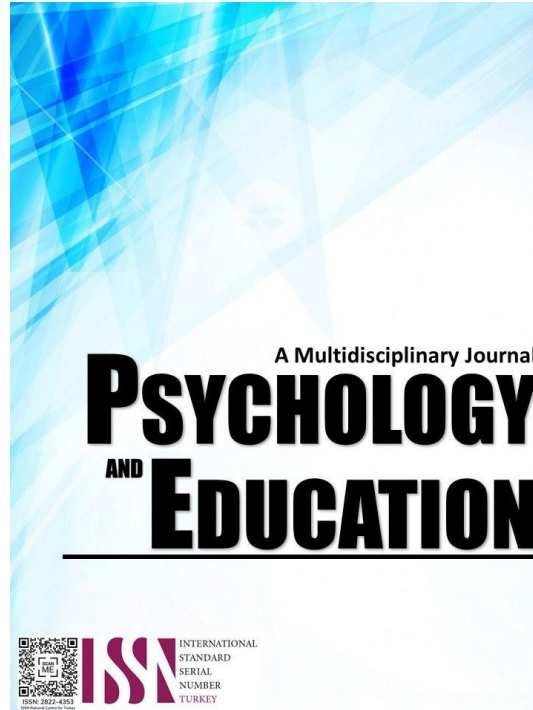


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Difficulties Encountered by Multigrade Teachers and Their Teaching Performance

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Abstract

They conducted this study to identify the challenges faced by multigrade teachers in Pangantucan District, Division of Bukidnon, during the School Year (SY) 2024-2025. The study employed a descriptive-correlational research design. It employed the complete enumeration as a sampling procedure. It used a researcher-made survey questionnaire, which was pilot-tested and validated. They interpreted the data using a frequency count, percentage, mean, standard deviation, and Pearson r product-moment correlation coefficient. This study yielded the following results: The respondents were young, primarily female teachers aged 21 to 30, possessing 1 to 5 years of multigrade teaching experience. Multigrade teachers identified substantial difficulties in training, curriculum, resources, engagement, and management, highlighting a systemic requirement for improved support and focused interventions to boost teaching efficacy. Most respondents attained "Outstanding" scores, indicating robust achievement in multigrade instruction despite obstacles. The result indicates a high level of proficiency among the assessed teachers. Despite encountering various challenges, the performance ratings of multigrade teachers were mainly unaffected, indicating that alternative factors may influence their assessed efficacy.

Keywords: *difficulties, encountered, multigrade teachers, teaching performance*

Introduction

As prospective researchers, investigating the obstacles multigrade educators encounter in executing the present curriculum presents a distinctive chance to engage with the foundational realities of educational institutions. Comprehending these obstacles illuminates the intricacies of instructing in varied classroom contexts and emphasizes the resilience and adaptation demanded by educators in different situations. Engaging with the experiences of multigrade instructors enables researchers to develop a deep understanding of the complexities of curriculum implementation, instructional methodologies, and the evolving dynamics of student-teacher relationships in such environments. This individual perspective acts as a stimulus for empathy-based study, promoting a more profound comprehension of the complex issues that educators encounter daily.

The recent implementation of the new curriculum reveals a significant research vacuum concerning the immediate issues multigrade instructors face during the early stage of the adoption period. Understanding the current challenges teachers face in various situations in executing a new curriculum is essential for recognizing initial obstacles, modifying support systems, and guiding prompt actions to improve the implementation process. Investigating the early stages of curriculum implementation can offer ideas about the particular challenges, training requirements, and adaptation strategies necessary for multigrade teachers as they incorporate the new curriculum into their instructional methods. Researchers can offer important insights to improve curriculum implementation tactics and support systems for multigrade teachers during this crucial transitional stage by closing the knowledge gap and unlocking new insights.

The study by Wong and Chen (2021) explores the complex difficulties experienced by teachers of multiple grades, providing significant insights derived from qualitative analyses and interviews with educators. Their research describes the distinct challenges faced in multigrade classrooms and offers practical techniques for efficiently conquering these obstacles.

Additionally, Garcia and Kim (2019) share findings from a longitudinal study that elucidate effective strategies multigrade teachers employ to handle problems in their classes. Their research provides significant insights and optimal strategies for improving instructional methods in multigrade environments. The nationwide survey report by Patel and Nguyen (2020) highlights essential support requirements for multigrade teachers, stressing the importance of customized professional development programs and readily available materials to improve teaching quality and student performance. These studies jointly enhance the comprehension of the issues encountered by multigrade instructors and offer practical ideas for refining teaching approaches in varied classroom environments.

The examination of the challenges faced by multigrade educators is of considerable significance for various reasons. Multigrade teaching presents distinct issues necessitating specific comprehension and assistance. Examining educators' problems can yield significant insights to enhance pedagogical approaches, curriculum development, and overall educational results. Understanding these obstacles can facilitate the creation of customized training programs, resource development, and regulatory modifications that improve the efficacy of multigrade teaching methodologies.

Secondly, examining educators' obstacles in executing this curriculum can identify deficiencies or discrepancies between instructional methods and classroom conditions. This research can offer evidence-based recommendations for curriculum enhancements or professional growth programs specifically designed to satisfy the demands of multigrade educators. This study aims to identify the issues teachers face in fostering improvements in multigrade teaching practices and enhancing educational quality in varied classroom environments.

The researcher found it fascinating to study the difficulties encountered and the performance of multigrade teachers in Pangantucan District, School Year (SY) 2024–2025, and Division Bukidnon.

Research Questions

This research aimed to identify difficulties encountered by multigrade educators and determine their performance in Pangantucan District, School Year (SY) 2024–2025, and the Division of Bukidnon. The research specifically addressed the following questions:

1. What are the respondents' ages, gender, and years of experience in teaching multigrade classes?
2. What are the difficulties experienced by multigrade teachers in terms of teacher training and support, curriculum adaptation and integration, resource availability, student engagement and learning outcomes, and classroom management?
3. What is the performance rating among the teachers?
4. Is there a meaningful connection between the degree of difficulty experienced by multigrade teachers and their performance ratings?

Literature Review

They reviewed the relevant literature and publications. The investigator examined and concluded that pertinent and significant assessments might either support or contradict the results of our investigations, which are reported in this section. The literature structure is comparable to that of the variables presented in Section 1.

Many multigrade teachers report that the training programs are inadequate to equip them with the necessary skills for effective teaching in a multigrade setting. Studies indicate that professional development opportunities are often limited, leading to gaps in teachers' pedagogical knowledge and strategies for managing diverse classrooms (Chua, 2016). The current curriculum requires specific pedagogical approaches, which are not typically covered in standard teacher training programs. This lack of specialized training leaves multigrade teachers feeling unprepared and overwhelmed, particularly when they must adjust the curriculum to different grade levels and learners' needs (Cruz et al., 2020).

The quality of training varies significantly across regions, with some teachers receiving comprehensive support while others experience minimal training. This inconsistency leads to disparities in teaching effectiveness and curriculum implementation, as highlighted in a study by Velez and Albano (2021). A lack of administrative support hinders the effective implementation of the curriculum. Many multigrade teachers report feeling isolated and unsupported in their efforts to implement new strategies and curricula, which impacts their confidence and ability to teach effectively (Ramos & Saulo, 2019). Multigrade teachers often lack access to adequate teaching materials and resources to implement the new curriculum effectively. The scarcity of learning materials exacerbates the teachers' challenges, making it difficult to create engaging and effective learning environments (Torres, 2022). Opportunities for collaboration among multigrade teachers are often limited, which can impede the sharing of best practices and strategies for curriculum implementation. Research suggests that establishing supportive networks can enhance teacher confidence and improve instructional practices (Dela Cruz & Morales, 2023).

One of the primary challenges is the diverse learning needs of students in multigrade classrooms. Teachers must adapt the new curriculum to cater to varying academic levels and learning styles, which can be overwhelming (Garcia & Sia, 2016). Moreover, many multigrade teachers report insufficient teaching materials and resources to adapt the curriculum effectively. This lack of support hinders their ability to implement diverse instructional strategies (Alonzo et al., 2018). Furthermore, the need for targeted professional development is critical. Teachers often lack training in effectively adapting the new curriculum to their multigrade settings, which limits their instructional effectiveness (Labrador & Quiambao, 2020).

Effective integration of the new curriculum requires collaboration among teachers. However, multigrade teachers often work in isolation, which could restrict their ability to share best practices and integrate their teaching effectively (De Guzman et al., 2021). The integration of different subjects within the new curriculum presents a challenge. Teachers often struggle to create cohesive lessons that effectively link various subject areas due to the complexity of the curriculum and time constraints (Cruz & Santos, 2023). Assessing student learning in a multigrade setting is particularly challenging. Teachers find it difficult to develop assessment instruments suitable for different grade levels while still aligning with the new curriculum (Mendoza et al., 2024).

A significant challenge is the lack of adequate physical resources, such as textbooks, teaching materials, and classroom supplies. Teachers report that insufficient resources hinder their ability to deliver the curriculum effectively, making it challenging to engage students meaningfully (Banda et al., 2020). Many multigrade teachers lack access to continuous professional development opportunities that focus on the specific needs of multigrade teaching. Without proper training and resources, teachers struggle to implement innovative teaching strategies necessary for the new curriculum (Gallardo et al., 2021).

Inadequate technological resources, such as computers and internet access, often limit the integration of technology into multigrade classrooms. This lack of technology hampers the ability to enhance learning experiences through digital tools, which are essential for the new curriculum's effective delivery (Santos & Bico, 2023). Effective implementation of the new curriculum requires strong support from the community and parents. However, resource constraints often limit community engagement initiatives and parental

involvement programs, leading to inadequate assistance to educators (Lim & Chua, 2024).

The new curriculum is designed to be comprehensive and inclusive, which can complicate its implementation in multigrade settings. Teachers often struggle with adapting lesson plans to satisfy the various demands of pupils, leading to difficulties in maintaining student engagement (Amores et al., 2020). Many multigrade classrooms lack adequate resources, such as instructional materials and technology. This scarcity hampers teachers' ability to deliver engaging lessons, ultimately affecting students' motivation and learning outcomes (Bañez & Ramos, 2021). Many multigrade teachers report insufficient training on the new curriculum, which affects their confidence and ability to implement the educational program effectively. This lack of preparedness can result in less student engagement and sub-optimal learning outcomes (Berdos, 2022).

In multigrade classrooms, students often have varied learning abilities and backgrounds. Teachers struggle to address these diverse needs within the new curriculum framework, leading to disengagement among students who may not feel challenged or supported (Lim & Santos, 2023). Assessing student learning in multigrade settings presents major challenges. Teachers often find it difficult to implement fair and effective assessment strategies that reflect students' diverse learning levels, leading to inequitable learning outcomes (Rocero et al., 2024).

One of the primary challenges in multigrade teaching lies in the simultaneous management of different age groups and abilities. Teachers often struggle to balance the diverse needs of students from various grade levels. Furthermore, teachers must split their attention between different groups, making it difficult to provide equal instructional time. Studies suggest that teachers often have to prioritize one group over another, which affects learning outcomes for some students (Fernandez, 2020). Furthermore, arranging physical space and planning activities that suit multiple grade levels is a constant challenge. Multigrade classrooms have limited resources, which makes it harder for teachers to organize learning materials (Reyes & Balingit, 2022).

Moreover, a recurring issue in implementing the new curriculum is the limited access to training for multigrade teachers. Many teachers are not adequately prepared to handle the specific needs of multigrade settings under a complex curriculum. The curriculum emphasizes differentiated learning, which requires specialized strategies that are often missing from teacher training programs. In a Delos Reyes (2019) study, multigrade teachers in rural areas reported receiving little to no training on managing students of different grades simultaneously. This lack of preparation has led to feelings of frustration and burnout. Teachers also cited the lack of instructional support, including limited access to lesson plans and teaching materials aligned with the new curriculum (Salazar & Ramos, 2021).

Implementing the new curriculum in a multigrade classroom has proven to be a significant hurdle. The curriculum is primarily designed for monograde classrooms, where teachers can focus on one grade level at a time. However, multigrade teachers face difficulties adapting the content to suit students at different learning stages. While the new curriculum encourages differentiated instruction, it requires teachers to tailor lessons for each student group, which is challenging in a multigrade setup (Pascua, 2023). The demands for individualized learning make it difficult for teachers to cover all the required content in the limited class time. Multigrade teachers also encounter challenges in assessing student progress, as they must simultaneously evaluate students from different grades. These constraints can lead to inconsistent monitoring of academic performance (Magpili & Bautista, 2018).

Managing students' behavior is a key issue in multigrade classrooms. Teachers often face disruptive behavior due to the varying developmental levels of their students. Multigrade classrooms are prone to more serious disciplinary problems because younger students may struggle to keep up with the older ones, leading to frustration and misbehavior. Teachers report difficulty maintaining discipline, particularly when focusing on small group work or individualized instruction (Abesamis, 2017). Without sufficient classroom aides or peer support, teachers often struggle to manage the classroom effectively (Gonzalez & Torres, 2016).

Multigrade teachers often operate in resource-constrained environments, affecting their ability to implement the new curriculum effectively. Research indicates that a lack of teaching materials and inadequate classroom facilities can lead to lower performance ratings (Delos Reyes & Cabral, 2021). Furthermore, many lack sufficient training and professional development opportunities, which hinders their ability to implement new curricula effectively. Teachers' performance ratings are often impacted by their preparedness and skills, with studies indicating a strong correlation between training and effective teaching practices (Fernando et al., 2023).

Moreover, the complexity of the new curriculum may present difficulties for multigrade teachers, who must teach multiple grade levels simultaneously. This complexity often leads to difficulties in lesson planning and classroom management, negatively affecting their performance ratings (Llanos, 2020). The diverse learning needs of students in multigrade classrooms create additional challenges for teachers. Differentiating instruction to meet varying student needs requires considerable effort and skills, which may not always align with their performance evaluation criteria (Palacios et al., 2019).

The challenges influence teacher performance ratings, which frequently reflect the teachers' skills and the broader context in which they work. Research indicates that addressing the hurdles encountered by teachers of multiple grades can lead to improved performance ratings and, consequently, better educational outcomes for students (Cruz et al., 2024).

The literature study indicates that multigrade teachers have distinct problems that significantly affect their teaching efficacy. Prevalent challenges encompass the substantial burden of orchestrating and executing classes for several grade levels concurrently, frequently leading to time limitations and heightened stress levels. Educators indicate that lesson planning is especially challenging, as they need

to develop differentiated activities and instructional resources to address varied learning requirements within one classroom.

Classroom management is a significant challenge as educators grapple with sustaining order and engagement among pupils of diverse ages and abilities. The literature indicates inadequate professional support and restricted training options for multigrade instructors, compelling them to manage intricate instructional contexts primarily independently.

Methodology

Research Design

The study used descriptive-correlational research methodology. It investigated the difficulties encountered by multigrade teachers and teacher performance ratings. Data on the hurdles encountered by multigrade teachers were gathered using the researcher-made questionnaire, and the teacher's performance rating was predicated on the first semester's RPMS rating for the 2024-2025 academic year.

Respondents

The research respondents were the multigrade teachers assigned to the Municipality of Pangantucan, Province of Bukidnon. Regardless of their years of experience handling multigrade classes, we chose them as participants. Table 1 displays the distribution of the responses for each school.

The complete enumeration was the sampling method used in this investigation. A comprehensive list is a statistical method that examines every defined population or sample member. In this method, each unit in the population was studied, measured, or observed without selection or bias. This exhaustive approach guarantees that each element has an equal probability of being included in the sample, making it helpful in obtaining accurate and comprehensive information about a population's characteristics or attributes. In this study, all teachers assigned as multigrade teachers were requested to participate as the study's participants.

Instrument

This study used a researcher-made survey questionnaire, composed of three parts, to gather the needed data.

Part I was about the demographic profile of respondents. Part II was about the difficulties encountered by multigrade teachers. The columns for the choices were based on the five-point Likert scale. The respondent checked the column for his chosen answer. Part III was about the teacher's performance rating.

Procedure

They conducted the study at Valencia College (Buk.) Incorporated, adhering to the institution's standards. Initially, the researcher asked for a letter of approval and recommendation from the graduate school dean. The researcher then delivered it to the Bukidnon Superintendent of Schools Division. The Municipality of Pangantucan's public school district supervisors granted the necessary authorization after the researcher obtained it. The heads of the selected schools were then contacted to request their consent to research their campuses. Lastly, the chosen respondents received the questionnaires.

Data Analysis

This research made use of the following statistical tools:

They described the demographic profile of the respondents by counting frequencies and calculating percentages. The degree of difficulty faced by multigrade teachers was assessed using mean and standard deviation. Both percentage and frequency counts were used to rate the teachers' performance. The significant relationship between the extent of difficulties experienced by multigrade teachers and their performance ratings was determined using the Pearson r Product-Moment Correlation Coefficient or Pearson r .

Ethical Considerations

This study was conducted in strict adherence to ethical guidelines, protecting the rights, welfare, and dignity of every participant throughout the research process. Before data collection, informed consent was secured from all participants, who were thoroughly briefed on the purpose, processes, and its voluntary nature. Confidentiality and anonymity were preserved by the secure management of all data, ensuring that individual responses remained untraceable to any participant. Every precaution was taken to minimize any possible risks or discomfort associated with the study, and participants were assured the freedom to leave at any moment without incurring any unfavorable effects.

Results and Discussion

This section offers an overview of the collected and processed data, assesses it to address highlighted questions, and analyzes it using the descriptive research framework.

This research explored multigrade teachers throughout the 2024-2025 academic year in the Pangantucan District, Division of Bukidnon. Its objective is to offer a comprehensive knowledge of these teachers' challenges while simultaneously managing classrooms with



multiple grade levels. Specifically, the study describes the demographic characteristics among the responders based on gender, age, and the duration of their teaching multigrade classes. It further investigates the specific difficulties experienced by these teachers, such as lesson preparation for diverse learners, classroom and time management, lack of instructional materials, and the burden of additional non-teaching responsibilities, which are commonly reported challenges in multigrade settings.

Finally, it examines the substantial correlation between the degree of challenges faced and the instruction execution of multigrade teachers, giving examples of how these challenges might influence their professional outcomes.

The following sections outline and examine the respondents' demographics, including years of experience teaching multigrade courses, gender, and age.

The respondents' age-based demographic profile is found in Table 1.

Table 1. *Demographic Age Profile of the respondents*

Age	f	%
21 – 30 Years Old	10	47.6
31 – 40 Years Old	6	28.6
41 – 50 Years Old	2	9.5
51 – 60 Years Old	3	14.3
The Total	21	100.0%

Table 1 displays the demographic characteristics of the respondents in terms of age. Among the participants are those between the ages of 21 and 30, with 10, or 47.6%, indicating that about half of those surveyed are young and likely in the early stages of their teaching careers.

The age range of 31–40 is the second greatest, with 6 or 28.6%, which implies that a significant portion of the respondents have already gained some teaching experience and may have developed strategies to address the challenges of multigrade teaching. Meanwhile, the 51–60 age group, with 3 or 14.3%, is slightly larger than the 41–50 years old group, with 2 or 9.5%, indicating that a smaller percentage of respondents are in the later stages of their careers.

The considerable presence of young teachers among the respondents indicates that professional development programs should be customized to meet the distinct requirements of early-career educators in multigrade environments.

Consequently, educational administrators should establish specialized training programs emphasizing realistic multigrade teaching practices, classroom management, and differentiated instruction to assist these novice educators. Recent research illustrates the importance of such support: Early-career teachers in multigrade classrooms derive substantial benefits from specialized professional development to enhance their pedagogical content knowledge and classroom management abilities (Chen & Ramirez, 2022).

Moreover, "Mentorship programs that connect seasoned multigrade teachers with novice educators have enhanced teacher efficacy and retention rates" (Kim et al., 2020). Incorporating technology into professional development can offer adaptable and accessible learning opportunities for novice educators in remote multigrade environments (Nguyen, 2024).

The respondents' sex-specific demographic profile is provided in Table 2.

Table 2. *The respondent's demographic profile according to sex*

Age	f	%
Male	4	19.0
Female	17	81.0
The Total	21	100.0%

Table 2 displays the respondents' demographic profile based on sex. Females comprise the majority of respondents, with 17 or 81.0%, indicating that most multigrade teachers in the study are women. Conversely, only 4, or 19.0%, of the respondents are male, implying that fewer men are involved in multigrade teaching.

The predominant female representation among the multigrade teacher respondents indicates a crucial educational implication. They suggest that gender-specific assistance and considerations may be essential for these educators' professional development and resource distribution. Therefore, academic institutions should examine and rectify potential gender imbalances in access to resources, training, and leadership possibilities within multigrade teaching environments.

Research indicates that the teaching profession predominantly comprises female educators, especially at the elementary level: "Studies consistently demonstrate a higher proportion of female teachers in elementary education, suggesting that there must be gender-sensitive approaches to teacher training and support" (Williams & Taylor, 2023). Moreover, "Gender roles and societal expectations can affect career selections and professional advancement opportunities for female educators, especially in rural and marginalized regions" (Martinez et al., 2021).

Table 3 presents the demographic profile of the respondents based on the number of years they have been handling a multigrade class.



Table 3. Respondents' Demographic Profile by Number of Years Managing Multigrade Class

<i>Number of Years Handling Multigrade Class</i>	<i>f</i>	<i>%</i>
One to Five Years	16	76.2
Six to Ten Years	3	14.3
Eleven to Fifteen Years	2	9.5
Sixteen Years and Up	0	0
The Total	21	100.0%

Table 3 displays the respondents' demographic profile concerning the number of years they have been handling a multigrade class. Most respondents have been teaching multigrade classes for 1–5 years, with 16, or 76.2%, indicating that most teachers in the study are relatively new to multigrade teaching.

A smaller percentage of respondents have been handling multigrade classes for 6–10 years (3 or 14.3%) and 11–15 years (2 or 9.5%), showing that fewer teachers have extensive experience in this teaching setup. Notably, no respondent has 16 or more years of experience (0 or 0%), implying a possible high turnover rate among multigrade teachers or a lack of long-term specialization in this teaching approach.

The prevalence of respondents with 1-5 years of multigrade teaching experience implies a significant educational concern, emphasizing the necessity for comprehensive induction and continuous professional development initiatives designed explicitly for beginner multigrade teachers. Therefore, academic institutions should establish structured mentorship programs and offer resources that tackle the issues teachers encounter in multigrade classrooms, thereby enhancing their long-term efficacy and retention.

Research indicates the imperative for specialized assistance for early-career multigrade educators: "Initial teacher training frequently fails to equip teachers for the intricacies of multigrade instruction, requiring concentrated professional development in the formative years" (Davis & Wilson, 2020). Furthermore, "The deficiency of proficient multigrade educators indicates a necessity for institutional strategies to promote sustained dedication to this pedagogical method, potentially via career progression opportunities and specialized training" (Patel et al., 2022).

The following sections present and discuss the difficulties experienced by multigrade teachers and the teachers' performance ratings.

Table 4 illustrates the difficulties multigrade teachers encounter when they need help with teaching training.

Table 4. Difficulties Experienced by Multigrade Teachers in terms of Teacher Training and Support

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Limited access to resources and materials designed for multigrade classrooms hinders my teaching effectiveness, highlighting the importance of comprehensive training on resource management and curriculum adaptation.	4.38	0.865	Very High Extent
Catering to the varying learning needs of students across different grade levels is challenging; this underscores the need for specialized training in differentiated instruction.	4.19	0.873	High Extent
Designing and implementing assessment strategies that accommodate diverse academic levels within a single class is a significant challenge for me, pointing to the need for specialized training in assessment techniques tailored to multigrade environments.	4.14	0.727	High Extent
Managing a multigrade classroom requires unique skills for which I did not receive adequate training. This emphasizes the necessity of ongoing support and professional development in this area.	3.90	1.044	High Extent
I often feel isolated in my role as a multigrade teacher due to the lack of peer collaboration opportunities, and support programs promoting networking among educators in similar settings would be beneficial.	3.29	1.007	High Extent
Overall	3.93	0.712	High Extent

Range-Indicator: 4.20–5.00 Very High Extent; 3.40–4.19 High Extent; 2.60–3.39 Moderate Extent; 1.80–2.59 Low Extent; 1.00–1.79 Very Low Extent.

Table 4 demonstrates the challenges multigrade teachers face in receiving support for teacher training. The indicator with the highest mean is "Limited access to resources and materials designed for multigrade classrooms hinders my teaching effectiveness, which highlights the importance of comprehensive training on resource management and curriculum adaptation." This indicator was determined to be of a very great extent, with a mean of 4.38 and a standard deviation of 0.865.

Many multigrade teachers report inadequate training to equip them with the necessary skills for effective teaching in a multigrade setting. Studies indicate that professional development opportunities are often limited, leading to gaps in teachers' pedagogical knowledge and strategies for managing diverse classrooms (Chua, 2016).

Conversely, the indicator with the lowest mean is "I often feel isolated in my role as a multigrade teacher due to the lack of peer collaboration opportunities. I believe that support programs promoting networking among educators in similar settings would be beneficial." This indicator has a standard deviation of 1.007 and a mean of 3.29, which is considered now to a great extent.

Standard teacher training programs typically do not cover the specific pedagogical approaches required by the present curriculum. This lack of specialist training leaves multigrade teachers feeling unprepared and overwhelmed, particularly when adapting the curriculum



to different grades and learning needs (Cruz et al., 2020).

Other indicators also reflect substantial challenges. The difficulty of catering to the varying learning needs of students across different grade levels—an average of 0.873 standard deviations and a 4.19 mean—is experienced to a high degree, emphasizing the need for specialized training in differentiated instruction. The difficulty in creating and using assessment methods for different academic levels, which have a 0.727 standard deviation and a 4.14 mean, shows that there is a strong need for customized assessment approaches.

Insufficient training in managing a multigrade classroom, with a 1.044 standard deviation and 3.90 mean, also suggests a pressing need for continuous professional development. The quality of training varies significantly across regions, with some teachers receiving comprehensive support while others experience minimal training. This inconsistency leads to disparities in teaching effectiveness and curriculum implementation, as highlighted in a study by Velez and Albano (2021).

Overall, the results show that, with a 0.712 standard deviation and a 3.93 mean, multigrade teachers experience training-related difficulties to a great extent.

The significant challenge of restricted access to resources and materials, as indicated by its highest mean score, underscores a crucial educational implication: multigrade teachers need specialized training focused on practical resource management and curriculum adaptation to improve their teaching efficacy.

Research draws attention to the value of this support: "The availability of suitable resources and training for multigrade teachers profoundly influences their capacity to provide effective instruction and address the varied needs of their students" (Adeyemi & Adebayo, 2021). Moreover, "professional development programs emphasizing practical strategies for resource management, curriculum differentiation, and assessment in multigrade environments" have enhanced teacher confidence and student outcomes (Kumar & Sharma, 2023).

Table 5 shows the difficulties experienced by multigrade educators regarding curriculum adaptation and integration.

Table 5. Difficulties Experienced by Multigrade Teachers Regarding Curriculum Adaptation and Integration

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Balancing the depth and breadth of content across multiple grade levels in a single classroom is a constant challenge, which illustrates the importance of training in interdisciplinary approaches to curriculum integration.	4.19	0.873	High Extent
I struggle with adapting the curriculum to meet the needs of students across different grade levels, requiring innovative strategies and support to ensure all learners are adequately challenged and supported.	4.14	0.964	High Extent
Aligning learning objectives and assessments with the varied academic levels of students in a multigrade setting can be challenging, emphasizing the need for continuous support in developing differentiated instruction strategies.	4.14	0.727	High Extent
Incorporating project-based learning and hands-on activities across different grade levels requires careful planning and creativity, prompting the need for ongoing training in innovative teaching methods for multigrade classrooms.	4.10	0.889	High Extent
Integrating various subjects into a cohesive curriculum that addresses the diverse needs of multigrade classrooms presents a significant challenge for me, highlighting the importance of professional development in curriculum design.	3.90	0.831	High Extent
Overall	4.10	0.709	High Extent

Range-Indicator: 4.20–5.00 Very High Extent; 3.40–4.19 High Extent; 2.60–3.39 Moderate Extent; 1.80–2.59 Low Extent; 1.00–1.79 Very Low Extent.

Table 5 presents the difficulties multigrade educators experienced in curriculum adaptation and integration. The indicator with the highest mean, "Balancing the depth and breadth of content across multiple grade levels in a single classroom is a constant challenge, emphasizing the necessity of interdisciplinary curriculum integration training," has a 0.873 standard deviation and a 4.19 mean, which is considered a great extent. One of the primary challenges is the diverse learning needs of students in multigrade classrooms. Teachers must adapt the new curriculum to cater to varying academic levels and learning styles, which can be overwhelming (Garcia & Sia, 2016).

Conversely, the indicator with the lowest mean is "Integrating various subjects into a cohesive curriculum that addresses the diverse needs of multigrade classrooms presents a significant challenge for me, emphasizing the importance of professional development in curriculum design," which is also rated as having a great extent, with a standard deviation of 0.831 and a mean of 3.90.

The integration of different subjects within the new curriculum presents a challenge. Teachers often struggle to create cohesive lessons that effectively link various subject areas due to the complexity of the curriculum and time constraints (Cruz & Santos, 2023).

Other indicators also reflect substantial difficulties. The challenge of adapting the curriculum to meet the needs of students across different grade levels, with a 0.964 standard deviation and a mean of 4.14, and aligning learning objectives and assessments with varied academic levels, with a standard deviation of 0.727 and a mean of 4.14, both emphasize the importance of continuous support for differentiated instruction. Additionally, incorporating project-based learning and hands-on activities across multiple grade levels with a 0.889 standard deviation and a 4.10 mean requires significant planning and creativity, further justifying the need for training in



innovative teaching methods.

Overall, a 0.709 standard deviation and a 4.10 mean indicate that multigrade teachers experience significant challenges in curriculum adaptation and integration.

The consistently elevated mean scores across all indicators of curriculum adaptation and integration highlight a significant educational concern: the ongoing difficulties faced by multigrade teachers in effectively managing and integrating diverse curricula underscore the urgent necessity for focused and ongoing professional development in this vital domain. Effective curriculum adaptation in multigrade environments necessitates that educators have a profound comprehension of interdisciplinary methodologies and the capability to create learning experiences that address varied student requirements.

Moreover, "professional development programs centered on curriculum integration and differentiated instruction" have demonstrated an increase in multigrade teachers' confidence and efficacy (Li & Chen, 2023). "Employing project-based learning and collaborative teaching strategies can effectively tackle the challenges of curriculum adaptation and integration in multigrade environments" (Silva, 2024).

Table 6 presents the difficulties encountered by instructors of multiple grades regarding resource availability.

Table 6. *Difficulties Experienced by Multigrade Teachers in Terms of Resource Availability*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Managing a multigrade classroom with limited physical resources like textbooks, manipulatives, and supplementary materials poses significant obstacles to delivering quality education, necessitating creative solutions and additional support in acquiring essential resources.	4.29	0.717	Very High Extent
The lack of technological tools and educational software suitable for multigrade teaching impedes my ability to implement modern and interactive learning experiences, emphasizing the necessity for better access to digital resources.	4.10	0.944	High Extent
Finding adequate teaching resources that cater to the varying needs of students across different grade levels is a constant challenge for me, highlighting the importance of additional support in acquiring and adapting materials.	4.00	0.775	High Extent
Due to resource constraints, I find it challenging to provide customized support and enrichment activities for students at different academic stages, underscoring the need for more diverse and flexible resources.	4.00	0.775	High Extent
I often struggle with limited access to age-appropriate materials and resources tailored for the diverse learning levels in my multigrade classroom, making it challenging to effectively engage all students.	3.90	0.768	High Extent
Overall	4.06	0.597	High Extent

Range-Indicator: 4.20–5.00 Very High Extent; 3.40–4.19 High Extent; 2.60–3.39 Moderate Extent; 1.80–2.59 Low Extent; 1.00–1.79 Very Low Extent.

Table 6 shows the difficulties multigrade teachers experienced regarding resource availability. The biggest challenge is "Managing a multigrade classroom with not enough physical resources like textbooks, teaching tools, and extra materials makes it very hard to provide good education, requiring creative solutions and more help to get the necessary resources," which has a mean of 4.29 and a standard deviation of 0.717, indicating a very high level of difficulty. A significant challenge is the lack of adequate physical resources, such as textbooks, teaching materials, and classroom supplies. Teachers report that insufficient resources hinder their ability to deliver the curriculum effectively, making it challenging to engage students meaningfully (Banda et al., 2020).

However, the indication with the lowest mean is "I often struggle with limited access to age-appropriate materials and resources tailored for the diverse learning levels in my multigrade classroom, making it challenging to effectively engage all students," with a 0.768 standard deviation and 3.90 mean, interpreted as a great extent.

Other indicators also indicate substantial challenges. The lack of technology tools and educational software suitable for multigrade teaching, with a 0.944 standard deviation and 4.10 mean, suggests the need for improved digital resource accessibility to enhance interactive learning. The difficulty in finding adequate teaching resources that cater to different grade levels (with a 0.775 standard deviation and a 4.00 mean) and the constraints on providing individualized support and enrichment activities due to limited resources (with a 0.775 standard deviation and a 4.00 mean) further emphasize the necessity for diversified and flexible teaching materials.

Many multigrade teachers lack access to continuous professional development opportunities that focus on the specific needs of multigrade teaching. Without proper training and resources, teachers struggle to implement innovative teaching strategies necessary for the new curriculum (Gallardo et al., 2021).

Overall, with a 0.597 standard deviation and a 4.06 mean, the data indicate that multigrade teachers experience challenges in resource availability to a great extent.

The main problem of running multigrade classrooms without enough physical resources, shown by the highest average score, highlights a serious issue in education: the severe shortage of necessary teaching materials greatly limits the quality of multigrade education, making it urgent to improve resource availability. "The availability of sufficient and suitable resources is essential for effective multigrade instruction, and their absence adversely affects student learning outcomes" (Okeke & Ibe, 2021).



Moreover, "Strategies for resource management and innovative use of available materials are critical elements of professional development for multigrade educators" (Rao & Patel, 2023). "Incorporating open educational resources and digital tools can mitigate resource limitations and enhance equitable access to learning materials in multigrade environments" (Chen, 2024).

Integrating open educational resources (OER) and digital tools is increasingly considered a solution to resource limitations, promoting equity and innovation in multigrade environments. OERs allow teachers to access, adapt, and share high-quality teaching materials without the financial barriers associated with traditional textbooks.

Table 7 displays the difficulties multigrade teachers experienced regarding student engagement and learning outcomes.

Table 7. Difficulties Experienced by Multigrade Teachers in Terms of Student Engagement and Learning Outcomes

Indicator	Mean	SD	Interpretation
As a multigrade teacher, I frequently struggle to address individual learning gaps and provide targeted support to students at different stages of development, underscoring the importance of personalized learning approaches and ongoing assessments.	4.29	0.784	Very High Extent
I often find it challenging to engage all students effectively in a multigrade classroom. Varying academic levels and learning styles require tailored approaches to ensure everyone is motivated and learning optimally.	4.19	0.750	High Extent
Achieving consistent learning outcomes among students with varying abilities and backgrounds is a daunting task in a multigrade setting, prompting the need for specialized strategies and support in promoting academic growth for all learners.	4.14	0.655	High Extent
Balancing the diverse learning needs of students across different grade levels poses a significant hurdle for me, impacting the overall engagement and participation levels in my classroom.	4.10	0.625	High Extent
Measuring and evaluating learning outcomes across multiple grade levels is complex and demanding. It requires effective assessment techniques and support systems to ensure that each student reaches their full potential in a diverse classroom environment.	4.10	0.768	High Extent
Overall	4.16	0.618	High Extent

Range-Indicator: 4.20-5.00 Very High Extent; 3.40-4.19 High Extent; 2.60-3.39 Moderate Extent; 1.80-2.59 Low Extent; 1.00-1.79 Very Low Extent.

Table 7 illustrates the difficulties experienced by multigrade teachers in terms of learning objectives and student involvement. The indicator with the highest mean is "The struggle to address individual learning gaps and provide targeted support to students at different stages of development is a recurring challenge I face as a multigrade teacher, underscoring the importance of personalized learning approaches and ongoing assessment," with a 0.784 standard deviation and 4.29 mean, interpreted as a very great extent.

Assessing student learning in multigrade settings presents major challenges. Teachers often find it difficult to implement fair and effective assessment strategies that reflect students' diverse learning levels, leading to inequitable learning outcomes (Rocero et al., 2024).

On the other hand, the lowest scores show that "Balancing the different learning needs of students in various grades is a big challenge for me, which affects how engaged and involved my students are in class," with a standard deviation of 0.625 and a mean of 4.10. Similarly, "Measuring and evaluating learning outcomes for students in different grades is complicated and requires good assessment methods and support systems to help every student reach their full potential in a diverse classroom," also has a mean of 4.10 and a standard deviation of 0.768, both seen as high levels of concern.

In multigrade classrooms, students often have varied learning abilities and backgrounds. Teachers struggle to address these diverse needs within the new curriculum framework, leading to disengagement among students who may not feel challenged or supported (Lim & Santos, 2023).

Other indicators also reveal considerable difficulties. Effectively engaging all students in a multigrade classroom with a 0.750 standard deviation and 4.19 mean remains a significant challenge due to diverse academic levels and learning styles that necessitate tailored teaching approaches. Teachers often struggle with adapting lesson plans to meet students' diverse needs, leading to difficulties maintaining student engagement (Amores et al., 2020).

Overall, with a 0.618 standard deviation and a 4.16 mean, the data indicate that multigrade teachers experience challenges in student engagement and learning outcomes to a great extent. As indicated by the highest mean score, the ongoing challenge of addressing individual learning gaps and delivering targeted support underscores a significant educational implication: Multigrade teachers necessitate specialized training and resources to effectively implement personalized learning methodologies and continuous assessment strategies to guarantee equitable student advancement. "Personalized learning and differentiated instruction are crucial for meeting the varied learning requirements of students in multigrade classrooms" (Ibrahim & Yusuf, 2022).

Moreover, "Effective assessment strategies that deliver formative feedback and monitor individual student progress are essential for enhancing learning outcomes in multigrade environments" (Nguyen & Tran, 2023). "The use of technology and adaptive learning platforms can assist multigrade educators in delivering personalized instruction and tracking student engagement" (Lee, 2024).

Table 8 presents the difficulties multigrade teachers encounter regarding Classroom Management Techniques.



Table 8. Difficulties Experienced by Multigrade Teachers Regarding Classroom Management Techniques

Indicator	Mean	SD	Interpretation
Managing a multigrade classroom with diverse academic levels and needs presents a significant challenge for me as I strive to create a balanced and inclusive learning environment that caters to all students.	4.33	0.730	Very High Extent
Balancing the pace of instruction to accommodate various learning levels while ensuring all students are actively engaged and motivated is a continuous struggle for me as a multigrade teacher, highlighting the importance of fostering a supportive and structured learning environment.	4.24	0.625	Very High Extent
Establishing routines and procedures that work seamlessly across multiple grade levels is a persistent challenge in my multigrade classroom, prompting the need for training and resources in developing versatile and practical classroom management strategies.	4.24	0.768	Very High Extent
Addressing behavioral issues and maintaining student engagement across different grade levels is a complex task in a multigrade classroom, underscoring the need for ongoing professional development in effective classroom management techniques.	4.14	0.727	High Extent
Implementing effective classroom management strategies in a multigrade setting is demanding. It requires constant adaptation and individualized approaches to maintain order and foster a conducive learning environment for all learners.	4.05	0.740	High Extent
Overall	4.19	0.662	High Extent

Range-Indicator: 4.20–5.00 Very High Extent; 3.40–4.19 High Extent; 2.60–3.39 Moderate Extent; 1.80–2.59 Low Extent; 1.00–1.79 Very Low Extent.

Table 8 presents the difficulties multigrade teachers experienced concerning classroom management strategies. The indicator with the highest mean is "Managing a multigrade classroom with diverse academic levels and needs presents a significant challenge for me, as I strive to create a balanced and inclusive learning environment that caters to all students," with an SD of 0.730 and a mean of 4.33, which is considered a very great extent.

Teachers often struggle to balance the diverse needs of students from various grade levels. They must also split their attention between different groups, making it difficult to provide equal instructional time. Studies suggest that teachers often prioritize one group over another, affecting learning outcomes for some students (Fernandez, 2020).

On the other hand, the statement that received the lowest average score is "Using effective classroom management strategies in a multigrade setting is challenging, needing ongoing adjustments and personalized methods to keep things organized and create a good learning environment for everyone," with an average score of 4.05 (SD = 0.740), which is seen as a high level of difficulty. Managing students' behavior is a key issue in multigrade classrooms. Teachers often face disruptive behavior due to the varying developmental levels of their students. Multigrade classrooms are prone to more serious disciplinary problems because younger students may struggle to keep up with the older ones, leading to frustration and misbehavior. Teachers report difficulty maintaining discipline, particularly when focusing on small group work or individualized instruction (Abesamis, 2017).

Other indicators also point to substantial difficulties. Balancing the pace of instruction to accommodate various learning levels while keeping students engaged with a mean of 4.24, SD = 0.625, and establishing effective routines across multiple grade levels with a mean of 4.24, SD = 0.768, both received very high extent interpretations, emphasizing the need for structured yet flexible classroom management strategies.

Additionally, addressing behavioral issues and maintaining engagement (mean = 4.14, SD = 0.727) remains a persistent challenge, indicating the necessity for ongoing training in behavior management and student motivation techniques. The new curriculum encourages active learning, but keeping all students engaged simultaneously, especially when some are working independently, is challenging. Without sufficient classroom aids or peer support, teachers often struggle to manage the classroom effectively (Gonzalez & Torres, 2016). Overall, the data, with a mean of 4.19 (SD = 0.662), suggests that multigrade teachers experience many challenges in classroom management.

The primary challenge of addressing varied academic levels and needs, as evidenced by the highest mean score, underscores a significant educational implication: multigrade teachers necessitate specialized training and support to proficiently execute classroom management strategies that promote an inclusive and equitable learning environment. Effective classroom management in multigrade environments requires the formulation of flexible and adaptable solutions that address the varied requirements of students across different grade levels.

Moreover, "Professional development programmers emphasizing the establishment of routines, management of student behavior, and implementation of differentiated instruction are crucial for multigrade educators" (Kim & Park, 2023). Furthermore, "Collaborative learning strategies and peer tutoring can foster a positive and supportive classroom atmosphere in multigrade environments" (Garcia, 2024).

The performance rating of the instructors is displayed and examined in the subsequent section.

Table 9 presents the assessment of the performance of the teachers.



Table 9. *Performance Rating of the Teachers*

Range	f	%	Adjectival Rating
4.500 – 5.000	14	66.7	Outstanding
3.500 – 4.499	5	23.8	Very Satisfactory
2.500 – 3.499	2	9.5	Satisfactory
1.5 – 2.499	0	0	Unsatisfactory
Below 1.499	0	0	Poor
Total	21	100.0	

Table 9 reveals the teachers' performance ratings according to their evaluation scores. Most respondents received a rating within the 4.500–5.000 range ($f = 14$, 66.7%), corresponding to an outstanding adjectival rating. This information indicates that most teachers demonstrate exceptional performance in their roles, effectively managing the complexities of multigrade teaching despite the challenges they encounter.

Multigrade teachers often operate in resource-constrained environments, affecting their ability to implement the new curriculum effectively. Research indicates that a lack of teaching materials and inadequate classroom facilities can lead to lower performance ratings (Delos Reyes & Cabral, 2021). Furthermore, many lack sufficient training and professional development opportunities, which hinders their ability to implement new curricula effectively. Teachers' performance ratings are often impacted by their preparedness and skills, with studies indicating a strong correlation between training and effective teaching practices (Fernando et al., 2023).

A smaller proportion of the respondents received a performance rating within the 3.500–4.499 range ($f = 5$, 23.8%), classified as Very Satisfactory, signifying that these teachers perform well but may have areas for improvement. Additionally, a few teachers fall within the 2.500–3.499 range ($f = 2$, 9.5%), rated as Satisfactory, suggesting that while they meet the basic expectations of their role, they may require further training or support to enhance their effectiveness in a multigrade setting.

Moreover, the new curriculum's complexity can challenge multigrade teachers, who must teach multiple grade levels simultaneously. This complexity often leads to difficulties in lesson planning and classroom management, negatively affecting their performance ratings (Llanos, 2020).

Interestingly, none of the professors were given ratings in the 1.500–2.499 (unsatisfactory) or below 1.499 (poor) categories ($f = 0\%$), indicating that all respondents meet at least the minimum standards for teaching performance. These ratings often reflect the teachers' skills and the broader context in which they work. Research indicates that addressing the hurdles multigrade teachers face can improve performance ratings and student educational outcomes (Cruz et al., 2024).

The primary challenge of addressing varied academic levels and needs, as evidenced by the highest mean score, underscores a significant educational implication: Moreover, "professional development programs emphasizing the establishment of routines, management of student behavior, and implementation of differentiated instruction" are crucial for multigrade teachers (Kim & Park, 2023). "Employing collaborative learning strategies and peer tutoring can foster a positive and supportive classroom atmosphere in multigrade environments" (Garcia, 2024).

The following sections discuss the substantial correlation between the extent to which multigrade teachers' performance evaluations correlate with the difficulty level they face.

Table 10 examines a substantial correlation between the degree of difficulty experienced by multigrade educators and their effectiveness ratings.

Table 10. *Test of Significant Relationship between the Extent of Difficulties Experienced by Multigrade Teachers and Their Evaluation of Performance*

Variable	r	p-value	Interpretation
Curriculum Adaptation and Integration	.036	.878	Not Significant
Resource Availability	.134	.561	Not Significant
Student Engagement and Learning Outcomes	.041	.860	Not Significant
Overall	.043	.854	Not Significant

Table 10 examines whether there is a meaningful correlation between the extent of difficulties experienced by multigrade teachers and their performance ratings. The results indicate that none of the examined variables show a significant relationship with teacher performance, as all p-values exceed the standard significance threshold ($p < 0.05$).

The results show that teacher Training Support ($r = .039$, $p = .870$), Curriculum Adaptation and Integration ($r = .036$, $p = .878$), Resource Availability ($r = .134$, $p = .561$), Student Engagement and Learning Outcomes ($r = .041$, $p = .860$), and Classroom Management Strategies ($r = -.102$, $p = .569$) do not significantly affect teacher performance ratings.

The overall relationship ($r = .043$, $p = .854$) also confirms the lack of significance, indicating that while multigrade teachers may face various challenges, these difficulties do not directly influence their evaluated performance. Therefore, the null hypothesis is accepted, which asserts that no meaningful connection exists between the difficulties experienced by multigrade teachers and their respective

achievement ratings.

Consequently, the null hypothesis, as it asserts that there is no significant connection between multigrade instructors' perceived difficulties and their performance evaluations, is upheld and accepted. This research underscores the resilience and adaptability of multigrade teachers, indicating that factors beyond the challenges they face may significantly influence their total teaching success.

The lack of a substantial correlation between the difficulties encountered by multigrade teachers and their performance ratings indicates an important educational implication: Despite numerous challenges, teachers' assessed performance remains unaffected, mainly implying that other factors, such as resilience, coping strategies, or the evaluation process, may exert a more significant influence. The absence of a direct association between perceived hurdles and performance evaluations indicates that teachers' capacity to adapt and surmount obstacles is a pivotal aspect of their success (Oluwatobi & Adewale, 2022).

Despite various hurdles, the persistence of performance ratings suggests that teachers exhibit or cultivate significant resilience and excellent coping strategies. These personal and professional attributes allow them to maneuver through intricate classroom settings without permitting challenges that diminish their teaching efficacy. Resilience may encompass persistence, emotional regulation, and problem-solving abilities, whereas coping mechanisms might entail time management, peer collaboration, or innovative instructional techniques.

Since resilience and adaptability are crucial for sustaining success, professional development programs should prioritize these competencies. Training that augments teachers' emotional intelligence, stress management, and creative problem-solving capabilities might enable them to flourish in the face of obstacles.

Conclusions

This research led to the following conclusions:

This study mainly included young female teachers aged 21–30 with 1–5 years of multigrade teaching experience. This demographic highlights the viewpoints of novice educators managing multigrade classrooms. Multigrade teachers identified substantial difficulties in training, curriculum, resources, engagement, and management, highlighting a systemic requirement for improved support and focused interventions to boost teaching efficacy. Most respondents attained "Outstanding" scores, indicating robust achievement in multigrade instruction despite obstacles. This indicates a high level of proficiency among the assessed teachers. Despite encountering various challenges, the performance ratings of multigrade teachers were mainly unaffected, indicating that alternative factors may influence their assessed efficacy.

This study proposes the following recommendations:

To support early-career female multigrade teachers, schools may implement targeted mentoring programs and professional development workshops that specifically address the unique challenges teachers face during their initial years of teaching. School heads may actively recommend and assist teachers who seek to participate in continuous professional development that focuses on strategies for curriculum differentiation, resource optimization, and effective classroom management to mitigate the impact of difficulties encountered by multigrade teachers. Teachers may continue to share and document their successful strategies and best practices, contributing to a collaborative network that supports ongoing improvement and excellence in multigrade education. Teachers and school administrators are urged to receive technical support from the Department of Education, emphasizing fostering resilience and equipping teachers with effective coping strategies to address the unique challenges of teaching in many grades. It is important to recognize that the difficulties faced in multigrade classrooms are inherent to the teaching context and should not be viewed as a direct indicator of a teacher's total performance.

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