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## INSTRUCTIONAL MATERIAL ADEQUACY, SUPPORT SYSTEMS AND CHALLENGES OF MULTIGRADE TEACHERS IN APAYAO

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### Abstract

*This study examined the adequacy of instructional materials, teacher deployment, support systems, and challenges encountered by multigrade teachers in Pudtol, Apayao. Using a descriptive-correlational design, data were gathered from purposively selected teachers through a validated questionnaire and analyzed using descriptive statistics and Pearson correlation. Results showed that instructional materials were generally adequate, while pupil resources and literacy kits were very adequate. Supervisory support and in-service training were consistently provided, but teacher lodging in remote areas was insufficient. Major challenges involved instructional management, multi-level teaching, and classroom organization. Educational attainment and teaching experience were significantly related to challenges encountered. The study underscores the need for targeted multigrade training, enhanced instructional support, and improved welfare provisions for teachers in remote schools.*

**Keywords:** Multigrade teaching, instructional material adequacy, teacher deployment, support systems, instructional challenges

### INTRODUCTION

Multigrade education has long been recognized as a vital instructional approach for ensuring access to basic education in geographically isolated, economically disadvantaged, and sparsely populated communities (Morphett et al., 2025). In such contexts, multigrade classes enable schools to operate despite limited enrolment and scarce resources by allowing a single teacher to handle two or more grade levels simultaneously. In the Philippines, the Department of Education (DepEd) institutionalized this

approach through the Multigrade Program in Philippine Education (MPPE), aimed at safeguarding the constitutional right of every Filipino child to quality education, particularly those residing in remote barangays.

Despite established policy frameworks and continued resource allocation, evidence from DepEd reports and empirical studies indicates that multigrade education remains confronted with persistent systemic challenges. These challenges are most evident

in the adequacy of instructional materials, the deployment and workload of teachers, and the consistency of institutional support systems. National-level concerns include the limited availability of contextualized and multilevel instructional resources, inequitable teacher distribution, and insufficient training specifically designed for multigrade pedagogy. Such issues are further intensified in rural municipalities, where logistical difficulties, geographic isolation, and budgetary constraints compromise effective instructional delivery and teacher welfare (Taole et al., 2024).

Extant literature underscores the critical role of instructional resources, teacher competence, and institutional support in determining the effectiveness of multigrade instruction. International studies, such as that of da Silva (2021), emphasize that adequate learning materials and targeted teacher preparation significantly influence teaching quality and learner outcomes in multigrade settings. Locally, studies by Ruiz (2020) and Literal and Sabud (2025) document persistent gaps between policy intentions and actual implementation, particularly in material provision, professional development, and administrative support. However, these studies often focus on isolated dimensions of multigrade education or are limited to specific regions, thereby offering a fragmented understanding of the issue.

A notable gap in the literature is the limited number of studies that examine instructional material adequacy, teacher deployment, and support systems in an integrated manner, particularly at the municipal level. Moreover, while quantitative data provide valuable insights into the extent of these challenges, they often fail to capture the contextual realities and lived experiences of multigrade teachers operating in unique socio-economic and geographic conditions (Hascher & Waber, 2021; Kaşkaya et al., 2025). This underscores the need for localized, empirical investigations that holistically analyze the interrelationships among teacher profiles, resource availability, institutional support, and the challenges encountered in multigrade classrooms.

Responding to this gap, the present study investigates the adequacy of instructional materials, the status of teacher deployment, and the availability of support systems for multigrade classes in Pudtol, Apayao. By examining how these factors relate to the challenges faced by multigrade teachers, the study seeks to generate evidence-based insights that can inform targeted interventions, equitable resource allocation, and sustainable capacity-building initiatives. Ultimately, this research aims to contribute to the broader discourse on rural education development and support policymaking efforts toward improving equity and quality in Philippine basic education.

Generally, this study assessed the adequacy of instructional materials, the status of teacher deployment and workload, and the availability of support systems for multigrade classes, and to explore the challenges faced by multigrade teachers in rural elementary schools.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1. Personal
    - 1.1.1. Age
    - 1.1.2. Sex
  - 1.2. Professional

- 1.2.1. Highest educational attainment;
- 1.2.2. Years of teaching experience; and
- 1.2.3. Number of grade levels handled per multigrade class?

2. What is the adequacy level of instructional materials provided for multigrade classes in terms of:
  - 2.1. Minimum Multigrade Instructional Package (MIP) for teachers;
  - 2.2. Minimum Learning Package (MLP) for pupils; and
  - 2.3. Ratio of textbooks and multilevel materials to students?
3. How frequent are the following support systems provided to multigrade teachers:
  - 3.1. Monitoring and supervisory visits
  - 3.2. In-service training on multigrade teaching strategies
  - 3.3. Lodging facilities for teachers in remote schools
4. What challenges do multigrade teachers face in managing instruction, classroom organization, and multi-level teaching?
5. Is there a significant relationship on the profile of the respondents, adequacy level of instructional materials provided for multigrade classes and the frequency of support system provided towards the Challenges faced by multigrade teachers?

## Methodology

This study employed a descriptive–correlational research design to examine the adequacy of instructional materials, teacher deployment, support systems, and the challenges encountered by multigrade teachers. The descriptive component focused on presenting the existing conditions of multigrade instruction, while the correlational component determined the relationships among instructional resources, teacher-related factors, support mechanisms, and classroom challenges without manipulating the variables.

The study was conducted in the municipality of Pudtol, Apayao, located in the Cordillera Administrative Region (CAR), Philippines. Pudtol is a predominantly rural area characterized by geographically dispersed and remote barangays. Agriculture is the primary source of livelihood, and the presence of indigenous communities, particularly the Isnag tribe, adds to the municipality's cultural diversity. Due to teacher shortages, limited infrastructure, and low population density, many public elementary schools in the area implement multigrade classroom arrangements, making Pudtol an appropriate locale for the study.

The respondents consisted of multigrade teachers assigned to public elementary schools in Pudtol. A purposive sampling technique was used to select participants who had handled multigrade classes for at least one academic year, ensuring that respondents possessed sufficient experience to provide reliable and informed responses regarding instructional demands, workload, and support systems.

Data were gathered using a researcher-made questionnaire composed of four sections: respondent profile, adequacy of instructional materials, frequency of support systems, and challenges encountered in multigrade teaching. The instrument

underwent content validation by experts in educational management and multigrade instruction. Reliability was established through pilot testing using Cronbach's alpha to determine internal consistency.

Prior to data collection, permission was obtained from relevant educational authorities, and informed consent was secured from all respondents. The questionnaire was personally administered by the researcher to ensure clarity and completeness of responses. Data were analyzed using descriptive statistics (frequency, percentage, mean, and standard deviation) and inferential statistics, including Analysis of Variance (ANOVA) and correlational analysis. Ethical standards were strictly observed, ensuring voluntary participation, confidentiality, and responsible data handling.

## RESULTS AND DISCUSSION

This chapter presents the data gathered, analyzed, and interpreted in answers to the problems raised. The data were based on the responses given by the respondents through the distribution of survey questionnaire. Furthermore, it presents the findings of the study from which conclusions and recommendations were made.

### Personal Profile of Respondents

The personal profile of teachers in multi grade classes was studied. Table 1.A reveals that more than half of the respondents (59.09%) are aged between 30–39 years, with 22.73% aged between 40–49 years. 13.64% of the respondents are aged between 20–29, while 4.55% of the respondents are above 50 years of age. The average age of the respondents is 36.36 years. As far as sex is concerned, there is a huge majority of female respondents (95.45%) to male (4.55%). The teachers of the multigrade classes in the sample are mainly female teachers at mid-career stage.

Table 1.A

*Frequency and Percentage distribution on the Personal Profile of Respondents*

Age	Number of Teachers	Percentage
20–29	3	13.64
30–39	13	59.09
40–49	5	22.73
50 and above	1	4.55
<b>Average Age - 36.36</b>		
Sex	Number of Teachers	Percentage
Male	1	4.55
Female	21	95.45

### Professional Profile of Respondents

As seen in table 1.B, most teacher professional profiles in multigrade classes are Master's degree holders at 45.45%. This is followed by teachers with Master's units at 40.91%, a Bachelor's degree at 9.09%, and a teacher with Doctorate units at 4.55%. Most respondents' overall teaching experience was 6–10 years (50%), followed by 0–5 (31.82%), 11–15 (13.64%), and 16 years and above (4.55%), resulting in an average teaching experience of 7.55 years. Most have 0-2 years (45.45%) experience in handling multigrade classes, followed by 6-8 years (31.82%) and 9-year and

above (18.18%). Least with 3-5 years (4.55%). So, on average, the multigrade teaching experience of the respondents is around 5 years.

Table 1.B

*Frequency and Percentage distribution on the Professional Profile of Respondents*

Highest Educational Attainment	Number of Teachers	Percentage
Bachelor's Degree	2	9.09
With Master's Units	9	40.91
Master's Degree	10	45.45
With Doctorate Units	1	4.55
Years Of Teaching Experience	Number of Teachers	Percentage
0–5 years	7	31.82
6–10 years	11	50.00
11–15 years	3	13.64
16 years and above	1	4.55
<b>Average Years of Teaching Experience= 7.55</b>		
Years Handling Multigrade Classes	Number of Teachers	Percentage
0–2 years	10	45.45
3–5 years	1	4.55
6–8 years	7	31.82
9 years and above	4	18.18
<b>Average Years Handling Multigrade Classes= 4.68=5</b>		

### Level of Adequacy of Instructional Materials Provided for Multigrade Classes in Terms of Minimum Multigrade Instructional Package (MIP) for Teachers

The study aimed to determine the adequacy of instructional materials for multigrade classes based on the Minimum Multigrade Instructional Package (MIP) for teachers. The instructional materials obtained a weighted mean of 2.95, indicating that they were perceived as generally adequate. Among the materials, Teachers' Guides received the highest rating (3.14), followed by Multilevel Lesson Exemplars (2.95) and Contextualized Curriculum Guides (2.77), reflecting variations in perceived sufficiency. Overall, teachers expressed positive views regarding the availability and usefulness of MIP resources. Teachers' Guides were rated highest due to their practical and comprehensive content, while the lower rating for Contextualized Curriculum Guides suggests possible limitations in contextual relevance for multigrade settings. These findings align with earlier studies emphasizing the importance of well-designed and contextualized instructional materials in enhancing multigrade teaching effectiveness (Ares-Ferreirós et al., 2025; Kalender & Erdem, 2021; Thephavongsa, 2018). The results highlight the need for continuous improvement of instructional materials and capacity-building initiatives focused on contextual adaptation to further strengthen multigrade instruction (Sambayon et al., 2023).

Table 2.A

*Assessment on the Level of Adequacy of Instructional Materials Provided for Multigrade Classes in Terms of Minimum Multigrade Instructional Package (MIP) for Teachers*

Indicators	Mean	Descriptive Value
1. Teacher's Guides (TGs)	3.14	Adequate
2. Multigrade Lesson Exemplars (MLEs)	2.95	Adequate
3. Contextualized Curriculum Guides (CGs)	2.77	Adequate
<b>WEIGHTED MEAN</b>	<b>2.95</b>	<b>Adequate</b>

**Level of Adequacy of Instructional Materials Provided for Multigrade Classes in Terms of Minimum Learning Package (MLP) for Pupils**

The study assessed the adequacy of pupil learning materials in multigrade classes based on the Minimum Learning Package. Results in Table 2.B show that instructional aids and visual materials, such as flashcards, printed visuals, and word drills, obtained a weighted mean of 3.42, interpreted as very adequate. Manipulative and hands-on materials, including number cards, letter tiles, and shapes, were rated adequate, while realia was rated very adequate, resulting in a combined weighted mean of 3.22. Overall, pupil instructional materials yielded a weighted mean of 3.32, indicating that they are very adequate for facilitating learning in multigrade classrooms. These findings suggest that pupils have sufficient access to visual and experiential learning resources, which support comprehension and retention, particularly in multigrade settings (Qasserras, 2024). The slightly lower ratings for manipulatives indicate a need for expansion to enhance active learning. The results affirm that diverse, multimodal instructional materials are essential in promoting cognitive and psychomotor development among multigrade learners (Gnawali, 2025; Katona et al., 2023).

Table 2.B

*Assessment on the Level of Adequacy of Instructional Materials Provided for Multigrade Classes in Terms of Minimum Learning Package for Pupils*

<b>B.1. Instructional Aids and Visual Materials</b>		
Indicators	Mean	Descriptive Value
1. Charts	3.36	Very Adequate
2. Posters	3.36	Very Adequate
3. Flashcards	3.45	Very Adequate
4. Printed visuals	3.45	Very Adequate
5. Word drills	3.45	Very Adequate
<b>WEIGHTED MEAN</b>	<b>3.42</b>	<b>Very Adequate</b>
<b>B.2. Manipulative and Hands-On Learning Tools</b>		
Indicators	Mean	Descriptive Value
1. Number cards	3.23	Adequate

2. Letter tiles	3.18	Adequate
3. Shapes	3.18	Adequate
4. Realia	3.27	Very Adequate
<b>WEIGHTED MEAN</b>	<b>3.22</b>	<b>Adequate</b>
<b>OVERALL WEIGHTED MEAN</b>	<b>3.32</b>	<b>Very Adequate</b>

**Level of Adequacy of Instructional Materials Provided for Multigrade Classes in Terms of Supplementary Reading and Literacy Kits for Pupils**

This study also identified the adequacy of supplementary readings and literacy kits for pupils in multigrade classes. Results (Table 2.C) show that all components—including workbooks, storybooks, beginning reading kits, self-learning modules, learner's modules, and learning activity sheets—were rated Very Adequate, with mean scores ranging from 3.36 to 3.59, yielding an overall weighted mean of 3.43. Storybooks received the highest rating (3.59), highlighting their role in developing literacy, comprehension, and reading interest (Santoso et al., 2023; Marhamah, 2022). The findings indicate that multigrade learners have access to structured and diversified literacy resources, which support independent learning and skill development across multiple grade levels (Shareefa, 2020). Adequate provision of these materials enables effective literacy programs, encourages self-directed reading, and supports individualized instruction in multigrade classrooms.

Table 2.C

*Assessment on the Level of Adequacy of Instructional Materials Provided for Multigrade Classes in Terms of Supplementary Reading and Literacy Kits for Pupils*

Supplementary Reading and Literacy Kits	Mean	Descriptive Value
1. Work books	3.36	Very Adequate
2. Story book	3.59	Very Adequate
3. Beginning Reading Kits	3.36	Very Adequate
4. Self learning modules	3.41	Very Adequate
5. Learner's Modules (LMs)	3.41	Very Adequate
6. Learning Activity Sheets (LAS)	3.45	Very Adequate
<b>WEIGHTED MEAN</b>	<b>3.43</b>	<b>Very Adequate</b>

**Summary Assessments on the Level of Adequacy of Instructional**

**Materials Provided for Multigrade Classes**

The overall evaluation of instructional materials in multigrade classes (Table 2.D) shows that teacher materials (MIP) were rated Adequate (2.95), while pupil materials—MLP and Supplementary Reading and Literacy Kits—were rated Very Adequate (3.32 and 3.43), with an overall mean of 3.23. This indicates that materials are generally sufficient, though teacher resources need improvement. The lower adequacy of MIP reflects challenges

teachers face in managing multiple grades simultaneously, highlighting the need for well-designed, contextually relevant guides and lesson exemplars (Msimanga, 2019; Jodhani et al., 2025). Strengthening teacher materials can enhance preparedness and instructional effectiveness in multigrade classrooms.

Table 2.D

*Summary Assessments on the Level of Adequacy of Instructional Materials Provided for Multigrade Classes*

Factors	Weighted Mean	Descriptive Value
A. Minimum Multigrade Instructional Package (MIP) for Teachers	2.95	Adequate
B. Minimum Learning Package (MLP) Learners	3.32	Very Adequate
C. Supplementary Reading and Literacy Kits	3.43	Very Adequate
<b>OVERALL WEIGHTED MEAN</b>	<b>3.23</b>	<b>Adequate</b>

**Frequency of the Support Systems Provided to Multigrade Teachers**

**In terms of Monitoring and Supervisory Visits**

The study examined the frequency of monitoring and supervisory visits received by multigrade teachers. Results (Table 3.A) indicate that all indicators were rated Always, with mean scores from 3.36 to 3.86 and an overall mean of 3.66. Teachers reported that school heads consistently conduct classroom follow-ups, provide feedback, and focus visits on improving instruction. Division and district supervisors also carry out scheduled visits, followed by required post-visit actions. These findings suggest ongoing support and monitoring, which teachers perceive as frequent, meaningful, and instructional rather than procedural. Regular supervision with constructive feedback enhances teacher effectiveness, confidence, and classroom practices in multigrade settings (Daigon et al., 2024; Macanas & Loja, 2025; Taole, 2022). School administrators and policymakers can use these insights to strengthen mentorship programs and promote continuous professional development for multigrade teachers.

Table 3.A

*Assessments on the Frequency of the Support Systems Provided to multigrade Teachers In terms of Monitoring and Supervisory Visits*

Indicators	Mean	Descriptive Value
1. The school head conducts classroom monitoring visits specific to multigrade instruction.	3.82	Always
2. Feedback or coaching is provided after each monitoring visit.	3.86	Always
3. Supervisory visits focus on instructional improvement rather than compliance.	3.82	Always
4. The division or district supervisor conducts scheduled	3.36	Always

visits to evaluate multigrade practices.		
5. Follow-up actions are made by the administration based on identified needs during visits.	3.45	Always
<b>WEIGHTED MEAN</b>	<b>3.66</b>	<b>Always</b>

**Frequency of the Support Systems Provided to Multigrade Teachers In terms of In-Service Training on Multigrade Teaching Strategies**

This research found that the multigrade teachers were trained on different occasions, while development services were also offered to them. Based on the results revealed in Table 3. B, it indicates that all the indicators were rated as Always, with a mean ranging from 3.55 to 3.82 and a weighted mean of 3.67. According to teachers, the administration regularly conducts in-service training on multi-grade strategies and encourages participation in seminars or workshops. In addition, they facilitate learning action cell (LAC) sessions, manage professional development with the division, and organize sharing sessions after training for other multi-grade teachers.

Multigrade teachers show a strong and continuous commitment to professional development, as the finding of this study show. Given the constantly high volume of training and support, teachers are well-equipped with fresh strategies and pedagogical knowledge to manage multigrade classes. Studies have found that various trainings, like in-service and LAC, help multigrade teachers improve instructional capability and confidence (Pedroches, 2025; DepEd, 2020). Furthermore, the practice of teacher sharing after training events promotes teacher capacity development, a rich and flourishing culture that is beneficial.

The findings suggest that multigrade teachers have been receiving professional development programs, and they are useful. According to school administrators, more structured and context-specific training can be continuously invested in for teachers to keep them updated on best multigrade instruction practices. Based on the theory, the results give credence to how learning and capacity-building activities may contribute to the effectiveness of multigrade teachers and improved student outcomes (Ares-Ferreirós et al., 2025; Macanas & Loja, 2025).

Table 3.B

*Assessments on the Frequency of the Support Systems Provided to multigrade Teachers In terms of In-Service Training on Multigrade Teaching Strategies*

Indicators	Mean	Descriptive Value
1. The administration provides in-service training focused on multigrade teaching strategies.	3.77	Always
2. I am encouraged and supported to attend seminars or workshops related to multigrade education.	3.82	Always
3. The school facilitates learning action cells (LAC) sessions specific to multigrade pedagogy.	3.59	Always

4. The administration coordinates with the division for professional development opportunities.	3.64	Always
5. Post-training sharing or re-echo sessions are organized for other multigrade teachers.	3.55	Always
<b>WEIGHTED MEAN</b>	<b>3.67</b>	<b>Always</b>

**Frequency of the Support Systems Provided to Multigrade Teachers**

**In terms of Lodging Facilities for Teachers in Remote Schools**

The research evaluated the extent and adequacy of housing facilities provided to multigrade teachers in remote schools. The results showed (Table 3.C) that most of the indicators got the ratings of Often and had mean scores ranging from 2.82 to 3.45. Overall, the indicators had a weighted mean of 3.06. Generally, teachers said that safe accommodation is ensured (Always, 3.45). Moreover, assistance with lodging, working on the facilities, basic utilities, and housing issues was mostly rated.

The result reveals that while teachers in remote multigrade schools have support for lodging, quality and quantity of fully meeting their needs is often offered. The only indicator that scored Always was access to safe accommodations. While people prioritize basic safety, other factors like maintenance of the facility, utilities, and responsiveness to issues are slightly uncoordinated. This supports previous research, which found that logistical and welfare support during remote teacher assignments is limited, related to challenges in the retention and welfare of teachers (Galut, 2025; Chin et al., 2022). Teacher performance and morale and willingness to continue in remote multigrade postings may be affected by inadequate housing and inconsistent support.

The outcomes show the importance of improving the teacher support system in rural areas. Improving accommodation facilities, providing ongoing allowances or utilities, and taking a proactive stance on housing needs contribute to greater teacher satisfaction and retention, which helps improve student learning outcomes. The quality and adequacy of housing that teachers live in multigrade settings can complement instructional support, which shows the importance of non-instructional support.

Table 3.C

*Assessments on the Frequency of the Support Systems Provided to multigrade Teachers In terms of Lodging Facilities for Teachers in Remote Schools*

Indicators	Mean	Descriptive Value
1. The administration provides or assists in securing lodging facilities near the school.	3	Often
2. The school ensures that teachers in remote multigrade schools have access to safe accommodations.	3.45	Always
3. Lodging facilities are maintained and inspected by the administration.	2.95	Often
4. The administration provides basic utilities or allowances for teachers	3.09	Often

residing in remote areas.		
5. Concerns about housing or living conditions are promptly addressed by the administration.	2.82	Often
<b>WEIGHTED MEAN</b>	<b>3.06</b>	<b>Often</b>

**Summary Assessments on the Frequency of the Support Systems**

**Provided to Multigrade Teachers**

Multigrade teachers reveal that the support systems offered to them are rated Always by the respondents, which include Monitoring and Supervisory Visits and In-Service Training on Multi Grade Teaching Strategies, with the weighted mean of 3.66 and 3.67, respectively (Table 3.D). On the other hand, Teachers in Remote School Lodging Facilities rated it with a rating of Often (3.06). The overall weighted mean for all support factors is 3.46 (Always). This means that teachers perceive that support is generally consistent and reliable, except for lodging support in remote areas, which is less so.

The overall takeaway from the data presented in the previous sections is clear. There is consistent and substantial professional and instructional support for multigrade teachers through supervisory visits and in-service training. On the other hand, lodging facilities for teachers of schools at remote locations, which the teachers can use, are not regularly available. This indicates poor welfare support. Also, it implies that the provision of lodging facilities does not affect teacher comfort. Research indicates that while academic support is prioritised, non-academic support in remote areas is lacking (Mohd Basar et al., 2021). According to findings, schools and divisions have teachers' professional growth well-covered. However, welfare and logistical support still need to be strengthened, especially in distant multigrade schools. Enhancement in accommodation facilities, amenities, and housing-related support can uplift teacher morale, wellbeing, and retention. These findings support the theory by indicating that teacher effectiveness in multigrade classrooms requires (besides instructional and professional support) adequate welfare and working conditions (Carrete-Marín et al., 2024; Khanal, 2022).

Table 3.D

*Summary Assessments on the Frequency of the Support Systems Provided to multigrade Teachers*

Factors	Weighted Mean	Descriptive Value
A. Monitoring and Supervisory Visits	3.66	Always
B. In-Service Training on Multigrade Teaching Strategies	3.67	Always
C. Lodging Facilities for Teachers in Remote Schools	3.06	Often
<b>OVERALL WEIGHTED MEAN</b>	<b>3.46</b>	<b>Always</b>

**Challenges Multigrade Teachers Face in Managing Instruction**

The instructional management challenges faced by multigrade teachers were examined. According to the findings as gleaned in table 4.A, the teachers consider many things Highly Challenging obtaining weighted mean scores between 3.32 and 3.59. It was

rated most challenging to prepare daily lessons for more than one grade level (3.59). This was followed by lack of adequate teaching guides and references (3.41), difficulty in aligning learning competencies (3.32), and lack of time for individual learner attention (3.32). The lack of teaching materials makes teaching very hard. The overall weighted mean of 3.34 classifies instructional management as Highly Difficult.

These results demonstrate that multigrade teachers have serious problems in the management of instruction. The preparation of lessons and resources is chief among these problems. It is hard to plan lessons for all the different learning competencies of students in different grades at the same time. Research indicates that multigrade teaching requires sophisticated planning, comprising differentiated instruction and an adaptive use of only restricted resources (Ares-Ferreirós et al., 2025; Pedroches, 2025). The report's slightly lower score for availability of instructional materials indicates some access, but insufficient to satisfy the multi-grade demands of lessons.

The findings highlight the necessity for further support, including teacher guides, lesson examples for multi-grade classes, and professional development to enhance the management of instruction. To reduce the workload issue, administrators could also consider reducing class sizes or providing co-teaching support within multigrade classrooms. Scholarly literature suggests that a key obstacle of multigrade education is instructional sophistication, or some might call it complexity. Meanwhile, a second possible obstacle would be limited resources. Consequently, such obstacles affect teacher performance and learner success (Kalender & Erdem, 2021; Msimanga, 2019).

Table 4.A

*Assessments on the Challenges Multigrade Teachers Face in Terms of Instructional Management*

Indicators	Mean	Descriptive Value
1. Preparing daily lessons that cater to multiple grade levels is difficult.	3.59	Highly Challenging
2. Lack of adequate teaching guides and references for combined grade levels.	3.41	Highly Challenging
3. Difficulty in aligning learning competencies for different grade levels in one session.	3.32	Highly Challenging
4. Insufficient time to provide individual attention to each learner.	3.32	Highly Challenging
5. Limited availability of instructional materials suitable for multigrade teaching.	3.05	Challenging
<b>WEIGHTED MEAN</b>	<b>3.34</b>	<b>Highly Challenging</b>

**Challenges Multigrade Teachers Face in Classroom Organization**

The study examined the difficulties of multigrade teachers in organizing classrooms. The results in Table 4. B shows that these problems are generally challenging, with a weighted mean of 2.57.

The following problems were rated challenging: management of routines and transitions at different levels (3.00), noise and distracting situations arising from lessons at the same time (2.68), and absence of proper corners or learning centres (2.68). The difficulty in arranging the seating was rated Slightly Challenging, along with limited space in the classroom.

The results indicate that classroom organization poses moderate challenges to multigrade teachers. Due to a lack of physical space and a shortage of learning areas, distractions and logistical complications will arise due to simultaneous teaching of different grades. The results confirm previous studies indicating that classroom design and management of space are essential elements for the effectiveness of multigrade teaching (Lacre & Valle, 2024). Although some organizational issues are slightly tricky, it is a greater challenge to manage the flow and maintain order in simultaneous lessons.

This means there is a need for practical strategies to offer teacher organization in a multigrade situation. It is proposed to make learning corners multi-functional, use flexible seating, and establish transition routines and schedules. As an alternative, administrators might consider improving infrastructure or reallocating resources for more learning spaces. According to the findings, these findings corroborate that, practically, classroom environment and space management form a significant concern in multigrade teaching and learning engagement.

Table 4.B.

*Assessments on the Challenges Multigrade Teachers Face in Terms of Classroom Organization*

Indicators	Mean	Descriptive Value
1. Limited classroom space to accommodate different grade levels.	2.50	Slightly Challenging
2. Difficulty in organizing seating arrangements that support multi-level learning.	2.00	Slightly Challenging
3. Noise and distractions due to simultaneous lessons for different grade levels.	2.68	Challenging
4. Lack of proper learning corners or centers for various grade groups.	2.68	Challenging
5. Managing classroom routines and transitions across multiple levels.	3.00	Challenging
<b>WEIGHTED MEAN</b>	<b>2.57</b>	<b>Challenging</b>

**Challenges Multigrade Teachers Face in Multi-Level Teaching**

The challenges of managing multi-level teaching faced by multigrade teachers were studied. As per the findings in Table 4. C, the overall challenges are challenging, which has a weighted mean of 3.10. According to teachers, addressing learners with different ability levels and learning paces was Highly Challenging (3.27). Difficulty in preparing integrated lesson plans (3.14) and maintaining students' interest level (2.91) were rated as Challenging. Balancing instructional time (3.23) and no training on multigrade specific (2.95) were rated as Challenging.

Teaching at multiple grades is instructively difficult as reflected in the results of this study. It is challenging for teachers to meet multiple, varied learning needs, abilities, and pacing all at once. This aligns with the literature, which states that differentiating instruction and managing heterogeneous learning groups are two key issues in multigrade education (Napanan & Alinsug, 2021; Shareefa, 2020). The number one rated problem was that students have different abilities. This means that teachers must constantly adjust activities, materials, and groupings to match each child's level, which is time-consuming and requires special preparation.

The findings of the study imply that multigrade teacher training and support programs should focus on capacitating teachers further on delivering differentiated instructions, integrated lesson planning, and time management across multiple grades. Peer mentoring, sharing lessons, and planning how to improve instruction can be encouraged and practiced. Essentially, these findings substantiate the view that the teaching of multi-levels in a multigrade class calls for specific capacities and organized support to enhance students' learning outcomes (Saifuddin, et al., 2024; Msimanga, 2019).

Table 4.C

*Assessments on the Challenges Multigrade Teachers Face in Terms of Multi-level Teaching*

Indicators	Mean	Descriptive Value
1. Difficulty in creating lesson plans that integrate multiple grade curricula.	3.14	Challenging
2. Handling learners with different ability levels and learning paces.	3.27	Highly Challenging
3. Difficulty in maintaining student engagement across all grade levels.	2.91	Challenging
4. Balancing instructional time between lower and upper grade pupils.	3.23	Challenging
5. Lack of multigrade-specific training to improve teaching effectiveness.	2.95	Challenging
<b>WEIGHTED MEAN</b>	<b>3.10</b>	<b>Challenging</b>

**Summary Assessments on the Challenges Multigrade Teachers Face**

The overall assessment of challenges faced by multigrade teachers (Table 4.D) shows that instructional management is highly challenging (3.34), while multi-level teaching (3.10) and classroom organization (2.57) are challenging, with an overall mean of 3.00. Teachers struggle most with lesson planning, managing multiple grades, aligning competencies, and providing individual attention. This aligns with prior studies highlighting the complex instructional and logistical demands of multigrade teaching with limited resources (Bojos et al., 2025; Galve et al., 2025). The findings suggest the need for targeted interventions, including differentiated lesson exemplars, specialized professional development, collaborative planning, and peer mentoring to enhance teacher competence and classroom effectiveness.

Table 4.D

*Summary Assessments on the Challenges Multigrade Teachers Face*

Factors	Weighted Mean	Descriptive Value
A. Instructional Management	3.34	Highly Challenging
B. Classroom Organization	2.57	Challenging
C. Multi-level Teaching	3.10	Challenging
<b>OVERALL WEIGHTED MEAN</b>	<b>3.00</b>	<b>Challenging</b>

**Frequency of Support System Provided and The Challenges Faced by Multigrade Teachers**

The correlation analysis (Table 5) examined relationships between teacher profile variables and adequacy of instructional materials, frequency of support systems, and challenges in multigrade teaching. Results show that age, sex, and years handling multigrade classes are not significantly correlated with any variable ( $p > 0.05$ ). In contrast, highest educational attainment ( $r = 0.420$ ,  $p = 0.050$ ) and years of teaching experience ( $r = 0.565$ ,  $p = 0.006$ ) are significantly associated with perceived challenges, indicating that more educated and experienced teachers report greater difficulties (Ahmed & Pierre, 2024; Lazarides et al., 2020). No profile variables were significantly related to instructional materials or support systems, suggesting these provisions are perceived similarly across teachers. The findings imply that professional development and support programs may need to address complex instructional and organizational issues, with mentoring and collaborative opportunities tailored to the needs of highly educated and veteran teachers.

Table 5.

*Correlation of Profile Variables with Instructional Materials Adequacy, Support Systems, and Challenges Encountered by Multigrade Teachers*

Profile Variables	Test Statistic	Adequacy level of instructional materials provided	Frequency of support system provided towards the teachers	Challenges faced by multigrade Teachers
Age	Pearson - r	0.096	0.199	-0.397
	Probability Value	0.672	0.375	0.067
Sex	Pearson - r	-0.101	-0.039	0.055
	Probability Value	0.656	0.863	0.809

<b>Highest Educational Attainment</b>	Pearson - r	-0.113	0.083	<b>.420**</b>
	Probability Value	0.617	0.715	<b>0.050</b>
<b>Years Of Teaching Experience</b>	Pearson - r	0.151	0.147	<b>.565**</b>
	Probability Value	0.501	0.513	<b>0.006</b>
Years Of Handling Multigrade Classes:	Pearson - r	-0.267	-0.079	-0.232
	Probability Value	0.230	0.727	0.299
**. Correlation is significant at the 0.01 level (2-tailed).				

## Conclusion

The study concludes that Pudtol, Apayao multigrade teachers are functioning in a learning environment characterised by sufficient and uneven instructional support. While the teacher's materials, particularly those in the Minimum Multigrade Instructional Package, are limited and need improvement to meet the specific need of multigrade instruction, they are more than sufficient for the pupils.

Strong support system for the multigrade teacher exists in terms of supervisory monitoring and in-service training. The school heads and division offices are committed to improving the quality of instruction when they make use of the systems. Although logistical and welfare supports, such as provision of accommodation to teachers posted in remote areas, have been sanctioned, they are not receiving sufficient attention. This gap has adverse consequences on teacher welfare, retention, and performance.

The job of teachers is not easy especially in managing instructions. Teaching multigrade classes is a complex task, which is evident from the challenges of multi-level lesson preparation, grade-level competency alignment, learner ability management, and individual attention. Teachers with more qualifications and more years of experience face these challenges more. This could be due to a more awareness of pedagogical gaps and needs.

Overall, the findings of the study indicate that multigrade teaching requires specialized, sustained support. Enhancements in teacher-centric materials, logistical support, and context-based professional development programs are essential to achieve the desired teaching and learning outcomes in multigrade situations.

## Recommendations

To support multigrade teachers, it is recommended to institutionalize specialized training programs that focus on differentiated instruction, multi-level curriculum mapping, time management, and learning assessment strategies. Strengthening mentoring and coaching systems is also essential, which can be achieved by creating structured peer-learning groups and conducting regular lesson-sharing sessions among multigrade teachers. Ensuring the consistent provision and monitoring of teacher welfare services, such as lodging facilities, transportation allowances, and basic utilities, is critical for sustaining teacher well-being. Teachers should also engage in continuous professional development, including LAC sessions, seminars, and collaboration with more experienced multigrade educators to enhance instructional competence.

Finally, conducting qualitative studies, such as interviews, observations, and case studies, can provide deeper insights into the lived experiences of multigrade teachers, helping policymakers and

administrators design more effective support systems and instructional interventions.

### Declaration of no conflict of interest

The author hereby declares no conflict of interest and this article is her original work.

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