

# TEACHERS' CORE BEHAVIOR COMPETENCE AND TEACHING PERFORMANCE IN MULTI- GRADE EDUCATION

Grail Armada

*Doctor of Education major in Educational Management and Leadership*  
School of Graduate Studies and Continuing Professional Development, University of Saint Louis  
Tuguegarao City, Philippines

**Abstract—** Multigrade education presents unique challenges and demands for teachers, requiring them to manage diverse student needs, curricula, and classroom dynamics. This study examines the core behavioral competencies and teaching performance of multigrade teachers in the Division of Kalinga, Philippines. Employing a descriptive research design, the study surveyed 112 multigrade teachers across ten districts. Data were gathered using a checklist and document analysis of the Results-Based Performance Management System (RPMS) ratings. Results indicated that teachers demonstrated very satisfactory competencies in self-management, professionalism, teamwork, service orientation, and innovation. Factors such as educational attainment, teaching position, class size, and distance from school significantly influenced core competencies, with teachers holding higher positions and advanced degrees exhibiting stronger professional ethics and teamwork. Moreover, teaching performance was rated as outstanding for most teachers, with a significant difference observed based on teaching positions, where Teacher III outperformed lower-ranked counterparts. These findings highlight the importance of continuous professional development, tailored training, and support mechanisms to enhance multigrade teaching effectiveness. Strengthening pedagogical strategies, resource allocation, and institutional support can further elevate multigrade education outcomes. The study underscores the need for policy interventions to optimize the teaching-learning experience in multigrade settings, ensuring equitable and high-quality education in geographically challenged areas.

**Keywords:** multigrade education, teacher competencies, teaching performance, professional development, Kalinga Division

## I. INTRODUCTION

Investment in human capital, particularly through the provision of high-quality basic education, is crucial to a country's vision of equitable growth and development (EFA, 2015). Every country recognizes the critical importance of education in changing people's lives. As a result of the critical role of education in a country's growth, international leaders and education sectors have been pressured to adopt policies and programs that will increase the provision of high-quality education to all (Jabbar, 2015; Buabeng-Andoh, 2012). In fact, The United Nations Sustainable Development Goals (UN-SDGs) include a specific goal focused on quality education, which is known as SDG 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." This goal aims to ensure that every individual, regardless of their background or circumstances, has access to a high-quality education that prepares them for lifelong learning and contributes to their personal development and well-being.

Through the EFA Philippine Plan of Action, the Philippines outlined national and regional goals, targets, and initiatives for implementation. Early childhood education, alternate learning systems, and universal quality primary education are all part of the concept (Crow & O'Donoghue, 2013). It stipulates that school-aged children must be sent to school. Because the Philippines is an archipelago with geographically challenged places, children living on remote islands and in hilly locations are forced to walk long distances or cross rivers on a makeshift bridge in order to attend school. Schools were built near their homes to provide what Filipino children deserve and to alleviate their heartbreaking challenges. Nonetheless, their geographical location has an impact on their demographic characteristics, resulting in fewer enrollees. In addition, there are some locations in the Philippines where total school enrollment is low or there are shortages of teachers, necessitating the blending of grade levels. Because the government believes that assigning a teacher to each grade level is unfeasible, merging courses was considered a viable alternative (Zulueta & Aragon, 2012). Multigrade (MG) schools were created as a result of this to make substantial contributions to education for all people (Naparan & Castañeda, 2021; Kucita, et al., 2012).

The multi-grade program was viewed as a practical approach to overcome educational challenges such as access and inclusion (Cassery, et al., 2019; Ntombela, 2021). Teachers provide varied but acceptable activities to learners based on their particular developmental stage, which is a reasonable learning delivery especially in remote, isolated, low-resource, and underserved populations (Msimanga, 2019). By giving numerous learning options, teachers may empower and engage their students. Since 1993, the Multigrade Program in Philippine Education (MPPE) has helped the Department of Education (DepEd) meet its goal of democratizing access to education while ensuring its quality in

around 19 percent of public elementary schools in the Philippines' remote, underserved, and sparsely populated areas (Menon, et al., 2017). A mixed class of pupils obviously differs significantly from the traditional form of single-grade student class (Schollar, 2015). This means that the manner the pupils in the multi-grade class are taught must also be different. True, the position of the teacher in a multi-grade classroom is multifaceted, or to put it another way, it is far more involved and demanding than the work of the teacher in a mono-grade school (Knaub 2016). The primary goal of a multi-grade teacher is to convey knowledge to kids rather than simply follow a curriculum (Thomas, 2021; Msimanga, 2021). Teachers must be able to help students acquire skills and instill positive values and attitudes. No matter what individual disparities exist among the students, the teacher is required to be adaptable and use a variety of ways to make learning interesting and effective for all kids in his or her classroom (Ngcobo, 2015).

Prior to the pandemic, multigrade education already existed in various parts of the world, particularly in rural and remote areas where there were limited resources and low student populations. In multigrade classrooms, a single teacher would instruct students of different ages and grade levels in the same classroom, often combining multiple grades into one group (Akdas & Kalman, 2021). The COVID-19 pandemic had a significant impact on education systems worldwide, including multigrade education. With the closure of schools and the shift to remote learning, multigrade classrooms faced several challenges. (Chan, et al., 2021)/ The impact of the COVID-19 pandemic on multigrade education will likely continue even after the pandemic recedes. However, efforts are being made to address the challenges and improve the multigrade education landscape (Audrain, et al., 2022).

With all the different rationales and goals in education, teachers play a critical role. Teachers play an important role in helping students improve and change their lives. Teachers have the power to shape a student's future (Brown, 2010). Teachers who teach multiple grades face the most difficulties. They have many roles to play, including being sources of knowledge, dealing with the challenges of multigrade classes, and achieving the Department of Education's goal of "Quality Education." They are attempting to demonstrate that multigrade classes can compete with monograde classes. Furthermore, teachers in multi-graded classrooms must have the best classroom management skills because they must plan their classes properly in order to avoid being redundant. Tasks should be completed in parallel in each classroom, as tasks in one grade may require a higher level of contact between the teacher and the learner than tasks in another grade (Gasa, 2016). Furthermore, teachers in multi-graded classrooms must have the best classroom management skills because they must plan their classes properly to avoid being redundant. Tasks should be completed in parallel in each classroom, as tasks in one grade may require a higher level of contact between the teacher and the learner than tasks in another grade (Amin, 2020).

Based on the 2019 A Review of Current Situation and Practices of Multigrade Schools in the Philippines, there are 8,379 multigrade schools out of the 38,911 public schools in the Philippines (DepEd, 2019). With these numbers, 6.02% of the total population of schools comes from the Cordillera Administrative Region, where the Division of Kalinga belongs, due to its geographical location (DepEd-CAR, 2019). Unfortunately, most of the literature dealt more with the difficulties in multigrade education (Tiernan et al., 2020; Engin, 2018; Casserly et al., 2019; Casserly & Padden, 2018; Condy & Blease, 2014). In addition, most of the studies also focused on the effects and experiences of learners in the said program (Taole & Mncube, 2012; Adewumi & Mosito, 2019; Ramrathan & Ngubane, 2013). Only a few of them exposed the pedagogical strategies that are also done in this area of teaching (Bongala et al., 2020; Cornish, 2014; Enayati et al., 2016). In addition, no published study was conducted looking into multi-grade teachers' core behavioral competence and teaching performance in the said division. Hence, the study was conducted to determine the core behavioral competence, teaching performance, and pedagogical practices of multi-grade teachers in the Division of Kalinga.

## II. METHODS

This study utilized a quantitative type of research employing descriptive methods of research to describe their core behavioral competence and teaching performance. This study was conducted among different multi-grade schools in the Division of Kalinga, which is composed of ten districts: Eastern Balbalan, Western Balbalan, Lubuagan, Northern Pinukpuk, Southern Pinukpuk, Pasil, Rizal, Lower Tanudan, Upper Tanudan, and Tinglayan. The respondents of the study were the 112 multi-grade teachers of different districts of the Division of Kalinga.

Table 1. Distribution of the Respondents of the Study

District Level	Number of Respondents	Percentage
Balbalan	22	19.30
Lubuagan	13	11.40
Pasil	17	14.90
Pinukpuk	17	14.90

Rizal	22	19.30
Tanudan	13	11.40
Tinglayan	10	8.80
<b>Total</b>	<b>114</b>	<b>100.00</b>

**Research Instruments**

**Checklist**

A checklist was used to describe the profile of the respondents, which consisted of the following: age, sex, civil status, highest educational attainment, teaching position, district assigned, years of multi-grade teaching experience, number of grade levels handled, class size for each grade level, number of trainings attended on multigrade teaching, and distance of residence from school.

**Document Analysis**

Data on core behavioral competence and teaching performance were lifted from the Results-Based Performance Management System (RPMS) for Teachers. The tool was designed for teachers to reflect on the different objectives related to their professional work. It consists of 13 items that they will analyze and rate according to their level of capability and level of priority for development. The items meet teacher quality requirements congruent with the Philippine K to 12 Reform and are reflective of international teacher standards.

**Data Gathering Procedure**

This study followed a systematic approach in the gathering of data. Before the distribution of the questionnaire, the researcher sent a letter to the Office of the Division Superintendent of Kalinga for permission to conduct the study in their institution. After the approval of the letter of permission, the researcher distributed the questionnaire to the target respondents of the research. Retrieval and collation followed after the participants answered the questions. After the retrieval and collection of all the questionnaires, the researcher tallied the answers of all the participants, and the collated data were given to the assigned data analyst of the study for processing and interpretation. Meanwhile, for the IPCRF of master teachers, the researcher forwarded a letter of request to the Division Superintendent. The researcher ensured that the confidentiality of the IPCRF rating was observed. The Division Office released a copy of the IPCRF ratings, and the names of teachers were coded for confidentiality purposes. It is important to note that ethical considerations were employed by the researcher, such as keeping the confidentiality of the participants, and letters and communications to proper authorities were observed. Informed consent was also given to the participants prior to the distribution of the research questionnaires. In addition, due to the current health crisis brought by the COVID-19 pandemic, minimum health protocols were strictly followed by the researcher during the data gathering.

**Data Analysis**

The following were used to analyze the gathered data of the study:

Frequency and percentage were used to describe the profile of the respondents as to age, sex, civil status, highest educational attainment, teaching position, district assigned, years of multi-grade teaching experience, number of grade levels handled, class size for each grade level, number of trainings attended on multigrade teaching, and distance of residence from school.

Weighted mean was used to determine the core behavioral competence and teaching performance of teachers in teaching multi-grade education using the following range and qualitative descriptions:

Mean Range	Qualitative Description
4.500 – 5.00	Outstanding
3.500 – 4.499	Very satisfactory
2.500 – 3.499	Satisfactory
1.500 – 2.499	Poor
1.000 – 1.499	Needs improvement

Independent Sample T-Test and One Way Analysis of Variance were used to determine significant difference on the core behavioral competence and teaching performance when grouped according to profile variables.

### III. RESULTS

Table 1. Profile of the Respondents

Variable	Frequency	Percentage
<b>District Assignment</b>		
Balbalan	22	19.3
Lubuagan	13	11.4
Pasil	17	14.9
Pinukpuk	17	14.9
Rizal	22	19.3
Tanudan	13	11.4
Tinglayan	10	8.8
<b>Age</b>		
21-25	18	15.9
26-30	31	27.4
31-35	19	16.8
36-40	10	8.8
41-45	16	14.2
46-50	19	16.8
<b>Sex</b>		
Male	21	18.4
Female	93	81.6
<b>Civil Status</b>		
Single	30	26.5
Married	75	66.4
Widow	7	6.2
Single Parent	1	0.9
<b>Highest Educational Attainment</b>		
BEED graduate	36	31.6
BSE with Elementary Units	5	4.4
BEED with MA Units	34	29.8
BSE with MA Units	4	3.5
MAEd Degree Holder	35	30.7
<b>Teaching Position</b>		
Teacher 1	45	39.5
Teacher 2	14	12.3
Teacher 3	50	43.9
Master Teacher 1	4	3.5
Master Teacher 2	1	0.9
<b>Years of Teaching in Multigrade</b>		
1-5	70	61.4
6-10	22	19.3
11-15	13	11.4
16-20	8	7.0
≥21	1	0.9
Ave. no. of years of teaching = 6 years		
<b>Number of Grade Levels Handled</b>		
2-3	80	72.1
4-6	31	27.9
<b>Class Size</b>		
2-5	24	21.6

6-10	5	4.5
11-15	44	39.6
16-20	4	3.6
21-25	24	21.6
26 and Above	10	9.0
<b>Number of Training Attended on Multigrade Teaching</b>		
0	10	8.8
1-5	87	77.0
6-10	16	14.2
Ave. number of training attended = 3		
<b>School Classification</b>		
Primary	14	12.5
Complete Elementary	98	87.5
<b>Distance of Residence from School</b>		
≤ 5 km	52	45.6
6-10 km	25	21.9
11-15 km	19	16.7
16-20 km	7	6.1
≥21km	11	9.6
Ave. Distance = 10 km		

Table 1 presents the profile of multigrade teachers in the province of Kalinga. It can be seen from the results that multigrade schools are present in all municipalities of the province, with more than 10 multigrade teachers per municipality. In addition, in terms of age, many of the teachers are young, belonging to the 26–30 age group. There are more female multigrade teachers than male multigrade teachers in the study, and most of them are already married.

In terms of their professional profile, it can be seen from the table that many of the teachers are holders of a Bachelor of Elementary Education (BEED) degree, followed by teachers holding master's degrees in education. Most of them are currently occupying Teacher III and Teacher I positions, and there are currently few multigrade teachers occupying a Master Teacher position. Generally, multigrade teachers have been teaching in this kind of setup for an average of six years. Most of them handle 2–3 grade levels with an average class size of 11–15 students. Furthermore, they attended 1–5 trainings on multigrade teaching in the past five years. Most of them are teaching in a complete elementary school, while a few are teaching in a primary school. Finally, most of the teachers' residences are less than five kilometers from the school.

Table 2. Level of Competencies on Core Behaviors of Multigrade Teachers

Area	Mean	Description
Self-Management	4.14	Very Satisfactory
Professionalism and Ethics	4.34	Very Satisfactory
Results Focus	4.23	Very Satisfactory
Teamwork	4.30	Very Satisfactory
Service Orientation	4.23	Very Satisfactory
Innovation	4.16	Very Satisfactory
<b>Overall Core Behavioral Competencies</b>	<b>4.23</b>	Very Satisfactory

Table 2 presents the level of competence of multigrade teachers in their core behaviors. It can be seen from the table that, generally, multigrade teachers obtained a very satisfactory rating in their core behavioral competence.

Specifically, along with self-management, it can be stressed that they can set personal goals and directions, needs, and development. At the same time, teachers undertake personal actions and behavior that are clear and purposive and consider personal goals and values congruent with those of the organization. In addition, they also display emotional maturity and enthusiasm for, and are challenged by, higher goals. They also prioritize work tasks and schedules to achieve their goals. More importantly, they set high-quality, challenging, and realistic goals for themselves and others.

Meanwhile, multigrade teachers also obtained a very satisfactory rating in terms of professionalism and ethics. This means that multigrade teachers demonstrate the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713) and practice ethical and professional behavior and conduct, considering the impact of their actions and decisions. They also maintain a professional image of being trustworthy, with regular attendance and punctuality, good grooming, and effective communication. Furthermore, they also make personal sacrifices to meet the organization’s needs. At the same time, they act with a sense of urgency and responsibility to meet the organization’s needs, improve the system, and help others enhance their effectiveness.

Along with results focus, multigrade teachers also obtained a very satisfactory rating. Specifically, they achieve results with optimal use of time and resources most of the time. In addition, they avoid rework, mistakes, and wastage through effective work methods by placing organizational needs before personal needs. They also deliver error-free outputs most of the time by conforming to standard operating procedures correctly and consistently and are able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required. More importantly, they also express a desire to do better and may express frustration at waste or inefficiency, which may focus on new or more precise ways of meeting goals set. Furthermore, they make specific changes in the system or in their own work methods to improve performance, such as doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, and morale, without setting any specific goal.

It can also be gleaned from the table that multigrade teachers have a very satisfactory rating along teamwork. Specifically, they willingly do their share of responsibility and promote collaboration while removing barriers to teamwork and goal accomplishment across the organization. In addition, they apply negotiation principles in arriving at win-win agreements and drive consensus and team ownership of decisions. They can also work constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.

Furthermore, multigrade teachers also assessed themselves with a very satisfactory rating along service orientation. They can explain and articulate organizational directions, issues, and problems. They also take personal responsibility for dealing with and/or correcting customer service issues and concerns. They also initiate activities that promote advocacy for men’s and women’s empowerment. Furthermore, they participate in updating office vision, mission, mandates, and strategies based on DEPED strategies and directions. On one hand, they can develop and adopt service improvement programs through simplified procedures that will further enhance service delivery.

And finally, along innovation, multigrade teachers have a very satisfactory assessment in which they can examine the root cause of problems and suggest effective solutions to foster new ideas and processes and suggest better ways to do things (cost and/or operational efficiency). In addition, they also demonstrate an ability to think “beyond the box,” continuously focusing on improving personal productivity to create higher value and results. They also promote a creative climate and inspire co-workers to develop original ideas or solutions. They even translate creative thinking into tangible changes and solutions that improve the work unit and organization. More importantly, they use ingenious methods to accomplish responsibilities and demonstrate resourcefulness and the ability to succeed with minimal resources.

Table 3. Teaching Performance of Multigrade Teachers

Rating	Description	Pre-Pandemic		Pandemic		Transition to New Normal	
		N	%	N	%	N	%
4.50–5.00	Outstanding	66	57.9	68	59.65	67	58.80
3.50 – 4.49	Very Satisfactory	47	41.2	46	40.35	47	41.20

2.50 – 3.49	Satisfactory	1	0.90	0	.00	0	.00
Performance Rating		4.47		4.50		4.47	
<b>Overall Performance Rating = 4.48</b>							

The table provides information on the teaching performance of multigrade teachers, presenting different ratings along with their corresponding descriptions, frequencies, and percentages. It can be seen from the results that more than half of the multigrade teachers obtained an outstanding teaching performance. This range represents the highest rating or score that teachers can receive in their performance evaluation. The description states that teachers falling within this range are considered to have an exceptional level of performance. This indicates that multigrade teachers have demonstrated outstanding teaching abilities, skills, and effectiveness in their multigrade classrooms. They likely exhibit exceptional instructional practices, engagement with students, and overall effectiveness in facilitating learning and achieving positive outcomes. Their teaching may be characterized by innovation, creativity, and a high degree of proficiency. Being classified as having an exceptional level of performance suggests that these teachers exceed the expected standards and consistently deliver exceptional teaching experiences for their students. Their dedication, expertise, and effectiveness distinguish them as outstanding educators within the multigrade teaching context.

Table 4. Significant Difference in Respondents' Assessment of the Core Behavioral Competencies when Grouped by their Profile Variables

Profile Variable	Self-Management		Professionalism and Ethics		Teamwork		Service Orientation		Innovation	
	t/F value	p-value	t/F value	p-value	t/F value	p-value	t/F value	p-value	t/F value	p-value
District	.877	.514	.272	.949	1.699	.128	1.281	.272	.275	.948
Age	1.196	.3016	1.529	.187	1.012	.414	.385	.858	.547	.740
Sex	.340	.734	.802	.424	.714	.477	.702	.484	.175	.861
Civil Status	1.705	.170	2.585	.057	.724	.540	2.267	.085	.096	.962
Educational Attainment	<b>2.546</b>	<b>.043*</b>	<b>2.844</b>	<b>.028*</b>	<b>4.329</b>	<b>.003*</b>	1.268	.287	1.439	.226
Teaching Position	2.134	.081	<b>2.891</b>	<b>.026</b>	<b>2.915</b>	<b>.025</b>	1.731	.148	.610	.656
Years in Teaching Multigrade	.711	.586	.688	.602	.517	.723	.847	.499	1.103	.359
No. of Grade Levels Handled	.426	.671	.509	.612	.578	.565	.198	.843	.890	.375
Class Size	.961	.445	.998	.423	1.966	.090	1.417	.224	<b>2.381</b>	<b>.043*</b>
Training Attended	.311	.733	1.366	.259	1.573	.212	.747	.476	.775	.463
School Classification	.339	.735	1.098	.275	.204	.839	.602	.548	.091	.927
Distance of Residence from School	.858	.492	.817	.517	1.798	.135	<b>2.837</b>	<b>.028*</b>	1.812	.132

*p* < .05 = Significant

Table 4 shows the significant difference in respondents' assessment of their core behavioral competence when grouped according to profile variables. The results indicate a significant difference in the core behavioral competence of multigrade teachers in terms of self-management, professionalism and ethics, and teamwork when grouped according to educational attainment. Specifically, teachers with a master's degree have a higher level of assessment in self-

management, professionalism, and teamwork than teachers with a bachelor's degree in Elementary Education and teachers with master's degree units.

Meanwhile, there is also a significant difference in the core behavioral competence of multigrade teachers in professionalism and ethics and teamwork when grouped according to teaching position. Results of the post-hoc test analysis revealed that teachers in Teacher II and III positions have a higher level of assessment in professionalism and ethics than teachers in a Teacher I position. Furthermore, teachers in a Teacher III position have a higher level of assessment in teamwork than teachers in a Teacher I position.

On the other hand, a significant difference also exists in the core behavioral competence of multigrade teachers in innovation when grouped according to class size. Specifically, multigrade teachers with a larger number of pupils in a classroom have a higher level of assessment in terms of innovation than those with a smaller number of pupils. Finally, there is a significant difference in the core behavioral competence of multigrade teachers in service orientation when grouped according to the teachers' distance of residence from the school. Specifically, teachers residing 11–15 kilometers from the school have a higher level of assessment in service orientation than multigrade teachers whose residences are at least 5 kilometers from the school and those whose residences are more than 21 kilometers away.

Table 5. Significant Difference in Respondents' Teaching Performance based on their IPCRF Rating when Grouped by their Profile Variables

Profile Variable	IPCRF Rating	
	t/F value	p-value
District	1.209	.307
Age	1.127	.351
Sex	.130	.897
Civil Status	1.228	.303
Educational Attainment	1.449	.223
Teaching Position	<b>4.228</b>	<b>.003*</b>
Years in Teaching Multigrade	1.928	.111
No. of Grade Levels Handled	.237	.813
Class Size	1.550	.181
Training Attended	1.805	.169
School Classification	.282	.778
Distance of Residence from School	1.814	.131

$p < .05 = \text{Significant}$

Table 5 presents the significant difference in respondents' teaching performance when grouped according to their profile variables. The findings suggest that there is a significant difference in the teaching performance of multigrade teachers when grouped according to teaching position. Hence, the null hypothesis is rejected. The table shows a statistically significant difference in the performance ratings of teachers with varying teaching positions. Further analysis using the post-hoc test revealed that Teacher III's performance rating differs considerably from those of Teachers I and II. Teachers in the Teacher III position have a higher performance rating compared to those in Teacher I and Teacher II positions.

Meanwhile, there is no significant difference in respondents' teaching performance when grouped according to district, age, civil status, educational attainment, years of teaching multigrade, number of grade levels handled, class size, training attended related to multigrade education, school classification, and distance of residence from the school. Hence, the null hypothesis is not rejected. This indicates that the teaching performance of multigrade teachers does not vary based on these profile variables.

#### IV. DISCUSSION

##### ***Core Behavioral Competence of Multigrade Teachers***

The results indicate that multigrade teachers could engage in self-management by setting personal goals and directions for their own professional development. Multigrade teachers possess the ability to engage in self-management and set personal goals and directions for their professional development. Self-management refers to an individual's ability to regulate their thoughts, behaviors, and emotions to achieve desired outcomes (Rafferty & Asaro-Saddler, 2020). Multigrade teachers who actively engage in self-management are likely to have a greater sense of control over their professional growth and success. They take ownership of their learning needs and development by identifying areas for improvement and setting specific goals to address those needs (Nagro, et al., 2020). In addition, self-management encompasses a range of actions and behaviors that are purposeful and aligned with their personal goals and values, as well as those of the organization they work for. Multigrade teachers exhibit clear and purposive personal actions and behavior that align with their personal goals and values, as well as the goals and values of the organization they work for. This alignment is crucial for creating a harmonious and effective work environment. When personal goals and organizational goals are congruent, teachers are more likely to experience job satisfaction and higher levels of motivation (Rastgoo, 2016; Worth & Brande, 2020). This congruence also leads to a stronger sense of commitment to the organization's mission and values (Eren, 2015).

One important aspect highlighted in the results is the display of emotional maturity and enthusiasm by multigrade teachers. Emotional maturity and enthusiasm are important attributes displayed by multigrade teachers. Emotional maturity involves the ability to regulate emotions effectively, handle stress, and maintain a positive attitude in the face of challenges (Vig & Sati, 2017). Multigrade teachers who demonstrate emotional maturity are better equipped to navigate the complexities of their role and maintain a supportive classroom environment. Their enthusiasm for teaching reflects their genuine passion for their profession and their commitment to creating engaging learning experiences for their students (Valente, et al., 2020). Furthermore, the results emphasize that multigrade teachers are challenged by higher goals and are willing to go beyond the minimum requirements. This indicates a drive for continuous improvement and a desire to contribute more effectively to their students' learning experiences. By prioritizing their work tasks and schedules, these teachers demonstrate their commitment to achieving their goals efficiently and effectively. Multigrade teachers prioritize their work tasks and schedules to achieve their goals efficiently and effectively. Prioritization involves identifying the most important tasks and allocating appropriate time and resources to accomplish them (Dewaele, et al., 2018). Multigrade teachers who effectively prioritize their work are more likely to meet deadlines, maintain high productivity, and experience reduced stress levels. By managing their tasks and schedules, these teachers can allocate sufficient time to various instructional and administrative responsibilities associated with teaching multiple grade levels. Importantly, the results highlight the significance of multigrade teachers setting high-quality, challenging, and realistic goals not only for themselves but also for others. This suggests that these teachers not only focus on their own professional growth but also play a role in fostering growth and development in their colleagues or students. By setting ambitious goals, they create an environment that encourages excellence and personal growth. Multigrade teachers set high-quality, challenging, and realistic goals for themselves and others. High-quality goal setting involves establishing goals that are specific, measurable, attainable, relevant, and time-bound (Eckhoff & Weiss, 2020). By setting such goals, multigrade teachers create a clear roadmap for their own professional development and the growth of their students. This proactive approach to goal setting promotes a sense of direction, motivation, and continuous improvement within the classroom (McCardle, et al., 2017).

Meanwhile, it was also revealed that multigrade teachers have achieved a very satisfactory rating in terms of professionalism and ethics. This suggests that these teachers consistently demonstrate values and behaviors that align with the Norms and Conduct and Ethical Standards for public officials and employees (RA 6713) and uphold ethical and professional conduct in their work. Multigrade teachers prioritize ethical considerations and the impact of their actions and decisions on others. They make conscious efforts to ensure that their behaviors and decisions are aligned with the ethical standards set forth by the organization and the profession. This commitment to ethical conduct contributes to a positive work environment and fosters trust and respect among colleagues, students, and the community (Acar, et al., 2016). In addition, multigrade teachers maintain a professional image by embodying characteristics such as trustworthiness, regularity of attendance and punctuality, good grooming, and effective communication. Trustworthiness is essential in establishing positive relationships with students, parents, and fellow educators, as it creates an environment conducive to collaboration and learning (Lilja & Osbeck, 2020). Regular attendance and punctuality demonstrate a sense of responsibility and dedication to their role as educators. Furthermore,

multigrade teachers are willing to make personal sacrifices to meet the organization's needs. This highlights their strong commitment to the educational institution and the students they serve. Personal sacrifices may include investing additional time and effort in lesson preparation, engaging in professional development activities outside of regular working hours, or going the extra mile to provide support to struggling students (Arain, et al., 2017). These sacrifices demonstrate their dedication and willingness to contribute to the overall success of the organization. Multigrade teachers also exhibit a sense of urgency and responsibility in meeting the organization's needs and improving the system. They take proactive measures to identify areas for improvement and actively participate in initiatives aimed at enhancing the quality of education provided. Additionally, they extend their support to colleagues, offering guidance and resources to help them enhance their effectiveness in the classroom. This collaborative approach fosters a culture of continuous improvement and professional growth within the multigrade teaching context (Ozen & Durkan, 2016).

Furthermore, multigrade teachers have achieved a very satisfactory rating in terms of results focus. This means that they consistently achieve results by effectively utilizing their time and resources. They demonstrate efficiency in their work methods, avoiding rework, mistakes, and wastage. Furthermore, they prioritize organizational needs over personal needs, ensuring that their efforts contribute to the overall success of the educational institution. Multigrade teachers excel in delivering error-free outputs by adhering to standard operating procedures correctly and consistently. This attention to detail and adherence to established protocols ensures that their work is of high quality and meets the required standards (Olanda, 2021; Yapici, 2016). They consistently produce outputs that are useful, acceptable, and complete, requiring minimal supervision. Their ability to consistently deliver high-quality work reflects their professionalism and commitment to excellence. Moreover, multigrade teachers express a desire to improve and achieve even better results. They may exhibit frustration when they encounter waste or inefficiency and actively seek new or more precise ways to meet their goals. This demonstrates their commitment to continuous improvement and their willingness to explore innovative approaches to enhance their performance and effectiveness (Wardoyo, 2015). They are proactive in identifying areas for improvement and making specific changes in the system or their work methods to drive better outcomes. Multigrade teachers' focus on improving performance extends beyond mere compliance with standards. They aim to do better, faster, at a lower cost, more efficiently, or with improved quality and customer satisfaction. Their motivation to exceed expectations and enhance various aspects of their work, such as morale and customer satisfaction, reflects their commitment to ongoing growth and development. The results highlight that multigrade teachers possess a results-oriented mindset and are dedicated to achieving optimal outcomes (Dao & McDonough, 2018). They consistently deliver high-quality work, actively seek ways to improve, and prioritize the needs of the organization. Their commitment to efficiency, effectiveness, and continuous improvement contributes to their success in meeting goals and ensures their work has a positive impact on the educational institution.

On the other hand, multigrade teachers have obtained a very satisfactory rating in terms of teamwork, which means that they actively contribute to collaborative efforts, willingly take on their share of responsibilities, and promote teamwork and goal accomplishment throughout the organization. Multigrade teachers demonstrate a willingness to fulfill their responsibilities within the team (Baykan, 2013). They actively engage in their assigned tasks and contribute their skills and knowledge to the collective effort. Their commitment to fulfilling their share of responsibilities ensures that team goals are achieved and that the workload is distributed effectively among team members. Moreover, multigrade teachers actively promote collaboration and remove barriers to teamwork. They recognize the importance of working together and create an inclusive and supportive environment that encourages cooperation and shared decision-making. By removing obstacles that hinder teamwork, such as communication barriers or conflicting interests, they foster a positive team dynamic and enhance overall effectiveness (Berger, et al., 2021; Casserly & Padden, 2018; Chin, et al., 2022). Multigrade teachers also apply negotiation principles to arrive at win-win agreements. They recognize the importance of finding common ground and reaching consensus in team decision-making processes. By employing negotiation skills, they seek mutually beneficial outcomes that satisfy the needs and interests of all team members, fostering a sense of cooperation and collaboration (Goroshit & Hen, 2016). Furthermore, multigrade teachers drive consensus and team ownership of decisions. They actively involve team members in the decision-making process, ensuring that everyone's perspectives and ideas are considered. By fostering a sense of ownership and shared responsibility for decisions, they promote a collaborative culture and enhance commitment to achieving team goals (Johnson, 2014). Multigrade teachers also demonstrate the ability to work constructively and collaboratively with others both within and across organizations. They recognize the importance of cross-functional collaboration and actively engage with colleagues from different teams or departments to accomplish organizational goals and objectives. Their willingness to collaborate and leverage collective expertise and resources strengthens the overall effectiveness and impact of the organization.

In addition, multigrade teachers have assessed themselves with a very satisfactory rating in terms of service orientation. This demonstrates their commitment to providing excellent service and their dedication to meeting the needs of their students, colleagues, and the broader educational community. Multigrade teachers possess the ability to effectively explain and articulate organizational directions, issues, and problems (Joyce, 2014). They understand the importance of clear communication and are able to convey complex information in a way that is easily understood by others. By effectively articulating organizational directions, they contribute to a shared understanding and alignment within the educational institution. Moreover, multigrade teachers take personal responsibility for dealing with and correcting customer service issues and concerns. They understand that providing exceptional service involves addressing and resolving any challenges or problems that may arise. By taking ownership of customer service issues, they demonstrate their commitment to ensuring the satisfaction and well-being of the individuals they serve. Multigrade teachers also initiate activities that promote advocacy for men and women empowerment (Mercier, et al., 2021). They recognize the importance of promoting gender equality and empowerment within the educational context. Through their initiatives, they contribute to creating an inclusive and supportive environment that values and empowers individuals regardless of their gender. Furthermore, multigrade teachers actively participate in updating the office's vision, mission, mandates, and strategies based on DEPED strategies and directions. They understand the importance of aligning their work with the broader goals and objectives of the educational institution. By participating in these updates, they contribute to the ongoing improvement and evolution of the organization. On the one hand, multigrade teachers demonstrate their ability to develop and adopt service improvement programs through simplified procedures. They recognize the value of continuous improvement and are proactive in identifying areas where service delivery can be enhanced. By developing and implementing simplified procedures, they streamline processes and make service delivery more efficient, resulting in a better overall experience for stakeholders (McCardle, et al., 2017; Saqlain, 2015).

And finally, the results indicate that multigrade teachers have been assessed with a very satisfactory rating in terms of innovation. This suggests that they possess a strong capacity for creativity, problem-solving, and resourcefulness, and actively contribute to fostering new ideas and improving processes within their work environment. Multigrade teachers demonstrate their ability to examine the root cause of problems and suggest effective solutions (Shahzad & Naureen, 2017). They possess analytical skills that allow them to identify underlying issues and develop strategies to address them. By examining the root cause of problems, they can implement more targeted and efficient solutions, leading to improved outcomes and performance. Furthermore, multigrade teachers exhibit a capacity to think "beyond the box" and continuously seek ways to enhance personal productivity and create higher value. They are open to innovative approaches and actively explore new methods or techniques to improve their work processes. This mindset of continuous improvement enables them to generate fresh ideas and find more efficient ways of achieving goals. Multigrade teachers also play a role in promoting a creative climate within their work environment. They inspire and encourage their colleagues to develop original ideas and solutions. By fostering a supportive atmosphere that values creativity and innovation, they contribute to a culture that encourages individuals to think outside the box and explore new possibilities (Phajane, 2014). Additionally, multigrade teachers can translate creative thinking into tangible changes and solutions that enhance their work unit and organization. They possess the ability to take innovative concepts and implement them effectively. Their resourcefulness and determination enable them to overcome challenges and successfully implement changes, leading to improved efficiency and effectiveness. Moreover, multigrade teachers demonstrate resourcefulness and the ability to succeed with minimal resources (Rastgoo, 2016). They are adept at finding creative solutions and utilizing available resources effectively. Their ingenuity allows them to accomplish their responsibilities efficiently, even in situations where resources may be limited.

### ***Teaching Performance of Multigrade Teachers***

It can be shown from the results that most of the multigrade teachers have obtained an outstanding teaching performance, representing the highest rating or score in their performance evaluation. This outstanding performance reflects the exceptional abilities, skills, and effectiveness of these teachers in their multigrade classrooms. Multigrade teachers with an outstanding teaching performance demonstrate exceptional instructional practices. They excel in designing and delivering effective lessons that engage students and facilitate their learning. Their instructional strategies are likely to be innovative, engaging, and tailored to the unique needs of multigrade classrooms. These teachers have a deep understanding of pedagogy and employ research-based approaches to maximize student learning outcomes (Tlaka, 2021).

Furthermore, teachers with an outstanding teaching performance exhibit a high level of engagement with their students. They create a positive and supportive learning environment where students feel motivated, valued, and inspired to excel. These teachers establish strong relationships with their students, promoting active participation, collaboration, and a love for learning. The exceptional effectiveness of these teachers is evident in their ability to achieve positive outcomes. Their students demonstrate significant progress in their academic achievements, and they may exceed expected standards (Thomas, et al. 2018; Eren, 2015). These teachers employ various assessment strategies to monitor student progress, provide timely feedback, and adapt their instructional approaches to ensure continuous growth and success. Additionally, teachers with an outstanding teaching performance showcase innovation, creativity, and a high degree of proficiency in their teaching practices. They continuously seek new and improved ways to enhance student learning and adapt their teaching methods to the ever-evolving needs of their students. These teachers may incorporate technology, differentiated instruction, and a variety of instructional resources to create dynamic and engaging learning experiences (Gasa, 2016).

The classification of outstanding teaching performance indicates that these multigrade teachers consistently go above and beyond the expected standards. They demonstrate a deep commitment to their students' success, and their dedication to their profession is evident in the exceptional educational experiences they provide.

### ***Significant Difference in Respondents' Assessment of the Core Behavioral Competencies when Grouped by their Profile Variables***

The results indicate that there are significant differences in the core behavioral competence of multigrade teachers across various factors: educational attainment, teaching position, class size, and distance of residence from the school. Multigrade teachers with a master's degree have a higher level of assessment in self-management, professionalism, and teamwork compared to teachers with a bachelor's degree in Elementary Education and teachers with master's degree units. This suggests that higher educational attainment is associated with a stronger proficiency in these core behavioral competencies. Teachers with advanced degrees may have received additional training and education that enhances their skills in self-management, professionalism, and teamwork (Buabeng-Andoh, 2012; Cansoy & Parlar, 2018).

In addition, there are significant differences in professionalism and ethics and teamwork among multigrade teachers based on their teaching position. Teachers with Teacher II and III positions receive higher assessments in professionalism and ethics compared to teachers with a Teacher I position. Furthermore, teachers with a Teacher III position have a higher level of assessment in teamwork compared to teachers with a Teacher I position. This suggests that as teachers progress in their teaching positions, they exhibit higher levels of professionalism, ethical conduct, and collaborative teamwork (Joyce, 2014).

Multigrade teachers with a larger number of pupils in their classrooms receive higher assessments in terms of innovation compared to teachers with a smaller number of pupils. This implies that teachers who handle larger class sizes may exhibit greater innovation in their teaching approaches, as they face additional challenges and complexities in meeting the diverse needs of a larger number of students. And finally, multigrade teachers who reside within the distance range of 11-15 km from the school receive higher assessments in service orientation compared to teachers whose residence is at least 5 km from the school and teachers whose residence is more than 21 km from the school. This suggests that proximity to the school may positively influence the teachers' service orientation, as they are more readily available and accessible to meet the needs of students, colleagues, and the organization (Msimanga, 2020).

### ***Significant Difference in Respondents' Teaching Performance based on their IPCRF Rating when Grouped by their Profile Variables***

The statistical analysis, including the post hoc test, demonstrates that there are notable variations in the performance ratings of multigrade teachers based on their teaching positions. Specifically, teachers with Teacher III positions receive significantly higher performance ratings compared to teachers with Teacher I and Teacher II positions. This suggests that teachers in the Teacher III position exhibit a higher level of teaching performance compared to their counterparts in the Teacher I and Teacher II positions. The specific factors contributing to this difference in performance ratings could vary and may include factors such as experience, expertise, leadership responsibilities, or a combination of various elements associated with the Teacher III position. The significant difference in performance ratings based on teaching position emphasizes the importance of considering the role and responsibilities associated

with each teaching position. It also highlights the potential influence of professional growth and career progression on teaching effectiveness within the multigrade teaching context.

## V. CONCLUSION AND RECOMMENDATIONS

In conclusion, it can be stressed that, generally, multigrade teachers obtained a very satisfactory rating in their core behavioral competence. The findings have significant implications for both theory and practice in multigrade education. From a theoretical perspective, the study contributes to our understanding of the complex dynamics of multigrade teaching and the adaptive strategies employed by teachers in diverse educational contexts. By documenting the pedagogical practices of multigrade teachers across different phases, the study enriches existing theories of teaching and learning in multigrade classrooms. From a practical standpoint, the findings underscore the importance of providing targeted support and professional development opportunities for multigrade teachers to enhance their effectiveness in meeting the diverse needs of their students. Policy reforms aimed at addressing issues such as access to resources, workload management, and social-emotional support are crucial for creating enabling environments that support the success and well-being of multigrade teachers and their students. By implementing evidence-based interventions and support mechanisms, educational stakeholders can ensure quality education for all students, regardless of their grade level or learning context.

## REFERENCES

- Acar, G., Ozer, M., Şahin, A., Musa, M., & Karabulut, N. (2016). Investigation into the Perception of Physical Education Teachers on the Ethical Climate in their Workplace. *International Journal of Educational Sciences*. <https://doi.org/10.1080/09751122.2016.11890448>.
- Adewumi, T. M., & Mosito, C. (2019). Experiences of teachers in implementing inclusion of learners with special education needs in selected Fort Beaufort District primary schools, South Africa. *Cogent Education*, 6(1), 1703446.
- Akdas, M. S., & Kalman, M. (2021). Challenges affecting teaching-learning processes in multi-grade classes: A comparison of pre-pandemic and peri-pandemic periods. *University of South Florida M3 Center Publishing*, 3(2021), 17.
- Amin, N. (2020). *Exploring teaching strategies used by teachers in multi-grade classrooms in rural settings in the Umlazi District* (Doctoral dissertation).
- Arain, G., Sheikh, A., Hameed, I., & Asadullah, M. (2017). Do as I Do: The Effect of Teachers' Ethical Leadership on Business Students' Academic Citizenship Behaviors. *Ethics & Behavior*. <https://doi.org/10.1080/10508422.2016.1272457>.
- Audrain, R. L., Weinberg, A. E., Bennett, A., O'Reilly, J., & Basile, C. G. (2022). Ambitious and sustainable post-pandemic workplace design for teachers: A portrait of the Arizona teacher workforce. *Primary and secondary education during Covid-19: Disruptions to educational opportunity during a pandemic*, 353-381.
- Baykan, A. A. (2013). Project based learning in multi-grade class. *Educational Research and Reviews*, 8(3), 84-92.
- Berger, F., Schreiner, C., Hagleitner, W., Jesacher-Rößler, L., Roßnagl, S., & Kraler, C. (2021). Predicting Coping With Self-Regulated Distance Learning in Times of COVID-19: Evidence From a Longitudinal Study. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.701255>.
- Bongala, J. V., Bobis, V. B., Castillo, J. P. R., & Marasigan, A. C. (2020). Pedagogical strategies and challenges of multigrade schoolteachers in Albay, Philippines. *International Journal of Comparative Education and Development*.
- Brown, B. A. (2010). Multi-Grade Teaching. *A Review of Issues, Trends and Practices. Implications of Teaching Education in South Africa. Centre for Education Policy Development (CEPD). Johannesburg, South Africa*.
- Buabeng-Andoh, C. (2012). Factors influencing teachers' adoption and integration of information and communication technology into teaching: A review of the literature. *International Journal of Education and Development using ICT*, 8(1).
- Cansoy, R., & Parlar, H. (2018). Examining the relationship between school principals' instructional leadership behaviors, teacher self-efficacy, and collective teacher efficacy. *International Journal of Educational Management*. <https://doi.org/10.1108/IJEM-04-2017-0089>.
- Cassery, A. M., & Padden, A. (2018). Teachers' views of co-teaching approaches in addressing pupils with special educational needs (SEN) in multi-grade classrooms. *European Journal of Special Needs Education*, 33(4), 555-571.
- Cassery, A. M., Tiernan, B., & Maguire, G. (2019). Primary teachers' perceptions of multi-grade classroom grouping practices to support inclusive education. *European Journal of Special Needs Education*, 34(5), 617-631.
- Chan, J. R., Marasigan, A. C., & Santander, N. T. (2021). Multigrade teachers' experiences and learning assessments on modular remote teaching during the COVID-19 pandemic. *International Journal of Research*, 10(6), 95-107.
- Chin, J., Ching, G., Castillo, F., Wen, T., Huang, Y., Castillo, C., Gungon, J., & Trajera, S. (2022). Perspectives on the Barriers to and Needs of Teachers' Professional Development in the Philippines during COVID-19. Sustainability. <https://doi.org/10.3390/su14010470>.
- Condy, J., & Blease, B. (2014). What challenges do foundation phase teachers experience when teaching writing in rural multigrade classes?. *South African Journal of Childhood Education*, 4(2), 36-56.
- Cornish, L. (2014). Multi-grade pedagogy and student learning. *Bhutan Journal of Research and Development*, 3(1), 41-52.
- Crow, A., & O'Donoghue, T. (2013). Education for All and International Cooperation for Education Development: Ongoing Implications for National Policy in the Philippines. In *Aquinas, Education and the East* (pp. 179-192). Springer, Dordrecht.
- Dao, P., & McDonough, K. (2018). Effect of proficiency on Vietnamese EFL learners' engagement in peer interaction. *International Journal of Educational Research*. <https://doi.org/10.1016/J.IJER.2018.01.008>.
- Dewaele, J., Gkonou, C., & Mercer, S. (2018). Do ESL/EFL teachers' emotional intelligence, teaching experience, proficiency and gender affect their classroom practice?. [https://doi.org/10.1007/978-3-319-75438-3\\_8](https://doi.org/10.1007/978-3-319-75438-3_8).
- Eckhoff, D., & Weiss, J. (2020). Goal setting: A concept analysis.. *Nursing forum*. <https://doi.org/10.1111/nuf.12426>.
- Enayati, T., Zamani, F., & Movahedian, M. (2016). Classroom management strategies of multigrade schools with emphasis on the role of technology. *Interdisciplinary Journal of Virtual Learning in Medical Sciences*, 7(2).

- Engin, G. (2018). The Opinions of the Multigrade Classroom Teachers on Multigrade Class Teaching Practices (Multiple Case Analysis: Netherlands-Turkey Example). *International Journal of Progressive Education*, 14(1), 177-200.
- Eren, A. (2015). 'Not only satisfied and responsible, but also hopeful': prospective teachers' career choice satisfaction, hope, and personal responsibility. *Cambridge Journal of Education*. <https://doi.org/10.1080/0305764X.2014.930417>.
- Gasa, A. N. (2016). *Exploring instructional leadership practices within the context of multi-grade teaching: experiences of principals and teachers* (Doctoral dissertation).
- Goroshit, M., & Hen, M. (2016). Teachers' empathy: can it be predicted by self-efficacy?. *Teachers and Teaching*. <https://doi.org/10.1080/13540602.2016.1185818>.
- Jabbar, H. (2015). "Every kid is money" market-like competition and school leader strategies in New Orleans. *Educational Evaluation and Policy Analysis*, 37(4), 638-659.
- Johnson, H. J. (2014). Multi-grade teaching and learning: Challenges and opportunities.
- Joyce, T. M. (2014). Quality basic education for all: Challenges in multi-grade teaching in rural schools. *Mediterranean Journal of Social Sciences*, 5(1), 531-531.
- Knaub, K. L. (2016). *Instructional planning practices of rural, multi-grade teachers: a case study* (Doctoral dissertation, Montana State University-Bozeman, College of Education, Health & Human Development).
- Kucita, P., Kuyini, A. B., Maxwell, T. W., & Kivunja, C. (2012). Factors influencing Bhutanese teachers' multigrade knowledge and teaching practices. *Bhutan Journal of Research and Development*, 1(2), 109-124.
- Lilja, A., & Osbeck, C. (2020). Understanding, acting, verbalizing and persevering – Swedish teachers' perspectives on important ethical competences for students. *Journal of Moral Education*. <https://doi.org/10.1080/03057240.2019.1678462>.
- McCardle, L., Webster, E., Haffey, A., & Hadwin, A. (2017). Examining students' self-set goals for self-regulated learning: Goal properties and patterns. *Studies in Higher Education*. <https://doi.org/10.1080/03075079.2015.1135117>.
- Menon, R., Nedungdi, P., & Raman, R. (2017, September). Technology enabled teacher training for low-literate, remote and rural multi-grade education centers. In *2017 International Conference on Advances in Computing, Communications and Informatics (ICACCI)* (pp. 1594-1599). IEEE.
- Mercier, K., Centeio, E., Garn, A., Erwin, H., Marttinen, R., & Foley, J. (2021). Physical Education Teachers' Experiences With Remote Instruction During the Initial Phase of the COVID-19 Pandemic. *Journal of Teaching in Physical Education*. <https://doi.org/10.1123/JTPE.2020-0272>.
- Msimanga, M. R. (2019). Managing the use of resources in multi-grade classrooms. *South African Journal of Education*, 39(3).
- Nagro, S., Hirsch, S., & Kennedy, M. (2020). A Self-Led Approach to Improving Classroom Management Practices Using Video Analysis. *TEACHING Exceptional Children*. <https://doi.org/10.1177/0040059920914329>.
- Naparan, G. B., & Ivy Leigh P Castañeda, M. (2021). Challenges and Coping Strategies of Multi-Grade Teachers. *International Journal of Theory and Application in Elementary and Secondary School Education*, 3(1), 25-34.
- Ngcobo, S. G. (2015). *Exploring the role of Principal-Cum Teachers in a multi-grade school context: Evidence from five principals in one District of KwaZulu-Natal* (Doctoral dissertation).
- Ntombela, S. S. (2021). *Managing difficulties associated with multi-grade classes in Mpumalanga primary schools* (Doctoral dissertation).
- Olanda, B. P. (2019, July). The Level of Performance of Multi-Grade Teachers in the Division of Quezon: A Basis for an Enhancement Program. In *Ascendens Asia Journal of Multidisciplinary Research Conference Proceedings* (Vol. 3, No. 2).
- Özen, F., & Durkan, E. (2016). The Relationship between Perceived Organizational Ethical Climate and Teaching Professional Ethics. . <https://doi.org/10.14527/kuey.2016.023>.
- Phajane, M. (2014). Possibilities and challenges of teaching reading in a multi-grade classroom. *Mediterranean Journal of Social Sciences*, 5(15), 359-359.
- Rafferty, L., & Asaro-Saddler, K. (2020). Effective Self-Management Strategies. . <https://doi.org/10.1093/acrefore/9780190264093.013.1012>.
- Ramrathan, L., & Mzimela, J. (2016). Teaching reading in a multi-grade class: Teachers' adaptive skills and teacher agency in teaching across grade R and grade 1. *South African Journal of Childhood Education*, 6(2), 1-8.
- Rastgoo, P. (2016). The Relationship of Talent Management and Organizational Development with Job Motivation of Employees. *Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensis*. <https://doi.org/10.11118/ACTAUN201664020653>.
- Saqlain, N. (2015). A Comprehensive Look at Multi-Age Education. *Journal of Educational and Social Research*. <https://doi.org/10.5901/JESR.2015.V5N2P285>.
- Schollar, E. (2015). Curriculum management, improving learner performance and the rise of multi-grade classes: A tangled web of challenges to the design, operation and evaluation of educational development programmes in South Africa. *Learning about sustainable change in education in South Africa: The Jika iMfundo campaign, 2017*, 99-123.
- Shahzad, K., & Naureen, S. (2017). Impact of Teacher Self-Efficacy on Secondary School Students' Academic Achievement. . <https://doi.org/10.22555/JOEED.V4I1.1050>.
- Taole, M., & Mncube, V. S. (2012). Multi-grade teaching and quality of education in South African rural schools: Educators' experiences. *Studies of Tribes and Tribals*, 10(2), 151-162.
- Thomas, D., Walsh, E., Torr, B., Alvarez, A., & Malagón, M. (2018). Incorporating High-Impact Practices for Retention: A Learning Community Model for Transfer Students. *Journal of College Student Retention: Research, Theory & Practice*. <https://doi.org/10.1177/1521025118813618>.
- Thomas, S. E. (2021). Exploring Learning Outcomes in Multi-Grade and Mono-Grade Classrooms. *Ensuring All Children Learn: Lessons from the South on What Works in Equity and Inclusion*, 215.
- Tiernan, B., Casserly, A. M., & Maguire, G. (2020). Towards inclusive education: instructional practices to meet the needs of pupils with special educational needs in multi-grade settings. *International Journal of Inclusive Education*, 24(7), 787-807.
- Tlaka, M. I. (2021). *Teachers resilience: coping strategies of primary school teachers with multi-grade classes at Glen Cowie Circuit, Limpopo Province South Africa* (Doctoral dissertation).
- Valente, S., Veiga-Branco, A., Rebelo, H., Lourenço, A., & Cristóvão, A. (2020). The Relationship between Emotional Intelligence Ability and Teacher Efficacy. *Universal Journal of Educational Research*. <https://doi.org/10.13189/ujer.2020.080324>.
- Vig, D., & Sati, L. (2017). Association between Emotional Maturity and Perceived Stress among Adolescents. *Asian Journal of Home Science*. <https://doi.org/10.15740/HAS/AJHS/12.1/188-192>.
- Wardoyo, C. (2015). The Measurement of Teacher's Personality Competence and Performance Using Embedded Model. *Journal of Education and Practice*.

- Worth, J., & Brande, J. (2020). Teacher autonomy: how does it relate to job satisfaction and retention?. National Foundation for Educational Research.
- Yapici, I. (2016). Effectiveness of Blended Cooperative Learning Environment in Biology Teaching: Classroom Community Sense, Academic Achievement and Satisfaction.. Journal of education and training studies. <https://doi.org/10.11114/JETS.V4I4.1372>.
- Zulueta, D. P., & Aragon, A. (2012, May). A Trail Towards Academic Excellence! Multigrade Instruction's Problems, Challenges and Best Practices of General Luna District, Quezon. In *4th International Education Conference* (p. 110).

---

The author/s retain the copyright to this article, with IJRASGE granted first publication rights. This article is distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0>), allowing for open access.