi-grade teaching in

Belize revealed that 35.3 percent of the schools were fully multigrade. This situation indicates that the use of MGT is in practice because of the adjustment problem, on one hand and providing pedagogical choice, on the other.

The above-cited study had bearing with the present study in the sense that the two studies tackled the multigrade teaching. However, the locale of the study served as the point of difference between the two studies. The former study was conducted in Nepal with the different countries being considered in the study, the present study was conducted in the Philippines, particularly in the Schools Division of Catbalogan City.

Montero (2011) conducted a study entitled, "The Academic Performance of Multigrade Classes: An Assessment." Two groups of students were involved in the study: those who belonged to the three-grade combinations and those who were in the two-grade combinations.

The results showed that the multigrade class combination obtained a higher mean over the two-grade class combination. In the division test, the overall performance of the multigrae classes along the five learning areas tested, in terms of mean scores were the following: Filipino – 10.23, HEKASI – 9.74, Science – 9.61, Mathematics – 9.28, and English – 9.04. The overall mean was 9.58. In the district level test, the mean scores of each learning area were the following: Filipino

– 21.52, Science – 20.58, HEKASI – 20.47, Mathematics – 19.75, and English – 19.57. The overall mean was 20.38. Between the two groups of students, the three-grade combinations showed better results than those from the two-grade combinations.

The study of Montero was relevant to the present study considering that it tackled multigrade teaching in the same way the present study delved into it. However, the two studies differed in the focus of the study. The former study was focused on the students' performance comparing the three-grade combination against two-grade combination. The present study focused on the multigrade teaching from the point of view of the teachers and school administrators.

Gulla (2011) conducted a study entitled, "Factors Related to the Reading Performance of Multigrade Students." In her study, she found out that in terms of reading performance of the upper multigrade students by school both vocabulary and comprehension, these were way far below the expected mastery level, hence they need more attention. Furthermore, the performance of the upper multigrade students in reading along vocabulary was significantly influenced by their age, reading interest and study habits; while that along comprehension was significantly influenced by the socio-economic status, reading interest and study habits.

Moreover, as to the extent to which the identified factors affect the reading ability of the upper multigrade

students, it appeared that the student-related and school-related factors had moderate and slight influence while teacher-related and home-related factors had negligible influence on their reading ability. Finally, the student-related and school-related factors were found to have significant influence on the reading performance of the upper multigrade students while the teacher- and home-related factors had nothing to do with their reading performance.

The study of Gulla was relevant to the present study in the sense that both studies delved on multigrade teaching. However, the two studies differed in the focus of the assessment and the locale of the study. While the previous study focused on reading performance of multigrade students in the District of Quinapondan, Division of Eastern Samar, the present study focused on the teachers on their teaching of multigrade classes in the schools Division of Catbalogan City based on their self-assessment and their school administrators.

In the study of Neupane (2011) entitled, "A Study on the Multigrade Teaching: Status and Issues," he presented the following findings: 1) among the primary schools of the sample districts, about 73 percent were found to have less number of teachers than the grades and the rest 27 percent were found to be complete teacher schools. Nearly 82 percent schools had such situation. Considered from the perspective supply of

teachers, greater possibility of having multi-grade or multi-class teaching is noticed in hilly and mountain regions; 2) with respect to the teachers' involvement in different instructional arrangements multi-grade, multi-class and mono-grade (subject) teaching was found to be about 23 percent, 36 percent and 41 percent, respectively. Comparatively, more number of teachers (50%) were involved in multi-grade teaching; 3) for 68 grades, there were only 60 rooms of which six rooms were used for office and store purpose in 15 observed schools. With respect to availability and use of rooms for teaching learning purpose, only 13.3 percent rooms were found to have been used for multi-grade (combined class) teaching and nearly 12 percent classes were run in open ground outside the building which can also be used for multi-grade teaching. When such situation is considered, multi-grade teaching seems to be a practice in 24 percent classes; and 4. 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 that they could not differentiate MGT from MCT situation, rather they preferred teaching two grades in different rooms under the name of multi-grade teaching.

The present study was similar with the study of Neupane in the sense that both studies delved on multigrade teaching.

However, considering that the previous study was conducted in other countries and the present study was conducted in the Schools Division of Catbalogan City, Philippines, the two studies differed. Likewise, the focus of the former study was on the performance of the students while the present study focused on the performance of teachers in teaching of multigrade classes.

In another study conducted by Laudari (2011) entitled, "Problems and Issues Confronting the Multigrade Teaching," he discovered the following: 1) teachers' guides were found only partially available in majority (86.7%) of the schools. Class observation revealed that even these partially available TGs were not used properly for teaching purpose by the teachers; 2) the schools were found to have used the following instructional settings; 3) teaching same subject by a teacher for two grades in one room (48.1%); 4) teaching different subjects by a teacher for two grades in one room (11.1%); 5) teaching same subject by a teacher for two grades in separate rooms (30.0%); 6) teaching different subjects by a teacher in separate rooms (11.1%); 7) majority (81.5%) of the grades were combined as next to each other whereas only 18.5 percent were not combined as next to each other for both multigrade/multi-class teaching purpose; 8) almost all the teachers used traditional methods of teaching based on explanation, motivation by threat, unnecessary punishment,

textbook dependent teaching and rituals of giving homework and class work; and 9) Students' learning in teacher-absent classes was not managed properly which resulted either in passivity of the students or noisy environment.

The study of Laudiri had bearing with the present study considering that both studies delved on the multigrade classes. However, the locale of the study served as their point of difference as the previous was conducted abroad while the present was conducted within the country.

From the study of Orbeta (2012) entitled, "Multigrade Teaching and Academic Performance of Students: Basis for an Intervention Scmheme," revealed that multigrade teaching is resorted to due to the few enrolment in the barangay that does not warrant for a monograde but quality of the teaching cannot be discounted since students perform at par with the monograde classes in complete elementary schools. Furthermore, it was revealed that teachers devise contingent strategies and methods of teaching to be more effective.

The study of Orbeta was in parallel with the present study considering that multigrade teaching is the focus of the study. However, the two studies differed in the process undertaken. The former study looked into the relationship of multigrade teaching to their academic performance of the students while the present study looked into the multigrade teaching per se.

Lim (2012), in her study entitled, "Multigrade Teaching: Its Implication to Students' Performance," showed that there is no significant difference between the effectiveness of the multigrade and monograde teaching. That is, the performance of the students in multigrade teaching is at par with the students in the monograde teaching. Likewise, the teaching methods and strategies employed in the monograde teaching is similarly adopted in the multigrade teaching including the modules or daily lessons tackled per subject area. The only difference between the two schemes is the group of students being handled.

The study of Lim was similar with the present study due to the same topic delved into. However, the process of the study served as the point of difference. The previous study compared the academic performance of the students between the monograde and multigrade while the present study focused on the approaches, methods and strategies adopted by teachers in teaching multigrade classes.

In the study of Bautista (2012) entitled, "The Impact of Multigrade Teaching to the Academic Performance of the Elementary Grades Students," disclosed that multigrade teaching requires a specialized teaching considering that two to three grade levels are combined one room with varied lessons tackled in a day. However, the teaching effectiveness cannot be discounted considering that multigrade students

manifested exemplary performance in all subject areas being shown by their mean percentage score in every grading period.

The study of Bautista was similar with the present study due to the same topic delved into. However, the process of the study served as the point of difference. The previous study compared the academic performance of the students between the monograde and multigrade while the present study focused on the approaches, methods and strategies adopted by teachers in teaching multigrade classes.

Rivera (2013), in his study entitled, "Multigrade Teaching Approaches, Methods and Strategies in the Division of Cebu City: Inputs for Policy Redirection," discovered that several approaches, methods and strategies utilized by teachers teaching multigrade classes to be effective. Furthermore, teachers attend relevant trainings to enhance their teaching performance and they apply their learning from the trainings in their respective multigrade classes.

The study of Rivera was in the same line with the present study considering the topic delved into are the approaches, methods and strategies in teaching multigrade classes. However, they differed in the locale of the study. The previous study was conducted in the Schools Division of Cebu City while the present study was conducted in the Schools Division of Catbalogan City.

Tuazon (2013) in her study entitled, "Issues and

Concerns Confronting the Teachers in Teaching Multigrade Classes," revealed that there are issues and concerns that confronted the teachers in their teaching the multigrade classes which include but not limited to the inadequacy of teaching materials and books as well as spacious class rooms to accommodate the three grade levels combined as one class.

The study of Tuazon was in parallel with the present study considering that the topic delved into focused on the multigrade teaching. However, they differed in the area conducted. The previous study focused on the issues and concerns confronting teachers in their multigrade teaching while the present study focused on the multigrade teaching per se.

The foregoing studies helped the researcher in conceptualizing the study at hand through its concepts and processes in the multigrade instruction.

Chapter 3

METHODOLOGY

This chapter presents the methods undertaken in the conduct of the study. Included in this chapter are the following: research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

Research Design

This study employed the descriptive-correlation research design using the questionnaire as the lone instrument of the study.

The study was descriptive considering that it described profile of the teacher-respondents in terms of their personal variates, namely: age and sex, civil status, highest educational attainment, gross monthly family income, teaching position, number of years in teaching multigrade, performance rating based on the latest IPCRF, number of relevant in-service trainings, and attitude toward teaching the multigrade.

Likewise, it identified the profile of school administrator-respondents in terms of the following variates, namely: age and sex, civil status, highest educational

attainment, gross monthly family income, administrative position, number of years as school administrator, performance rating based on the latest OPCRF, number of relevant in-service trainings, and attitude toward supervising multigrade classes.

Furthermore, it elicited also extent of teaching literacy taught by the teacher-respondents in multigrade classes as assessed by the teachers themselves and their school administrators based on the Early Language Literacy and Numeracy (ELLN) domains which was compared to ascertain significant difference between the perceptions of the two groups.

The study was a correlation study also considering that the extent of teaching literacy taught by the teacher-respondents in multigrade classes based on the ELLN domains was associated with the teacher-related variates and school administrator-related variates to ascertain any significant linear correlation between the former and the latter.

Data be gathered were treated statistically using appropriate descriptive and inferential statistical tools, namely: Frequency Count, Percentage, Median, Average Deviation, Mann-Whitney's U-Test, Spearman's Rank Correlation Coefficient, and the Fisher's t-Test.

Locale of Study

Figure 2 presents map showing the locale of the study.

The study was conducted in the Schools Division of Catbalogan City among multigrade classes in schools under the 10 educational districts in the division.

In consonance with Article XIV, Section 1 of the 1987 Philippine Constitution which state that "the state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." The Division of Catbalogan City expressed their desire through the Schools Division Superintendent to reorganize their school districts by establishing and creating additional school districts in order to ensure the delivery of accessible, quality and meaningful education.

As a medium-sized division, there are 10 existing approved plantilla items for Public Schools District Supervisor, however only five Public Schools District Supervisors are given 1,089 teachers in the entire division excluding the private schools, the educational leaders of Catbalogan City Division office made it wise to maximize the remaining five Public Schools District Supervisors who are currently detailed in the division office. This endeavor is to ensure the efficiency and effectiveness in

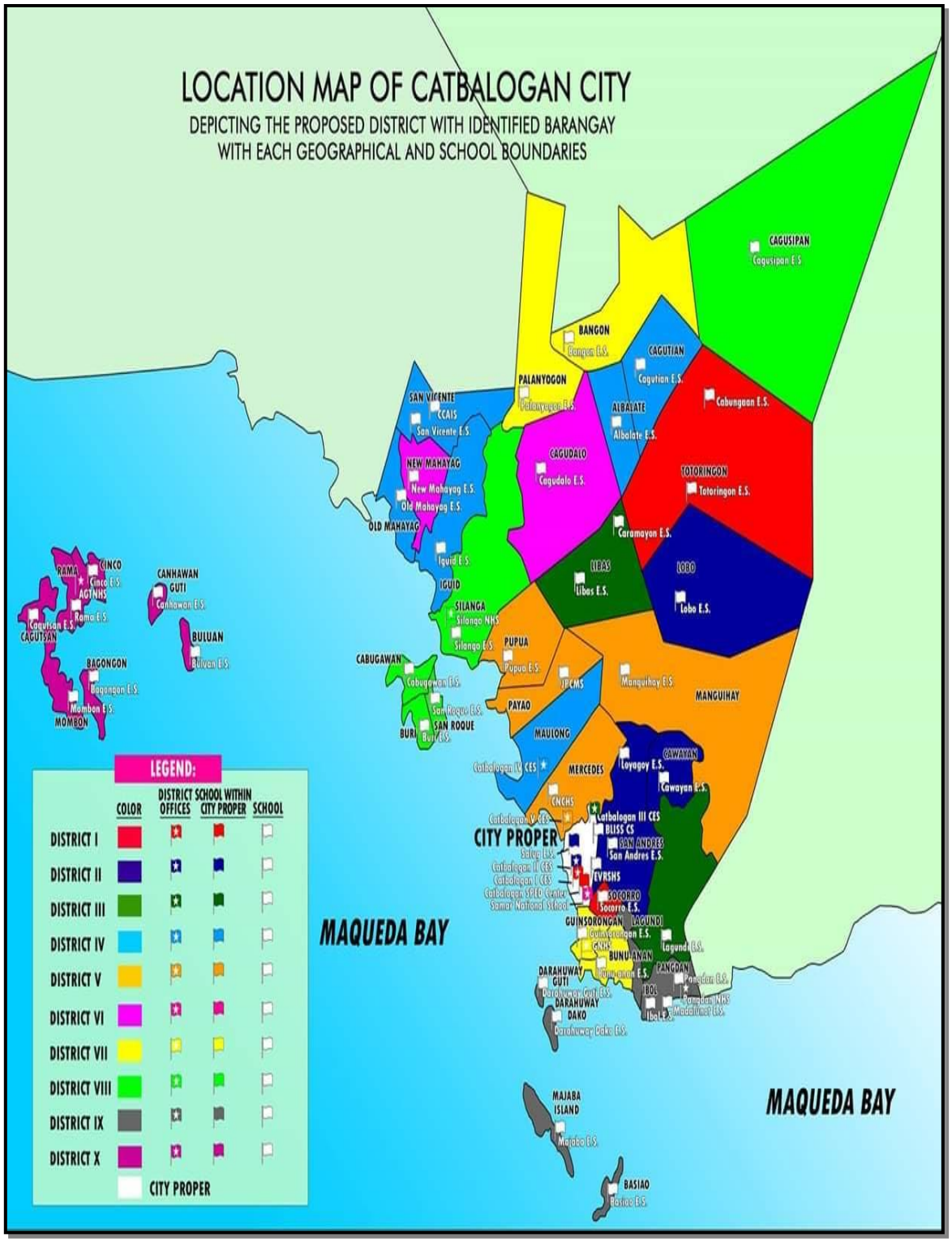

Figure 2. The Map Showing the Locale of the Study

the conduct of monitoring, supervision and provision of technical assistance.

With the current statistics of Catbalogan City Division as to the number of public and private schools, number of teachers and enrolment for both elementary and secondary schools, the division, through the Schools Division Superintendent, strongly expressed his full support and profound desire to establish additional school districts to intensify the delivery of instructional supervisions and support to the implementation of School-Based Management which will pave the way toward continuous improvement of the schools of the entire division.

Furthermore, the Local School Board of Catbalogan City Division expressed their enthusiasm thru a Resolution No. 2018-002 dated March 14, 2018 entitled, "A Resolution Requesting for Redistricting and Creation of New District of DepEd-Division of Catbalogan City from five districts into 10 districts" The said resolution was approved by the City Mayor and Chairman of the Local School Board duly attested by the Schools Division Superintendent.

From the empirical analysis it was found out that 1) there are 10 approved plantilla items for Public Schools District Supervisor; 2) schools in the 10 districts are geographically located in three different areas, to wit: Center or Central Schools of the five current existing schools

districts are located in the city proper of Catbalogan City, three of the five identified proposed centers/central school is located in the city proper of Catbalogan City, however some of the schools are situated in the mountains, proposed Catbalogan IX District is located in the coastal barangay where some of the schools are located in the different island while other schools are located in the interior barangays, proposed Catbalogan X District is located in Sierra Islands which is composed of eight schools, identified schools for the District ln-Charge to hold office where the proposed district are appropriate and strategically located at the center of its clustered schools except Catbalogan IX and X Districts where the identified District Center is situated in the coastal barangay and Sierra Islands, respectively, some identified central schools or centers are manned by Head Teacher and Teacher-in-charge.

In view of the foregoing evaluation and findings, the Quality Assurance Division (QAD) respectfully recommends the following: reorganize the five existing districts by creating another five new districts in Catbalogan City to maximize the services of the five Public Schools District Supervisors and to intensify the delivery of instructional and curricular supervision in the provision of professional and technical assistance to the school heads and teachers or facilitators of schools and learning centers, decongest the existing

districts that handle more number of schools and teachers and establish five (5) new districts to effect quality delivery of instructional and curricular supervision, cluster the schools which are geographically adjacent or contiguous to constitute a district which shall be composed of both public and private elementary and secondary schools (K to 12) to facilitate accessibility in the provision of instructional supervision.

Moreover, identify a full-pledged school principal to lead the central school, private schools which are geographically situated in a particular district shall be made part in the provision of instructional and curricular supervision by the assigned PSDS, the Planning Officer shall facilitate the updating of Division and school profiles in the EBEIS or LIS, the Schools Division Superintendent is advised to deploy office staff for program promotion in every schools district pursuant to the mandates as stipulated in Section 7 Item D Of R. A. 9L55 {Powers, Duties and Functions~ Schools District Level), the schools Division superintendent shall likewise monitor the implementation of the newly established districts in the division (DepEd Regional Memorandum No. 302 s. 2018, 22 June 2018).

Instrumentation

This study utilized was an adopted questionnaire in

collating relevant information needed by this study.

Two sets of questionnaire were prepared intended for the teacher- and school administrator-respondents. Set 1 was composed of three parts. Parts I and II were researcher-drafted parts whereby Part I was designed to gather the profile variates of the teacher-respondents in terms of the following personal characteristics, namely: age and sex, civil status, highest educational attainment, gross monthly family income, teaching position, number of years in years in teaching, performance rating based on the latest IPCRF and number of relevant in-service trainings while Part II appraised the attitude of the teacher-respondents toward teaching the multigrade. This was composed of 10 attitude statements whereby the respondents signified their agreement or disagreement using the Five-point Likert Scale as follows: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD).

Part III was adopted from the ELLN which elicited the extent of teaching literacy in teaching the multigrade classes based on the its domains. This was adopted from the aforementioned instrument which was composed of 13 domains whereby the teacher-respondents assessed each using the Five-point Thurstone Scale as follows: 5 for Extremely Taught (ET), Highly Taught (HT), 3 for Moderately Taught (MT), 2 for Slightly Taught (ST), and 1 for Not Taught (NT).

Set 2 of the questionnaire was composed of three parts also. Similarly, Parts I and II were researcher-drafted part whereby Part I was designed to gather the profile variates of the school administrator-respondents in terms of the following personal characteristics, namely: age and sex, civil status, highest educational attainment, gross monthly family income, administrative position, number of years in years as school administrator, performance rating based on the latest OPCRF, and number of relevant in-service trainings while Part II appraised the attitude of the school administrator-respondents toward supervising multigrade classes. This was composed of 10 attitude statements whereby the respondents signified their agreement or disagreement using the Five-point Likert Scale as follows: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD).

Part III was adapted from the ELLN which elicited the extent of teaching literacy in teaching the multigrade classes based on the its domains. This was adopted from the aforementioned instrument which was composed of 13 domains whereby the teacher-respondents assessed each using the Five-point Thurstone Scale as follows: 5 for Extremely Taught (ET), Highly Taught (HT), 3 for Moderately Taught (MT), 2 for Slightly Taught (ST), and 1 for Not Taught (NT).

Validation of Instrument

Considering that the questionnaire was an adopted one, it still underwent validation procedure, since modifications were made, through expert validation focusing on the following areas, namely: face, content, construct, pragmatic and convergent-discriminant validity with consideration on the cognitive and situational perspectives of the respondents.

Comments and suggestions for improvement of the questionnaire from the experts were considered in the revision of the questionnaire whereby it was subjected to a Pilot Test in the Schools Division of Samar by randomly selecting 10 multigrade teachers and five school administrators. This process looked into the wording of questions, physical setting, respondent's mood, nature of interaction and the regression effect of the respondent.

In the calculation of the Coefficient of Reliability, the Cronbach's Alpha Analysis was employed using the following formula (Raagas, 2010:68):

$$C_\alpha = \left[\frac{K}{K-1} \right] \left[1 - \frac{\Sigma S_i^2}{S^2} \right]$$

where: C_α refers to the reliability coefficient using the Cronbach Alpha Analysis;

K refers to the number of respondents;

S_i^2 refers to the variance of the a single questionnaire item; and,

S^2 refers to the variance of the scores of the questionnaire.

To interpret the reliability of the instrument, Table 1, The Table of Reliability suggested by George and Mallery (2003:25) served as guide.

Sampling Procedure

This study utilized the purposive sampling in choosing the teacher-respondents. That is, only teachers who are teaching multigrade classes were considered as respondents of

Table 1

Table of Reliability

Reliability Coefficient (α)	**Interpretation**
$\alpha \geq 0.90$	Excellent
$0.80 \leq \alpha$ 0.89	Very Good
$0.70 \leq \alpha$ 0.79	Good (There are probably a few items which could be improved.)
$0.60 \leq \alpha$ 0.69	Acceptable (There are probably some items which could be
$0.50 \leq \alpha$ 0.59	improved.)
	Poor (Suggests need for revision of the research instrument.)
$\alpha \leq 0.49$	Questionable/Unacceptable (This research instrument should not contribute heavily to the research, and it needs revision.)

the study.

Likewise, purposive sampling was employed also for the school administrator-respondents. That is, all school administrators with multigrade classes only were considered for this group of respondents.

Table 2 presents the number of respondents by category.

Data Gathering Procedure

Before the conduct of the study, the researcher sought authorization from the Office of the Schools Division Superintendent of the Division of Samar through channel for the conduct of the pilot test and from the Office of theSchools Division of Catbalogan City for the conduct of the actual study. In the course of requesting the abovementioned authority, the middle supervisors intervened by imposing revision in the methodology and questionnaire which the adviser refused to yield for the reason that they were not

Table 2

The Number of Respondents by Category

Category	N	%
Multigrade Teachers	37	86.05
School Administrators	6	13.95
Total	**43**	**100.00**
Response Rate	**100.00%**	

part of the committee of Samar College. This delayed the fielding of the questionnaire. However, the problem was ironed out.

Likewise, the same authority was sought from the District Supervisor of the two school divisions for proper courtesy. Then same permission was sought for from the respective school administrator of each school with multigrade classes to conduct the study.

The researcher personally collected the information through personal interview using the structured questionnaire to ensure that the written procedures were strictly followed and quality data were generated. No problem was encountered except for the school administrators who were out for an official travel which the researcher patiently waited.

Data generation lasted for about two months from January to February 2020, including travel time. Manual editing and coding followed to check the consistency of the information in preparation for the data analysis. Machine processing was the next phase through encoding and the generation of the statistical information in tabular form using available statistical software.

Statistical Treatment of Data

To give meaning to the data collected, descriptive statistical tools were employed, namely: Frequency Count,

Percentage, Median, Average Deviation, Mann-Whitney's U-Test, Spearman's Rank Correlation Coefficient, and the Fisher's t-Test.

Frequency Count. This tool was used to determine the personal characteristics of the student-respondents representing its magnitude of occurrence.

Percentage. This measure was used to convert the magnitude of occurrence of each variable with respect to the total respondents using the following formula (Sevilla et al., 1992:200):

$$P = \frac{f}{N} \times 100$$

where: P refers to the percentage;

f refers to the number of occurrence; and

N refers to the total number of samples.

Median. This tool measured the middle most observation in an ordered distribution such as age, gross monthly family income and number of years in service. The formula used is as follows (Walpole, 1989:379):

$$Md = LB + \left(\frac{N/2 - F}{f}\right) i$$

where:

Md refers to the Median value;

LB refers to the lower boundary;

F refers to the cumulative frequency of the

Median level;

f refers to the frequency of the middle most observation; and

N refers to the total number of observations of the study.

Average Deviation. This tool measured the variability or the arithmetic mean of the absolute deviation of the values from the median. It described the differences between observations from the Median. The formula used is as follows (Walpole, 1989:286):

$$AD = \frac{\Sigma f(X - \mu)}{N}$$

where:

AD refers to the Average Deviation of the Observations;

f refers to the frequency of occurrence in a particular observation;

X refers to the observation in step Distribution;

μ refers to the Arithmetic Mean; and

n refers to the number of samples.

Weighted Mean. This statistic was employed to determine the collective appraisal of the teacher- and school administrator-respondents regarding extent of teaching

literacy adopted by the teacher-respondents in teaching the multigrade classes based on the ELLN domains. The formula (Pagoso, 1997:111) used was as follows:

$$\mu_w = \frac{\Sigma f_i X_i W_i}{n}$$

where: $\overline{X}_w$ refers to the weighted mean;

f_i refers to the frequency of a category of variable;

X_i refers to the identified category of a variable;

W_i refers to the weights which are expressed in a five-point scale; and

n refers to the sample size.

In interpreting the weighted mean, particularly the attitude of the respondents and the extent of teaching literacy adopted by the teacher-respondents in teaching the multigrade classes based on the ELLN domains, the following sets of five-point scales was used:

Range	**Interpretation**	
4.51-5.00	Strongly Agree	(SA)
	Extremely Taught	(ET)
3.51-4.50	Agree	(A)
	Highly Taught	(HT)
2.51-3.50	Uncertain	(U)

	Moderately Taught	(MT)
1.51-2.50	Disagree	(D)
	Slightly Taught	(ST)
1.00-1.50	Strongly Disagree	(SD)
	Not Taught	(NT)

Mann-Whitney's U-Test. This tool is a non-parametric test that compared the assessment of the two groups of respondent relative to the extent of teaching literacy adopted by the teacher-respondents in teaching the multigrade classes based on the ELLN domains. The formula used was as follows:

$$\mu_1 = w_1 - \frac{n_1(n_1 + 1)}{2}$$

$$\mu_2 = w_2 - \frac{n_2(n_2 + 1)}{2}$$

Where: w_1 refers to the sum of ranks of the smaller observations;

$$w_2 = w_1 - \frac{(n_1 + n_2)\ (n_1 + n_2 + 1)}{2}$$

n refers to the number of observations; and

μ refers to the smaller value between μ_1 and μ_2.

In deciding whether the null hypothesis was accepted or rejected, the following decision rule served as guide: accept

the null hypothesis if and when the computed value turned greater than the critical or tabular value; on the other hand, reject the null hypothesis if and when the computed value turned equal or lesser than the critical or tabular value.

Spearman's Rank Correlation Coefficient. This was used to determine the linear association between the extent of teaching literacy adopted by the teacher-respondents in teaching the multigrade classes based on the ELLN domains and the teacher-related variates and school administrator-related variates

The formula (Walpole, 1989:370) used is as follows:

$$p = 1 - \frac{6\Sigma D^2}{N(N^2 - 1)}$$

where:

p refers to the Spearman's rho;

D refers to the deviation between the two sets of observations;

N refers to the number of samples.

Table 3 was utilized as guide in interpreting the degree of linear association (Calmorin, 1994:256).

Fisher's t-Test. This statistical tool was used to test the significance of the coefficient of linear association (Spearman's rho) between a set of paired variables. The formula (Best & Khan, 1998:402-403) applied in this case is as follows:

$$t_f = p\sqrt{\frac{N-2}{1-p^2}}$$

where:

t_f refers to the Fisher's t-Test value;

p refers to the Spearman's rho;

n-2 refers to the degree of freedom; and

n refers to the number of samples.

In this case, in the testing the hypothesis, the decision whether the null hypothesis was accepted or rejected, the following decision rule served as guide: accept the null hypothesis if and when the computed value turned lesser than the critical or tabular value or the p-value turned greater than the α; on the other hand, reject the null hypothesis if and when the computed value turned equal or greater than the critical or tabular value or the p-value turned equal or

Table 3

The Table of Coefficient of Correlation

Correlation Coefficient	Interpretation
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<±0.1.0	Very Strong linear association
+1.0	Perfect linear association

lesser than the α.

Finally, the hypotheses testing assumed the level of significance equals to $\alpha=0.05$ in a two-tailed test. Available statistical software or packages were utilized for the accuracy and precision in the data processing.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study with corresponding analysis and interpretation of data. Included in this chapter are: profile of the teacher-respondents, profile of the school administrator-respondents, extent of teaching literacy taught by the teacher-respondents in multigrade classes as assessed by the teachers themselves and their school administrators based on the Early Language Literacy and Numeracy (ELLN) domains, comparison between the assessments of the two groups of respondents relative to the extent of teaching literacy taught by the teacher-respondents in multigrade classes based on the ELLN domains and relationship between the extent of teaching literacy taught by the teacher-respondents in multigrade classes based on the ELLN domains and the identified variates.

Profile of Teacher-Respondents

This part reveals the profile of teacher-respondents in terms of age and sex, civil status, highest educational attainment, gross monthly family income, teaching position;, number of years in teaching multigrade, performance rating based on the latest IPCRF, number of relevant in-service trainings, and attitude toward teaching the multigrade.

Age and Sex. Table 4 reflects the age and sex distribution of teacher-respondents.

The table shows that a number of the teacher-respondents, that is, 16 or 43.25 percent were aged 22-26 years old while eight or 21.62 percent were aged 27-31 years old, seven or 18.92 percent were aged 32-36 years old, five or 13.51 years old and one or 2.79 percent were aged 52-56 years old.

The Median age of the teacher-respondents was posted at 27.00 years old with an Average Deviation (AD) of 5.50

Table 4

Age and Sex Distribution of Teacher-Respondents

Age	Sex		Total	%
	Male	Female		
52-56	0	1	1	2.70
47-51	0	0	0	0.00
42-46	0	0	0	0.00
37-41	1	4	5	13.51
32-36	0	7	7	18.92
27-31	1	7	8	21.62
22-26	4	12	16	43.25
Total	**6**	**31**	**37**	**100.00**
%	**16.20**	**83.80**	**100.00**	
Median	**27.00 years old**			
A.D.	**5.50 years**			

years. The data signified that the teacher-respondents were on their late 20s with an age difference of six years. This signified that they were still young and at the peak of their health.

` Moreover, majority of the teacher-respondents were female accounting for 31 or 83.80 percent. The male counterpart was composed of six only or 16.20 percent. This denoted that the teacher-respondents were dominated by the female sex indicating that most of those who embraced teaching as their profession of choice were this sex-group.

Civil Status. Table 5 shows the civil status of the teacher-respondents.

It can be gleaned from the table that majority of the teacher-respondents were still single accounting for 25 or 63.57 percent while the nine or 24.32 percent were already married and three or 8.11 percent of them were in a live-in relationship.

Table 5

Civil Status of Teacher-Respondents

Civil Status	f	%
Single	25	67.57
Married	9	24.32
Live-in	3	8.11
Total	**37**	**100.00**

The data signified that the teacher-respondents being still young and probably new in the service considered themselves not yet in the best position to get into a marital state. However, the idea cannot be discounted that they do not have family to support considering that they still belong to their nuclear family whereby they financially support their parents and siblings from the earning they derived from the pursuit of their profession.

Highest Educational Attainment. Table 6 shows the highest educational attainment of the teacher-respondents.

From the table, it can be noted that majority of the teacher-respondents have master's units accounting for 28 or 75.68 percent while six of them or 16.22 percent were still baccalaureate degree holders and the rest were slimly distributed to the other identified educational levels.

The data signified that the teacher-respondents

Table 6

Highest Educational Attainment of Teacher-Respondents

Educational Level	f	%
Doctorate Units	1	2.70
Master's Degree	2	5.40
Master's Units	28	75.68
Baccalaureate Degree	6	16.22
Total	**37**	**100.00**

possessed the qualification for the position they were appointed having met its minimum educational qualification being a teacher education degree holders. In fact, they strove to upgrade themselves by pursuing graduate education for their professional growth and development.

Gross Monthly Family Income. Table 7 discloses the gross monthly family income of the teacher-respondents.

The table shows that majority of the teacher-respondents earned a family income of ₱10,000-₱29,999 monthly accounting for 32 or 86.49 percent. Four of them or 10.81 percent earned less than ₱10,000 monthly and only one or 2.70 percent earned higher with a monthly income of ₱30,000-₱49,999.

The modal income of the teacher-respondents was calculated at ₱19,999.50 which was higher than the official poverty threshold of 2018 for the Province of Samar (PSA,

Table 7

Gross Monthly Family Income of Teacher-Respondents

Income Bracket	f	%
₱30,000-₱49,999	1	2.70
₱10,000-₱29,999	32	86.49
Less than ₱10,000	4	10.81
Total	**37**	**100.00**

2020). This signified that the teacher-respondents had the capacity to provide themselves and the family the basic food and non-food needs monthly including a little luxury.

Teaching Position. Table 8 presents the teaching position of the teacher-respondents.

The table shows that majority of the teacher-respondents were appointed as Teacher I accounting for 32 or 86.49 percent while three of them or 8.11 percent as Teacher II and two or 5.40 percent were appointed as Teacher III.

The teacher-respondents were still in the entry position in the teaching force of the DepEd. This could be manifested that they were just newly hired for the teaching profession. However, despite this fact, they discharged their duties and responsibilities by honing their abilities and in upgrading their educational qualification.

Number of Years in Teaching. Table 9 shows the number

Table 8

Teaching Position of Teacher-Respondents

Position	f	%
Teacher III	2	5.40
Teacher II	3	8.11
Teacher I	32	86.49
Total	**37**	**100.00**

Table 9

Number of Years in Teaching Multigrade of Teacher-Respondents

No. of Years	f	%
5	2	5.41
4	3	8.11
3	9	24.32
2	8	21.62
1	12	32.43
Not Stated	3	8.11
Total	**37**	**100.00**

of years in teaching of the teacher-respondents.

The table shows that the number of years in teaching of the teacher-respondents ranged from one to five years whereby a number of them, that is, 12 or 32.43 percent had been teaching for one year while nine of them or 24.32 percent had been teachers for three years, eight or 21.62 percent had been in the service with the DepEd for two years and the rest were distributed to the other identified number of years.

The foregoing data signified that the teacher-respondents were just newly inducted into the teaching profession with less than 10 years of service which indicated that they were still neophytes however being holders of teacher-education they could be considered trained to do the job.

Performance Rating Based on the Latest IPCRF. Table 10

reveals the performance rating of the teacher-respondents based on the latest IPCRF.

From the table it can be noted that a number of the teacher-respondents, that is, 15 or 40.54 percent garnered a performance rating of 3.98-4.17 while 10 or 27.03 percent obtained a performance rating of 3.78-3.97, five or 13.51 percent got a performance rating of 4.38-4.57, four or 10.81 percent obtained a performance rating of 4.18-4.37 and the rest were thinly distributed to the other identified ratings.

Consequently, the modal performance rating of the teacher-respondents was calculated at 4.08 with an adjectival rating of "very satisfactory." This indicated that the teacher-respondents manifested exemplary performance in the discharge of their duties and responsibilities indicating that they were able to accomplish their targets which they

Table 10

Performance Rating Based on the Latest IPCRF of Teacher-Respondents

Rating	f	%
4.38-4.57	5	13.51
4.18-4.37	4	10.81
3.98-4.17	15	40.54
3.78-3.97	10	27.03
3.58-3.77	2	5.41
Not Stated	1	2.70
Total	**37**	**100.00**

committed at the start of the school year.

Number of Relevant In-Service Trainings. Table 11 discloses the number of relevant in-service trainings of teacher-respondents.

The table shows that the mean number of relevant in-service trainings in the different levels were as follows: division, five trainings with a SD of 5.66 trainings and district, one training with a SD of 3.21 trainings. The overall mean number of trainings of the teacher-respondents was three trainings with a SD of 4.44 trainings.

The foregoing data signified that the teacher-respondents had attended several trainings, limited though usually in the division. The few number of trainings was due to their being new in the service as teachers but they have the willingness to attend when given the chance for continuing education.

Attitude Toward Teaching in the Multigrade. Table 12

Table 11

Number of Relevant In-Service Trainings of Teacher-Respondents

Level	Mean	S.D.
Division	5 trainings	5.66 trainings
District	1 training	3.21 trainings
Over-all	**3 trainings**	**4.44 trainings**

Table 12

Attitude Toward Teaching the Multigrade of Teacher-Respondents

Attitude Statement	Weighted Mean	Interpre-tation
1. I love teaching multigrade class.	4.35	A
2. I feel satisfied when I teach multigrade.	4.32	A
3. I usually use differentiated instruction to cater my multigrade students who differed in skills and pace in learning.	4.27	A
4. I use differentiated instruction to be effective in teaching multigrade class.	4.35	A
5. I desire to develop the unique skills of my multigrade students.	4.65	SA
6. I like the way my multigrade students respond to my teaching methods.	4.05	A
7. I desire to develop fully my multigrade students so that I use varied teaching strategies.	4.54	SA
8. I wish to see my multigrade students promoted to the next grade level prepared and well-developed.	4.68	SA
9. I wish to explore more teaching strategies for effective teaching multigrade class.	4.73	SA
10. I appreciate seeing my multigrade students who developed their unique potential through my teaching.	4.54	SA
Grand Weighted Mean	**4.45**	
Interpretation	**Agree**	

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

reflects the appraisal of the teacher-respondents on their attitude toward teaching in the multigrade. There were 10 attitude statements whereby the teacher-respondents signified their agreement or disagreement on each statement.

From the table, it can be noted that half of the identified attitude statements were "strongly agreed" by the teacher-respondents with weighted means ranging from 4.54 to 4.73. The attitude statement that obtained the highest weighted mean stated that "I wish to explore more teaching strategies for effective teaching multigrade class." The two indicators that equally obtained the least weighted mean were: "I desire to develop fully my multigrade students so that I use varied teaching strategies" and "I appreciate seeing my multigrade students who developed their unique potential through my teaching."

The other half of the identified attitude statements were "agreed" by the teacher-respondents with weighted means ranging from 4.05 to 4.35. In these indicators, the statements stating: "I love teaching multigrade class" and "I use differentiated instruction to be effective in teaching multigrade class" equally obtained the highest weighted mean, while "I like the way my multigrade students respond to my teaching methods" obtained the least.

Taken as a whole, the teacher-respondents "agreed" on their attitude toward teaching in the multigrade being

indicated by the grand weighted mean of 4.45. This signified that the teacher-respondents manifested highly favorable attitude toward teaching in the multigrade.

Profile of School Administrator-Respondents

This part exposes the profile of school administrator-respondents in terms of their age and sex, civil status, highest educational attainment, gross monthly family income, administrative position, number of years as school administrator, performance rating based on the latest OPCRF, number of relevant in-service trainings and attitude toward supervising multigrade Classes.

Age and Sex. Table 13 presents the age and sex disaggregation of school administrator-respondents.

The table shows that the oldest school administrator-respondents was aged 52 years old while the youngest was 32 years old whereby each of the six school administrator-respondents was evenly distributed to the identified ages.

The Median age of the school administrator-respondents was posted at 47 years old with an AD of 7.73 years. This signified that the school administrator-respondents were relatively young at their early 40s with an age difference of about eight years. They were at the prime of their age and at the height of their career.

Moreover, majority of the school administrator-

Table 13

Age and Sex Disaggregation of School Administrator-Respondents

Age	Sex		Total	%
	Male	Female		
52	0	1	1	16.67
50	0	1	1	16.67
49	1	0	1	16.67
45	0	1	1	16.67
37	0	1	1	16.66
32	0	1	1	16.66
Total	**1**	**5**	**6**	**100.00**
%	**16.70**	**83.30**	**100.00**	
Median		**47.00 years old**		
A.D.		**7.73 years**		

` **Civil Status**. Table 14 presents the civil status of the school administrator-respondents.

The table shows that a number of the school administrator-respondents, that is, two or 33.33 percent were still single while another two or 33.33 percent were married, one or 16.67 percent was annulled and the other one or 16.67 percent was separated.

The data signified that the school administrator-respondents responsibly supported their respective families though they differed in their civil statuses which indicated that they served as contributor to the financial stability of the family.

Table 14

Civil Status of School Administrator-Respondents

Civil Status	f	%
Single	2	33.33
Married	2	33.33
Annulled	1	16.67
Separated	1	16.67
Total	**6**	**100.00**

Highest Educational Attainment. Table 15 reveals the highest educational attainment of the school administrator-respondents.

From the table, it can be noted that half of the school administrator-respondents, that is, three or 50.00 percent were master's degree holders while the other half were equally distributed to the other identified educational levels whereby one or 16.67 percent was either with doctorate units or with master's units, if not baccalaureate degree holders.

The foregoing data suggested that all the school administrator-respondents except one had advance education background already indicating that they qualified themselves for the present position they were designated satisfying it minimum educational requirement in addition to the number of years of experience.

Table 15

Highest Educational Attainment of School Administrator-Respondents

Educational Level	f	%
Doctorate Units	1	16.67
Master's Degree	3	50.00
Master's Units	1	16.67
Baccalaureate Degree	1	16.66
Total	**6**	**100.00**

Gross Monthly Family Income. Table 16 shows the gross monthly family income of the school administrator-respondents.

Table 16 shows that majority of the school administrator-respondents disclosed a monthly family income of ₱10,000-₱29,999 accounting for five or 83.33 percent while the remaining one or 16.67 percent earned higher with a monthly income of ₱30,000-₱49,999.

The modal monthly income of the school administrator-respondents was calculated at ₱19,999.50 which indicated that this group of respondents earned sufficiently having earned a monthly income higher than the poverty threshold of 2018 (PSA, 2020). This meant that the school administrator-respondents could provide the basic food and non-food needs of the family and providing themselves and the members of the family a little luxury.

Table 16

Gross Monthly Family Income of School Administrator-Respondents

Income Bracket	f	%
₱30,000-₱49,999	1	16.67
₱10,000-₱29,999	5	83.33
Total	**6**	**100.00**

Administrative Position. Table 17 shows the administrative position of school administrator-respondents.

The table shows that all the school administrator-respondents were designated as teacher-in-charge in their respective schools. This signified that the school administrator-respondents were all designates as school heads being groomed to the administrative position. Probably the full-fledged principal positions were not published yet or not yet due for filling up thus designates were resorted to.

Table 17

Administrative Position of School Administrator-Respondents

Position	f	%
Principal	0	0.00
Head Teacher	0	0.00
Teacher-in-Charge	6	100.00
Total	**6**	**100.00**

Number of Years as School Administrator. Table 18 discloses the number of years as school administrator of school administrator-respondents.

The said table reveals that half of the school administrator-respondents, that is, three or 50.00 percent had been a school administrator for one year while one or 16.67 percent for three years and the remaining two or 33.33 percent failed to disclose their accumulated number of years as school administrator.

The data signified that the school administrator-respondents were neophytes to the service as school administrators with less than five years of actual service rendered, but this did not prevent them the exemplary performance they showed in the discharge of their duties in the supervision and administration of their respective schools.

Table 18

Number of Years in as School Administrator of School Administrator-Respondents

No. of Years	f	%
1	3	50.00
3	1	16.67
Not Stated	2	33.33
Total	**6**	**100.00**

Performance Rating. Table 19 reveals the performance rating of the school administrator-respondents based on the latest OPCRF.

Table 19 reveals that each of the three school administrator-respondents or 16.67 percent each obtained the following performance rating based on the latest OPCRF: 4.44, 4.12 and 4.10 while half of them, that is, three or 50.00 percent did not disclose their performance rating for unknown reasons.

The foregoing data proved that the school administrator-respondents discharged exemplary performance with their duties and responsibilities as school administrators indicating that they were able to successfully accomplish their work targets they committed at the beginning of the school year.

Table 19

Performance Rating Based on the Latest OPCRF of School Administrator-Respondents

Rating	f	%
4.44	1	16.67
4.12	1	16.67
4.10	1	16.66
Not Applicable	3	50.00
Total	**6**	**100.00**

Number of Relevant In-Service Trainings. Table 20 contains the number of relevant in-service trainings attended by school administrator-respondents.

It can be gleaned from Table 20 that the mean number of trainings attended by the school administrator-respondents in the different levels was as follows: national, three training with a SD of 2.48 trainings, regional, eight trainings with a SD of 7.76 trainings and division, two trainings with a SD of 2.07 trainings.

The overall mean number of relevant in-service trainings was calculated at four trainings with a SD of 4.10 trainings. This indicated that this group of respondents regularly attended regional trainings as one of usual activities of the DepEd to update the school administrators with the latest trends and developments of the curricular programs.

Table 20

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

Level	Mean	S.D.
National	3 trainings	2.48 trainings
Regional	8 trainings	7.76 trainings
Division	2 trainings	2.07 trainings
Overall	**4 trainings**	**4.10 trainings**

Attitude Toward Supervising Multigrade Classes. Table 21 provides the attitude toward supervising multigrade classes of the school administrator-respondents. There were 10 attitude statements whereby this group of respondents signified their agreement or disagreement in each of the attitude statement.

The table shows that the school administrator-respondents "strongly agree" eight attitude statements with weighted means ranging from 4.67 to 5.00. The attitude statements that equally obtained the highest weighted means corresponded to the following: "I believe that the use of differentiated instruction is effective in teaching multigrade class," I desire to see multigrade students develop their unique skills of my multigrade students" and "I wish for my teachers to explore more teaching strategies for effective teaching multigrade classes." On the other hand, the statementa stating, "I usually expect multigrade teachers to use differentiated instruction to cater the multigrade students who differed in skills and pace in learning," "I like the way multigrade students respond to their teacher's teaching methods" and "I appreciate seeing multigrade students developed with their unique potential through multigrade teaching," equally obtained the least weighted mean.

The remaining two attitude statements were "agreed" by

Table 21

Attitude Toward Supervising Multigrade Classes of School Administrator-Respondents

Attitude Statement	Weighted Mean	Interpre-tation
1. I love supervising multigrade classes.	4.33	A
2. I feel satisfied when I supervise multigrade classes.	4.17	A
3. I usually expect multigrade teachers to use differentiated instruction to cater the multigrade students who differed in skills and pace in learning.	4.67	SA
4. I believe that the use of differentiated instruction is effective in teaching multigrade class.	5.00	SA
5. I desire to see multigrade students develop their unique skills of my multigrade students.	5.00	SA
6. I like the way multigrade students respond to their teacher's teaching methods.	4.67	SA
7. I desire to see multigrade students fully developed so that the use of varied teaching strategies is imperative.	4.83	SA
8. I wish to see multigrade students promoted to the next grade level prepared and well-developed.	4.83	SA
9. I wish for my teachers to explore more teaching strategies for effective teaching multigrade classes.	5.00	SA
10. I appreciate seeing multigrade students developed with their unique potential through multigrade teaching.	4.67	SA
Grand Weighted Mean	**4.73**	
Interpretation	**Strongly Agree**	

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

this group of respondents corresponding to the following: "I love supervising multigrade classes" and "I feel satisfied

when I supervise multigrade classes," with weighted means of 4.33 and 4.17, respectively.

Taken as a whole, the school administrator-respondents "strongly agreed" on their attitude toward supervising multigrade classes being indicated by the grand weighted mean of 4.73. This signified that the school administrator-respondents had extremely favorable attitude toward supervising multigrade classes which was confirmed by their exemplary performance.

Extent of Teaching Literacy Taught by Teacher-Respondents in Multigrade Classes as Assessed by the Two Groups of Respondents Based on the ELLN Domains

Table 22 provides the extent of teaching literacy taught by the teacher-respondents in multigrade classes as assessed by the two groups of respondents based on the ELLN domains. There were 13 domains included.

It can be gleaned from Table 22 that the teachers assessed all the domains of the ELLN were "highly taught" by them in teaching literacy in multigrade classes with weighted means ranging from 3.89 to 4.41. The domains that obtained the highest and the least weighted means, respectively, corresponded to: Alphabet Knowledge described as "teaching the pupils to recognize name and sound out all the upper and lower case letters of the alphabet" and Writing and Composition described as "teaching pupils the ability to form

Table 22

Extent of Teaching Literacy Taught by Teacher-Respondents in Multigrade Classes as Assessed by the Two Groups of Respondents Based on the ELLN Domains

Domain	Teachers		School Administrators	
	WM	I	WM	I
1. **Oral Language.** Teaching pupils' knowledge and use of the structure meanings and uses of the language.	3.90	HT	4.17	HT
2. **Phonological Awareness.** Teaching pupils to notice, think about and work with the individual sounds in spoken words such as rhymes, syllables, onsets and rimes.	4.16	HT	4.50	HT
3. **Book and Print Knowledge.** Teaching pupils to know and be acquainted with books and how print works.	4.11	HT	4.33	HT
4. **Alphabet Knowledge.** Teaching the pupils to recognize name and sound out all the upper and lower case letters of the alphabet.	4.41	HT	4.50	HT
5. **Phonics and Word Recognition.** Teaching pupils to identify a written word by sight or by deciphering the relationship between the sounds of spoken language and the letters of the written language.	4.19	HT	4.67	ET
6. **Fluency Spelling.** Teaching pupils to read orally with speed accuracy and proper expression being able to convert oral language sounds into printed language symbols.	4.03	HT	4.17	HT
7. **Writing and Composition.** Teaching pupils the ability to form letters through manuscript and cursive styles.	3.89	HT	4.33	HT

Table 22 continued

Domain	Teachers		School Administrators	
	WM	**I**		**WM**
8. **Grammar Awareness and Structure.** Teaching pupils the knowledge of language features and sentence structures in written language.	3.92	HT	4.17	HT
9. **Vocabulary Development.** Teaching pupils the knowledge or words and their meanings in both oral and print representations.	4.14	HT	4.33	HT
10. **Reading Comprehension.** Teaching pupils to get meaning from and giving meaning to the printed symbols.	3.92	HT	4.33	HT
11. **Listening Comprehension.** Teaching pupils the complex and active process in which vocabulary knowledge is a crucial component and which requires an intentional and thoughtful interaction between the listener and the text.	4.05	HT	4.33	HT
12. **Attitude Toward Literacy, Language and Literature.** Teaching pupils to have a sense of being a reader and developing individual choices of the tastes for texts to read for various purposes such as for learning or for pleasure.	4.05	HT	4.17	HT
13. **Study Strategies.** Teaching pupils read or listen for specific purposes with the intent to remember.	4.11	HT	4.33	HT
Grand Weighted Mean	**4.07**		**4.33**	
Interpretation	**Highly Taught**			

Table 22 continued

Legend:			
	4.51-5.00	Extremely Taught	(ET)
	3.51-4.50	Highly Taught	(HT)
	2.51-3.50	Moderately Taught	(MT)
	1.51-2.50	Slightly Taught	(ST)
	1.00-1.50	Not Taught	(NT)

letters through manuscript and cursive styles."

Taken as a whole, the teacher-respondents assessed the ELLN as "highly taught" by them in teaching literacy in multigrade classes. This is indicated by the grand weighted mean of 4.07. This signified that the teachers believed that they used had highly utilized the ELLN as the tool in teaching the multigrade classes particularly in their literacy including numeracy.

Likewise, Table 22 presents the assessment of the school administrator-respondents the extent of teaching literacy taught by the teacher-respondents based on the ELLBN domains.

The table, further, shows that the school administrator-respondents, too, assessed one domain of the ELLN as "extremely taught" by the teacher-respondents in teaching literacy among the multigrade classes. This corresponded to Phonics and Word Recognition described as "teaching pupils to identify a written word by sight or by deciphering the relationship between the sounds of spoken language and the letters of the written language," with a weighted mean of 4.67.

The remaining nine domains were assessed by this same group of respondents as “highly taught” in teaching literacy among the multigrade classes with weighted means ranging from 4.17 to 4.50. In these domains, two equally obtained higher weighted mean. This corresponded to: Phonological Awareness described as "teaching pupils to notice, think about and work with the individual sounds in spoken words such as rhymes, syllables, onsets and rimes” and Phonics and Word Recognition described as “teaching pupils to identify a written word by sight or by deciphering the relationship between the sounds of spoken language and the letters of the written language.”

Taken as a whole, the school administrator-respondents assessed the domains of the ELLN as “highly taught” by the teacher-respondents in teaching literacy among multigrade classes being supported by the grand weighted mean of 4.33. This indicated that the school administrator-respondents, being tasked to supervise multigrade classes, observed that the teachers high utilized the ELLN in teaching literacy, particularly in the multigrade.

In summary, the two groups arrived at a similar adjectival assessment on the extent of teaching literacy among multigrade classes based on the domains of the ELLN. Both agreed that the aforementioned domains were “highly taught.” However, they differed in the numerical assessment.

While the teachers modestly gave a grand weighted mean of 4.07, the school administrators gave 4.33.

Comparison of the Assessment of the Two Groups of Respondents on the Extent of Teaching Literacy Taught by Teacher-Respondents in Multigrade Classes

Table 23 reveals the comparison of the assessment of the two groups of respondents on the extent of teaching literacy taught by teacher-respondents in multigrade classes.

It may be recalled that the two groups arrived at a similar adjectival assessment on the extent of teaching literacy among multigrade classes based on the domains of the ELLN. Both agreed that the aforementioned domains were "highly taught." However, they differed in the numerical assessment. While the teachers modestly gave a grand weighted mean of 4.07, the school administrators gave 4.33. This yielded a mean difference of -0.26 which was tested for its significance using the U-Test for Independent Sample Means.

Table 23

Comparison of the Assessment of the Two Groups of Respondents on the Extent of Teaching Literacy Taught by Teacher-Respondents in Multigrade Classes

μ-value	Critical Value @ df=41	p-value @ .05	Evaluation/ Decision
12	15	0.000	Significant/ Reject Ho.

In testing the significance of the noted disparity between the two means, the computed value was posted at 12 with a p-value of 0.008 at .05 α. The critical t-value was set at 15. Furthermore, in the evaluation, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned greater than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned lesser than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned lesser than the α thus the variation between the two means was significant which signified that assessment of the two groups as regards the teaching literacy in multigrade classes based on the domains of the ELLN was essentially dissimilar. Therefore, the null hypothesis stating that, "there is no significant difference between the assessments of the two groups of respondents on the teaching literacy taught by teacher-respondents in multigrade classes based on the domains of ELLN," was rejected.

Based on the means it can be noted that the school

administrators gave higher weighted mean than the teachers. This denoted that the school administrators, being tasked to supervise multigrade classes observed the higher extent of the utilization of the ELLN in teaching literacy among multigrade classes by the teachers. While the teachers modestly assessed their teaching as they were seeking more learning materials issued by the department.

Relationship Between the Extent of Teaching Literacy Taught by the Teacher-Respondents and the Identified Variates

This part presents the relationship between the extent of teaching literacy taught by the teacher-respondents and the identified variates, namely: teacher-related profile variates and school administrator-related profile variates.

Teacher-Related Profile Variates. Table 24 provides the relationship between the extent of teaching literacy taught by the teacher-respondents and their profile variates in terms of age, sex, civil status, highest educational attainment, gross monthly family income, teaching position, number of years in teaching multigrade, performance rating based on the latest IPCRF, number of relevant in-service trainings and attitude toward teaching the multigrade.

Age. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and their age using the Pearson's r, the computed value was

Table 24

Relationship Between the Extent of Teaching Literacy Taught by the Teacher-Respondents and Their Profile Variates

Variate	Linear Association		Fisher's t-test	p-value @ .05	Evaluation/ Decision
	Rho	Degree			
Age	.140	Very Weak	0.836	0.407	NS / Accept Ho.
Sex	.080	Very Weak	0.475	0.637	NS / Accept Ho.
Civil Status	.205	Weak	1.239	0.225	NS / Accept Ho.
Highest Educational Attainment	.092	Very Weak	0.547	0.587	NS / Accept Ho.
Gross Monthly Family Income	.083	Very Weak	0.493	0.627	NS / Accept Ho.
Teaching Position	.038	Very Weak	0.225	0.823	NS / Accept Ho.
Number of Years in Teaching Multigrade	.118	Very Weak	0.703	0.508	NS / Accept Ho.
Performance Rating Based on the Latest IPCRF	**.462**	**Moderate**	**3.082**	**0.005**	**S / Reject Ho.**
Number of Relevant In-Service Trainings	.008	Very Weak	0.047	0.964	NS / Accept Ho.
Attitude Toward Teaching Multigrade	**.509**	**Moderate**	**3.498**	**0.001**	**S / Reject Ho.**

Fisher's t-critical = ±2.030
df = 35

S - Significant
NS – Not Significant

posted at .140 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 0.836 with df = 35 and a p-value of 0.407 at .05 α. The critical t-value was set at ±2.030. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the age of the teachers did not significantly influence their assessment on the extent of teaching literacy. Therefore, the null hypothesis stating that, "there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents and their age," was accepted.

Sex. In associating linear relationship between the

extent of teaching literacy taught by the teacher-respondents and their sex using the Pearson's r, the computed value was posted at .080 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 0.475 with df = 35 and a p-value of 0.637 at .05 α. The critical t-value was set at ±2.030. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the sex of the teachers did not significantly influence their assessment on the extent of teaching literacy. Therefore, the null hypothesis stating that, "there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents

and their sex," was accepted.

Civil Status. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and their civil status using the Pearson's r, the computed value was posted at .205 denoting a "weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 1.239 with df = 35 and a p-value of 0.225 at .05 α. The critical t-value was set at ±2.030. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the civil status of the teachers did not significantly influence their assessment on the extent of teaching literacy. Therefore, the null

hypothesis stating that, "there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents and their civil status," was accepted.

Highest Educational Attainment. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and their highest educational attainment using the Pearson's r, the computed value was posted at .092 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 0.547 with df = 35 and a p-value of 0.587 at .05 α. The critical t-value was set at ±2.030. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the

linear association between the two variables was not significant which signified that the highest educational attainment of the teachers did not significantly influence their assessment on the extent of teaching literacy. Therefore, the null hypothesis stating that, "there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents and their highest educational attainment," was accepted.

Gross Monthly Family Income. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and their gross monthly family income using the Pearson's r, the computed value was posted at .083 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 0.493 with df = 35 and a p-value of 0.627 at .05 α. The critical t-value was set at ±2.030. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the gross monthly family income of the teachers did not significantly influence their assessment on the extent of teaching literacy. Therefore, the null hypothesis stating that, "there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents and their gross monthly family," was accepted.

Teaching Position. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and their teaching position using the Pearson's r, the computed value was posted at .038 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 0.225 with df = 35 and a p-value of 0.823 at .05 α. The critical t-value was set at ±2.030. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the

variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the teaching position of the teachers did not significantly influence their assessment on the extent of teaching literacy. Therefore, the null hypothesis stating that, "there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents and their teaching position," was accepted.

Number of Years in Teaching Multigrade. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and their number of years in teaching multigrade using the Pearson's r, the computed value was posted at .118 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 0.703 with df = 35 and a p-value of 0.508 at .05 α. The critical t-value was set at ±2.030. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α.

In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the number of years in teaching multigrade of the teachers did not significantly influence their assessment on the extent of teaching literacy. Therefore, the null hypothesis stating that, "there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents and their number of years in teaching multigrade," was accepted.

Performance Rating Based on the Latest IPCRF. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and their performance rating based on the latest IPCRF using the Pearson's r, the computed value was posted at .462 denoting a "moderate" linear association. In testing the significance of the noted linear association between the two variable

utilizing the Fisher's t-Test, the computed value was posted at 3.082 with df = 35 and a p-value of 0.005 at .05 α. The critical t-value was set at ±2.030. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was essentially significant which signified that the performance rating of the teachers did significantly influence their assessment on the extent of teaching literacy. Therefore, the null hypothesis stating that, "there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents and their performance rating based on the latest IPCRF," was rejected.

The coefficient was positive suggested a direct proportional linear association denoting that the teachers who obtained higher performance rating manifested higher

extent of utilization of the domains of ELLN in teaching literacy in the multigrade classes than those who obtained lower performance rating.

Number of Relevant In-Service Trainings. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and their number of relevant in-service trainings using the Pearson's r, the computed value was posted at .008 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 0.047 with df = 35 and a p-value of 0.964 at .05 α. The critical t-value was set at ±2.030. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not

significant which signified that the number of relevant in-service trainings of the teachers did not significantly influence their assessment on the extent of teaching literacy. Therefore, the null hypothesis stating that, "there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents and their number of relevant in-service trainings," was accepted.

Attitude Toward Teaching Multigrade. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and their attitude toward teaching multigrade using the Pearson's r, the computed value was posted at .509 denoting a "moderate" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 3.498 with df = 35 and a p-value of 0.001 at .05 α. The critical t-value was set at ±2.030. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was essentially significant which signified that the attitude toward teaching multigrade of the teachers did significantly influence their assessment on the extent of teaching literacy. Therefore, the null hypothesis stating that, "there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents and their attitude toward teaching multigrade," was rejected.

The coefficient was positive suggested a direct proportional linear association denoting that the teachers who have very favorable attitude toward teaching multigrade manifested higher extent of utilization of the domains of ELLN in teaching literacy in the multigrade classes than those who were apathetic to it.

In summary, of the profile variates of the teacher-respondents, only performance rating based on the latest IPCRF and attitude toward teaching multigrade proved to significantly influence the extent of their teaching literacy in the multigrade classes. The other identified variates proved to have no significance with it.

School Administrator-Related Profile Variates. Table 25 provides the relationship between the extent of teaching

Table 25

Relationship Between the Extent of Teaching Literacy Taught by the Teacher-Respondents and the School Administrators' Profile Variates

Variate	Linear Association		Fisher's t-test	p-value @ .05	Evaluatio/ Decision
	Rho	Degree			
Age	.371	Slight	0.799	0.470	NS / Accept Ho.
Sex	.403	Moderate	0.881	0.428	NS / Accept Ho.
Civil Status	.425	Moderate	0.939	0.401	NS / Accept Ho.
Highest Educatio-nal Attainment	.415	Moderate	0.912	0.413	NS / Accept Ho.
Gross Monthly Family Income	.066	Very Weak	0.132	0.902	NS / Accept Ho.
Adminis-trative Position	0	No Linear Association			
Number of Years as School Adminis-trator	**.817**	**Strong**	**2.834**	**0.013**	**S / Reject Ho.**
Performance Rating Based on the Latest OPCRF	.005	Very Weak	0.010	0.992	NS / Accept Ho.
Number of Relevant In-Service Trainings	.070	Very Weak	0.140	0.895	NS / Accept Ho.
Attitude Toward Supervi-sing Multigrade Classes	.322	Weak	0.680	0.533	NS / Accept Ho.

Fisher's t-critical = ±2.776 S - Significant
df = 4 NS – Not Significant

literacy taught by the school administrator-respondents and their profile variates in terms of age, sex, civil status, highest educational attainment, gross monthly family income,

administrative position, number of years as school administrator, performance rating based on the latest OPCRF, number of relevant in-service trainings and attitude toward supervising multigrade Classes.

Age. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and the age of the school administrators using the Pearson's r, the computed value was posted at .371 denoting a "weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 0.799 with df = 4 and a p-value of 0.470 at .05 α. The critical t-value was set at ±2.776. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not

significant which signified that the age of the school administrators did not significantly influence their assessment on the extent of teaching literacy. Therefore, the null hypothesis stating that, "there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents and the age of the school administrators," was accepted.

Sex. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and the sex of the school administrators using the Pearson's r, the computed value was posted at .403 denoting a "moderate" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 0.881 with df = 4 and a p-value of 0.428 at .05 α. The critical t-value was set at ±2.776. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was

proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the sex of the school administrators did not significantly influence their assessment on the extent of teaching literacy. Therefore, the null hypothesis stating that, "there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents and the sex of the school administrators," was accepted.

Civil Status. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and the civil status of the school administrators using the Pearson's r, the computed value was posted at .425 denoting a "moderate" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 0.939 with df = 4 and a p-value of 0.401 at .05 α. The critical t-value was set at ±2.776. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when

the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the civil status of the school administrators did not significantly influence their assessment on the extent of teaching literacy. Therefore, the null hypothesis stating that, "there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents and the civil status of the school administrators," was accepted.

Highest Educational Attainment. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and the highest educational attainment of the school administrators using the Pearson's r, the computed value was posted at .415 denoting a "moderate" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 0.912 with df = 4 and a p-value of 0.413 at .05 α. The critical t-value was set at ±2.776. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule

was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the highest educational attainment of the school administrators did not significantly influence their assessment on the extent of teaching literacy. Therefore, the null hypothesis stating that, "there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents and the highest educational attainment of the school administrators," was accepted.

Gross Monthly Family Income. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and the gross monthly family income of the school administrators using the Pearson's r, the computed value was posted at .066 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the

Fisher's t-Test, the computed value was posted at 0.132 with df = 4 and a p-value of 0.902 at .05 α. The critical t-value was set at ±2.776. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the gross monthly family income of the school administrators did not significantly influence their assessment on the extent of teaching literacy. Therefore, the null hypothesis stating that, "there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents and the gross monthly family of the school administrators," was accepted.

Administrative Position. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and the administrative position of

the school administrators a no linear association was found out. This was so considering that this group of respondents was all designated teacher-in-charge and none of them had been appointed as full-fledged principal.

Number of Years as School Administrator. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and the number of years as school administrator of the school administrators using the Pearson's r, the computed value was posted at .817 denoting a "strong" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 2.834 with df = 4 and a p-value of 0.013 at .05 α. The critical t-value was set at ±2.776. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the

linear association between the two variables was essentially significant which signified that the number of years as school administrator of the school administrators did significantly influence their assessment on the extent of teaching literacy. Therefore, the null hypothesis stating that, "there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents and the number of years as school administrator of the school administrators," was rejected.

The coefficient being positive suggested a direct proportional linear association indicating that the school administrators who had been a school administrator for a longer number of years manifested higher assessment on the extent of teaching literacy of the teachers in multigrade class than those who are still neophytes.

Performance Rating Based on the Latest OPCRF. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and the performance rating based on the latest OPCRF of the school administrators using the Pearson's r, the computed value was posted at .005 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 0.010 with df = 4 and a p-value of 0.992 at .05 α. The critical t-value was set at $\pm$2.776.

Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the performance rating of the school administrators did not significantly influence their assessment on the extent of teaching literacy. Therefore, the null hypothesis stating that, "there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents and the performance rating of the school administrators," was accepted.

Number of Relevant In-Service Trainings. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and the number of relevant in-service trainings of the school administrators using the

Pearson's r, the computed value was posted at .070 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 0.140 with df = 4 and a p-value of 0.895 at .05 α. The critical t-value was set at ±2.776. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the number of relevant in-service trainings of the school administrators did not significantly influence their assessment on the extent of teaching literacy. Therefore, the null hypothesis stating that, "there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents

and the number of relevant in-service trainings of the school administrators," was accepted.

Attitude Toward Supervising Multigrade Classes. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and the attitude toward supervising multigrade classes of the school administrators using the Pearson's r, the computed value was posted at .322 denoting a "weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 0.680 with df = 4 and a p-value of 0.533 at .05 α. The critical t-value was set at ±2.776. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not

significant which signified that the attitude toward supervising multigrade classes of the school administrators did not significantly influence their assessment on the extent of teaching literacy. Therefore, the null hypothesis stating that, "there is no significant relationship between the extent of teaching literacy taught by the teacher-respondents and the attitude toward supervising multigrade classes of the school administrators," was accepted.

In summary, of the profile variates of the school administrators, only their number of years as school administrators proved to influence their assessment on the extent of teaching literacy of the teacher-respondents in teaching multigrade classes. Administrative position did not show any linear association and the rest of the identified variates did not influence with it.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

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

Summary of Findings

The following are the salient findings of the study:

1. The median age of the teacher-respondents was posted at 27.00 years old with an Average Deviation (AD) of 5.50 years. Moreover, majority of the teacher-respondents were female accounting for 31 or 83.80 percent.

2. Majority of the teacher-respondents were still single accounting for 25 or 63.57 percent.

3. Majority of the teacher-respondents have master's units accounting for 28 or 75.68 percent.

4. Majority of the teacher-respondents earned a family income of ₱10,000-₱29,999 monthly accounting for 32 or 86.49 percent.

5. Majority of the teacher-respondents were appointed as Teacher I accounting for 32 or 86.49 percent.

6. The number of years in teaching of the teacher-respondents ranged from one to five years whereby a number of them, that is, 12 or 32.43 percent had been teaching for

one year.

7. The modal performance rating of the teacher-respondents was calculated at 4.08 with an adjectival rating of “very satisfactory.”

8. The overall mean number of trainings of the teacher-respondents was three trainings with a SD of 4.44 trainings.

9. The teacher-respondents “agreed” on their attitude toward teaching in the multigrade being indicated by the grand weighted mean of 4.45.

10. The median age of the school administrator-respondents was posted at 47 years old with an AD of 7.73 years. Moreover, majority of the school administrator-respondents were female accounting for five or 83.30 percent.

11. A number of the school administrator-respondents, that is, two or 33.33 percent were still single.

12. Half of the school administrator-respondents, that is, three or 50.00 percent were master’s degree holders.

13. The modal monthly income of the school administrator-respondents was calculated at ₱19,999.50.

14. All the school administrator-respondents were designated as teacher-in-charge in their respective schools.

15. Half of the school administrator-respondents, that is, three or 50.00 percent had been a school administrator for one year.

16. Each of the three school administrator-respondents or 16.67 percent each obtained the following performance rating based on the latest OPCRF: 4.44, 4.12 and 4.10.

17. The overall mean number of relevant in-service trainings was calculated at four trainings with a SD of 4.10 trainings.

18. The school administrator-respondents "strongly agreed" on their attitude toward supervising multigrade classes being indicated by the grand weighted mean of 4.73.

19. The teacher-respondents assessed the ELLN as "highly taught" by them in teaching literacy in multigrade classes. This is indicated by the grand weighted mean of 4.07 while the school administrator-respondents assessed the domains of the ELLN as "highly taught" by the teacher-respondents in teaching literacy among multigrade classes being supported by the grand weighted mean of 4.33.

20. In the comparison of the assessment of the two groups of respondents on the extent of teaching literacy taught by teacher-respondents in multigrade classes, it was found significant.

21. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and respondents and the teacher-related profile variates, it was found significant along performance rating and attitude

toward multigrade teaching. The other identified variates were not significant.

22. In associating linear relationship between the extent of teaching literacy taught by the teacher-respondents and respondents and the school administrator-related profile variates, only the number of years as school administrator proved as significant. The other identified variates were not significant.

Conclusions

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

1. The teacher-respondents were on their late 20s with an age difference of six years. This signified that they were still young and at the peak of their health dominated by the female sex indicating that most of those who embraced teaching as their profession of choice were this sex-group.

2. The teacher-respondents being still young and probably new in the service considered themselves not yet in the best position to get into a marital state. But the idea cannot be discounted that they do not have family to support considering that they still belong to their nuclear family whereby they financially support their parents and siblings from the earning they derived from the pursuit of their profession.

3. The teacher-respondents possessed the qualification for the position they were appointed having met its minimum educational qualification being a teacher education degree holders. In fact, they strove to upgrade themselves by pursuing graduate education for their professional growth and development.

4. The modal income of the teacher-respondents was calculated at ₱19,999.50 which was higher than the official poverty threshold of 2018 for the Province of Samar. This signified that the teacher-respondents had the capacity to provide themselves and the family the basic food and non-food needs monthly including a little luxury.

5. The teacher-respondents were still in the entry position in the teaching force of the DepEd. This could be manifested that they were just newly hired for the teaching profession. However, despite this fact, they discharged their duties and responsibilities by honing their abilities and in upgrading their educational qualification.

6. The teacher-respondents were just newly inducted into the teaching profession with less than 10 years of service which indicated that they were still neophytes however being holders of teacher-education they could be considered trained to do the job.

7. The teacher-respondents manifested exemplary performance in the discharge of their duties and

responsibilities indicating that they were able to accomplish their targets which they committed at the start of the school year.

8. The teacher-respondents had attended several trainings, limited though usually in the division. The few number of training was due to their being new in the service as teachers but they have the willingness to attend when given the chance for continuing education.

9. The teacher-respondents manifested highly favorable attitude toward teaching in the multigrade.

10. The school administrator-respondents were relatively young at their early 40s with an age difference of about eight years. They were at the prime of their age and at the height of their career with the female dominating them indicating that this sex-group was inclined to the teaching profession so that the probability of promotion was high among the female.

11. The school administrator-respondents responsibly supported their respective families though they differed in their civil statuses which indicated that they served as contributor to the financial stability of the family.

12. All the school administrator-respondents except one had advance education background already indicating that they qualified themselves for the present position they were

designated satisfying it minimum educational requirement in addition to the number of years of experience.

13. The school administrator-respondents earned sufficiently having earned a monthly income higher than the poverty threshold of 2018 (PSA, 2020). This meant that the school administrator-respondents could provide the basic food and non-food needs of the family and providing themselves and the members of the family a little luxury.

14. The school administrator-respondents were all designates as school heads being groomed to the administrative position. Probably the full-fledged principal positions were not published yet or not yet due for filling up thus designates were resorted to.

15. The school administrator-respondents were neophytes to the service as school administrators with less than five years of actual service rendered but this did not prevent them the exemplary performance they showed in the discharge of their duties in the supervision and administration of their respective schools.

16. The school administrator-respondents discharged exemplary performance with their duties and responsibilities as school administrators indicating that they were able to successfully accomplish their work targets they committed at the beginning of the school year.

17. The school administrator-respondents regularly attended regional trainings as one of usual activities of the DepEd to update the school administrators with the latest trends and developments of the curricular programs.

The school administrator-respondents had extremely favorable attitude toward supervising multigrade classes w The teachers believed that they used had highly utilized the ELLN as the tool in teaching the multigrade classes particularly in their literacy including numeracy while the school administrator-respondents, being tasked to supervise multigrade classes, observed that the teachers high utilized the ELLN in teaching literacy, particularly in the multigrade which was confirmed by their exemplary performance.

18. The school administrators gave higher weighted mean than the teachers. This denoted that the school administrators, being tasked to supervise multigrade classes observed the higher extent of the utilization of the ELLN in teaching literacy among multigrade classes by the teachers. While the teachers modestly assessed their teaching as they were seeking more learning materials issued by the department.

19. Of the profile variates of the teacher-respondents, only performance rating based on the latest IPCRF and attitude toward teaching multigrade proved to significantly influence the extent of their teaching literacy in the multigrade

classes. The other identified variates proved to have no significance with it.

20. Of the profile variates of the school administrators, only their number of years as school administrators proved to influence their assessment on the extent of teaching literacy of the teacher-respondents in teaching multigrade classes. Administrative position did not show any linear association and the rest of the identified variates did not influence with it.

Recommendations

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

1. Inasmuch as the highly favorable attitude of the teacher-respondents served as influencer to the extent of their teaching literacy among the multigrade, they should be reinforced by the school administrators to boost their attitude to it through providing them the opportunity to attend trainings in the different levels.

2. The teachers lacked relevant trainings due to budgetary constraints thus an intervention program in a form of training be developed to sustain their positive interest toward teaching literacy among multigrade.

3. Likewise, the performance of the teachers should be sustained by providing them teaching-learning resource

materials to be used in teaching literacy among the multigrade.

4. Teachers should be encouraged to pursue advance education specializing early child learning to be more effective and to maintain their exemplary performance.

5. A policy on recruitment should be set by the DepEd to scrutinize the qualifications and qualities of teachers during recruitment.

6. Inasmuch as it was found out that the longer the number of years in teaching of the teachers they manifested better performance, the school administrators should designate teacher-in-charge (TIC) who are experienced in handling multigrade classes.

7. Higher Education Institutions (HEIs) should offer master's degree specializing in early childhood education.

8. School administrators should intensify and strengthen monitoring of teachers handling multigrade classes.

9. Another study may be conducted in other educational district to validate the findings of this study.

Chapter 6

INTERVENTION PROGRAM

This chapter presents the Intervention Program to enhance teaching literacy of the teachers in teaching multigrade classes.

Rationale

The Early Language Literacy and Numeracy (ELLN) provided teachers with a framework for desired competencies for effective teaching literary in the early years of the children. As a professional teacher, he is involved with learners, fellow teachers, school officials and community leaders. At the heart of his involvement is the teaching-learning process, which is characterized by dynamism and relevance. In order to respond to the demand and the call of the profession, the teacher needs to continuously assess his competences. As it came out from the study that the teacher-respondents manifested highly favorable attitude toward teaching that served as the influencer to the extent of their teaching literacy among the multigrade they should be reinforced by the school administrators to boost their attitude to it through providing them this intervention program.

Objectives

This Intervention Program aims to enhance the competences of the elementary school teachers in Catbalogan City Schools Division in teaching literacy particularly in the multigrade classes.

Specifically, it is expected to:

1. Commit the teacher to individual accountability for professional growth and shared responsibility for the multigrade learners;

2. Help the teachers chart their own professional development plan and give them avenue for a training program and development activities that would benefit them, the school, the division and the region;

3. Ensure quality education through improved learning outcomes of the multigrade pupils; and

4. Enhance teaching competences in providing learning activities for diverse learners in mutigrade classes and to use community resources to improve learners' academic performance.

Features of the Program

The content of the Intervention Program covers the following areas: 1) objectives; 2) methods/strategies; 3) resources; 4) time frame; and 5) success indicator.

The Intervention Program

Objectives	Methods/ Strategies	Resources	Time Frame	Success Indicator	
1. To improve competences in using varied strategies in teaching diverse multigrade learners	Attend district training program	Register in the District/ Cluster training	October 2020 Semestral Break	Knowledge and Skills in teaching diverse multigrade learners	Increased interest of various multigrade learners to lesson activities
	On-line study	Surf Internet lesson guides	Once a week, 2nd Semester		
	Training for TICs of multigrade schools	Register in the District/ Cluster training	October 2020 Semestral Break		
2. To gain more content knowledge and skills in teaching literacy in the multigrade	Attend training on Content in Division Attend Short-term course	Request INSET Funds, SEF Scholarship Grants from LGU, DepEd	Summer INSET 2021; Saturday classes 2nd Semester	Increased Competences in mastery of the content and skills in teaching literacy in the multigrade	Increased learners' performance based on Division/ Regional/ National Tests Results
	Attend LAC Session to	Request Master Teachers/	Monthly from Septem-	Increased Teacher Profi-	

	study DepEd digital lessons in teaching literacy in the multigrade	DSS as resource persons	ber to Feb-ruary	ciency Result	
	Psycho-social training for multigrade teachers	Request INSET Funds, SEF Scholar-ship Grants from LGU, DepEd	Summer INSET 2021; Satur-day classes 2nd Semes-ter	Increased Competen-ces in mastery of the content and skills in teaching literacy in the multi-grade	Increased learners' perfor-mance based on Division/ Regional/ National Tests Results
3. To acquire know-ledge and skills in pro-viding lear-ning active-ties that respond to de-mands of the commu-nity	Engage in Community projects	Look for available NGO project	1st 2 Satur-days of October	Enhanced compe-tences in estab-lishing learning environ-ment conducive to community aspira-tions	Increased multi-grade learners' partici- pation in school activities
	Profes-sional readings on connec-ting classroom activities to community develop-ment	Research in Library/ LGU centers	October Break 2020		

Strategy of Implementation

There are many things that need to be done before the Intervention Program can be implemented, which include: 1) ask the help from the district supervisor in seeking the approval from the schools division superintendent for the implementation of the program; 2) once approved, request from the schools division superintendent in issuing a memorandum for the implementation of the Intervention Program in the district and inviting support from the school administrators for its effective implementation; 3) the district supervisor, school administrators and general PTCA officers should invite cooperation among elementary school teachers for the participation in the activities of the program; and 4) seek alliance from the local government unit (LGU) or non-government organizations (NGO's) in the implementation of the program specially if budget is required.

Monitoring and Evaluation

This is the most important part of the Intervention Program because the persons involved in the implementation of the program can determine whether the goals and objectives are carried out or not. They can also ascertain what other things are needed to be done to accomplish the goals and objectives. In monitoring and evaluation, the following can

be used as tools: 1) monthly progress report; 2) monthly accomplishment report of activities; and 3) regular strategic assessment and planning among school administrators and elementary school teachers as well as parents and stakeholders.

Funding Source

Funding for this action plan may come from the following sources:

1. General PTA or Homeroom PTA funds;
2. Proceeds from an income-generating project launched by the school; and
3. Voluntary support and donations from the LGU and/or NGO's such as the PLAN Philippines.

Budgetary Requirements

In implementing this program, the following budgetary requirements would be entailed:

Supplies and Materials	P	15,000.00
Meals and Snacks during assessment and planning		25,000.00
Other Incidental Expenses		10,000.00
Total	P	50,000.00

B I B L I O G R A P H Y

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www.academia.edu

www.deped.gov.ph

A P P E N D I C E S

APPENDIX A

REQUEST FOR APPROVAL OF RESEARCH TITLE

SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

April 10, 2019

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

M a d a m e:

The undersigned will enroll in thesis writing this 1st Semester, School Year 2019-2020. In this regard, he would like to present the following proposed thesis titles, preferably Number 1, for your evaluation, suggestions and recommendation.

1. Teaching Literacy in the Multigrade in the Schools Division of Catbalogan City: Basis for Intervention Program
2. Teaching Numeracy in the Multigrade in the Schools Division of Catbalogan City: Basis for Intervention Program
3. Teaching Literacy in the Upland Schools in the Schools Division of Catbalogan City: Basis for Intervention Program

(SGD) GLENN IRVIN M. MORADA
Researcher

Recommended Title No.

1 **(SGD) NATALIA B. UY, PhD**
Evaluator
1 **(SGD) PEDRITO G. PADILLA, PhD**
Evaluator
1 **(SGD) GUILLERMO D. LAGBO, DPA**
Evaluator

Approved Title No.: # 1

(SGD) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

ASSIGNMENT OF ADVISER

NAME	:	GLENN IRVIN M. MORADA
COURSE	:	Master of Arts in Education
SPECIALIZATION	:	Educational Management
TITLE OF THESIS PROPOSAL	:	Teaching Literacy in the Multigrade in the Schools Division of Catbalogan City: Basis for Intervention Program
NAME OF ADVISER	:	Guillermo D. Lagbo, DPA

(SGD) GLENN IRVIN M. MORADA
Researcher

CONFORME:

(SGD) GUILLERMO D. LAGBO, DPA
Adviser

APPROVED:

(SGD) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPENDIX C

QUESTIONNAIRE
(For Teacher-Respondent)

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

October 31, 2019

Dear Respondent,

The undersigned is currently conducting a study entitled, "Teaching Literacy in the Multigrade: Basis for Intervention Program", as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) GLENN IRVIN M. MORADA
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply the information asked for by writing in the space provided or by checking appropriate box.

1. Name (optional): _____

2. Age: _____ 3. Sex: ☐ Male ☐ Female

4. Civil Status: ☐ Single ☐ Live-in ☐ Married ☐ Annulled ☐ Widowed ☐ Separated

5. Highest Educational Attainment:

☐ Doctorate Degree
☐ Doctorate Units
☐ Master's Degree
☐ Master's Units
☐ Baccalaureate Degree

6. Gross Monthly Family Income:

☐ Less than P10,000 ☐ P50,000-P69,999
☐ P10,000-P29,999 ☐ P70,000-P89,999
☐ P30,000-P49,999 ☐ P90,000 and over

7. Teaching Position: ☐ Teacher I
☐ Teacher II
☐ Teacher III
☐ Master Teacher I
☐ Master Teacher II

8. Number of Years in Teaching Multigrade: _____

9. Performance Rating Based on the Latest IPCRF:

Numerical: _____

Adjectival: _____

10. Number of Relevant In-Service Trainings:

Training Level	**Number of Trainings**
International	

Training Level	Number of Trainings
National	
Regional	
Division	
District	

PART II. ATTITUDE TOWARD TEACHING MULTIGRADE

Direction: Below are attitude statements toward teaching multigrade. Kindly assess each statement and signify your agreement or disagreement by checking appropriate column using the following scale:

5 – Strongly Agree (SA)
4 – Agree (A)
3 – Uncertain (U)
2 – Disagree (D)
1 – Strongly Disagree (SD)

Attitude Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
11. I love teaching multigrade class.					
12. I feel satisfied when I teach multigrade.					
13. I usually use differentiated instruction to cater my multigrade students who differed in skills and pace in learning.					
14. I use differentiated instruction to be effective in teaching multigrade class.					
15. I desire to develop the unique skills of my multigrade students.					
16. I like the way my multigrade students respond to my teaching methods.					
17. I desire to develop fully my multigrade students so that I use varied teaching strategies.					

Attitude Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
18. I wish to see my multigrade students promoted to the next grade level prepared and well-developed.					
19. I wish to explore more teaching strategies for effective teaching multigrade class.					
20. I appreciate seeing my multigrade students who developed their unique potential through my teaching.					

PART III. EXTENT OF TEACHING LITERACY IN MULTIGRADE TAUGHT BY TEACHERS BASED ON THE ELLN

Direction: Below are indicators regarding the extent of teaching literacy in multigrade taught by teachers based on the ELLN. Kindly assess each domain by using the following

5 – Extremely Taught (ET)
4 – Highly Taught (HT)
3 – Moderately Taught (MT)
2 – Slightly Taught (ST)
1 – Not taught (NT)

Domain	5 (ET)	4 (HT)	3 (MT)	2 (ST)	1 (NT)
1. **Oral Language.** Teaching pupils' knowledge and use of the structure meanings and uses of the language.					
2. **Phonological Awareness.** Teaching pupils to notice, think about and work with the individual sounds in spoken words such as rhymes, syllables, onsets and rimes.					
3. **Book and Print Knowledge.** Teaching pupils to know and be acquainted with books and how print works.					

Domain	5 (ET)	4 (HT)	3 (MT)	2 (ST)	1 (NT)
4. **Alphabet Knowledge.** Teaching the pupils to recognize name and sound out all the upper and lower case letters of the alphabet.					
5. **Phonics and Word Recognition.** Teaching pupils to identify a written word by sight or by deciphering the relationship between the sounds of spoken language and the letters of the written language.					
6. **Fluency Spelling.** Teaching pupils to read orally with speed accuracy and proper expression being able to convert oral language sounds into printed language symbols.					
7. **Writing and Composition.** Teaching pupils the ability to form letters through manuscript and cursive styles.					
8. **Grammar Awareness and Structure.** Teaching pupils the knowledge of language features and sentence structures in written language.					
9. **Vocabulary Development.** Teaching pupils the knowledge or words and their meanings in both oral and print representations.					
10. **Reading Comprehension.** Teaching pupils to get meaning from and giving meaning to the printed symbols.					

Domain	5 (ET)	4 (HT)	3 (MT)	2 (ST)	1 (NT)
11. **Listening Comprehension.** Teaching pupils the complex and active process in which vocabulary knowledge is a crucial component and which requires an intentional and thoughtful interaction between the listener and the text.					
12. **Attitude Toward Literacy, Language and Literature.** Teaching pupils to have a sense of being a reader and developing individual choices of the tastes for texts to read for various purposes such as for learning or for pleasure.					
13. **Study Strategies.** Teaching pupils read or listen for specific purposes with the intent to remember.					

Thank You . . .

The Researcher

APPENDIX D

QUESTIONNAIRE
(For School Administrator-Respondent)

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

October 10, 2019

Dear Respondent,

The undersigned is currently conducting a study entitled, "Teaching Literacy in the Multigrade: Basis for Intervention Program", as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) GLENN IRVIN M. MORADA
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply the information asked for by writing in the space provided or by checking appropriate box.

1. Name (optional): _____

2. Age: _____ 3. Sex: ☐ Male ☐ Female

4. Civil Status: ☐ Single ☐ Live-in ☐ Married ☐ Annulled ☐ Widowed ☐ Separated

5. Highest Educational Attainment:

☐ Doctorate Degree
☐ Doctorate Units
☐ Master's Degree
☐ Master's Units
☐ Baccalaureate Degree

6. Gross Monthly Family Income:

☐ Less than P10,000 ☐ P50,000-P69,999
☐ P10,000-P29,999 ☐ P70,000-P89,999
☐ P30,000-P49,999 ☐ P90,000 and over

7. Administrative Position: ☐ Principal
☐ Head Teacher
☐ Teacher-in-Charge

8. Number of Years as School Administrator: _____

9. Performance Rating Based on the Latest OPCRF:

Numerical: _____

Adjectival: _____

10. Number of Relevant In-Service Trainings:

Training Level	Number of Trainings
International	
National	
Regional	
Division	
District	

PART II. ATTITUDE TOWARD SUPERISING MULTIGRADE CLASSES

Direction: Below are attitude statements toward supervising multigrade classes. Kindly assess each statement and signify your agreement or disagreement by checking appropriate column using the following scale:

5 – Strongly Agree (SA)
4 – Agree (A)
3 – Uncertain (U)
2 – Disagree (D)
1 – Strongly Disagree (SD)

Attitude Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
11. I love supervising multigrade classes.					
12. I feel satisfied when I supervise multigrade classes.					
13. I usually expect multigrade teachers to use differentiated instruction to cater the multigrade students who differed in skills and pace in learning.					
14. I believe that the use of differentiated instruction is effective in teaching multigrade class.					
15. I desire to see multigrade students develop their unique skills of my multigrade students.					
16. I like the way multigrade students respond to their teacher's teaching methods.					
17. I desire to see multigrade students fully developed so that the use of varied teaching strategies is imperative.					
18. I wish to see multigrade students promoted to the next grade level prepared and well-developed.					

Attitude Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
19. I wish for my teachers to explore more teaching strategies for effective teaching multigrade classes.					
20. I appreciate seeing multigrade students developed with their unique potential through multigrade teaching.					

PART III. EXTENT OF TEACHING LITERACY IN MULTIGRADE TAUGHT BY TEACHERS BASED ON THE ELLN

Direction: Below are indicators regarding the extent of teaching literacy in multigrade taught by teachers based on the ELLN. Kindly assess each domain by checking appropriate column using the following scale:

5 – Extremely Taught (ET)
4 – Highly Taught (HT)
3 – Moderately Taught (MT)
2 – Slightly Taught (ST)
1 – Not taught (NT)

Domain	5 (ET)	4 (HT)	3 (MT)	2 (ST)	1 (NT)
1. **Oral Language.** Teaching pupils' knowledge and use of the structure meanings and uses of the language.					
2. **Phonological Awareness.** Teaching pupils to notice, think about and work with the individual sounds in spoken words such as rhymes, syllables, onsets and rimes.					
3. **Book and Print Knowledge.** Teaching pupils to know and be acquainted with books and how print works.					

Domain	5 (ET)	4 (HT)	3 (MT)	2 (ST)	1 (NT)
4. **Alphabet Knowledge.** Teaching the pupils to recognize name and sound out all the upper and lower case letters of the alphabet.					
5. **Phonics and Word Recognition.** Teaching pupils to identify a written word by sight or by deciphering the relationship between the sounds of spoken language and the letters of the written language.					
6. **Fluency Spelling.** Teaching pupils to read orally with speed accuracy and proper expression being able to convert oral language sounds into printed language symbols.					
7. **Writing and Composition.** Teaching pupils the ability to form letters through manuscript and cursive styles.					
8. **Grammar Awareness and Structure.** Teaching pupils the knowledge of language features and sentence structures in written language.					
9. **Vocabulary Development.** Teaching pupils the knowledge or words and their meanings in both oral and print representations.					
10. **Reading Comprehension.** Teaching pupils to get meaning from and giving meaning to the printed symbols.					

Domain	5 (ET)	4 (HT)	3 (MT)	2 (ST)	1 (NT)
11. Listening Comprehension. Teaching pupils the complex and active process in which vocabulary knowledge is a crucial component and which requires an intentional and thoughtful interaction between the listener and the text.					
12. Attitude Toward Literacy, Language and Literature. Teaching pupils to have a sense of being a reader and developing individual choices of the tastes for texts to read for various purposes such as for learning or for pleasure.					
13. Study Strategies. Teaching pupils read or listen for specific purposes with the intent to remember.					

Thank You . . .

The Researcher

APPENDIX E

REQUEST LETTER TO THE SCHOOLS DIVISION SUPERINTENDENT TO CONDUCT THE PILOT TEST

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

November 18, 2019

THE SCHOOLS DIVISION SUPERINTENDENT
Schools Division of Catbalogan City
City of Catbalogan

M a d a m e :

Greetings!

The undersigned is currently conducting a study entitled, "Teaching Literacy in the Multigrade: Basis for Intervention Program", as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

In this regard, he is seeking for your permission to conduct the pilot test of the research questionnaire among multigrade teachers and school administrators in the division.

Thank you very much for you favorable action.

Very truly yours,

(SGD) GLENN IRVIN M. MORADA
Researcher

APPROVED:

(SGD) MARILYN SHAO, PhD, CESO VI
Schools Division Superintendent

APPENDIX F

REQUEST LETTER TO THE SCHOOLS DIVISION SUPERINTENDENT TO CONDUCT THE STUDY

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

November 18, 2019

THE SCHOOLS DIVISION SUPERINTENDENT
Schools Division of Catbalogan City
City of Catbalogan

M a d a m e :

Greetings!

The undersigned is currently conducting a study entitled, "Teaching Literacy in the Multigrade: Basis for Intervention Program", as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

In this regard, he is seeking for your permission to conduct the study among multigrade teachers and school administrators in the division.

The findings of the study will serve as a springboard for an intervention program that will be implemented in the Division of Catbalogan City.

Thank you very much for you favorable action.

Very truly yours,

(SGD) GLENN IRVIN M. MORADA
Researcher

APPROVED:

(SGD) MARILYN SHAO, PhD, CESO VI
Schools Division Superintendent

APPENDIX G

REQUEST LETTER TO THE DISTRICT SUPERVISOR TO CONDUCT THE STUDY

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

November 18, 2019

THE PUBLIC SCHOOL DISTRICT SUPERVISOR
District of Catbalogan VI
Schools Division of Catbalogan City
City of Catbalogan

M a d a m e :

Greetings!

The undersigned is currently conducting a study entitled, "Teaching Literacy in the Multigrade: Basis for Intervention Program", as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

In this regard, he is seeking for your permission to conduct the study in the district.

The findings of the study will serve as a springboard for an intervention program that will be implemented in the Division of Catbalogan City.

Thank you very much for you favorable action.

Very truly yours,

(SGD) GLENN IRVIN M. MORADA
Researcher

APPROVED:

(SGD) MICHELLE L. MUSTACISA, PhD
Public Schools District Supervisor

APPENDIX H

REQUEST LETTER TO THE SCHOOL ADMINISTRATOR TO CONDUCT THE STUDY

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

November 18, 2019

THE SCHOOL ADMINISTRATOR
Cagudalo Elementary School
District of Catbalogan VI
Schools Division of Catbalogan City
City of Catbalogan

M a d a m e :

Greetings!

The undersigned is currently conducting a study entitled, "Teaching Literacy in the Multigrade: Basis for Intervention Program", as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

In this regard, he is seeking for your permission to conduct the study among multigrade teachers in your school.

The findings of the study will serve as a springboard for an intervention program that will be implemented in the Division of Catbalogan City.

Thank you very much for you favorable action.

Very truly yours,

(SGD) GLENN IRVIN M. MORADA
Researcher

APPROVED:

(SGD) ineligible
School Administrator

APPENDIX I

REQUEST LETTER TO THE DIVISION RESEARCH COORDINATOR TO ACCESS ELLN EVALUATION RESULTS

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

November 4, 2019

MA. LINDA S. LEGARSE, PhD
SEPS/Division Research Coordinator
Schools Division of Catbalogan City
City of Catbalogan

M a d a m e :

Greetings!

In line with my study entitled, "Teaching Literacy in the Multigrade: Basis for Intervention Program", may I request for the available data on the Early Language Literacy and Numeracy (ELLN) evaluation for the past five years (2013-2018).

The data will be utilized for the afore-mentioned study, particularly in establishing trend in literacy learning among Grades 1-3 pupils.

Thank you very much for the favorable action with this regard.

Very truly yours,

(SGD) GLENN IRVIN M. MORADA
Researcher

NOTED:

(SGD) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies
Samar College, City of Catbalogan

GRANTED:

MA. LINDA S. LEGARSE, PhD
SEPS/Division Research Coordinator

C U R R I C U L U M V I T A E

NAME	:	**GLENN IRVIN MARCO MORADA**
BIRTH DATE	:	November 22, 1994
BIRTH PLACE	:	City of Catbalogan
CIVIL STATUS	:	Single
PRESENT POSITION	:	Elementary School Teacher
STATION	:	Catbalogan III Central Elementary School District of Catbalogan III Schools Division of Catbalogan City
DEGREE PURSUED	:	Master of Arts in Education (MAEd)
SPECIALIZATION	:	Educational Management

EDUCATIONAL BACKGROUND

ELEMENTARY	:	Catbalogan IV Central Elementary School City of Catbalogan 2001-2007
SECONDARY	:	Catbalogan National Comprehensive High School City of Catbalogan 2007-2011
TERTIARY	:	Bachelor of Elementary Education (BEEd) – General Curriculum Samar College City of Catbalogan 2011-2015
GRADUATE STUDIES	:	Samar College City of Catbalogan 2018-present

ELIGIBILITY

Licensure Examination for Teachers	:	September 2015 Tacloban City

WORK EXPERIENCE

Teacher I	:	Libas Elementary School District of Catbalogan III Catbalogan City Schools Division
	:	Catbalogan III Central Elementary School District of Catbalogan III Schools Division of Catbalogan City 2021 to present

SKILLS

Computer Literate