

Implementation of Multigrade Program in Upland Public Elementary Schools in Tanay District

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Abstract

This study assessed the implementation of the Multigrade Program in upland public elementary schools in Tanay District, Schools Division Office of Rizal, during School Year 2025–2026. Specifically, it examined the extent of implementation in terms of objectives, management, monitoring, and evaluation, as well as the problems encountered by teachers and pupils. The study utilized a descriptive survey research design and documentary analysis. A total of 105 respondents participated, consisting of 19 multigrade teachers and 86 pupils from Aguho Elementary School, Bitik Elementary School, Madilay-Dilay Elementary School, Nayon Elementary School, and Rawang Elementary School. A researcher-made questionnaire-checklist was used to gather data. The findings revealed that most teacher-respondents were 41 years old and above, female, married, and holders of graduate degrees, with many occupying Teacher III positions or higher. Most had varied years of service and had attended national-level in-service trainings. The pupil-respondents were mostly aged 8 to 12 years and above, with nearly equal gender distribution, coming from large families, and many belonging to low-income households with parents having low educational attainment. The study found that the Multigrade Program was perceived by both teachers and pupils as much implemented in terms of objectives, management, monitoring, and evaluation. There was no significant difference in the perceptions of teachers and pupils regarding program implementation. Likewise, most teacher and pupil profile variables showed no significant relationship with perceptions, except for teachers' position title, which was found to be significant. Respondents reported minimal problems, although teachers sometimes experienced insufficient time in covering multiple grade levels, while pupils noted limited instructional materials. In conclusion, the Multigrade Program in the identified schools is effectively implemented and generally well-perceived by stakeholders. It is recommended that continuous training, adequate instructional resources, and strengthened administrative support be provided to enhance program delivery. An action plan is proposed for implementation, and further studies are encouraged to explore additional variables.

Keywords: Multigrade Program, Implementation, Upland Schools, Descriptive Survey, Educational Management, Tanay District

Introduction

Education, to be effective and meaningful, must focus on the development of learners' 21st century skills such as effective communication, information and technology literacy, critical thinking, collaboration, creativity, and life and career skills. These competencies cannot be adequately measured by traditional paper-and-pencil tests alone but require proper program planning, full implementation, continuous monitoring, and authentic assessment strategies. However, even with participative planning and policy support, various implementation gaps and contextual barriers continue to affect the delivery of quality education, particularly in geographically isolated and disadvantaged areas. The 1987 Philippine Constitution, Article XIV, Section 2, emphasizes that the State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society. This provision highlights the government's responsibility to ensure access to quality education even in remote and upland communities. In response to this mandate, the Department of Education implemented programs that address the unique conditions of isolated schools, including the Multigrade Program in Philippine Education (MPPE).

In upland areas, where schools are often characterized by limited teachers, scarce instructional resources, and low student population per grade level, multigrade teaching serves as a practical and necessary approach. As stated in DepEd Order No. 36, s. 2021, the strengthening of the Multigrade Program aims to ensure equitable access to quality learning by providing instructional support, learning materials, and program funding to multigrade schools. This policy underscores the importance of ensuring that learners in multigrade settings receive education comparable to those in monograde schools. Despite these efforts, challenges remain in the actual implementation of the program. Multigrade teaching requires complex classroom management, differentiated instruction, and adequate instructional materials, which may not always be sufficiently addressed. Thus, there is a need to assess how effectively the program is being implemented in real school

settings, particularly in upland public elementary schools in Tanay District, where contextual challenges are more pronounced.

The researcher, being a teacher in upland schools in Tanay, is motivated to examine the implementation of the Multigrade Program to determine its effectiveness in addressing the learning needs of pupils in geographically isolated communities. This study seeks to evaluate the extent of implementation, identify existing challenges, and provide evidence-based insights for program enhancement.

Foreign and local literature consistently emphasize that multigrade education is a strategic response to teacher shortages, limited resources, and geographical barriers in rural and remote areas. Isler (2022) highlighted that multigrade classrooms, when properly implemented, offer inclusive learning environments that support diverse learners, although they require well-planned instructional strategies and appropriate classroom arrangements. Similarly, Mutambala (2021) found that multigrade teaching is a practical solution to teacher shortages in remote areas, but its effectiveness depends on proper training, policy support, and adequate implementation mechanisms. Marin et al. (2024) further emphasized that the lack of appropriate instructional materials remains a major challenge in multigrade classrooms, underscoring the need for teacher training and resource development to enhance instructional quality. Rachmadyanti et al. (2023) also noted that multigrade learning continues to grow as a relevant educational approach, particularly in addressing resource limitations and infrastructure gaps in rural schools. Locally, studies such as Villanueva (2024) revealed that instructional interventions and learning materials significantly improve learner performance in multigrade settings, while Potante and Recla (2024) identified key challenges faced by teachers, including workload, time constraints, and insufficient training. These findings consistently point to the importance of strong implementation support systems in ensuring program success.

Although numerous studies have examined multigrade education, most of them focus on general implementation issues, teacher practices, learner performance, or instructional materials in broader or international contexts. There remains a limited number of localized studies specifically assessing the comprehensive extent of implementation of the Multigrade Program in upland public elementary schools in Tanay District, Rizal. Furthermore, existing literature often treats implementation variables in isolation, such as focusing only on teaching strategies, resources, or learner outcomes, without integrating key dimensions such as objectives, management, monitoring, and evaluation within a single framework. There is also a research gap in examining how teacher and pupil profiles influence perceptions of program implementation in upland multigrade settings.

Therefore, this study addresses these gaps by providing a localized, comprehensive assessment of the implementation of the Multigrade Program in upland public elementary schools in Tanay District, focusing on multiple implementation dimensions and stakeholder perceptions..

Material and methods

2.1 Research Design

The descriptive method of research was employed in this study using a researcher-made survey questionnaire checklist as a tool in gathering the needed data.

2.2 Locale of the Study

The study was conducted in upland public elementary schools in Tanay District, Schools Division Office of Rizal which offered multigrade program. These schools include Aguho Elementary School, Bitik Elementary School, Madilay-Dilay Elementary School, Nayon Elementary School, and Rawang Elementary School

2.3 Respondents of the Study

The respondents of the study were the total population of teachers and pupils in multigrade classes in upland public elementary schools in Tanay District. They were composed of 19 multigrade teachers and 86 pupil-respondents coming from five selected schools, namely Aguho Elementary School, Bitik Elementary School, Madilay-Dilay Elementary School, Nayon Elementary School, and Rawang Elementary School. Teachers were described in terms of age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended, while pupils were described in terms of age, sex, sibling position, monthly family income, number of children in the family, parents' educational attainment, and parents' occupation.

2.4 Sample and Sampling Procedure

This study employed a total enumeration or universal sampling technique, wherein all available multigrade teachers and pupils in the selected upland public elementary schools in Tanay District were included as respondents. Since the population size was manageable and directly accessible, all 19 teachers and 86 pupils were considered in the study to ensure complete representation of the multigrade classes. The researcher coordinated with school heads and teachers to identify

the actual respondents per school and to facilitate the distribution and retrieval of the researcher-made questionnaire-checklists. This approach ensured accuracy, inclusiveness, and reliability of data gathered from all target respondents..

2.5 Research Instrument

The study utilized a researcher-made questionnaire-checklist as the main instrument in gathering data on the extent of implementation of the Multigrade Program in upland public elementary schools in Tanay District. The instrument consisted of three parts: Part I gathered the personal profile of the respondents, including teachers' age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended, as well as pupils' age, sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation, and monthly family income. Part II measured the extent of implementation of the multigrade program in terms of objectives, management, monitoring, and evaluation using a 40-item questionnaire based on a five-point Likert scale, while Part III assessed the extent of problems encountered in program implementation using another five-point Likert scale ranging from "never encountered" to "always encountered." The instrument was content-validated by experts including the dean, thesis adviser, professorial lecturers, graduate studies dean, master teacher, and school principal, and their suggestions were incorporated to ensure clarity, relevance, and appropriateness of the items in measuring the study variables.

2.6 Data Gathering Procedure

The researcher followed the Gantt Chart of Activities in the conduct of the study. This includes the formulation of research problem up to the revision of the manuscript and submission of the final copy. The questionnaire-checklist was content validated by the experts. Afterwards, permission to conduct the study was obtained from the Office of the Schools Division Superintendent. Then, the questionnaire-checklists was administered to the respondents through Survey Form. The researcher was also guided by Data Privacy Act. After the retrieval, the data were encoded and processed using Statistical Package for Social Sciences (SPSS). Based on the analysis and interpretation of data, summary of findings, conclusions and recommendations were made. The manuscript was subjected to anti-plagiarism process at the statistical center. After considering all the suggestions given by the panel members, hardbound copies were submitted to the Office of the Dean of the Graduate Studies Program and other offices concerned.

2.7 Data Analysis Techniques

The data gathered in this study were tallied, tabulated, and analyzed using appropriate statistical tools based on the specific objectives of the study. Frequency count, percentage, and rank were used to describe the profile of the respondents in terms of selected variables. Weighted mean was employed to determine the extent of implementation of the Multigrade Program in terms of objectives, management, monitoring, and evaluation, as well as to assess the extent of problems encountered in its implementation. To test for significant differences between the perceptions of teachers and pupils regarding the extent of program implementation, an independent samples t-test was used. Meanwhile, one-way analysis of variance (ANOVA) was applied to determine significant differences in the perceptions of respondents when grouped according to their profile variables. These statistical tools provided a systematic basis for interpreting and analyzing the data gathered in the study.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

Results and Discussion

3.1 Profile of the Two Groups of Respondents in Terms of the Selected Variables

As reflected in the table 1.1. out of 19 teacher-respondents, 9 of them are 41-50 years old, 36.8% are 31-40 years old and only 3 or 15.8% are 51 years old and above. Most of them are females at 14 or 73.7%. In terms of their civil status 14 or 73.7% are married, 4 or 21.1 % are single and 1 is a widow/er. As regard to their educational attainment, 7 or 36.8% have MA units, 3 or 15.8% have Masters' degree and the rest have doctorate units and doctorate degree respectively. In terms of position title, 7 or 36.8% are Teacher III, 6 or 31.6% are Teacher I, 4 or 21.0% are Head Teacher I while only 1 holds a Teacher II and Master Teacher II position. As regard to their length of service, 6 or 31.6% have been teaching for 10-14 years 4 or 21.1 % have been in the service for 15-19 years and the rest have been in the service below 5 years with 26.3% and 5.2% have been in the service for 20 years and more. As to the in-service trainings attended, majority have attended in the national level with 11 or 57.9%, while 36.8 % and 5.3% have attended in the division and district level.

Table 1.1.
*Frequency and Percentage Distribution of the Teacher-Respondents
in Terms of the Selected Variables*

Age	Frequency	Percent	Rank
51 years old and above	3	15.8	3
41-50 years old	9	47.4	1
31-40 years old	7	36.8	2
Total	19	100.0	
Sex			
Male	5	26.3	2
Female	14	73.7	1
Total	19	100.0	
Civil Status			
Single	4	21.1	2
Married	14	73.7	1
Widow/Widower	1	5.3	3
Total	19	100.0	
Educational Attainment			
Doctorate Degree	3	15.8	3
With Ph.D/Ed.D units	3	15.8	3
MAT/MAED	3	15.8	3
With MAT/MAED units	7	36.8	1
Total	19	100.0	
Position Title			
Master Teacher II	1	5.3	4
Master Teacher I	-	-	-
Head Teacher I	4	21.0	3
Teacher III	7	36.8	1
Teacher II	1	5.3	4
Teacher I	6	31.6	2
Total	19	100.0	
Length of Service			
20 years and more	1	5.2	5
15-19 years	4	21.1	3
10-14 years	6	31.6	1
5-9 years	3	15.8	4
Below 5 years	5	26.3	2
Total	19	100.0	
In-Service Trainings Attended			
National	11	57.9	1
Division	7	36.8	2
District	1	5.3	3
Total	19	100.0	

As reflected in the table 1.2. below, out of 86 pupil-respondents, 37.2 % are 10-11 years old and 36% are 8-9 years old. In terms of sex, most of them are females with 51.2 %. As regard to their sibling position, 30.2 % are second born child and 20.9% are third born. With regard to their monthly family income, majority of pupils come from families with a monthly income of Php 10,000 or below (60.5%) while in terms of number of children in the family, the majority of pupils come from families with 4-5 children (61.6%). In terms of parents' educational attainment, most of the fathers are elementary graduates (46.5%), while the majority of mothers are elementary graduates (34.9%) or high school undergraduates (32.6%). With regard to parents' occupation, most of the fathers are employed locally (44.2%) or self-employed (37.2%). The majority of mothers are employed locally (72.1%).

Table 1.2.
*Frequency and Percentage Distribution of the Teacher-Respondents
in Terms of the Selected Variables*

Age	Frequency			Percent			Rank
8 - 9 years old	31			36.0			2
10-11 years old	32			37.2			1
12 years old and above	23			26.7			3
Total	86			100.0			
Sex							
Male	42			48.8			2
Female	44			51.2			1
Total	86			100.0			
Sibling Position							
1 st	15			17.4			4
2 nd	26			30.2			1
3 rd	18			20.9			2
4 th	17			19.8			3
5 th and above	10			11.6			5
Total	86			100.0			
Number of Children in the Family							
1	6			7.0			4
2-3	17			19.8			2
4-5	53			61.6			1
5 and above	10			11.6			3
Total	86			100.0			
Monthly Family Income							
Php 20,001 – Php 30,000	6			7.0			3
Php 10,001 – Php 20,000	28			32.6			2
Php 10,000 below	52			60.5			1
Total	86			100.0			
Parent's Educational Attainment	Father			Mother			
	f	%	R	f	%	R	
College Undergraduate	3	3.5	5	3	3.5	5	
High School Graduate	6	7.0	4	9	10.5	4	
High School Undergraduate	14	16.3	3	28	32.6	2	
Elementary Graduate	40	46.5	1	30	34.9	1	
Elementary Undergraduate	23	26.7	2	16	18.6	3	
Total	86	100.0		86	100.0		
Parent's Occupation							
Employed (Local)	38	44.2	1	62	72.1	1	
OFW	2	2.3	4	7	8.1	4	
Self Employed	32	37.2	2	9	10.5	2	
Unemployed	14	16.3	3	8	9.3	3	
Total	86	100.0		86	100.0		

3.2 Extent of Implementation of Multigrade Program in Upland Public Elementary Schools as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

The findings revealed that the Multigrade Program in upland public elementary schools is perceived by both teachers and pupils as Much Implemented across objectives, management, monitoring, and evaluation, with composite weighted means of 4.02 and 3.99, respectively. Among teachers, evaluation ranked highest while objectives ranked lowest, whereas among pupils, monitoring ranked highest and management ranked lowest. These results imply that multigrade teaching is effectively implemented and serves as a practical educational strategy in upland and rural settings by improving access to education, supporting remediation, reducing academic competition, and strengthening teacher–learner relationships. This supports the findings of Daga (2021), who emphasized that multigrade teaching is designed to accommodate learners of different grade levels, ages, and abilities under one teacher through multi-level instruction, requiring appropriate training, innovative strategies, sufficient resources, and strong stakeholder support. Overall, the results highlight that effective

implementation of the multigrade program depends on well-structured instructional practices and strong educational support systems in geographically isolated communities.

Table 2

Extent of Implementation of Multigrade Program in Upland Public Elementary Schools as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

Aspects	Teachers			Pupils		
	WX	VI	Rank	WX	VI	Rank
Objectives	3.86	Much Implemented	4	3.98	Much Implemented	3
Management	4.05	Much Implemented	3	3.95	Much Implemented	4
Monitoring	4.07	Much Implemented	2	4.04	Much Implemented	1
Evaluation	4.09	Much Implemented	1	4.00	Much Implemented	2
Composite WX	4.02	Much Implemented		3.99	Much Implemented	

3.3 Significant Difference Between the Perceptions of the Two Groups of Respondents on the Extent of Implementation of Multigrade Program with Respect to the Different Aspects

It could be gleaned from the table that there was no significant difference in the perceptions of teachers and pupils on the extent of implementation of the Multigrade Program across all aspects, as indicated by the acceptance of the null hypothesis ($p\text{-value} > 0.05$). This implies that both groups share similar views regarding the implementation of objectives, management, monitoring, and evaluation in upland public elementary schools. The findings denote that teachers and pupils generally have a consistent perception of how the multigrade program is being implemented, suggesting uniformity in their experiences and observations within the school setting. This supports the study of Marin et al. (2024), which highlighted that while teachers tend to rely on conventional instructional materials such as textbooks in multigrade classrooms, there remains a need for the development and adaptation of more appropriate and context-specific learning resources to enhance the effectiveness of multigrade teaching.

Table 3

Significant Difference Between the Perceptions of the Two Groups of Respondents on the Extent of Implementation of Multigrade Program with Respect to the Different Aspects

Aspects	t-value	p-value	Null Hypothesis	Verbal Interpretation
Objectives	1.9705	0.054	Accepted	Not Significant
Management	1.4677	0.145	Accepted	Not Significant
Monitoring	0.4475	0.655	Accepted	Not Significant
Evaluation	1.266	0.208	Accepted	Not Significant

3.4 Significant Difference on the Perceptions of the Two Groups of Respondents on the Extent of Implementation of Multigrade Program with Respect to the Different Aspects in Terms of their Profile

As shown in the table 4.1, there is a significant difference in the perceptions of teacher-respondents on the extent of implementation of the Multigrade Program in upland public elementary schools in terms of position title, as indicated by the rejection of the null hypothesis ($p\text{-value} < 0.05$) across all aspects. However, for all other profile variables such as age, sex, civil status, educational attainment, length of service, and in-service trainings attended, the results show $p\text{-values}$ greater than 0.05, leading to the acceptance of the null hypothesis. This means that these variables are not significant factors influencing teachers' perceptions of program implementation, except for position title. The findings imply that teachers' perceptions vary depending on their rank or designation, as differences in roles, responsibilities, leadership functions, and level of authority may influence how they view and experience the implementation of the multigrade program. This is consistent with the study of Perez (2021), which emphasized that differences in teacher positions are associated with variations in challenges and practices in multigrade classrooms, highlighting that role differentiation among educators contributes to differences in their perspectives and instructional experiences.

Table 4.1.

Computed F-values on the Significant Difference on the Perceptions of the Teacher- Respondents on the Extent of Implementation of MultigradeProgram with Respect to the Different Aspects in Terms of their Profile

Variables/ Aspects	F-comp	p-values	Null Hypothesis	Verbal Interpretation
Age				
Objectives	2.097	0.155	Accepted	Not Significant
Management	0.382	0.689	Accepted	Not Significant
Monitoring	0.292	0.751	Accepted	Not Significant
Evaluation	0.524	0.602	Accepted	Not Significant
Sex				
Objectives	0.694	0.416	Accepted	Not Significant
Management	0.291	0.596	Accepted	Not Significant
Monitoring	1.687	0.211	Accepted	Not Significant
Evaluation	0.059	0.811	Accepted	Not Significant
Civil Status				
Objectives	1.994	0.169	Accepted	Not Significant
Management	1.878	0.185	Accepted	Not Significant
Monitoring	0.343	0.714	Accepted	Not Significant
Evaluation	1.414	0.272	Accepted	Not Significant
Educational Attainment				
Objectives	2.137	0.138	Accepted	Not Significant
Management	0.267	0.848	Accepted	Not Significant
Monitoring	0.700	0.567	Accepted	Not Significant
Evaluation	3.013	0.063	Accepted	Not Significant
Position Title				
Objectives	3.187	0.047	Rejected	Significant
Management	4.905	0.011	Rejected	Significant
Monitoring	5.331	0.002	Rejected	Significant
Evaluation	4.744	0.008	Rejected	Significant
Length of Service				
Objectives	2.521	0.088	Accepted	Not Significant
Management	1.442	0.076	Accepted	Not Significant
Monitoring	0.374	0.823	Accepted	Not Significant
Evaluation	1.073	0.407	Accepted	Not Significant
In-Service Trainings Attended				
Implementation	0.462	0.638	Accepted	Not Significant
Management	0.629	0.075	Accepted	Not Significant
Monitoring	1.880	0.185	Accepted	Not Significant
Evaluation	0.098	0.907	Accepted	Not Significant

The table 4.2. below shows that there is no significant difference in the perceptions of pupil-respondents on the extent of implementation of the Multigrade Program in upland public elementary schools across all aspects, as all p-values are greater than 0.05, indicating acceptance of the null hypothesis. This means that demographic variables such as age, sex, sibling position, monthly family income, number of children in the family, and parents' educational attainment do not significantly influence pupils' perceptions of program implementation. Conclusively, pupils share similar views on how the multigrade program is implemented regardless of their profile characteristics. The findings imply that pupil-respondents have a uniform perception of the program, suggesting that as young learners and beneficiaries of the school system, their awareness of implementation processes may be limited and generally shaped by similar classroom experiences. This is consistent with the findings of Villanueva (2024), which revealed that pupil-related profile variables such as age, sex, sibling position, family size, income, and parents' educational attainment were not significant factors affecting learner performance after exposure to instructional interventions in multigrade settings.

Table 4.2.

Computed F-values on the Significant Difference on the Perceptions of the Pupil Respondents on the Extent of Implementation of Multigrade Program with Respect to the Different Aspects in Terms of their Profile

Variables/ Aspects	F-comp	p-values	Null Hypothesis	Verbal Interpretation
Age				
Objectives	0.359	0.700	Accepted	Not Significant
Management	0.700	0.500	Accepted	Not Significant
Monitoring	0.780	0.462	Accepted	Not Significant
Evaluation	2.899	0.061	Accepted	Not Significant
Sex				
Objectives	0.089	0.766	Accepted	Not Significant
Management	0.505	0.479	Accepted	Not Significant
Monitoring	0.006	0.938	Accepted	Not Significant
Evaluation	3.582	0.062	Accepted	Not Significant
Sibling Position				
Objectives	0.611	0.656	Accepted	Not Significant
Management	0.539	0.707	Accepted	Not Significant
Monitoring	1.224	0.307	Accepted	Not Significant
Evaluation	0.784	0.539	Accepted	Not Significant
Number of Children in the Family				
Objectives	0.711	0.617	Accepted	Not Significant
Management	0.434	0.824	Accepted	Not Significant
Monitoring	0.566	0.725	Accepted	Not Significant
Evaluation	0.352	0.880	Accepted	Not Significant
Monthly Family Income				
Objectives	0.396	0.674	Accepted	Not Significant
Management	0.771	0.466	Accepted	Not Significant
Monitoring	1.856	0.163	Accepted	Not Significant
Evaluation	1.960	0.063	Accepted	Not Significant
Father's Educational Attainment				
Objectives	1.124	0.351	Accepted	Not Significant
Management	0.682	0.606	Accepted	Not Significant
Monitoring	0.156	0.960	Accepted	Not Significant
Evaluation	0.899	0.469	Accepted	Not Significant
Mother's Educational Attainment				
Objectives	0.643	0.633	Accepted	Not Significant
Management	0.097	0.983	Accepted	Not Significant
Monitoring	0.238	0.916	Accepted	Not Significant
Evaluation	1.341	0.262	Accepted	Not Significant
Father's Occupation				
Objectives	0.814	0.578	Accepted	Not Significant
Management	1.343	0.242	Accepted	Not Significant
Monitoring	0.774	0.611	Accepted	Not Significant
Evaluation	0.376	0.914	Accepted	Not Significant
Mother's Occupation				
Objectives	0.239	0.988	Accepted	Not Significant
Management	0.202	0.993	Accepted	Not Significant
Monitoring	0.668	0.735	Accepted	Not Significant
Evaluation	1.631	0.121	Accepted	Not Significant

3.5 Extent of the Problems Encountered in the Implementation of Multigrade Programs in Upland Public Elementary Schools Perceived by the Two Groups of Respondents

As for the extent of problems encountered in the implementation of the Multigrade Program, both teachers and pupils obtained overall weighted means of 2.31 and 2.30, respectively, which are interpreted as Seldom. For teachers, the most frequently encountered problem is insufficient time to cover the curriculum for multiple grade levels in a single class period (WM = 2.79), interpreted as Sometimes, while the least encountered problem is the inadequacy of curriculum materials to

address diverse learning needs (WM = 2.05). For pupils, the most commonly experienced issue is the lack of appropriate teaching resources and materials (WM = 2.56), also interpreted as Sometimes, while the least encountered problem is the same concern on curriculum materials (WM = 2.12). Overall, both groups perceive that problems in multigrade program implementation are generally seldom experienced, indicating that issues exist but are not considered highly severe in upland public elementary schools. This implies that while implementation is generally manageable, challenges related to instructional time, resources, and teacher support still need attention to further strengthen program effectiveness. These findings are consistent with Tayoni and Abocejo (2023), who identified that insufficient learning materials, limited teacher training, lack of parental involvement, and inadequate classroom facilities remain key challenges in multigrade education implementation.

Table 5

Extent of the Problems Encountered in the Implementation of Multigrade Programs in Upland Public Elementary Schools Perceived by the Two Groups of Respondents

Problems Encountered	Teachers			Pupils		
	W $\bar{X}$	VI	Rank	W $\bar{X}$	VI	Rank
1.The current curriculum materials do not adequately address the diverse learning needs of students in multigrade classrooms.	2.05	Seldom	10	2.12	Seldom	10
2.Teachers have not received sufficient training to effectively manage multigrade classrooms and address the varying needs of students.	2.47	Seldom	2.5	2.21	Seldom	8
3.There is a lack of appropriate teaching resources and materials for effective instruction in multigrade settings.	2.26	Seldom	5.5	2.56	Sometimes	1
4.Managing classroom behavior and engagement is more challenging in a multigrade classroom compared to a traditional classroom.	2.16	Seldom	8	2.36	Seldom	3
5.Current assessment methods are not suitable for evaluating student performance in a multigrade environment.	2.26	Seldom	5.5	2.16	Seldom	9
6.Teachers feel that there is insufficient time to cover the curriculum for multiple grade levels in a single class period.	2.79	Sometimes	1	2.34	Seldom	4
7.School heads provide inadequate support and guidance for teachers working in multigrade classrooms.	2.11	Seldom	9	2.41	Seldom	2
8.There is limited parental involvement in the educational process of students in multigrade programs.	2.32	Seldom	4	2.22	Seldom	7
9.Pupils in multigrade classrooms struggle to collaborate effectively with peers from different grade levels.	2.21	Seldom	7	2.29	Seldom	6
10.There are not enough professional development opportunities focused on the specific challenges of multigrade teaching.	2.47	Seldom	2.5	2.30	Seldom	5
Overall W $\bar{X}$	2.31	Seldom		2.30	Seldom	

Conclusion & Recommendations

Based on the findings of the study, it is concluded that teachers and pupils are generally united in their perception that the Multigrade Program in upland public elementary schools is Much Implemented in terms of objectives, management, monitoring, and evaluation. This indicates a generally positive implementation of the program across the identified dimensions. It is also concluded that teachers' position title significantly influences their perceptions of program implementation, while other teacher profile variables do not, and that pupils' perceptions do not significantly vary according to their demographic profile, indicating a generally consistent understanding of the program among learners.

In light of these conclusions, it is recommended that teachers be provided with adequate training and instructional resources to effectively manage multigrade classrooms. Additional professional development programs should be implemented to address the specific challenges of multigrade teaching, while school heads are encouraged to provide continuous support and guidance to teachers handling multigrade classes. The proposed action plan should be implemented to strengthen program delivery, and further studies may be conducted to explore other variables that may affect the implementation of the Multigrade Program in upland schools.

Compliance with ethical standards

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