

# Pedagogical Skills of Multigrade Teachers in the Selected Districts of Unit Iv, Division of Ilocos Sur: Basis for Teachers' Development Plan

**Kathleen H. Dampulay**

Ilocos Sur Polytechnic State College, Tagudin, Ilocos Sur, Master of Arts in Education, Major in Educational Management

## **ABSTRACT**

This study focused on the pedagogical skills of multigrade teachers. The goal of this study was to identify the level of pedagogical skills of multigrade teachers, how a teachers' development plan may help provide quality instruction. The respondents were 61 multigrade teachers in the selected districts of Unit IV, Division of Ilocos Sur. Most of the respondents were millennial females. They were new in the teaching field, had units in their master's degrees and had attended trainings and seminars related to their fields. Along methods and strategies, use of resources, assessment and evaluation, they were highly skilled but they were very highly skilled in classroom management. There was no significant relationship gauged between the profile and their pedagogical skills. The teachers' development plan is a panacea to improve the pedagogical skills of teachers.

The following are concluded: The multigrade teachers have distinct characteristics; the pedagogical skills of the teachers are commendable and praiseworthy but there are some skills to be improved; there are other profile variables that need to be explored; the teachers' development plan is timely and relevant to make them excel to the maximum. It is recommended that multigrade teachers should finish their graduate or post graduate studies as a means to enhance their pedagogical skills; they are encouraged to make their own instructional materials using ICT apps and future researchers are encouraged to consider testing other variables that affect the pedagogical skills of teachers. The Teachers' Development Plan is to be presented to the District Supervisor for its utilization in the district.

**Keywords:** Pedagogical skills, teachers' development plan, multigrade

## **Chapter I**

### **INTRODUCTION**

#### **Background of the Study**

Multigrade teaching plays an indispensable part in the teaching-learning process especially in the far-flung barangays where dearth of teachers exists. It is a scheme of the educational system to reach out the indigenous children and those who live in the suburbs or countryside to continue providing quality education to all. But since there is no plenty of children living in these areas to constitute a favourable class size, the Department of Education fostered the combination of classes so as to accommodate all of them instead of letting them stop schooling. Teachers are to handle two or three and even four classes at a time and it is imperative for these teachers to be brilliant enough to provide ways and means to attend to

the needs of these children under their care and to use appropriate competencies to motivate the children to focus and perform the assigned tasks and activities.

In the global perspective, multigrade teaching combines classes of Grades – 2 and 4 or 3 and 5. In Nepal, it is found out that teachers in the multigrade class used traditional methods in conveying instruction wherein explanation, maintaining discipline by threat, unnecessary punishment, textbook dependent teaching, and rituals of giving homework and class work were all practiced by teachers (Thephavongsa, 2018). The UNESCO (2001) stated that teachers are affected when they have not been adequately prepared to teach pupils of varying ages and abilities no matter what sort of classroom, they work in.

Similarly, Thephavongsa (2018) revealed that students were quite affected due to the different challenges faced by multigrade schools such as inconducive learning environment, lack of trainings of teachers, and school administration skills especially in remote schools.

Furthermore, educational sector in the Philippines also faces challenges and concerns in the multigrade education program. SEAMEO-INNOTECH (2014) stated that the National Achievement Test results that were administered to Grades 3 and 6 pupils under multigrade classes, pupils gained below 65% passing rate. This signifies that multigrade schools perform poorly when it comes to academic track.

As respond to the education for all program, pedagogical skills of multigrade teachers must be given emphasis indeed. As an epitome of wisdom and knowledge, teachers must be upskilled and flexible to choose appropriate and effective learning strategies to promote quality learning. According to the Multigrade Teacher's Handbook (2004) a multi-grade teacher knows how to teach effectively in different subject areas at different grade levels. The teacher is expected to have an array of skills and talents, in addition to those required in the specific subject areas within the normal teaching curriculum. The main function of the multi-grade teacher is the development of students into persons who have some knowledge, skills, and share desirable values and attitudes. The teacher should know his/her pupils, and their experiences, so that he/she can use strategies which will make learning appealing and effective. The teacher should also be able to recognize, and cater for, the individual differences which exist among the pupils.

However, multigrade teachers in San Ildefonso, Ilocos Sur, encountered problems such as lack of time in the preparation of IM's and instruction, unattained objectives, lack of facilities, parents, and administrators' misconceptions about the holding of combination classes (Romo, 2021). Similarly, in Santa Cruz District, there are also multigrade schools that have low performance in the academic track. According to the latest reading assessment conducted by the school heads, it is revealed that most of the learners in multigrade schools are not fluent in reading.

In the school-based context, the pre-oral assessment team headed by the members of Schools Division of Ilocos Sur found that there were learners who are non-readers, very slow readers, and slow readers in MTB, English and Filipino. The first and second periodical tests of school year 2022-2023 were also revealed that the general percentage of mastery was 54%.

It is along the foregoing information that there is a need to scrutinize the pedagogical skills of multigrade teachers in the selected districts of Unit IV, Schools Division of Ilocos Sur, to equip them with quality and effective approaches and pedagogical skills towards teaching.

### **Framework of the Study**

The following theories support the study regarding pedagogical skills of multigrade teachers such as Bruner's theory of learning, theory of experiential learning and theory of configuration. The said theories

are the key components which the research was based.

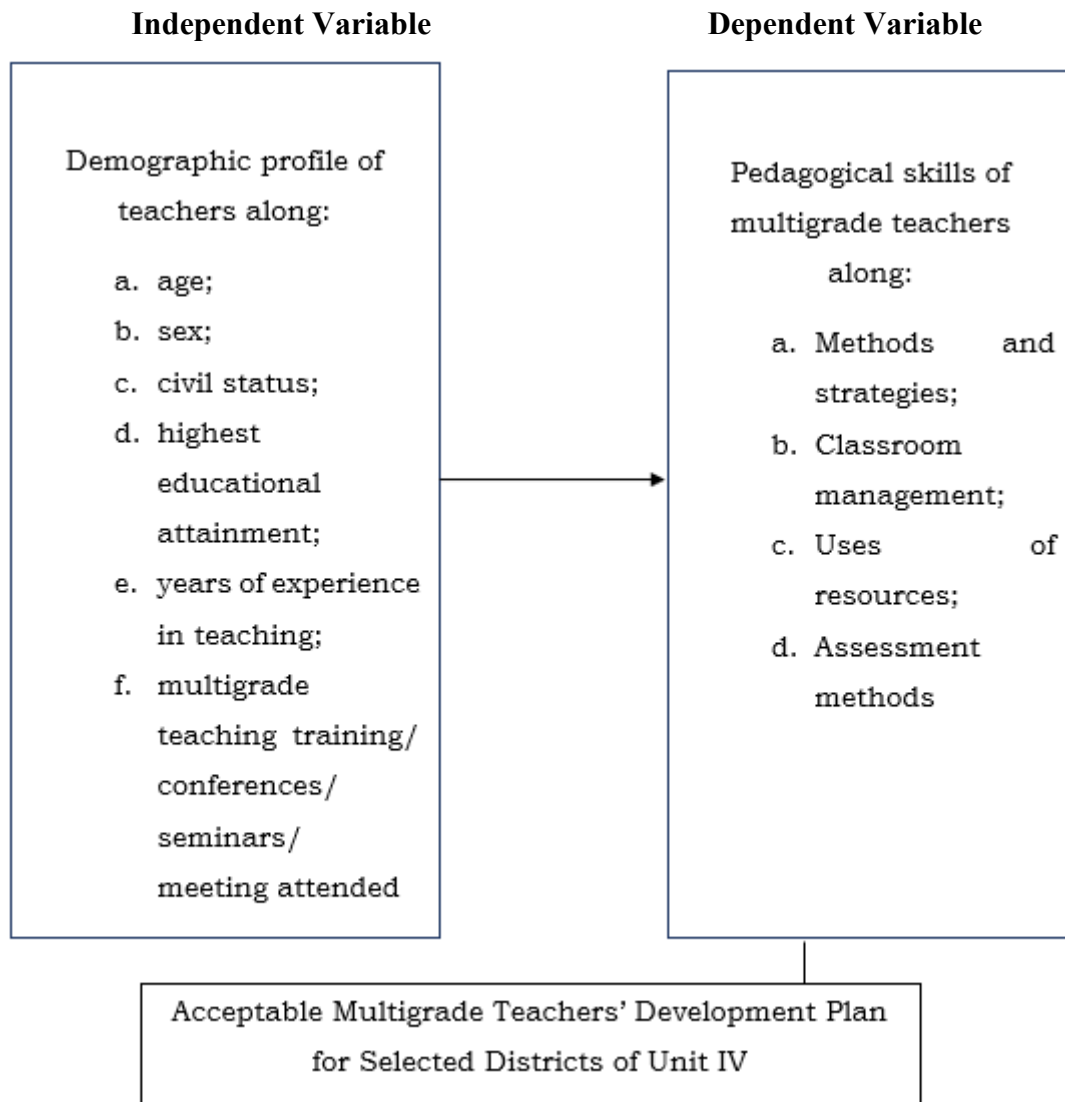
Theory of Learning by Bruner emphasized that learning is a cognitive process which involves almost three simultaneous processes: (1) acquisition, (2) transformation, and (3) evaluation. It focuses on the problem with what the pupils do with information and learning to achieve generalized insights or understanding. This goes with multi-grade teaching which is based on basic principles about how children learn and how teachers teach effectively to respond to pupils' need. The role of a teacher in a multi-grade classroom involves setting-up and managing a learning environment that will be conducive to teaching and learning. The learning environment includes the curriculum (or the plan for learning) , the children, the teachers, and school administrators, the parents, the equipment and the different learning materials involved in daily business of learning and teaching that is expected to take place within the classrooms in school. (Mathot, 2001). In this study, the Theory of Learning became its anchor since the research focused on the provision of conducive learning environment to learners. However, due to practical reasons, children of different grade levels were jam-packed into one class and the learning of these children are adversely affected.

However, Khol (1992), in his theory of Experiential Learning conceives that learning process as a four-stage cycle is both active and abstract. He sees experiential learning as a cycle of experience, reflective observation, abstract conceptualization, and active experimentation. Multigrade teaching is experimental in the sense that inter-aging or grouping children of different ages within one classroom is maximized to add to elements to classroom life and curriculum implementation that is being used to increase the chances of effective learning or enhance the quality of the classroom as a learning environment. Inter-aging or combination of children of different ages in multigrade teaching is more respectful of individual needs of learners and reflects real life situation. Combining children of different ages in one classroom is based on the basic belief that every child is unique in terms of personality, interest, pace of growth, and development (Zulueta, 2009).

Similarly, the Theory of Configuration that is based on the Gestalt Theory, stressed that the teacher is expected to ensure that the transfer of learning is attained. It further implies that what is learned in one situation can be shifted directly to another situation only when similarity (in method, content, and attitude) of the two situations is perceived by the learners. Transfer of learning can be judged according to how well the goals of the program are achieved- whether the learners learn what they are expected to learn and how well they have learned. The way that the school and a classroom is organized to achieve those goals make a major difference. Teachers do a great role in the transfer of learning depending on his resources, methods used, and strategies applied in order to achieve an outstanding result on the performance of their pupils in multi-grade teaching (Bauzon, 2009). This theory is very useful in the study in as much as teachers are indispensable in facilitating the lessons and in transferring the knowledge to the learners.

In a multigrade setting, teachers are encouraged to use differentiated learning strategies to meet the needs of learners. There are practical ways to remain relevant in the classroom by teaching to students with diverse abilities and cultural backgrounds. (Tomlinson 2001). All these foregoing theories are the bases to conduct this study which is intended to assess the pedagogical skills of multi-grade teachers in the selected districts of Unit IV, Division of Ilocos Sur.

The researcher used the modified Independent Variable-Dependent Variable Model as it is the best way to gauge the significant relationship of the variables studied. The independent variables include the profile of the teachers while the dependent variables include the pedagogical skills. The results of the correlation analysis fostered the making of a teachers' development plan for Sta. Cruz District, Suyo District and Salcedo District.



**Figure 1. The Research Paradigm**

**Statement of the Problem**

This study determined the pedagogical skills of multigrade teachers in the selected districts of Unit IV, Division of Ilocos Sur and the results served as bases in the development of teachers' development plan. Specifically, it sought answers for the following questions:

1. What is the teachers' demographic profile along the following:
  - a. age;
  - b. sex;
  - c. civil status
  - d. highest educational attainment;
  - e. years of experience in teaching; and
  - f. Multigrade teachers' attendance in training/ conferences/ seminars/ meeting?
2. What is the level of teachers' pedagogical skills along the following occupational tasks:
  - a. methods and strategies;
  - b. classroom management;

- c. uses of resources; and
- d. assessment methods?
3. Is there a significant relationship between the teacher's profile and the level of pedagogical skills along the occupational tasks they face?
4. What teachers' development plan may be developed?
5. What is the level of acceptability of the teachers' development plan?

### Hypothesis

There is no significant relationship between the teacher's profile and the level of pedagogical skills.

### Scope and Limitation of the Study

The purpose of this study was to assess the level of pedagogical skills of multigrade teachers, and the results were used as bases in the development of teachers' development plan. The respondents of the study were the 61 multigrade teachers in the selected districts of Unit IV, Division of Ilocos Sur, SY 2022-2023. The descriptive-correlation- developmental design was used and a questionnaire was used as the data gathering tool.

### Importance of the Study

This study on pedagogical skills of multigrade teachers benefits the following:

**Learners** may be given equal opportunities to learn and be taught and interact with classmates even though resources and the learning environment is not favourable and conducive. Even with adverse conditions especially with their place of learning, children are benefitted when teachers are pedagogically skilled.

**Multigrade teachers** may be provided with insights on how to teach and guide learners to learn effectively in the many different lessons with different strategies and approaches in just one learning environment. Likewise, they will be guided on how to handle the multigrade classroom and produce learning materials for their learners.

**School heads** are provided with discernments of the needed support system for teachers to improve their pedagogical skills. They gained knowledge on how to help the teachers especially in the provision of financial and technical assistance that they provide.

The **researcher** acquired knowledge to develop and create a meaningful program to improve the pedagogical skills of multigrade teachers in the different grade levels.

**Future researchers** are given baseline data on how to conduct a study on pedagogical skills of teachers. They also gained an idea on how to develop teachers' development plan.

### Definition of Terms

To understand the study better, the following significant terms are defined operationally:

Demographic profile of teachers refers to the description that provides data about someone including age, sex, highest educational attainment, number of years in service, and seminars attended.

Age pertains to the length of time which a person has existed since birth.

Sex is the state of being male and female.

Civil status pertains to the teacher's state of being single, married, and widowed.

Highest educational attainment means the optimum degree of achievement from formal schooling which the respondent has achieved.

Years of experience in teaching is the length of time rendered in the school as multigrade teacher. Multigrade teaching trainings attended refers to the number of seminar workshops, conferences and trainings received by multigrade teachers that enhanced their knowledge and skills. Pedagogical skills denote the ability of multigrade teachers to teach learners effectively with various use of resources, methods and strategies, evaluation, and classroom management. Level of teachers' pedagogical skills refers to the degree of practice of the multigrade teachers in managing the multigrade classroom categorized as extremely high, very high, high, skilled, moderate, somewhat skilled and not skilled. Methods and strategies are the teacher's ways of teaching to come up with quality instruction. These may include the teachers' technique and the art of questioning used by the teacher in presenting the lessons. Classroom management speaks of how a teacher uses and keeps the balance of the classroom in terms of students' attention span, learning and academic performance. It does not only include classroom structuring but the way the teacher disciplines the learners while they are in the process of learning. Use of resources refers to the capability of teacher to design an innovative instructional material and the usage of these instructional materials in teaching to engage learners in the teaching- learning process. Assessment/Evaluation methods pertain to the ability of a teacher to evaluate learners' performance and understanding, and these include the art of questioning, how teachers make examinations including directions. Teachers' Development Plan refers to the proposal to improve the pedagogical skills of multigrade teachers in the selected Districts of Unit IV, Division of Ilocos Sur, in terms of methods and strategies, classroom management, uses of resources and assessment/evaluation methods. Level of acceptability means the extent of appropriateness, relevance, timeliness and effectiveness of the teachers' development plan in enhancing the pedagogical skills of multigrade teachers.

## **Review of Literature**

The following are important readings that make this study meaningful and relevant.

### **Profile of Teachers in the Multigrade**

Romo (2021) averred that majority of the multigrade teachers of Ilocos Sur are handling Grades 1 & 2 classes; 21-25 years of age, married, females, bachelor's degree holder; with 6-10 years of experience, belong to Salary Grade Scale of 11, and have attended training in the district, division, regional, and national level. The respondents believed that the level of assessment of the multigrade classes is very satisfactory; there is no significant relationship between the profile of the respondents and the level of assessment on multigrade classes; there are no significant differences on the three sets of respondents. Also, participants responded that there is too much work for teachers in multi-grade classrooms.

In relation to trainings and seminars of multigrade teachers, Uganda does not have a single higher education institution training teachers in multigrade pedagogy and Zambia has only one located at Serenje village in rural Zambia. Yet the research found that in both countries many teachers teach multigrade classes despite never having been trained in multigrade pedagogy (Kivunja, 2014).

The lack of multigrade training and seminars may affect teachers' performance in the multigrade teaching. Their multifaceted job requires a deeper understanding on how to handle multigrade class using differentiated learning strategies. This is a must that they need to train properly to teach effectively.

### **Level of Teachers' Pedagogical Skills**

Multigrade teaching is a complex task that requires a unique set of pedagogical skills. Multigrade teachers

are responsible for managing classrooms with students of different ages and levels of academic achievement. To ensure the effectiveness of multigrade teaching, it is essential for multigrade teachers to possess a wide range of pedagogical skills.

In their article, "Pedagogical Competence of Multigrade Teachers," Atabayeva and Taskarina (2018) argue that pedagogical competence is crucial for successful multigrade teaching. They suggest that multigrade teachers must have a deep understanding of the different learning styles and academic abilities of their students. Additionally, they must have the ability to differentiate instruction to meet the diverse needs of their students. Atabayeva and Taskarina conclude that the pedagogical competence of multigrade teachers is critical for the success of multigrade education.

In the study of Al-Owaisi and Al-Ajmi (2019), "Multigrade Teaching: Challenges and Pedagogical Approaches," identified five key pedagogical skills that are essential for multigrade teachers. These include the ability to foster a positive learning environment, the ability to differentiate instruction, the ability to manage behavior effectively, the ability to provide individualized support to students, and the ability to use technology to enhance learning. They concluded that multigrade teachers must have a high level of flexibility and creativity to adapt to the unique challenges of multigrade teaching.

In "Pedagogical Strategies for Multigrade Classrooms," McGill (2016) suggested that multigrade teachers must have a range of pedagogical strategies to address the diverse needs of their students. These include using cooperative learning activities, offering individualized support, working in small groups, and utilizing technology. McGill argues that these strategies can help multigrade teachers to effectively differentiate instruction and provide a rounded educational experience for all students.

Moreover, "Pedagogical Competence of Multigrade Teachers: A Review of Literature," Musa and Tukur (2019) identified four key pedagogical competencies that are essential for effective multigrade teaching. These included subject matter knowledge, teaching strategies, management of students and resources, and communication skills. They concluded that multigrade teachers must have a comprehensive skill set to address the unique needs of their students.

Singularly, multigrade teachers require a wide range of pedagogical skills to effectively teach a diverse group of students. These skills include the ability to differentiate instruction, manage behavior, provide individualized support, utilize technology, and foster a positive learning environment. Without these skills, multigrade education may not be successful.

The study of Buaraphan K. et.al (2018), explored current policy and practice concerning multigrade teaching (MGT) and proposed policy options for improving the quality of MGT in Thailand. It is revealed that there was no national policy on MGT in Thailand. MGT existed only as one strategy to improve the education quality of small schools. There was some MGT training for in-service teachers, but no MGT course for pre-service teachers. The teachers, school administrators, school boards, parents, and students had a good understanding and awareness of MGT in promoting quality education for students in small schools. They gradually developed positive attitudes toward MGT from their appreciation of the increased quality of school and student learning achievement.

Teachers still need more ability both knowledge and skills to teach multi-grade. It is found out that most teachers practiced training about teaching multi-grade 1 to 3 times and at the same time the number of teachers who teach more than two grades is also high. This situation increase teachers challenges in the classroom. The situation of multi-grade teaching in Lao PDR still faces many challenges such as the condition of the classroom, the opportunities for participation in the training and the teachers' school administration skills, especially in remote and/or separate schools. (Thephavongsa, 2018),

To improve the quality of multi-grade teaching, reform or rebuilding the education in the rural areas is needed. Such a lesson has been learned from the Chinese. The project of digitalization makes it possible to have access to quality digital education resources (UNESCO, 2014). It shows that the multi-grade teaching in China is one lesson learned that could be a good example for improving the quality education in the rural areas.

A good deal of well-publicized research has promoted the idea that teachers and schools contribute little to student-achievement; that the family life, peer groups, and social class are the most important variables; and that all other variables are secondary or irrelevant (Ornstein, 2005). Although the effects that the teachers have cannot be precisely defined or measured, research over the last 15 years does indicate that teachers and schools do make a difference.

The teacher's effectiveness research exemplified by the works of Jere Brophy (1996), Donald Medley (1989), Ned Ianders (1991), Thomas Good (1995), and Herb Wallberg (1989) as cited by Ornstein, (2005) has shown mainly through correlational studies that teachers' behaviors and teaching methods consistently relate to student achievement.

### **Teachers Development Plan**

Multigrade teaching has been a well-known practice in the Philippine context primarily because of the challenges posed by the vast geographic and demographic variety of the country. Teachers in multigrade settings are faced with the pressure of handling different grade levels and subject areas, from preparing appropriate instructional materials to delivering effective lessons that cater to the diverse learning needs of their students. To address this, there is a need to implement a comprehensive teacher development plan that focuses on enhancing teacher competencies and improving their overall pedagogical skills.

One of the significant sources of guidance for teachers in multigrade settings comes from the Department of Education's (DepEd) policy on multigrade teaching. The policy highlights the importance of teachers' continuous professional development (CPD) as a crucial strategy to ensure academic excellence among multigrade learners. In line with this, the DepEd pushes for the creation of region-specific training modules and teaching resources that are tailor-fit to the varying needs of multigrade teachers across different regions in the country (DepEd, 2010).

Aside from the DepEd, various researchers have conducted studies on the best practices and strategies that could enhance teacher competencies in multigrade settings. Dela Cruz (2017) emphasized the need for the teacher's mastery of the subject matter and the use of appropriate pedagogical approaches to better facilitate learning among multigrade students. In line with this, the research recommends the establishment of an extensive teacher mentoring program that could provide a more personalized approach to teacher development.

Similarly, Liao and Chen (2015) found that the use of technology, particularly online teacher education programs, could significantly improve the efficiency and effectiveness of multigrade education. In their study, Liao and Chen noted that online teacher education programs that combine both theoretical and practical knowledge could help bridge the gap between students' learning needs and the teacher's pedagogical knowledge.

Moreover, Siao tong *et al.* (2013) placed emphasis on the role of teacher collaboration and communication as a key component of multigrade teacher professional development. The study found that teacher networks, particularly among those who gathered experiences in different multigrade settings, could provide a more dynamic and robust support system for teachers facing similar challenges in their respective classrooms.



The importance of implementing a comprehensive teacher development plan that caters to the specific needs of multigrade teachers in the Philippine context. The studies revealed that a combination of multiple strategies, including mentorship programs, online teacher training modules, and teacher networks, could significantly enhance teacher competencies and improve the overall quality of education among multigrade learners.

SEAMEO INNOTECH also created Multigrade LAC Resource Materials for Teachers. The Multigrade LAC Resource Materials for Multigrade Teachers that provide many opportunities for multigrade teachers to become effective classroom teachers. The different session guides were designed to address several issues on the implementation of K to 12 Curriculum in multigrade schools, specifically, on instructional planning, instructional delivery such as on the use of ICT tools and monitoring and evaluation of school performance.

### **Level of Acceptability**

To ensure the validity of the study, the use of multi-method strategies to collect data and interpret is vitally important. Acceptability is similar to the appropriateness, meaningfulness, correctness and usefulness of the pedagogical skills of multigrade teachers in teaching their lessons with the learners. One way to determine the acceptability of the developed teacher's development plan is to gauge whether the developed plan is very highly acceptable or it is not acceptable at all according to the perceptions of outside evaluators and even the school administrators themselves.

With all this in mind, multigrade teachers will find that this development plan has an invaluable contribution to make in the educational practice. It also helps develop inclusivity, creativity, problem-solving skills, and critical thinking among them even the most reluctant learners, thus strengthening the prospects of successful student outcomes.

From the different studies and articles presented, the researcher is keen to find out the level of pedagogical skills of multigrade teachers of Santa Cruz District.

## **Chapter II**

### **METHODOLOGY**

This chapter presents the research design, data gathering procedures, population and locale of the study, research instrument, treatment of data analysis and categorization of data.

#### **Research Design**

This study used the descriptive developmental research design to find out the level of pedagogical skills of multigrade teachers during the school year 2022-2023.

The descriptive method, according to Calmorin (2003) focuses on the present condition, the purpose of which is to find new truth. Descriptive research is also valuable in providing facts on which scientific judgements may be based. The descriptive method often involved extensive observation and note-taking, as well as in-depth narrative. Because it does not lend itself to in-depth analysis or hypothesis testing, some researchers regard the descriptive method as unscientific. However, a descriptive research design can serve as a first step that identifies important factors, laying a foundation for more-rigorous research (Reid, 2014).

The descriptive nature of the research lies on the present status of multigrade teachers of Santa Cruz District. Furthermore, the analysis and interpretation of data is the primary focused of this method. Likewise, correlational analysis was done in this study where the profile of the respondents is correlated with the level of pedagogical skills of the multigrade teachers.

On the other hand, developmental method aims to describe the body of research literature that pertains directly to instructional development, which means an output will be developed after conducting research. It is a systematic study of designing, developing, and evaluating instructional programs, processes, and products that must meet criteria of internal consistency and effectiveness. In this study, the developmental research was based on the constraints that were gauged. Accordingly, the results especially the low or poor results served as benchmark in the preparation of teachers' development plan in the selected districts of Unit IV, Division of Ilocos Sur.

### Population and Locale of the Study

The respondents of the study were 61 multigrade teachers in the different districts of Unit IV, Division of Ilocos Sur. There were 28 respondents who belong to Salcedo District. This was followed by 17 respondents who are from Suyo District. The least were 16 respondents from Santa Cruz District. Moreover, there were five school administrators from Sta. Cruz and Salcedo District who served as evaluators in the teachers' development plan.

### Research Instrument

This study used a teacher-made questionnaire as the main data gathering tool. The said questionnaire was presented to the two master teachers and coordinator of multigrade teachers of Santa Cruz District, for content validation. The said questionnaire was the tool in gathering the needed data of the research.

From the gathered data, analysis was done from which the level of pedagogical skills of multigrade teachers were evaluated. It was from the point that the proposed teachers' development plan was developed.

### Treatment of Data

In this study, the following statistical tools were used to describe the data descriptively and statistically. For sub-problem number 1, frequency count was applied to determine the demographic profile of the teachers.

For sub-problem 2, 4 and 6, weighted mean was used to determine the pedagogical skills of teachers in the multigrade level and to find out the level of acceptability of the teachers' development plan for multigrade educators of Sta. Cruz, Suyo and Salcedo District of Division of Ilocos Sur.

For sub-problem 3, t-correlated sample was used such as statistical tool pack to identify whether there is significant difference that exists between the independent variable and dependent variable. Arbitrary scale was used for sub-problem number 5.

### Categorization of Data

For clarification purposes, the researcher used the following categorization:

A. To determine the level of pedagogical skills of multigrade teachers, below scale was utilized to interpret the data.

Numerical value	Statistical Range	Descriptive Equivalent
7	6.16-7.00	Perfectly Skilled (PS)
6	5.30-6.15	Very Highly Skilled (VHS)
5	4.44-5.29	Highly Skilled (HS)
4	3.58-4.43	Skilled (S)
3	2.72-3.57	Moderately Skilled (MoS)
2	1.86-2.71	Somewhat Skilled (SS)
1	1.00-1.85	Not Skilled (NS)

To determine the acceptability of the Teachers' Development Plan, below scale was used.

Scale	Arbitrary Range	Descriptive Equivalent Rating
5	4.21-5.00	Very Highly Acceptable
4	3.41-4.20	Highly Acceptable
3	2.61-3.40	Moderately Acceptable
2	1.81-2.60	Slightly Acceptable
1	1.00-1.80	Not Acceptable

### Chapter III

#### RESULTS AND DISCUSSION

This chapter presents the results of the study which focused on the pedagogical skills of multigrade teachers in the different districts of Unit IV, Division of Ilocos Sur, as a basis for a Teachers' Development Plan.

#### Profile of Respondents

Table 1 shows the profile of the respondents as to age, sex, civil status, highest educational attainment, years of experience in teaching and related seminars/ trainings attended. There were 61 respondents who are teaching in the multigrade level in the different districts of Unit IV.

**Table 1. Profile of the respondents**

PROFILE	f	%
<b>A. Age</b>		
21-25	3	4.92
26-30	16	26.23
31-35	13	21.31
36-40	8	13.11
41-45	7	11.48
46-50	8	13.11
51-55	1	1.64
56-60	4	6.56
61-65	1	1.64
<b>Total</b>	<b>61</b>	<b>100.00</b>
<b>B. Sex</b>		
Male	5	8.20
Female	56	91.80
<b>Total</b>	<b>61</b>	<b>100.00</b>
<b>C. Civil Status</b>		
Single	15	24.59
Married	43	70.49
Separated	0	0.00
Widowed	3	4.92
Annulled	0	0.00
<b>Total</b>	<b>61</b>	<b>100.00</b>
<b>D. Highest Educational Attainment</b>		

Bachelor Degree	14	22.95
AB/BS with Masteral units	35	57.38
Masteral degree (MA/MS)	8	13.11
Masteral degree with Ph. D./Ed. D. units	3	4.92
Doctoral degree (PH. D/Ed. D.)	1	1.64
<b>Total</b>	<b>61</b>	<b>100.00</b>
<b>D. Years of Experience in Teaching</b>		
0-4	25	40.98
5-9	15	24.59
10-14	7	11.48
15-19	5	8.20
20-24	3	4.92
25-29	2	3.28
30-34	2	3.28
35-39	2	3.28
<b>Total</b>	<b>61</b>	<b>100.00</b>
<b>E. Attendance in seminar/trainings</b>		
Monthly	4	6.56
Every Quarter	17	27.87
Twice a Year	14	22.95
Once a Year	20	32.79
Not at all	6	9.84
<b>Total</b>	<b>61</b>	<b>100.00</b>

In terms of the age of the respondents, there were 3 (4.9%) who belong to the 21-25 age group. This was followed by 26-30 years of age with 17 (27.9 %) respondents. There were also 13 (21.3%) respondents who belong to the 31-35 age group. Meanwhile, there were 8(13.1%) of the multigrade teachers who are 36-40 years old. In the 41-45 and 46-50 age group, there were 7(11.5%) respondents. There were also 4(6.6%) respondents who belong to 56-60 age group. The least were the age groups of 51-55 and 61-65 with only one respondent or 1.6%. There were 56 females (91.8%) and 5 males (8.2%).

With regards to the civil status of the respondents, there were 15 (24.6%) respondents who are single. There were 43 (70.5%) respondents who are married and 3 (4.9%) who are widow/widower. Within the group, there was 1(1.6%) who had doctorate degree and 3 or 4.9% who have units. There were 8 or 13.1% who are master’s degree holder and 36 or 59% who have units. And 14 of the respondents have bachelor’s degree.

The teachers in the multigrade level, 26 (42.6%) of the respondents have 0-4 teaching experience. This was followed by 5-9 years of teaching experience with a total of 15 (24.6%) of the population. There were 7(11.5%) who are in 10-14 years of teaching experience, 3(4.9%) who were in 20-24 years, 6 (9.9%) respondents who are in 25 years and above years in service.

Among the 61 respondents, 19 (31.1%) of them have attended seminars and trainings related to multigrade teaching, once a year. While 17 (27.9%) of the respondents have their trainings quarterly. There were 14 (23%) who attended twice a year. The finding implies that teachers need to participate in seminar

workshops and trainings to have continuous professional education and so that they could learn the current trends and approaches in facilitating learning inside and outside the classroom.

Pursuant to the provisions of Article II of Republic Act No. 7836 as amended, the Board for Professional Teachers adopts and promulgates the Code of Ethics for Professional Teachers. Article IV Section 3 of this code stresses “Every teacher shall participate in the continuing professional education (CPE) program of the Professional Regulation Commission (PRC), and shall pursue such other studies as will improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtues and productivity in order to be nationally and internationally competitive.” This emphasizes that teachers should pursue graduate and post graduate studies, attend professional seminars, conferences, symposia and the like as these will improve teachers’ efficiency, enhance the prestige of the profession and build these teachers as competent, virtuous, and productive professionals whose services can be globally competitive (Mayangao, 2016).

**Level of Pedagogical Skills of Multigrade Teachers along Methods and Strategies**

Table 2 reflects the level of pedagogical skills of multigrade teachers along methods and strategies.

As reflected, the level of pedagogical skills of the multigrade teacher respondents was very high evidenced by 5.47 sub-mean. The highest indicator was “I carefully plan my teaching strategies for each grade level and subject area” with 6.16 mean value categorized as perfectly skilled while the lowest indicator was “I use various strategies to enhance my learners’ higher order thinking skills (HOTS)

Table 2. Level of pedagogical skills of multigrade teachers along methods and strategies

Legend:

Indicators	Mean	DER
1. I foster collaborative learning such as online-collaborative learning, jigsaw method, think-pair-share-integrated process approach and peer teaching.	5.23	HS
2. I integrate my lessons and make connections of other learnings across the curricula.	5.75	VHS
3. I practice inquiry-based approach such as simulation, demonstration, experiment, field study and project work.	5.15	HS
4. I carefully plan my teaching strategies for each grade level and subject area.	6.16	PS
5. I let my learners experience different way to learn outside the classroom.	4.93	HS
6. I use various strategies to enhance my learners’ higher order thinking skills (HOTS).	4.51	HS
7. I vary my teaching strategies for every subject.	5.95	VHS
8. When I teach the first group, I already have something to teach for the second group of learners.	6.07	VHS
<b>Sub-mean</b>	<b>5.47</b>	<b>VHS</b>

*PS - Perfectly Skilled*

*VHS – Very Highly Skilled*

*HS - Highly Skilled*

with 4.51 mean rating described as highly skilled.

The findings imply that the pedagogical skill of the multigrade teachers along methods and strategies was

impressive and noteworthy as these skills are quite needed in a situation where teachers handle two or three classes at a time. Delving deeper, the multigrade teachers used various teaching methods for every subject so as to get rid from monotonous discussions or presentations as they integrate their lessons and make connections of other learning across the curricula. This further imply that teaching their learners in English, the teacher may integrate lessons about Mathematics through the examples she will be using hence the teacher hits numerical skill and grammatical skill at the same time.

The finding corroborates the study of Atabayena and Taskarina (2018) stating that multigrade teachers must have a deep understanding of the different learning styles and academic abilities of their students and they must have the ability to differentiate instruction to meet the diverse needs of their students.

**Level of Pedagogical Skills of Multigrade Teachers along Classroom Management**

Table 3 depicts the level of pedagogical skills of the teachers along classroom management.

It is revealed that the pedagogical skills of the multigrade teachers along classroom management was very high evidenced by 5.69 sub-mean rating. The highest indicator was “I establish set of rules and regulations to regulate behaviour” with 6.21 mean value classified as perfectly skilled while the lowest was “I am able to create a positive

**Table 3. Level of pedagogical skills of multigrade teachers along classroom management**

Indicators	Mean	DER
1. I am able to use classroom attention strategies.	5.64	VHS
2. I am able to create a positive learning environment.	5.43	VHS
3. I am able to handle student’s disruptive behaviors in an appropriate manner.	5.48	VHS
4. I organize physical environment, equipment for conducive learning.	5.75	VHS
5. I involve children for classroom management.	5.80	VHS
6. The learners are free from inside distractions.	5.59	VHS
7. I minimize “waiting time”.	5.69	VHS
8. I practice classroom routine activities like checking attendance and passing books/papers	6.08	VHS
9. I establish set of rules and regulations to regulate behavior.	6.21	PS
10. The attention span of the learners is long	5.21	HS
<b>Sub-mean</b>	<b>5.69</b>	<b>VHS</b>

Legend:

PS - Perfectly Skilled

VHS – Very Highly Skilled

HS - Highly Skilled

learning environment” with 5.43 mean rating. These findings indicate that the multigrade teachers are adept in using classroom management skills so much so that they minimize waiting time, practice classroom routine activities like checking attendance and passing books/papers, establish set of rules and regulations to regulate behaviors and keeping the motivation alive among learners. Likewise, they organize physical environment, equipment for conducive learning making their classroom, albeit, contain-

ning mixed students, conducive to learning and child-friendly too.

The Multigrade Teacher’s Handbook (2004) stipulates that multigrade teacher knows how to teach effectively in different subject areas at different grade levels to keep the learners’ motivation alive and the teacher is expected to have an array of skills and talents especially in catering the individual differences which exist among the learners and foster a positive learning environment.

**Level of Pedagogical Skills of Multigrade Teachers along Uses of Resources**

Table 4 shows the level of pedagogical skills of the respondents along uses of resources.

Table 4. Level of pedagogical skills of multigrade teachers along uses of resources

Legend:

PS -

Indicators	Mean	DER
1. I am able to develop differentiated instructional materials.	5.69	VH
2. I use ICT as learning tool in my instruction.	4.31	S
3. I use various instructional materials for my lessons.	5.85	VH
4. I am able to develop teaching aids.	4.98	H
<b>Sub-mean</b>	<b>5.21</b>	<b>H</b>

*Perfectly Skilled*

*VHS – Very Highly Skilled*

*HS - Highly Skilled*

It is reflected that the pedagogical skills of the respondents along uses of resources were indicated by 5.21 sub-mean categorized as high. The highest indicator “I use various instructional materials for my lessons” garnered 5.85 classified as very high while the lowest indicator was “I use ICT as learning tool in my instruction” with 4.31 mean value described as skilled. These findings suggest that the multigrade teachers are quite skilful in using the resources available in the school such as the ICT learning tools and the visual aids and other learning aids and learning materials cut across the different learning areas. The development of differentiated learning materials and other instructional materials is a great skill one multigrade teacher should possess.

According to Garo (2008) as cited by Lorenzana (2014), instructional materials are selected and used properly, they can do the following: 1) Arouse and sustain the interest and attention of students; 2) Concretize concepts and ideas to promote meaningful learning; 3) Make learning permanent by providing rich experiences; 4) Provide self-activities for independent learning; 5) Increase one’s vocabulary by eliminating verbalism; 6) Promote continuity of thought; 7) Increase the quality of learning while decreasing the time spent; 8) Check student’s preparedness and 9) Make learning more interactive.

Jama-aril (2022) disclosed that the key feature of effective teaching is the selection of instructional materials that meet the needs of learners which are considered to be the center of instruction and learning. It is the role of the teacher to help learners learn through adapting, supplementing, and elaborating instructional materials that contain meaningful discussions and context-based illustrations and examples, then monitor the progress and needs of the students and finally evaluate their outputs. The use of varied instructional materials or teaching methodologies, strategies and approaches by teachers neither improves the teaching learning process nor guarantee the attainment of a desired learning outcome.

**Pedagogical Skills along Assessment**

The pedagogical skills of the respondents along assessment are seen on Table 5.

**Table 5. Level of pedagogical skills along assessment**

Indicators	Mean	DER
1. I give regular formative and summative assessment.	6.05	VHS
2. I developed gamified assessment in connection with the objectives of the lesson.	4.41	S
3. I evaluate learners’ performance using ICT.	5.34	VHS
4. I use differentiated assessment according to capability of my learners	5.62	VHS
<b>Sub-Mean</b>	<b>5.27</b>	<b>HS</b>

Legend:

*PS - Perfectly Skilled*

*VHS – Very Highly Skilled*

*HS - Highly Skilled*

It is gleaned on the table that the pedagogical skills of the multigrade teachers was high indicated by 5.27 sub-mean value. The highest indicator was “I give regular formative and summative assessment” with 6.05 mean value described as very high while the lowest indicator was “I developed gamified assessment in connection with the objectives of the lesson with 4.41 mean value described as skilled. They likewise evaluate the learner’s performance using ICT. Having all these assessment skills, the multigrade teachers are seen to be good assessors of learner’s performances.

The present study assimilates and affirms that of Romo (2021) stating that teacher evaluation is indispensable to the success of the learners because it provides a way for teachers to be held accountable for their instruction. Through assessment, they help determine the areas in which teachers need improvement and can help guide professional development opportunities.

**Summary on the Level of Pedagogical Skills**

The summary of the pedagogical skills of the multigrade teacher respondents is displayed on Table 6.

**Table 6. Summary on the Level of pedagogical skills**

Indicators	Mean	DER
1. Methods and strategies	5.47	VHS
2. Classroom Management	5.69	VHS
3. Uses of resources	5.21	HS
4. Assessment/evaluation	5.27	HS
<b>Grand Mean</b>	<b>5.41</b>	<b>VHS</b>

Legend:

*PS - Perfectly Skilled*

*VHS – Very Highly Skilled*

*HS - Highly Skilled*

It is shown on the table that the level of pedagogical skills of the respondents was very high evidenced by 5.41 grand mean. The highest skill of these respondents was on classroom management with 5.69 mean



rating described as very highly skilled whereas the lowest pedagogical skill was the use of resources with 5.21 mean rating categorized as highly skilled. The findings imply that in this kind of trying times of pandemic, earthquakes, floods and landslides including typhoons and intermittent heavy rains, the multigrade teachers are likewise multiskilled teachers possessing the different mentioned skills.

As what Sebastian (2020) and Salandanan (2015) mentioned that the teacher is the critical “thread that ties” the learner to the lifelong search for knowledge. The teacher lays the groundwork by initially establishing a conducive learning environment, selects the appropriate subject matter, and matches it with a well-designed plan in order to achieve a desired goal. She possesses the essential teaching skills and is infused with a deep commitment to invest timeless effort in fostering a continued sharpening and maturing of children’s minds. How she will perform depends to a large extent on who she is, what she can do to the best of her ability and how she can tactfully smother children with genuine love and care.

### Relationship between the Profile and the Pedagogical Skills of the Multigrade Teachers

The significant relationship between the profile and the level of pedagogical skills of the multigrade teacher respondents is revealed on Table 7.

Table 7. Relationship between the profile of the respondents and their level of pedagogical skills

Profile		strategi es	Classroom Manageme nt	Use of Resourc es	Assessment/evaluati on	Pedagogic al skills	Decisi on	Interpretati on
Age	r- vale	-.158	-.115	-.040	-.071	-.116	Reject Ho	NS
	p- valu e	.224	.378	.761	.587	.373	Reject Ho	NS
Sex	r- vale	-.069	-.174	-.227	-.170	-.194	Reject Ho	NS
	p- valu e	.598	.181	.078	.190	.134	Reject Ho	NS
Civil status	r- vale	.171	.139	.038	.059	.124	Reject Ho	NS
	p- valu e	.186	.287	.769	.651	.341	Reject Ho	NS
Highest Education al Attainme nt	r- vale	.115	.207	.147	.144	.188	Reject Ho	NS
	p- valu e	.376	.109	.257	.267	.147	Reject Ho	NS
Years of experien ce	r- vale	-.087	-.065	.113	.050	.001	Reject Ho	NS
	p- valu e	.505	.619	.387	.699	.995	Reject Ho	NS
Attendanc e in conferenc e	r- vale	.018	.222	-.195	-.198	-.034	Reject Ho	NS
	p- valu e	.887	.086	.132	.127	.793	Reject Ho	NS

The table reveals that all the profile variables such as age, sex, civil status, highest educational attainment, years of experience and attendance in seminars and conference were all not significantly correlated with the level of pedagogical skills with r-values of .116, .194, .124, .188 and .001, respectively. These findings imply that the null hypothesis “There is no significant relationship between the profile of the respondents and the level of pedagogical skills of multigrade teachers” was rejected and the alternative accepted. It further implies that there are other variables that are to be considered that may affect the level of pedagogical skills of which future researchers may find out.

Multigrade teaching is considered a complex and many-sided task. The teacher’s major task is to guide learning, but also has other responsibilities. Among these are sharing responsibility in counseling and guidance, sponsoring extra class activities, working with parents and the community, and observing professional responsibilities (Bilbao, et.al., 2008). Attending to the needs of the different classes simultaneously being handled is one tedious and challenging task of a multigrade teacher. Keeping alert, innovative and ingenious mind and an active body coupled with kindness, patience, determination and love to other fellowmen are imperative to become effective and successful.

Considering the results of the researcher, she developed a teacher’s development plan that could serve as reference for multigrade and regular teachers in the future so that they could enhance personally their pedagogical skills.

## **TEACHER’S DEVELOPMENT PLAN TO ENHANCE THE PEDAGOGICAL SKILLS**

### **Rationale**

Being an educator in the 21<sup>st</sup> century demands more than just teaching, reading and arithmetic. Today’s educator is required to be able to accommodate the needs of students by having a strong foundation and thorough grasp of the teaching-learning theories and principles. It is a must that teachers need to improve their competencies and to update themselves on current trends, techniques, and approaches in the teaching profession (Lardizabal et.al., 2005). The teachers handling different classes at a time who are called multigrade teachers are not exempted in these endeavors and are obliged to improve themselves.

Multigrade teachers are not superheroes and they do not have the powers to turn the learners to achieve the target competencies overnight and since they need pedagogical skills inside and outside the classroom, they need to be acquainted with new approaches and methods to deal with various situations that they encounter towards multi teaching. The school administration and the government have important roles in the continuous progression of teachers as they offer opportunities for them to grow professionally through scholarship schemes, conducting seminars and training workshops and even scholarship programs inside and outside the country.

As observed, the key factor in any teaching-learning situation is the teacher. Attempts to answer the question “What makes a good teacher?” have been made, but a common criterion has not been established. However, some degree of agreement on the essential traits and abilities generally relate to quality teaching has been reached (Ornstein, 2005). These essential traits and abilities maybe grouped into two categories: 1) professional qualities and 2) personal qualities. The professional qualities include the mastery of the subject, understanding of the learner, understanding of teaching principles, skill in the use of techniques for their implementation, general understanding of other branches of knowledge, and understanding and appreciation of the teaching profession. Personal qualities, although difficult to isolate from professional qualities relate to the teacher’s personality, interests, attitudes, beliefs and working relationships with learners and other individuals.

This plan has the target to give remedial measures to the weak findings of the study in order to clothe the multigrade teachers with remedial measures and other schemes that they necessarily possess especially when they are already in the teaching field facing varied difficulties and adverse situations.

### **Objectives**

The main focus of this development plan for teachers is to provide insights to school administrators and the multigrade teachers themselves on the parameters and pathways to develop one's competencies and pedagogical skills in multigrade teaching. Specifically, this teacher's development plan aims to give simple insights to the multigrade teachers different strategies on how to deal with specific conditions but the strategies are delimited only based from the findings of the study.

### **People Involved**

The concerned people in this educational venture of upgrading the multigrade teachers are the school heads, master teachers, the Local Government Unit, resource speakers and the multigrade teachers.

### **Strategies**

Strategies are methodologies and approaches that are utilized to achieve changes for the betterment. As to the enhancement of multigrade teachers who are held the role models of youth, the change should spring from the heart. As it begins from the heart, it goes through the mind, through speech and through actions. The intensity of emphasis of the need of acquiring varied strategies are actually relative and shall vary from circumstance to circumstance and from time to time.

The researcher has gauged where teachers fell short in the multigrade teaching in the different districts of the Schools Division of Ilocos Sur and she humbly offers the following strategies that can be adapted to address specific situations.

1. Provision of opportunities for the multigrade teachers to pursue their graduate and post graduate studies is significant as they need to be retooled to the new teaching trends not just confined with the rustic conventional way of teaching;
2. Linkages with the different possible benefactors to school improvement like the local government unit and other national agencies like the Department of Science and Technology, and other private agencies that could provide technical assistance as well as improvement of physical facilities.
3. Multigrade teachers should be active members of the community and other organized clubs that promote the provision of quality instruction to the youth especially to the underprivileged in the rural areas.
4. Organization and maintenance of the Parents Teachers Association that would cater a smooth relationship and cooperation between and among parents and teachers for the sake of giving quality education to the learners.

### **Time Frame**

Throughout the school year

### **Source of Funds**

The discretion of the school head and the multigrade teachers to use their MOOE or use outsourced funds is quite imperative and case to case basis as the remedial measures cited do not necessarily mean an amount to conduct them. Pro bono services may be given instead.

### **Success Indicators**

Evaluating multigrade teaching is not a task which is done so easily especially when it concerns to giving quality education to depressed and deprived children of the country. When teachers demonstrate a positive change inside and towards associating with others especially to the stakeholders of the school, success

sprouts on it.

When teachers made their way to professionalizing themselves continuously through attending seminar workshops relative to multigrade teaching and their personal endeavors to finish the graduate and post graduate education is relatively a nice manifestation of success in multigrade teaching. When stakeholders help in the improvement of dilapidated rooms or in the provision of makeshifts for the multigrade learners is likewise a manifestation of synergy and collaboration initiated by the multigrade teacher.

Prepared by:

**KATHLEEN DAMPULAY**

**TEACHERS’ DEVELOPMENT PLAN TO IMPROVE THE PEDAGOGICAL SKILLS OF MULTIGRADE TEACHERS**

Areas of Concern	Present Status	Strategies/ Activities	Persons Involved	Budgetary Requirements	Time Frame	Success Indicators
Pedagogical skills on methods and strategies	The practice of inquiry-based approach such as simulation, demonstration, experiment, field study and project work is high  Using various strategies to enhance learner’s higher order thinking skills (HOTS)	Sending multigrade teachers to national and international seminars on approaches and strategies in teaching like that of SEAMEO INNOTECH, etc.  Pursuing graduate and post graduate education towards one’s specialization for professionalism and expertise  Participation of Exchange Faculty Program of the department	DepEd officials, multigrade teacher	Cost differs according to the series of seminars	As the needs arises	Skillful multigrade teacher on methods and strategies

		with foreign countries  Conducting local seminar workshops or reecho of the use of higher order thinking skills				
Pedagogical skills on classroom management	Creating a positive learning environment  Able to handle student's disruptive behavior	Structuring the classroom well to make it pleasant and conducive to learning  Establishing class organization to help teacher keep peace and order inside the classroom  Employment of motivation like giving of rewards or incentives to learners	DepEd officials, multigrade teacher, classroom officials	No fund to be used	As the need arises	Well managed classroom and conducive learning environment
Pedagogical skills on Uses of Resources	Use ICT as learning tool in my instruction	Enrollment to short term ICT courses  Undergoing series of trainings and workshops on	DepEd officials, teacher	Fund depends on the length of the course to enrol		ICT skilled multigrade teacher  Developed differentiated IMs through ICT apps

		<p>ICT and ICT application</p> <p>Joining trainings on the preparation of differentiated instructional materials or teaching aids using ICT</p> <p>Use of ICT-based instruction in the multigrade classroom</p>				
Pedagogical Skills on Uses of Resources	Developing gamified assessment in connection with the objectives of the lesson	<p>Attending seminar - workshops and trainings to improve assessment skills</p> <p>Introduction of new digitized games and puzzles relative to topics as a form of assessment</p>	DepEd officials, teachers	Funds may vary		Gamified assessments are developed and utilized.

**Level of Acceptability of the Teacher’s Development Plan**

Table 8 divulges the level of acceptability of the Teacher’s Development Plan (TDP).

Table 8 depicts the acceptability of the TDP to improve the pedagogical skills of the multigrade teachers in Unit IV, Schools Division of Ilocos Sur.

**Table 6. Level of acceptability of the TDP**

Indicators	Mean	DER
I. Face Validity	<b>4.22</b>	<b>VHA</b>
II. Content		
a. Functionality	4.40	VHA
b. Acceptability	4.36	VHA
c. Appropriateness	4.30	VHA
d. Timeliness	4.24	VHA
e. Implementability	4.25	VHA
f. Sustainability	4.54	VHA
<b>Average Mean</b>	<b>4.35</b>	<b>VHA</b>
<b>Overall Mean</b>	<b>4.28</b>	<b>VHA</b>

Legend: DER – Descriptive Equivalent Rating  
VHA– Very Highly Acceptable

As reflected on the table, the prepared action plan to improve the pedagogical skills of the multigrade teachers of Unit IV, Schools Division of Ilocos Sur got an overall mean of 4.28 described as Very Highly Acceptable according to the pool of experienced public school administrators. It has a face validity of 4.22 mean value ascribed as Very Highly Acceptable while the content validity of the same was 4.35 mean value interpreted as Very Highly Acceptable.

The findings imply that the evaluators are satisfied with the discussed areas of concern, present status, the objectives of the plan, and the proposed strategies to improve the pedagogical skills of the multigrade teachers. Such further imply that the teachers’ plan is valid and acceptable.

The study supports that of Manantan (2013) mentioning that a validated training program is indispensable to improve task accomplishments of teachers and performance of learners. It is the same with the present Teacher’s Development Plan. Likewise, the present study corroborates that of Salongkit (2013) stating that her intervention program is acceptable and timely to speedily address and improve the mediocre conduct of the teacher-respondents. After a thorough investigation of the teacher competencies, the study of Dela Cruz (2017) recommended the establishment of an extensive teacher mentoring program that could provide a more personalized approach to teacher development.

**Conclusions**

The following conclusions are drawn from the salient findings of the study:

1. The multigrade teachers have distinct characteristics as there no two individuals that are exactly alike.
2. The pedagogical skills of the multigrade teachers are commendable and praiseworthy but ICT skills are satisfactory.
3. There are other profile variables that are connected with pedagogical skills that need to be researched and explored.
4. The Teachers’ Development Plan is timely and appropriate to enhance the pedagogical skills of the respondents.

**Recommendations**

The following are the recommendations of the researcher based from the findings and conclusions:

1. It is encouraged that the multigrade teachers should finish their graduate and post graduate education as a means of enhancing their pedagogical skills aside from attending international and national workshops and trainings.
2. Multigrade teachers are encouraged to develop teaching aids and varied instructional materials through the use of ICT apps.
3. Future researchers may consider to include other variables to be explored and tested as to their effect to the pedagogical skills of the multigrade teachers.
4. The simplified Teacher's Development Plan is to be presented to the District Supervisor and be perused and approved and that the TDP shall be endorsed to be used by all multigrade teachers in the district.

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