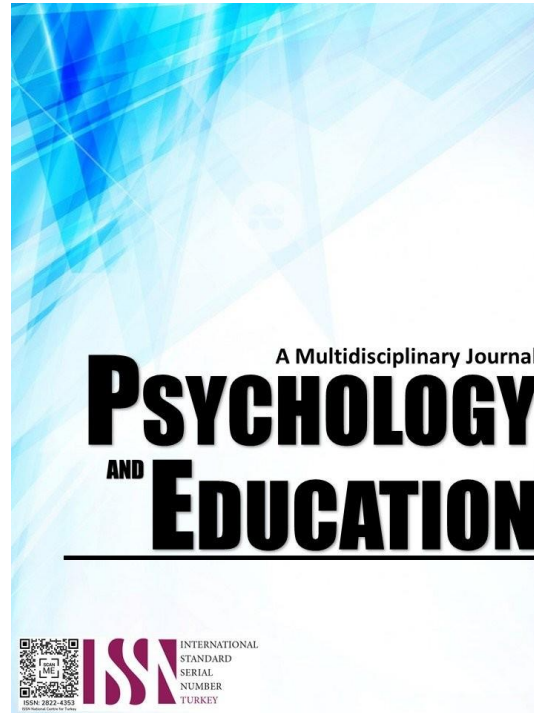


MULTIGRADE TEACHERS' LIVED EXPERIENCES IN HINTERLAND SCHOOLS: MANAGEMENT PLAN



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Multigrade Teachers' Lived Experiences in Hinterland Schools: Management Plan

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Abstract

Multigrade teaching can be very stressful yet fulfilling as well. This study explored the lived experiences of teachers handling multigrade classroom in the hinterland school at Lamak Elementary School, Dumanjug, Cebu, for the School Year 2022-2023 as basis for a management plan. The phenomenon of this study is centered on the everyday life encounters of the multigrade teachers. This study employed the Heideggerian Phenomenology research design. In this design, the lived experiences of the participants in a certain phenomenon will be explored and investigated in order to forward better policies, management plan or an action plan to be undertaken. This instrument used in the study was validated by 3 experts in the field of education, psychology and human resource specialist. This study utilized the 7-stage analysis of Van Kaam anchoring the Interpretative Phenomenological Analysis (IPA) popularized by Moustakas. There were 6 participants who qualified in the inclusion criteria set in this study. Bracketing was used as well to avoid biases. After the analysis, the results elicited 7 core themes abbreviated as FLEXIBLE which stands for Flexibility, Limited of Everything, Experiences, Inclusivity, Boundaries of Reality, Learning with Meanings, and Extraordinary Calling. The meaning of the multigrade teachers can be traced back before and yes it was addressed through the provision of law however, it was not fully implemented. The management plan of this study reiterates the importance of the learning resources and the relevant trainings and seminars that multigrade teachers should have. Further elaboration of the level of satisfaction in numerical sense can be initiated in the future.

Keywords: *multigrade teaching, differentiated instruction, phenomenology, hinterland schools, seminars and trainings*

Introduction

In the educational realm, multigrade teaching depicts a picture of a reality inside the classroom wherein the teaching and learning process can be effectively delivered or compromised. The plight of the teachers handling multigrade levels in hinterland school underscores the fact that unique experiences and academic demands are proliferating compared to the regular classroom set-up (Okamoto, 2020). In the frontiers of knowledge, limited qualitative inquiry in the regional context delved on the lived experiences of the teachers teaching in multigrade levels (Thephavongsa, 2018) because most of the studies focused on the effect of the multigrade teaching to the academic performance of the learners which is in quantitative pursuits (Chan et al., 2021; Thaba-Nkadimene & Molotja, 2021). This study intends to explore the personal encounters and lived experiences of the multigrade teachers in the hinterland school in creating management plan for the benefit of improving the teachers' lives.

Multigrade teachers in the hinterland school personally feel the scarcity of resources, intermittent access to technology, and the lack of training and seminars that the Department of Education (DepEd) should take into account (Castigador, 2019). The mechanisms and teaching-learning processes under multigrade teaching are totally different from the single-grade teaching (De

Borja et al., 2020). The pedagogical knowledge of the teachers, skills in handling two classes at the same time and the best practices (Cornish, 2021) of surmounting the pressing challenges in this situation in the hinterland school should heard and explored in order to provide appropriate assistance and if possible, aside from a management plan, better policies and provisions can be crafted (Kartal & Guven-Demir, 2022; Acaturinei & Popovici, 2021).

Multigrade teaching played a crucial role in sustaining education especially in the hinterland schools despite of geographical challenge (Taole, 2020), the lack of learning resources such as classrooms, the number of teachers and the diversity of the learners in different levels (Bua & Martin, 2020; Velasco et al., 2022). The different learning resources such as laboratory apparatus, supplementary materials and science equipment are lacking and should be given an attention to the school administrator to allocate in the operating expenses in the school.

In the educational sector, the realities that most of the people are not seeing in the urban areas is the scenario happening in the hinterland area where multiple levels of learners are all together in one classroom (Sali & Arriola, 2019). The strategy of the multigrade teachers will matter because the delivery of the content and the assessment depend on the appropriate level of the learners yet they are merged (Naparan & Alinsug, 2021). This is a phenomenon that can paint a picture of

striving to provide quality and equitable education yet the learning environment is not suitable for such aim.

The phenomenon observed in this study does not only happening in this country, Philippines, however, this is an international issue capturing the UNESCO's goal and mandate in the area of education which is to the education for all (Cozza, 2023). Multigrade teaching is a remedy for the various scarcities observed in the remote areas wherein schools are installed to accommodate the children's need to acquire education (Buaraphan et al., 2018). Multigrade teaching is a strategy among school administrators to cater the number of teachers no matter what expertise or field of specialization, training and skills they possess and the number of the learners no matter what age, class level, and skills that they have, they are all in one classroom (Thaba-Nkadimene et al., 2019).

As articulated by Belleza and Feliciano (2018), in the Philippine educational context, multigrade teaching is program that is implemented in order to provide educational service in actualizing the intended outcome of the learners in the far-flung communities in the country. This program is tested effectively in quantitative research when given appropriate instructional intervention and enough training and capability building among the teachers handling this (Shareefa, 2021). Mostly, in the literature, the focus is more on the learners on how their academic performance is affected with this program and what interventions can be instituted, yet less attention was given to the teachers who work as the facilitator of learning. This study is dedicated in exploring the multigrade teachers of Lamak Elementary School, a hinterland school in Dumanjud, Cebu, for the purpose of providing them professional assistance through a management plan.

Research Questions

This study explored the lived experiences of teachers handling multigrade classroom in the hinterland school at Lamak Elementary School, Dumanjug, Cebu, for the School Year 2022-2023 as basis for a management plan. Specifically, it answered the following questions:

1. What are the lived experiences of the teachers handling multigrade classes in the hinterland?
2. What are the struggles of the multigrade teachers in the hinterland area?
3. What are the strategies / coping mechanisms in addressing the different challenges in a multigrade classroom in the hinterland area?
4. What is the meaning of the teachers' experiences?

5. What management plan can be crafted based on the findings of the study?

Methodology

Design

This study employed the Heideggerian Phenomenology research design. In this design, the lived experiences of the participants in a certain phenomenon will be explored and investigated in order to forward better policies, management plan or an action plan to be undertaken. This design is chosen to be appropriate in the study because it can capture relevant encounters of the multigrade teachers in the hinterland school that would serve as an eye-opener among the people in the department and the school administrator as well.

Participants

The 6 teachers of Lamak Elementary School composed the population of the study with 3 female and 3 male teachers. With the nature of the research design of this study, this is a qualitative-interpretative phenomenology wherein the number of participants will not matter but the data saturation. Further, to establish research rigor, this study sets its inclusion criteria that only those teachers currently teaching in the hinterland area with multigrade classroom for the school year 2022-2023.

Table 1. *Participants of the Study*

<i>Participants</i>		<i>Frequency</i>	<i>Percentage</i>
Lamak	Male	3	50%
Elementary	Female	3	50%
School	Total	6	100%

Table 1 shows the breakdown of the participants in the chosen school with 3 (50%) male teachers and 3 (50%) female teachers.

Instrument

The main instrument of the study is the researcher since this is a pure qualitative inquiry. With the intent of eliciting the lived experiences of the participants in the phenomenon (multigrade teaching in the hinterland

school), the researcher construed essential research questions such as: The lived experiences of the teachers in hinterland schools handling multigrade; The struggles of the teachers dealing with pupils in a multigrade set-up in the hinterland area; The strategies/ coping mechanisms in addressing the different challenges in a multigrade classroom in the hinterland area; and The meaning of the teachers' experiences. This instrument was validated by 3 experts in the field of education, psychology and human resource specialist.

Data Gathering Procedure

The data gathering commence when the letter to conduct the study has been approved by the right authority such as the school administration of Lamak Elementary School. The researcher will arrange an individual and focus group discussion among the teachers as participants of the study. The researcher will compensate the time spent and the effort of the participants with food and beverages. The participants are aware regarding the ethical considerations utilized in the study that they are protected by all means in terms of their identity and their answers with the questions. The data gathered through recordings will be kept with the highest degree of confidentiality. This will be subjected to analysis using the prescribed tool identified in this study.

Treatment of Data

The data gathered will treated using the 7-stage analysis of Van Kaam anchoring the Interpretative Phenomenological Analysis (IPA) popularized by Moustakas. The first stage is the horizontalization wherein the similar statements were validated and omitted. The second stage is reduction of the participants' experiences towards the phenomenon into invariant constituents. After this would be the third stage which is the thematic clustering in creating for the themes of the study. The fourth one be the comparison of different data gathered. The fifth one is making of the textural analysis descriptions wherein the words of the participants are analyzed and provided in a way of supporting the meaning of the themes. The sixth one is the creating of the composite structural analysis description wherein the entire statement of the participants are presented in highlighting the meaning of the participants' experiences. Lastly, the seventh edition is the synthesis or the summary of textural and structural analysis description making a meaning of both the themes created and the participants lived experiences.

Results and Discussion

Synthesis of Textural and Structural Analysis. The synthesis of textural and structural analysis is the summary of the Themes, subthemes and the various horizons that are pertinent in describing the meaning of the participants' lived experiences.

Table 2. *Synthesis of Textural and Structural Analysis (see appendix)*

Flexibility

Teacher as a profession signifies a huge responsibility especially in making sure that quality education is being delivered to the learners. This accentuates the weight carried by the teachers as they provide all measures – specifically lesson preparations and classroom management, to address the needs of the learners. The study of Callaway-Cole & Kimble (2021) necessitates the teachers to be flexible in terms of their instruction relative to the different learning styles of the learners. The study of Cabello (2022) also added that teachers as their profession speaks, need to be adaptable to the different changes not just inside the classroom but also in the community as it will help them in counteracting to the different learning gaps circulating during the learning process. These points would make the teacher effective and efficient in sustaining quality delivery of education.

Participant 1 said that:

“My coping mechanism in handling multigrade is that, just follow the lesson guide/manual for those who are multigrade. In this manner, we will be guided on our daily teaching-learning experience. We have to religiously prepare lesson plans and make sure that everything in it will be followed. Employ varied activities based on the learner's ability and capacities in order to have meaningful learning experience.” (Participant 1)

In-depth preparation answers it all. This notion supported by the firsthand experience of participant 1 where it highlights the need to study the protocols and the process on how to handle multigrade classes. In this way, it will help the teachers not just in familiarizing the process but making sure that their lesson plan and instruction is anchored to what is right and effective for this kind of class. The participant also highlighted the use of differentiated instruction as medium to assist the learning process wherein this strategy is theoretically effective as it captures

different kind of learning styles and levels of the learners. It develops an engaging environment and learners will be able to showcase their strength which in turn provides meaningful learning experiences.

Participant 2's experiences presented another point about multigrade classes, he said that:

"Ang unang problema during sa instruction delivery ky TIME. Naa ky time management pero d mnta ka control sa behavior sa bata. Maong maligsa nimo ubang subjects. Di nimo matuman ang minutes allocated ky matagbaw kag see to it nga nakat on sila. Ang mga best practices naku na experience kay ang behaviour sa mga bata between 2 grade level, lahi lahi gyud as a teacher ako gyud g patigbabaw kanunay ang pacensya ngadto sa mga bata, og ang paghatag og specific nga instructional materials og activities both sa grade level og ilabi na ang pag andam kanunay sa lesson plan." (Participant 2)

The first problem during instruction delivery is TIME. There is time management but you have no control over the behavior of the child. So, you can avoid other subjects. You will not be able to fulfill the minutes allocated, but you will be satisfied and see that they are on you. The best practices in my experience are the behavior of children between 2 grade levels, it's really different as a teacher, I will always be patient with the children, and give specific instructional materials and activities both in grade level and especially always prepare the lesson plan. (Participant 2)

The most difficult task of the teachers is sustaining their patience all throughout the class and delivering the instruction on time but for participant 2, this should not be a question anymore as teachers must have it every single day and should be flexible enough in making sure that all are delivered in an allocated time. Handling multigrade class with diverse learning style and levels and with different kinds of behaviors is not an easy task but patience and time management will lessen the weight because it will motivate the teachers to prepare activities in line with the educational goals and guide them what to accomplish in a specific time frame. With this, the teachers will be efficient in delivering their instruction.

Participant 4 also added and he said that:

"I always plan ahead of time using a daily lesson the lesson that I will be teaching on that day. I often apply peer tutoring as a technique in order to cater all

I employ collaborative works and different activities suited to the learners.

Should have vast knowledge about the strategies and techniques in handling multigrade classes." (Participant 4)

Learning can be lifelong if it is fun and with the help of others. This theoretical notion can be generated by the experiences of participant 4 where he highlighted the utilization of collaborative learning as strategy to cater all educational goals set in the curriculum for multigrade classes. Literatures had proved the power of collaborative learning not just in capturing the set goals but also in providing quality learning to the students as it develops their critical thinking skills, problem-solving skills, and creativity through educational tasks.

Participant 6 provides his/her measures, he said that:

"Handling multigrade classroom in a hinterland area can present unique challenges, but there are several coping mechanics, techniques and strategies that can help you manage effectively such as:

-Different Instruction

-Flexible Grouping, Individual Learning Plans, Cooperative Learning, Parent Involvement and Time Management.

-Each multigrade classroom is unique, so it is important to be flexible. Building a supportive and inclusive learning environment is the key to help all pupils thrive, regardless of grade level or geographical location." (Participant 6)

The experiences of participant 6 emphasized the significant impact of setting a certain kind of learning environment in the classroom. He shared the expediency to set positive, supportive, and inclusive learning environment in assisting learners during the learning process despite of the issues being faced. These experiences shared the same results to a lot of researches regarding this topic and it is indeed helpful for the students as the more students feel secured and safe, they will be motivated to learn more. Also, if they feel that there is fun in the classroom, they would always retain the knowledge they gain out from it through time.

Being a teacher is indeed both a sacrifice and a passion as it requires a lot of dedication and resiliency to be an effective one. To be able to efficiently deliver the instruction well and provide a change of behavior, you need to be creative enough to innovate strategies that are best suited to the learners, patient enough to endure

all the negative behavior manifesting in the classroom, and passionate enough to thrive for excellence and quality education. It requires a lot of love for teaching to address all the needs of the learners and to continue even if it is too much to handle. This is because in the end, teachers are always considering the success of the students, not with their own success.

Limited of Everything

In the thriving environment where all are aiming for excellence, there's always these circumstances that would challenge the ground of the fighters. The theme no.2 is like the thriving environment because of the challenges that its fighters are facing – the teachers ignoring tears. These challenges have been the primary cause of the inception of learning issues of the students and the personal struggles of the teachers in the hinterland. Limited of everything is a good adjective for capturing the significant points that need to take cognizant with and innovate strategic measures to supply these gaps. In this way, it would lessen the burden of the teachers and address the learning gap of the students.

Participant 1 shared his struggles and he said that: *“Other than the difficulty in going to school because of the unfavorable road, one of the most challenging part is when experiencing the insufficient time in the delivery of the lesson because you have to make sure that you will deliver equal learning opportunities to both grade you are handling. As a result, the learning of the learners become limited, nevertheless, we teachers tried our very best to deliver the best learning experience to our learners.”*

The dangerous road that the participant is always facing everyday compromises both the safety and the preparations of the teachers as it consumes a lot of time and energy. This struggle is not foreign to all teachers in hinterland area because they are experiencing it every single day and for them this is not to worry about. What worries them is when this dangerous road hinders their way and consumes their time especially if the weather is not good as it makes the teaching time insufficient and the delivery of instruction is being compromised. This may result to a lot of learning issues for the students and latter will affect their future. These struggles should be taken into account especially to the administrators and to the leaders of the community and should develop measures in addressing it as it will have a ripple effect not just to the teachers but more importantly to the number one stakeholder – learners.

Participant 2 also added and said that:

“The challenges I had encountered are the differences of the learners' behaviors and learning abilities, space of the classroom is quite small for them, lack of learning materials such as books. I am also concern about the usage of toilet since we don't have water supply.”

Learning cannot be acquired without a medium. This statement is a perfect transcription of the participant's experience in teaching in the hinterland area focusing on the issues of having a limited learning resource. Lack of this kind of resource affects not just the preparations of the teachers but also the learners' development of their meaningful learning experiences. The opportunity to experience globally competitive type of instruction is being comprised because teachers opted to go back to traditional yet ineffective type of teaching modality as they don't have the resources to actualize it. This sad reality is still circulating in this modern time in which it needs to be addressed to break the cycle of learning gaps among the students in the hinterland area.

Participant 3 also shared his struggles and said that:

“First is the differences of the level of understanding of learners, the physical environment, the classroom is too small for the number of learners and it's not conducive for learning, lack of learning materials such as books and also lack of school materials for the learners such as bags, uniforms and etc.”

One of the potent factors of learning gaps and issues is the environment where teaching and learning process happen. The diversity of the learners' background would also play an integral role in setting the environment conducive to learning. Establishing a learning environment would always target the learning resources such as the educational materials available in initiating an academic activity. Participant 3 mentioned that conducive learning environment is really hard to achieve and even sustain especially in a multigrade classroom.

Participant 4 said that

Problems of handling multigrade can be enumerated as

- Insufficient time in handling class*
- workload*
- challenges in the actual teaching and learning process*
- uneasy access of school due to road condition*
- lack of water supply*

The severity of issues and problems encountered in public school can be very overwhelming in such a way that it affects how the learners are learning. For schools having limited number of classrooms, teachers and learning resources, multigrade instruction is the remedy. With this kind of practice, teachers are having problems in managing the time and their workload. Aside from the scarcity inside the classroom, teachers are also having struggles in going to school such as their unrepaired road condition and even the lack of water supply. Participant is raising a point where multigrade teachers double and triple its responsibility in handling their classes.

The limited of everything paint a picture of reality inside a multigrade classroom. This encapsulates the most pressing issues of initiating and sustaining a classroom conducive to learning wherein there should be enough learning resources both from the teachers and learners' side. The need to revisit the law pertaining as to how teachers are given the chance to explore and hone their skills in handling multigrade classroom. The different materials should be ready for the learners. If these are not present, this will question as to how learners are learning and how teachers are teaching well. It should be noted that even if there is an existing law regarding multigrade teaching, implementation can also be a problem. To this end, monitoring and evaluation should be conducted in assessing the implementation of the multigrade law.

Experiences

Teachers are encountering both favorable and not desirable experiences when it comes to teaching in a multigrade classroom. This underscores the fact that although teachers are given opportunities in the law to attend seminars and be given learning resources, they are still having struggles. This theme – Experiences – captures the essence of being a teacher managing a multigrade classroom. It is noteworthy to look into the experiences in delivering the instruction and the pedagogy of the instruction. The different ups and downs inside the classroom can be a good source of meaningful learning experiences to both the teachers and the learners. The experiences of the participants are being shared as well to shed light of this theme.

Participant 1 narrated that,

" Prepare everything ahead of time. You have to prepare daily lesson plan to be guided. Make sure that learning activities will be varied that suits the learners' needs. Make learning experiences enjoyable, the learners will learn fast if they are happy while also learning and that will make learning experience

meaningful."

Preparation is the key to have a good output. Preparation is very useful inside the classroom wherein the academic activities should be appropriate to the learner's level. Participant 1 believes that if the teacher was able to prepare the lesson especially the activities, the teacher will be guided on what to do inside the classroom. In this way, good command of classroom management will be sustained. If the teacher has clearly stated on what to accomplish that particular lesson, the teacher can vouch for an enjoyable experience. With this, it is not possible to attain meaningful learning experiences even if it is in a multigrade classroom.

Participant 2 mentioned that,

"I decided to have a separate row of chairs for my learners. To my right side where my Grade 1 learners and to my left side where my Grade 2 learners sit. Every morning, we shared the same class routine. I preferred to teach them same subjects but different lessons. They were provided differentiated activities."

If preparation is necessary, then part of the preparation is the different routines inside the classroom. Classroom routines are integral in sustaining classroom management and maximizing academic productivity. Participant 2 is very particular with establishing classroom routines. With the various differentiated activities, classroom may be challenged in terms of how organized it should be but with the established classroom routines, unruly learners will be reminded to behave and disruptive behavior will be addressed.

Participant 3 discussed below the different encounters in terms of instructional delivery in a multigrade classroom,

Participant 3: *"In terms of instructional delivery maglisod jud ka kay you need to prepare materials for each grade kay lahi2x man sila og topic so it means lahi2x sad imong i prepare..you need to double your time para mabuhay ang mga materials needed and also you need to masters two topics in one setting and on that particular time and subject."*

In terms of instructional delivery, it will be difficult because you need to prepare materials for each grade because they have different topics, so it means that you have to prepare differently... you need to double your time to prepare the materials needed and also you need to masters two topics in one setting and at that

particular time and subject.

Instructional delivery pertains to the various of classroom activities accentuating the need to establish a very good interactions among the teachers and the learners. Participant 3 highlighted the importance of how instruction should be delivered. One of the best ways as what was being mentioned is to make sure that preparation of instructional materials is secured. Since it is a multigrade classroom, the different needs and materials of each section or level should be ready. Aside from the learning materials, it is pertinent to also take note that teachers should master the two or more lessons. If the teacher is ready with the learning materials and the mastery of the lesson, learners will be engaged in the classroom discussion and attained a great leap of learning.

Participant 4 cited below more on the discussion regarding classroom management,

As a teacher we assume a lot of responsibilities and we learn how to manage our classroom. It will also improve personal and social development. Despite the challenges and limitations that we teachers and students faced and encountered in this multigrade classes, we strive hard and try our best to be meaningful and productive.

Teacher are truly living heroes in embracing the nature of teaching. The challenges and limitations inside the multigrade classroom cannot be denied as this made the nature of this situation challenging. However, teachers assume myriad responsibilities in making sure that instruction is delivered and that, delivery of instruction is continued. One of the significant experiences of participant 4 is on how classroom management is sustained in a multigrade classroom. This participant reiterates that personal and social development will be achieved once a teacher has a good command of classroom management. Having this would mean that academic productivity is achieved wherein learners are gaining meaningful learning experiences in a multigrade classroom.

Participant 5 said that,

“In handling multigrade classes in hinterland area, there are a lot of factors that motivates me as a teacher. First the eyes of these children who really needs to be molded well, the dreams and goals they have list to attain to, the financial need as well of my family that keeps me going.”

Being a teacher in a hinterland area and having a multigrade teaching at the same time is very

challenging yet it is also a blessing. It is very challenging because of the learners’ diversity, the scarcity of learning materials and the skills of the teachers in teaching in a multigrade classroom however, participant 5 motivates herself in continuing to teach despite of all of these because she is very concerned about how her learners will grow and thrive in such a way that was able to hone their skills holistically making them the best version of themselves. Participant 5 is also motivated to teach despite of the negativities it entails because the job of teaching in a public school provided her and her family the source of living such as their basic necessities.

This theme – Experiences – is a true testament the teachers lived experiences inside a multigrade classroom. Teachers are experiencing how classroom management is initiated and sustained, that teaching is not an ordinary job because you need to have a good instructional planning and preparation and lastly, in order to attain maximum and meaningful learning experiences among the learners, teachers should establish a good and consistent classroom management. This theme gives a perspective that inside a multigrade classroom, differentiated instruction should be utilized in addressing the learners’ diverse background. To this end, the lived experiences of the multigrade teachers can make the teachers teaching in a regular set up a good reflection on how blessed they are and that, teaching is truly a blessing.

Inclusivity

In the teaching-learning process, everyone is welcome. This is also indicated in the Philippine constitution that all citizens should be given equal rights to quality education. With this provision, some hinterland schools are having multigrade teaching to accommodate all the children. Because of this, there are different challenges and silver lining popped up. It is not all about the negativities that can be seen in a multigrade classroom but also the learning opportunities and the chance to make sure that no learner should be left behind. The approach should be holistic yet the learning resources and materials should be taken into consideration. This is also mentioned by the different participants in this study.

Participant 1 said that,

“My best practices I can share to the multi grade teacher is my innovation in action research which is the worksheet on the translation of numbers one to one hundred translated in three preferred languages by the

learner namely Bisaya, Filipino and English. It will be used by the teacher for bridging numbers translation specially arises during discussion. Another practice is the frequent usage of differentiated instruction, peer tutoring and one on one remediation and intervention for the struggling non-numerates and non-reader pupils."

There is no such thing as a perfect strategy. Teachers should explore different strategies by conducting researches in order to provide effective and appropriate strategy that will tailor the needs of the learners. Participant is more on how to innovate classroom discussion from the results of the action research that was conducted. It can be seen as well that one of the best practices that was shared is the utilization of the differentiated instruction in which there are multiple options for the learners to learn and this will be given in different ways with unified content. Another is that peer tutoring in which learners are helping one another and lastly, remediation in addressing those learners who are struggling in reading and counting.

Participant 3 highlighted that,
"Handling multigrade is not easy. It is full of challenges. But everything will be conquered if you are ready physically, mentally, spiritually together your weapon which is the learning guide."

Readiness is very important especially in teaching multigrade classroom. Participant 3 mentioned that in teaching multigrade classroom, it is not really easy at all. Myriad of challenges should be taken into account by a multigrade teacher. There are numerous decisions you need to make in order to make the classroom conducive to learning. There should be a learning guide and enough learning resources that can augment the need of the teachers in facilitating academic activities. Teachers should be ready and prepared in all aspects of her life in order to survive in a multigrade classroom.

Participant 4 mentioned that,
"Ang problema d i ma'am jane kai it takes time sa pag pangita sa mga competency nga nag align kai dapat inig tudlo nimu para mausa ra ang discussions .. Parehas sa math Ang grade 1 kai identify numbers from 1 to 100 Ang grade 2 sad kai identify numbers from 1 to 1000... Pero naa times nga makatudlo ka ug lain lain nga competency maninahanglan ka ug more time to prepare instructional materials jud. Kapoy kaayo sa lawas."

The problem, Ma'am Jane, is that it takes time to find the competencies that would have its appropriate alignment, you should teach the two lessons al together. In grade 2 for example identifying the numbers from 1 to 1000... But there are times when you can teach a different competency you need more time to prepare instructional materials. This makes my body so tired.

Competencies are vital in teaching a particular lesson. Teachers should be aware of these competencies. During the pandemic, there were significant changes in terms of the competencies. The Department of Education provided the Most Essential Learning Competencies (MELC). These competencies should be the one to be focused on in honing the skills of the learners. Participant 4 is concerned about the different competencies that she is teaching. The alignment will always matter in order to have sequence in teaching the different topics indicated in the curriculum guide. The inconsistencies were also observed by participant 4 which needs to be addressed.

Participant 5 describes below the classroom as full of confusion,

"Hago ky puli puli og discuss. Nag evaluate ka usa nga grade din ang usa na sad. Murag maglibog ko kung unsay unahon ug unsay dapat e prioritize. Ambot unsaon ni kay wala man gud koy seminar ani kay bag o pako nakasulod sa DepEd pero gipahanlde nako ug multigrade"

"It's hard to take turns when discussing. You evaluated one grade while discussing a content in the other level. I am confused which one to prioritize or which one I need to deal first. I don't know why I am assigned here where in fact I am very new to DepEd but I am handling multigrade right away."

Teachers who are not trained in handling multigrade classroom will always have this problem – confusion. They are confused because of the two to three levels having a back-to-back set up. The sad reality in the Department of Education is that, newly hired teachers are sent in the hinterland schools where multigrade teaching is widely practiced due to lack of teachers and classrooms. Teachers who don't have a wide array of experiences are tested in a baptism of fire through handling multi-levels classroom. With this, teachers will always have confusion which participant 5 mentioned.

Participant 6 positively enumerated below the different experiences in a multigrade classroom,

“Some of the opportunities for managing and maximizing learning in such a setting, that there should be Differentiated Instruction, peer learning, flexible grouping, individual goal-setting, project-based learning, resource utilization, integrated curriculum, effective time management, parent and community involvement and professional development. Stay flexible, reflective and open to learning from your experiences. Building a positive and inclusive learning environment where students feel valued and supported is essential for growth and success.”

Differentiated instruction is the most appropriate strategy to use in a multigrade classroom as this offers multiple options and opportunities for the learners to learn with the same content. Furthermore, this instruction provided the different levels inside the classroom a venue to discover and hone potential skills they have. Through this instruction, teachers can assess and gauge the academic achievement of the learners in the best way possible. Participant 6 elaborated the importance of how to be an effective multigrade teacher wherein the different strategies were mentioned and the attributes that one should possessed were identified such as staying flexible despite of the different challenges, being reflective to one's profession and to have openness in welcoming the ups and downs of being a multigrade teacher. Participant 6 also reiterated that learners should feel that they are valued and supported in order to boost their self-esteem and so they can dream high.

The theme – Inclusivity – brings forth different sides and corners of understanding the nature of a multigrade teacher. As to see these realities, one can create a beautiful picture of how a teacher sustains resiliency in her career. This theme captures how to innovate inside the classroom wherein through research, strategies that can tailored fit to the needs of the learners will be identified, that competencies should be aligned in order to deliver quality instructions, that confusion inside the classroom can be felt by the newly hired teachers and that they need to be trained and sent to different trainings and seminars, and lastly, that teaching inside the multigrade classroom can be very fulfilling. Because teaching is the noblest profession, teachers then become noble but in the realm of being a teacher, they are not just noble, they are gifts that should be treasured.

Boundaries of Reality

Evert teacher has different levels of challenges and opportunities. When teachers are passionate in the

world of teaching, boundaries between work and life after work will be sustained. It means that they understand the nature of teaching as a vocation. Bringing the various concerns and mixed it up in the classroom's responsibilities would greatly affect the work performance of the teacher. Although in purview of humanity, emotions are the ones that are not easy to handle. It needs so much time and mastery of one's feelings to be able to manage it. However, when the reality becomes its motivation to work hard, this will turn into a positive outcome. The kind of family culture and background that the teacher has and her school environment are vital in considering what remedies can be construed in order to facilitate the establishment of boundaries such that work performance will not be affected. The different experiences of the teachers are laid down below to further elaborate this theme.

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Participant 1 said that,

“Being the breadwinner of the family, we have to make sure that we can provide the family's daily needs that is why, my family is my source of inspiration and motivates me to work hard and wake up daily. Their support became my strength to perform better each day and to always do our job that is being expected to us as an educator.”

This participant is driven to work hard because this participant is a breadwinner of the family. This means that the reality that the participant is seeing is a motivation to face different struggles and overcome those. Setting the boundary of reality between work and life after work means two things – the mixed-up

problems in school and at home and how one sees the reality and motivated to work more to sustain ones living.

Participant 2 mentioned that,

I am happy as a multigrade teacher because I accepted as a gift not as a burden.

Having a positive perspective towards work such that seeing silver lining despite of the darkness or too much problems around connotes that one can still be grateful in the midst of difficulty and this describe the reality of participant 2. Seeing multigrade teacher as a gift is not an ordinary perspective knowing the nature of a multigrade teacher. However, there are really some people who can rise above and sees a better mental picture of the reality.

Participant 3 spoke below regarding the urgency to attend to a seminar,

“Frankly speaking...wala ko ka apil og seminars that talked about MULTIGRADE jud kay wala man mi matagai ug chance..but if given a chance to have a seminar I will.”

“Frankly speaking...I was not able to participate in seminars that talked about MULTIGRADE because there’s no chance given to us, but if given a chance to have a seminar I will.”

Attending various seminar pertaining to multigrade teaching can improve the way how multigrade teachers manage the classroom of diverse learners. This participant is very vocal in terms of the importance of attending relevant trainings and seminars that can further elevate the level of expertise in terms of handling different levels of learners in one classroom set up. The statements that this participant reiterated is that, the chance was not given yet this participant is willing to know more about the nature of multigrade teaching.

Participant 4 said that,

“The motivation I have in sustaining my job are the support from the family, colleagues, superiors, LGU, community, other stakeholders and help from our ALMIGHTY GOD.”

The reality of participant 4 is more how one is motivated to sustain the job in order to support and to provide sustenance to the family who relies to this participant. It was also mentioned that this participant relied so much of the strength in sustaining the job by acknowledging the Almighty God.

Participant 6 mentioned that,

“I don’t have personal emotions or a physical presence, so I don’t experience happiness in my current situation. I exist solely to provide information and assist with inquiries to the best of my abilities.”

The quotes or experiences shared by participant 6 is what best describes the nature of this theme wherein there are some teachers are not happy anymore in their job and the reality is they just need to teach because they have to. The passion and happiness of molding young minds are not anymore part of their vocabulary. They exist because they need. They are doing this or they are teaching for compliance only. This will resort to different ripple effects especially on how learners’ potentials and abilities are honed and developed.

This theme captured the essence of know the boundaries of realities. Everyone is given the freedom to set this for the purpose of recognizing what matters most and on how to live life to the fullest. Multigrade teachers deal with several problems inside the classroom. It is pertinent to look into how are they seeing things, how are they coping, and how are they doing. Knowing their different boundaries of realities can be very beneficial in making policies that they can take advantage with. Above all, each of these participants has their own reality but what is common are the two significant understanding – the positive way of seeing that this job provides so much to sustain life and that, because of the nature of this job, one is losing the passion to teach.

Learning with Meanings

Learning as basically defined, it is a change in behavior. This is what all ordinary teachers would like to see and assess if the learners are learning. However, in the context of this theme, learning when applied in the reality, it becomes meaningful. Learning will definitely couple with meanings because the learning experiences inside the classroom will be appreciated when it is connected to the broader aspect of life. Multigrade teachers are keen as to how learning experiences manifest outside of the four corners of the classroom. Multigrade teachers see to it that there is a great leap of difference in appreciating the lessons once the learners are given the chance to realize its importance through application. Learning with meanings is also exemplified in the different experiences of the participants below.

Participant 1 said that,

“Imparting knowledge to young children is our primary role as an educator. In whatever situations we

are in we also think the welfare of our children. We must be versatile and should utilize different strategies that is beneficial to the learners during the delivery of the lesson. Make learning experiences meaningful and enjoyable every time you are in this kind of situation. After all, this situation will also pass in time, because this is not in a permanent manner, what's important is that you taught and showed the learners what they need to know in this lifetime."

When a teacher realizes the importance of teaching, it can be rooted on its understanding and perspective especially the way how one values to need to provide the best knowledge and learning experiences to all learners. The participant mentioned regarding the welfare of the children that should be the highest priority. This participant is also aware about the nature of multigrade teaching because it was mentioned that one should utilize different strategies or differentiated instruction. This paves the way to offer multiple options for the learners to learn while learning the same kind of content.

Participant 2 narrated that,
"Always remember that our profession is a gift from God. We touched the lives of our learners. We share a big part of their future. We mold them to become a better person. No matter how they will become they won't forget us. Always put your heart when you teach and let them feel that your classroom is their second home."

This participant anchors her understanding on how impacting the profession is that this is a gift from God. This means a lot on how teaching and learning is being delivered and how its meanings are being construed out from this nature. This participant accentuated that learner should be better individual and it is the duty and responsibility of the teachers to mold them and hone their skills, talents and abilities. This participant also exemplifies the need to teach and not just to teach but to use the heart in molding young minds. Lastly, this participant reminded everyone that the classroom is the second home of the learners.

Participant 6 explained that,

"Handling a multigrade class in a hinterland area can present unique challenges to diverse range of ages, abilities and learning needs within the same classroom. However, with careful planning and implementation of effective strategies, you can create a positive and engaging learning environment. Here are

some tips for handling a multigrade class in a hinterland area. Creating a positive learning environment requires patience, flexibility and a willingness to adopt your teaching methods. By implementing these strategies and embracing the diversity within your multigrade class, you can provide a meaningful and inclusive education experience for all students for all area."

Multigrade teachers necessitate to understand that because of the diverse nature of the learners inside the classroom, unique and effective strategies should be employed. In the hinterland area, schools having multigrade classroom deal with different ranges of age, learning needs, abilities and learning styles. With this reality, teachers should be very creative in using positive and engaging activities that can hook the learners' focus and attention. It is also very important, as what participant 6 said that, multigrade teachers should be patient in handling varying situations inside the classroom, should be flexible and willing to adopt different teaching methods. When these are recognized as potent ways to sustain in delivering quality education, learners in the multigrade classroom attained meaningful learning experiences.

The theme – Learning with meaning – is a true story about the different passionate multigrade teachers in the hinterland school. Given the fact that these teachers deeply recognized the essence of teaching, they truly understand the meaning of learning. Teaching is a gift from God and so, learning should be manifested on how teaching was facilitated. Multigrade teachers should be flexible and versatile in facing the world of teaching in a classroom where different levels of learners are present. Learning can be very meaningful when it has application to real life context that learners can connect to it and can appreciate its values and importance on how to live life with significance.

Extraordinary Calling

Beyond incentives and paycheck is what the teachers are holding into to thrive in the field of teaching and that it is their Passion. The love for teaching is the driving force of the silent heroes that keep them going amidst of uncertainties that this passion will give them the life that they dreamed of. It is the love to obliterate ignorance among the youth and inculcate values to be better individual are their shields in the fights where they might lose. This extraordinary calling gives them not just a sense of fulfilment but also happiness from the moment they saw their learners become the best version of themselves. This notion can be backed up

with the study of Cabello (2022) and Luguetti & Oliver (2019) where they emphasized the significance of teacher's passion for teaching in the possibility of leaving the institution. The presence of happiness in the workplace and during the course of teaching is the best compensation for a tiring and draining nature of the work. This is a significant and substantial point of view to take cognizant with to widen the understanding about the teacher's attrition.

Participant 1 validated the discussion above with his first-hand experience and said that:

"Very happy indeed, this is my dream job. Touching the lives of others is the most fulfilling and achieving part. Though, sometimes there are so many instances that we will feel exhausted because of some personal reasons, we need to have make sure that we will not compromise the learners' learning experiences inside the classroom. We should always think that in our hand, lies the future of each and every learner."

Participant 1 shared his perspective of why he chose to stay in this kind of work because this is his dream job. The moment that you knew your purpose in life, this is where you thrive in this kind of battle regardless of the pain and sufferings you have encountered. This is because you are motivated to fulfill your mission in life. The fulfilment that this job gives him and the happiness that he felt once he accomplished his mission are the key factor to be resilient and above all, it is the intangible gift that are very meaningful for them. It may be tiring and exhausting, but what matters most is the success of the learners.

Participant 2 also shared his view and said that:

"It is a very challenging profession. We must always know our responsibilities as a teacher. We must holistically ready. We must always open for development too. If you are passionate enough, everything will be achieved. This can improve our personal and professional growth. God is my motivation. My profession is a gift from Him. My job is also the reason why I am a good provider for my family. My learners are also the reason why I am called a teacher."

Being a teacher is indeed a challenge because of a lot of preparations to do, to be able to accomplish the educational goals. You may experience frustrations because of how diverse the learners are and you encounter difficulty in adapting your instruction. You may also suffer from the unwanted and not physically sound environment. And lastly, you may also experience pressures from your co-teachers both

targeted to your profession and personal aspect, but these challenges cannot be felt once you will witness the success of your learners. There is this magic that can be felt that drives away all the negative emotions once you will feel the fulfillment that this profession may bring about. Their success is the source of happiness and contentment of the teachers and especially their success is the reason why they called them as "Heroes".

Participant 3 shared also his sentiments about being a teacher and she said that:

"I'm embracing my profession with all my heart. That is why I am happy beyond the challenges that I've encountered along my way. I consider myself successful with regards to my teaching career because I just find out that my learners had learned."

You will know the true meaning of being a teacher, if you will love the profession by its nature and by its core. This statement encapsulates the perspective of participant 3 where she emphasized that loving the profession is the key to be resilient and go further beyond the countenance of being a teacher. Being a teacher is not just an ordinary calling in which it is treated as ordinary because being a teacher means someone that can change something and someone.

By being in love with your craft is what makes the teachers be tolerant of all the difficulties and to thrive to pursue teaching. The passion to take part of the success of their learners is what motivates them to be better and to do better because that is also their success – the feeling of fulfilment and gratitude. This theme – Extraordinary Calling – provided a glimpse of how important is to be a teacher and to be a living hero in this generation.

Conclusion

The true essence of being a teacher is not measured how much what the teacher taught the learners and the academic changes in behavior that take place but it is the passion in teaching wherein the teachers teach from the heart on its core. Multigrade teaching is a challenging job and not all teachers can sustain such since there are various influences that may affect one's performance. This is true especially in understanding the nature of Bronfenbrenner's Ecological Theory wherein the pull of influence relies on the environment. This study justifies the meaning of the participants' lived experiences in multigrade teaching though the seven themes identified and can be summed

up to one word – FLEXIBLE. The key to further elevate the quality of multigrade teachers In this generation.

This study recommends the need to revisit the law that protects the rights of the multigrade teachers especially in terms of the hazard pay, the seminars and trainings to be attended, and the learning resources that they deserve. This study also recommends the need to validate the level of satisfaction in teaching multigrade using a 5-point Likert scale. In this time a quantitative survey questionnaire can be initiated. The scope and delimitation of the study be increased in terms of its coverage such that the entire division can participate. Further investigation on the lived experiences of the multigrade teachers can be conducted in the different regions of the country. The law created for the multigrade teachers should embrace all concerns and challenges. Its implementation should also be monitored especially the quality of the learning resources. It is the prayer of the study that recommendation will be taken into account for the purpose of securing teachers' satisfaction which in turn, students can benefit from.

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Table 2. *Synthesis of Textural and Structural Analysis*

Themes	Subthemes	Horizons
Flexibility	Differentiated Instruction	Participant 1: My coping mechanism in handling multigrade is that, just follow the lesson guide/manual for those who are multigrade. In this manner, we will be guided on our daily teaching-learning experience. We have to religiously prepare lesson plans and make sure that everything in it will be followed. Employ varied activities based on the learner's ability and capacities in order to have meaningful learning experience.
	Time Management	Participant 2: <i>"Ang unang problema during sa instruction delivery ky TIME. Naa ky time management pero d mnta ka control sa behavior sa bata. Maong maligsa nimo ubang sunjects. Di nimo matuman ang minutes allocated ky matagbaw kag see to it nga nakat on sila. Ang mga best practices naku na experience kay ang behaviour sa mga bata between 2 grade level, lahi lahi gyud as a teacher ako gyud g patigbabaw kanunay ang pacensya ngadto sa mga bata, og ang paghatag og specific nga instructional materials og activities both sa grade level og ilabi na ang pag andam kanunay sa lesson plan."</i> The first problem during instruction delivery is TIME. There is time management but you have no control over the behavior of the child. So, you can avoid other subjects. You will not be able to fulfill the minutes allocated, but you will be satisfied and see that they are on you. The best practices in my experience are the behavior of children between 2 grade levels, it's really different as a teacher, I will always be patient with the children, and give specific instructional materials and activities both in grade level and especially always prepare the lesson plan.
	Collaborative Works	Participant 4: I always plan ahead of time using a daily lesson the lesson that I will be teaching on that day. I often apply peer tutoring as a technique in order to cater all I employ collaborative works and different activities suited to the learners. Should have vast knowledge about the strategies and techniques in handling multigrade classes.
	Supportive Learning Environment	Participant 6: Handling multigrade classroom in a hinterland area can present unique challenges, but there are several coping mechanics, techniques and strategies that can help you manage effectively such as: -Different Instruction -Flexible Grouping, Individual Learning Plans, Cooperative Learning, Parent Involvement and Time Management. -Each multigrade classroom is unique, so it is important to be flexible. Building a supportive and inclusive learning environment is the key to help all pupils thrive, regardless of grade level or geographical location.
Limited of Everything	Dangerous Road	Participant 1: Other than the difficulty in going to school because of the unfavorable road, one of the most challenging part is when experiencing the insufficient time in the delivery of the lesson because you have to make sure that you will deliver equal learning opportunities to both grade you are handling. As a result, the learning of the learners become limited, nevertheless, we teachers tried our very best to deliver the best learning experience to our learners.
	Limited Learning Resources	Participant 2: The challenges I had encountered are the differences of the learners' behaviors and learning abilities, space of the classroom is quite small for them, lack of learning materials such as books. I am also concern about the usage of toilet since we don't have water supply. Participant 3: First is the differences of the level of understanding of learners, the physical environment, the classroom is too small for the number of learners and it's not conducive for learning, lack of learning materials such as books and also lack of school materials for the learners such as bags, uniforms and etc. Participant 4: Problems of handling multigrade -Insufficient time in handling class -workload

	Not conducive to Learning Overwhelming Workload	-challenges in the actual teaching and learning process -uneasy access of school due to road condition -lack of water supply
Experience s	Enough Preparation	Participant 1: Prepare everything ahead of time. You have to prepare daily lesson plan to be guided. Make sure that learning activities will be varied that suits the learners' needs. Make learning experiences enjoyable, the learners will learn fast if they are happy while also learning and that will make learning experience meaningful.
	Classroom Routines	Participant 2: I decided to have a separate row of chairs for my learners. To my right side where my Grade 1 learners and to my left side where my Grade 2 learners sit. Every morning, we shared the same class routine. I preferred to teach them same subjects but different lessons. They were provided differentiated activities.
	Instructional Delivery	Participant 3: <i>"In terms of instructional delivery maglisod jud ka kay you need to prepare materials for each grade kay lahi2x man sila og topic so it means lahi2x sad imong i prepare..you need to double your time para mabuhat ang mga materials needed and also you need to masters two topics in one setting and on that particular time and subject."</i> In terms of instructional delivery, it will be difficult because you need to prepare materials for each grade because they have different topics, so it means that you have to prepare differently... you need to double your time to prepare the materials needed and also you need to masters two topics in one setting and at that particular time and subject
	Classroom Management	Participant 4: As a teacher we assume a lot of responsibilities and we learn how to manage our classroom. It will also improve personal and social development. Despite the challenges and limitations that we teachers and students faced and encountered in this multigrade classes, we strive hard and try our best to be meaningful and productive.
	Teacher's Pedagogy	Participant 5: In handling multigrade classes in hinterland area, there are a lot of factors that motivates me as a teacher. First the eyes of these children who really needs to be molded well, the dreams and goals they have list to attain to, the financial need as well of my family that keeps me going.
Inclusivity	Innovation in Teaching	Participant 1: My best practices I can share to the multi grade teacher is my innovation in action research which is the worksheet on the translation of numbers one to one hundred translated in three preferred languages by the learner namely Bisaya, Filipino and English. It will be used by the teacher for bridging numbers translation specially arises during discussion. Another practice is the frequent usage of differentiated instruction, peer tutoring and one on one remediation and intervention for the struggling non-numerates and non- reader pupils.
	Holistic Readiness	Participant 3: Handling multigrade is not easy. It is full of challenges. But everything will be conquered if you are ready physically, mentally, spiritually together your weapon which is the learning guide.
	Alignment of Competencies	Participant 4: <i>"Ang problema d i ma'am jane kai it takes time sa pag pangita sa mga competency nga nag align kai dapat inig tudlo nimu para mausa ra ang discussions .. Parehas sa math Ang grade 1 kai identify numbers from 1 to 100 Ang grade 2 sad kai identify numbers from 1 to 1000... Pero naa times nga makatudlo ka ug lain lain nga competency maninahanglan ka ug more time to prepare instructional materials jud. Kapoy kaayo sa lawas."</i> The problem, Ma'am Jane, is that it takes time to find the competencies that would have its appropriate alignment, you should teach the two lessons al together. In grade 2 for example identifying the numbers from 1 to 1000... But there are times when you can teach a different competency you need more time to prepare instructional materials. This makes my body so tired.
	Classroom full of Confusion	Participant 5: <i>"Hago ky puli puli og discuss. Nag evaluate ka usa nga grade din ang usa na sad. Murag maglibog ko kung unsay unahon ug unsay dapat e prioritize. Ambot unsaon ni kay wala man gud koy seminar ani kay bag o pako nakasulod sa DepEd pero gipahanlde nako ug multigrade"</i> It's hard to take turns when discussing. You evaluated one grade while discussing a content in the other level. I am confused which one to prioritize

	Positive Learning Environment	<p>or which one I need to deal first. I don't know why I am assigned here where in fact I am very new to DepEd but I am handling multigrade right away.</p> <p>Participant 6: Some of the opportunities for managing and maximizing learning in such a setting, that there should be Differentiated Instruction, peer learning, flexible grouping, individual goal- setting, project-based learning, resource utilization, integrated curriculum, effective time management, parent and community involvement and professional development. Stay flexible, reflective and open to learning from your experiences. Building a positive and inclusive learning environment where students feel valued and supported is essential for growth and success.</p>
Boundaries of Reality	<p>Family as Inspiration</p> <p>Gift not a Burden</p> <p>The Urgency of Seminar</p> <p>The Right Amount of Motivation</p> <p>No Personal Attachment</p>	<p>Participant 1: Being the breadwinner of the family, we have to make sure that we can provide the family's daily needs that is why, my family is my source of inspiration and motivates me to work hard and wake up daily. Their support became my strength to perform better each day and to always do our job that is being expected to us as an educator.</p> <p>Participant 2: I am happy as a multigrade teacher because I accepted as a gift not as a burden.</p> <p>Participant 3: <i>"Frankly speaking...wala ko ka apil og seminars that talked about MULTIGRADE jud kay wala man mi matagai ug chance..but if given a chance to have a seminar I will."</i></p> <p>Frankly speaking...I was not able to participate in seminars that talked about MULTIGRADE because there's no chance given to us, but if given a chance to have a seminar I will.</p> <p>Participant 4: The motivation I have in sustaining my job are the support from the family, colleagues, superiors, LGU, community, other stakeholders and help from our ALMIGHTY GOD.</p> <p>Participant 6: I don't have personal emotions or a physical presence, so I don't experience happiness in my current situation. I exist solely to provide information and assist with inquiries to the best of my abilities.</p>
Learning with Meanings	<p>Versatility</p> <p>Gift from God</p> <p>Unique Challenges to meaningful experiences</p>	<p>Participant 1: Imparting knowledge to young children is our primary role as an educator. In whatever situations we are in we also think the welfare of our children. We must be versatile and should utilize different strategies that is beneficial to the learners during the delivery of the lesson. Make learning experiences meaningful and enjoyable every time you are in this kind of situation. After all, this situation will also pass in time, because this is not in a permanent manner, what's important is that you taught and showed the learners what they need to know in this lifetime.</p> <p>Participant 2: Always remember that our profession is a gift from God. We touched the lives of our learners. We share a big part of their future. We mold them to become a better person. No matter how they will become they won't forget us. Always put your heart when you teach and let them feel that your classroom is their second home.</p> <p>Participant 6: Handling a multigrade class in a hinterland area can present unique challenges to diverse range of ages, abilities and learning needs within the same classroom. However, with careful planning and implementation of effective strategies, you can create a positive and engaging learning environment. Here are some tips for handling a multigrade class in a hinterland area. Creating a positive learning environment requires patience, flexibility and a willingness to adopt your teaching methods. By implementing these strategies and embracing the diversity within your multigrade class, you can provide a meaningful and inclusive education experience for all students for all area.</p>
	Dream Job	<p>Participant 1: Very happy indeed, this is my dream job. Touching the lives of others is the most fulfilling and achieving part. Though, sometimes there are so many instances that we will feel exhausted because of some personal reasons, we need to have make sure that we will not compromise the learners' learning experiences inside the classroom. We should always think</p>

Extraordin ary Calling	<p>Challenging yet Fulfilling Profession</p> <p>Embracing the Heart of teaching</p>	<p>that in our hand, lies the future of each and every learner.</p> <p>Participant 2: It is a very challenging profession. We must always know our responsibilities as a teacher. We must holistically ready. We must always open for development too. If you are passionate enough, everything will be achieved. This can improve our personal and professional growth. God is my motivation. My profession is a gift from Him. My job is also the reason why I am a good provider for my family. My learners are also the reason why I am called a teacher.</p> <p>Participant 3: I'm embracing my profession with all my heart. That is why I am happy beyond the challenges that I've encountered along my way. I consider myself successful with regards to my teaching career because I just find out that my learners had learned.</p>
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