

Parents' Perspective on Multi-Grade Teaching in Tubabao Island's Elementary Education

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ABSTRACT

This research aims to explore the perspectives of parents on Multi-grade Teaching. To gather data, the researchers used a qualitative research design, specifically narrative inquiry research design. The research study takes place at the five Barangays of Tubabao Island which all implemented Multi-grade Teaching. Purposive sampling methods were used in selecting participants to meet the required qualities appropriate for this study. Thus, parents that have children enrolled in both mono-grade and multi-grade teaching are the qualified participants chosen by the researchers. This study finds that the implementation of multi-grade teaching faces varying problems that reduce students' active academic participation. The implication of this study plays an important role for further studies for the improvement of the implementation of Multi-grade Teaching as a laying foundation of learning, development and progress especially in urban areas.

INTRODUCTION

Elementary education is regarded as most crucial stage of education. It creates the framework on which learning, development, and growth of the individual occur. Both urban and rural groups across the nation are aware of it. Therefore, in order to upgrade the basic education system, educators must develop specific goals and objectives. Promoting effective growth and development is thought to be one of the main goals of educators. Although this goal is challenging to accomplish, those who are knowledgeable about techniques and strategies can make a substantial contribution to its accomplishment (Kapur, 2022).

However, most nations still struggle to provide quality education because of a lack of competent instructors, poor school conditions, and fewer possibilities for rural children compared to their urban counterparts (UNDP, 2018 as quoted by De Borja et al., 2020). Some of the current factors include a shortage of resources, a drop in the local population, excessive economical restraints, and the physical and cultural characteristics of the settlements (Wallace et al., 2001 as referenced by Erden, 2020).

The Department of Education sought to attain quality education since elementary school plays a vital role in laying the foundation for learning, personal development, and progress. However, the Multi-grade Education Program was created as an intervention because of the gaps that were anticipated.

The Department of Education (DepEd) developed the novel idea of multigrade teaching to address the lack of teachers and poor school facilities while providing accessible education in remote areas. All school-age children in remote locations can receive an education and complete their primary education thanks to this policy, which has been adopted by several countries, including the Philippines (EEF, 2023). It must be able to create instructional strategies, gradually raise the standard of learning outcomes for students, and reduce the rates of grade repetition and dropout. Consequently, it will automatically increase the enrollment ratio, cohort default rate, and learning mastery (Triwiyanto, 2017).

Multi-grade teaching is a critical strategy to address their demands. More people are realizing the advantages of multi-grade teaching systems than their potential for cost savings. Consequently, despite the fact that multi-grade classrooms are typically found in small, isolated, and rural schools, an increasing number of metropolitan schools are adopting similar practices (Juvane, 2015). This description states that these classrooms consist of a single teacher, several grade levels, simultaneity, and a single classroom (Ilter, 2015). In order to meet the needs of the students and help them achieve highquality education, the Department of Education implemented the Multi-grade Education Program. However, several studies suggest that the Multi-grade Education Program's execution had a number of issues that reduced its effectiveness.

Lack of time, lack of teaching experience, poor student performance, a varied student body in terms of age and grade level, and a lack of learning

resources were among the problems associated with teaching multi-grade courses (Bashiri et al., 2015). Additionally, it seems that the numerous learning activities that need to be provided for various grade levels in a single class pose a challenge to the pedagogical approaches of multi-grade teachers. Multi-grade students thus did poorly on standardized assessments (De Borje et al., 2020).

Teachers in multi-grade classrooms experienced frustration and demotivation as a result of their lack of proper training. Teachers continued to make an effort to provide pupils with opportunities for individual, group, and collaborative learning despite this. Furthermore, multi-grade education is not carried out in its full potential since the government does not accept multi-grade schools. Furthermore, it was more difficult for a single teacher to teach multiple grades due to the old mono-grade curriculum, which was taught in several grades and included six subjects with numerous chapters in each grade (Khan, 2016).

Therefore, even with the Department of Education's (DepEd) efforts to implement the Multi-grade Education Program and the teachers' efforts to meet the needs of the students, issues like a lack of training and teaching experience for multi-grade teachers, a lack of resources and learning materials, the diversity of students' ages and grade levels, and the use of curriculum that was ostensibly designed for mono-grade teaching gave rise to differing opinions among parents in response to the parents-school partnership regarding the effectiveness of the Multi-grade Education Program.

As the primary stakeholders in their child's education, parents can contribute particularly to this collaborative endeavour (Rabang & Perez, 2021). Research has shown that higher levels of parental involvement are associated with better school climate, higher levels of satisfaction among parents and teachers, and higher levels of student accomplishment (Bunijevac & Durisic, 2017). Parents that actively participate in their children's schooling may have a better understanding of their unique learning needs and abilities. Given their intimate knowledge of their child's learning preferences and style, parents are wellpositioned to provide this crucial information to the instructor (Li, 2023).

According to a recent study by Cornish (2006) that looked at these concerns in the Australian context, parents, who are crucial stakeholders in education, object to multi-grade classroom instruction for the following reasons: 1. Multi-grade classroom instruction is viewed as inappropriate by many parents. 2. Many parents believe that some individuals and grades belong in a multi-grade class more than others. 3. Many people are concerned about the practice of classifying students according to their age or level of expertise (Siririka, 2018).

However, after having a favourable experience with a multi-grade class, Cornish (2006) found that many parents had a change in perspective. They expressed more positive opinions after learning how multi-grade teaching was implemented. But not all parents were prepared to express their support for classrooms with several grade levels (Siririka, 2018). According to Kucita et al. (2013), the poll also found some positive opinions about teaching several grades, especially considering the limited options parents have because of the teacher shortage in the schools closest to their houses.

Increased student achievement is largely dependent on parents' involvement in their children's academic path. According to research by Siririka and Kucita, parents' opinions on the use of multi-grade teaching are not entirely positive. Parents who acknowledged the effectiveness of this strategy were outnumbered by those who questioned whether it could adequately address the varied needs of their children.

The Department of Education (DepEd) implemented the Multi-grade Education Program (MEP) as one of the strategies to address teacher shortages, limited school facilities, and student needs in terms of educational accessibility in order to fill the gaps in access to high-quality education that were anticipated. Nevertheless, some research suggests that these educational gaps have not been entirely addressed by the introduction of multi-grade. In order to draw a valid conclusion about the efficacy of multi-grade teaching, the researchers decided to use parents whose children are enrolled in a multi-grade class as respondents, even though these studies are based on data collected from teachers and students.

THEORETICAL REVIEW

Related Literature

The right of every Filipino to a high-quality basic education is supported by the Philippine Constitution. Education does not discriminate; everyone's rights are upheld even in the most remote and distant places. As a result, the Department of Education, Culture, and Sports (DECS) issued Order No. 83 in 1993 to establish the Multi-grade Program in Philippine Education (MPPE), which was furthered by DECS Order No. 96, series 1997. Multi-grade classes were formed in many parts of the Philippines due to a number of circumstances, including the distance between barangays, teacher shortages, budget constraints, and inadequate school facilities (Ballesteros & Ocampo, 2016 as referenced by Dulana et al., 2023)."

According to international perspectives, the Multi-grade Education Program was implemented to solve anticipated issues such as a teacher shortage and a small student body. However, this puts extra pressure on educators to create more effective lesson plans that meet the needs of different types of learners. However, research has shown that in a small number of schools, pupils in multi-grade courses score worse in reading than students in single classes.

Many multi-grade schools are located in remote locations that are difficult to access. They lived distant from the Educational Center and could not receive much pedagogical support. They may speak a language different from the one the institution uses and live in areas that do not value education. For these reasons, community involvement in school life is essential. The school may invite the community to engage in its curriculum, parents may be asked to act as resources, or the community may be asked to assist the school in other ways (Ballesteros & Ocampo, 2016).

The Multi-grade Education Program is being implemented in the Philippines in order to fulfill the Philippine Constitution's guarantee that every Filipino has the right to a high-quality education. A number of factors contributed to the establishment of multi-grade schools, particularly in remote

locations where improving learning and ensuring that everyone has access to high-quality education are essential goals.

Effective multi-grade teaching requires the use of instructional pedagogies. Additionally, teachers must have the appropriate instructional training to fulfil the various needs of their students in order to successfully integrate multi-grade teaching (Fat, 2015 as referenced by Camongay et al., 2021). As a result, it calls for the use of certain methods, strategies, learning exercises, and instructional strategies. Although they were established for a number of reasons, they are always related to the number of students, instructors, or both that are available (Manzano & Magalona, 2023).

The multi-grade lesson plan and the teacher's performance in implementing it provide the student with effective instruction, which results in the teacher's performance rating. In summary, the significant relationship between the teacher's delivery and the academic performance or achievement of the multi-grade students, as well as the significant relationship between the multi-grade lesson design and the delivery of instruction, ensures the effectiveness of multi-grade instruction in accordance with the K-12 curriculum standard (Camongay et al., 2021). Additionally, teachers were able to efficiently manage a multi-grade class since they had fewer children to supervise, according to Toyoni and Abocejo (2023). The absence of instructional materials for classes with many grade levels is their biggest issue. Deficits in teacher training and parental involvement were obviously issues. The government should establish a specialized unit to support multi-grade classes and provide multi-grade settings the respect and recognition they deserve, since multi-grade instruction is often considered to be better than mono-grade instruction (Sali & Arriola, 2019).

Multi-grade programs are an essential component of the state's goal to guarantee that all children, particularly those from low-income families and members of ethnic minorities, have access to high-quality education. Because they give them the skills and knowledge that will allow them to promote national development as state citizens, multi-grade teachers are therefore crucial to the education of the youth (Dulana et al., 2023).

According to studies, the success of multi-grade teaching is ensured by the teacher's ability to deliver lessons effectively, students' academic performance, and the lesson plans and instructional tactics used. Therefore, the development of effective teaching pedagogies and government support for multi-grade education programs are key to their effectiveness as they help states achieve their goals.

The substantial benefits of parent involvement for families, schools, and the long-term economies of both rich and developing countries are confirmed by research conducted worldwide. Both the home and the school must communicate in order for parental involvement to be effective. Around the world, schools place a high value on communication between the house and the school and give parents few ways to express their concerns about the quality of education they get (Meier & Lemmer, 2015).

Fisher (2016) asserts that the term "parental involvement" encompasses a broad spectrum of parental actions and programs focused on various subjects

that are conducted both within and outside of school buildings. Additionally, integrating parents in the educational process and providing them with a voice through annual surveys contributes to higher levels of instruction and learning. More than just an educational issue, parental participation is a form of investment in educational products that eventually yields a high rate of return in the national economy (Heckman & Mosso, 2024 as stated by Meier & Lemmer, 2015). Involving parents helps to preserve a cordial relationship between families and schools. It is crucial that two-way contact be established between families and schools so that parents can voice their opinions regarding education. Because they participate in the decision-making process to enhance the caliber of education that teachers can offer, parents' involvement is therefore crucial.

Establishing a safe and healthy environment, appropriate learning opportunities, support, and a positive attitude toward schools is the first step in a parent's involvement in their child's education. Children with involved parents do better academically, according to multiple studies (Epstein et al., 2009 as cited by Penelope, 2011). Additionally, it is advantageous when parents are happier and more involved in their children's education. Parents can better understand their children's academic achievement when they have a close relationship with the school. Furthermore, people feel more relaxed and satisfied when they receive higher-quality education (Delgado, 2019).

Parents' perceptions of teaching several grades present another challenge for multigrade teachers (Brown, 2018, p. 18). He argues that teachers who work with many grade levels may not always have an easy time winning over parents, even if there are clear advantages to family involvement in the educational process. According to him, parents usually have negative concerns regarding multi-grade classes.

Additional research shows that parents are becoming increasingly concerned about how well multigrade education works for their kids. Furthermore, parents' support for the educational process is hampered by their lower regard for education in relation to their children's potential employment. There are issues and challenges with combination classes. One of these is a parent's perception that a combo class is a second form of education. Whether offering combo classes has a negative effect on kids' performance is still a topic of intense debate among parents, teachers, and administrators. According to some, hybrid learning environments may be a cost-effective and practical means of providing top-notch instruction in remote areas (Romo, 2021).

Parents were concerned about enrolling their children in multi-grade classes. Some parents believed their older kids were just repeating the same activities. But now that they can see how well their multi-grade kids are doing, they are enjoying it (Kivunja & Sims, 2015). Some parents believe that because of the difficulties and problems teachers have when teaching multi-grade courses, multi-grade education has a detrimental impact on pupils' achievement levels.

Positive attitudes toward MG7 were reported by the parents who participated in the study. These included the following: students' improved reading, writing, and speaking skills; students learning from and alongside others; older students helping younger ones with their studies and offering a

chance for review; younger students knowing the subject for the next year; and longer teacher-student relationships (Buaraphan et al., 2018). Positive and negative opinions are separated by parents' attitudes on the introduction of a multi-grade education program. The successful implementation of this program can be attributed to the support and validation of several parents.

Related Studies

A study found a negative correlation between achievement and increased parent involvement in school activities, including greater parent-teacher interactions. This is probably because the instructor was already able to address the student's behavioral problems because to the increased contact. The importance of parent attitudes toward education and schools is not well recognized, despite the fact that attitudes are believed to be a critical component of the relationship between parents and schools (Izzo et al., as quoted by JPrev Interv Community).

Even though parental support seems to be useful in the educational process, it seems that multi-grade teachers often struggle to win over parents. Accordingly, the majority of parents surveyed in the MoE (nd) study believed that their kids did not gain from multi-grade instruction, and they were adamantly against the practice of teaching two or more grades together (Siririka, 2018). This study also identified systemic issues that multi-grade instructors encounter, such as inadequate curriculum training and a lack of stakeholder support.

Karlberg-Granlund (2019) reinforced this up by arguing that cooperation with stakeholders is the foundation of education in small village schools as well as rural multi-grade schools. Although this study indicated that it can be challenging to recognize teamwork among stakeholders, particularly parents, he placed a great focus on it.

Even while parental support seems to be helpful in the educational process, it appears that multi-grade teachers struggle to win over parents. This study identified two system issues for multi-grade teachers: a lack of stakeholder support and curriculum training. As a result, it draws attention to how ineffectual multigrade classes are.

Furthermore, parents feel that helping their child is their main reason for getting involved and that parental involvement is important because the school is a part of the child's environment, so the parent will support the child and the school will only benefit from the parent's support (Ackermann, 2015). Parental participation has a significant impact on students' overall development. In order to improve the quality of learning, it is imperative that parents participate more actively in the educational process.

Theoretical Framework

The Piaget cognitive development theory, which is the main foundation of this study, highlights the importance of parents' and teachers' contributions during a child's critical developmental phases, particularly in the early years of life, as a crucial period for future success (Al-Mahdi, 2019). Parents must educate

their young children necessary skills while planning educational experiences and activities because a child's personality and attitudes toward learning are mostly formed during the first five years of life. In view of the fact that parents and teachers play a crucial role in the learner's academic success, this theory is align with the researchers' supposition of the importance of parental involvement in their children's education, hence, it is only appropriate that they participate in this study.

METHODOLOGY

Research Design

The study design employed by the researchers was qualitative. Qualitative research collects participant behavior, perceptions, and experiences. It provides solutions to the how's and whys rather than the how much or how many. It may take the form of a stand-alone study that just uses qualitative data, or it may be a component of mixed-methods research that incorporates both qualitative and quantitative data (Tenny et al., 2022). In particular, one form of qualitative research that will be used in this study is narrative inquiry. Knowing significant life stories as they are related by individuals in their own words and worlds is the goal of narrative inquiry. Narrative research serves as an interpretive or analytical framework in addition to being a data collection tool in the fields of education, social sciences, and health. By helping people make sense of their experienced health and wellbeing in their own social context, including their self-belief-oriented tales, it effectively satisfies these twin purposes. (Ntinda, 2020). This research design is beneficial to the researchers because it helped in gathering information with regards to the perceptions of parents before, during and after the implementation of multi-grade classes.

Research Setting

This study focused on exploring the perceptions of parents towards the effectiveness of Multi-grade Teaching particularly in Tubabao Island. This was conducted in the Elementary Schools situated in Tubabao Island, namely, Tubabao Elementary School located in Brgy. Camparang, San Juan Elementary School located in Brgy. San Juan, San Pedro Elementary School located in Brgy. San Pedro, San Antonio Elem School located in Brgy. San Antonio, and Trinidad Elementary School located in Brgy. Trinidad. These schools all implement Multigrade Teaching.

Each school, has no more than three teachers who handle Multi-grade classes, combining two grade levels in each classes. Tubabao Elementary School has a single teacher who handles Multi-grade, combining Kindergarten and Grade One students. Conversely, San Pedro Elementary School has two teachers handling Multi-grade. One combines Grade One and Grade Two students, while the other combines nineteen Grade Four and eight Grade Five students. Similarly, San Juan Elementary School has two teachers handling Multi-grade, with one overseeing six Kindergarten and ten Grade One students, and the other managing ten Grade Four and seventeen Grade Five students. Additionally, San Antonio Elementary School has two teachers handling Multi-grade, combining

Kindergarten and Grade One, as well as Grade Two and Grade Three. In contrast, Trinidad Elementary School has three teachers managing Multi-grade classes. One class combines five Grade One and seven Grade Two students, another combines ten Grade Three and eight Grade Four students, and the third combines eight Grade Five and thirteen Grade Six students. The five existing barangays in Tubabao Island all implemented Multi-grade Teaching, hence, by engaging with local communities will provide the researchers valuable insights into the perceptions of these parents regarding with the challenges and successes of implementing multi-grade teaching and it's strategies, ultimately contributing to a deeper understanding of effective pedagogical approaches in resourceconstrained environment.

Sampling Technique

Purposive sampling was employed by the researchers in this investigation. Purposive sampling is a collection of non-probability sampling methods where units are chosen based on the qualities you require in your sample (Nikolopoulou, 2023). The researchers chooses purposive sampling method because the researchers will select the participants that has a child who was once enrolled in a mono-grade classes and currently enrolled in a multi-grade classes and vice versa to meet the purpose of this study.

RESULTS AND DISCUSSION

Profile of the Participants

The participants of this study were ten(10) parents whose child are enrolled under multi-grade teaching studying at the elementary schools of Tubabao Island Guiuan Eastern Samar. There were two (2) random parents chosen from each school. Parent 1 from San Juan Elementary School has two(2) child enrolled in a multi-grade classroom while parent 2 from the same school has one(1) child enrolled in multi-grade classroom. Parent 1 and parent 2 from San Antonio elementary school has 1 child enrolled in a multi-grade classroom. Parent 1 from Trinidad elementary school has one (1) child while parent 2 has 1 child enrolled in a multi-grade classroom. Parent 1 from San Pedro elementary school has one child's and parent 2 has one that is both enrolled in a multi-grade classroom. Parent 1 from Tubabao Elementary School has one child and parent 2 has one child both are enrolled in a multi-grade classroom.

Theme 1: Parent Perception towards Multi-Grade Teaching

This theme indicates the parental perception towards multi-grade teaching.

"Due to the vast amount of learners, a teacher struggles to focus on the individual learners" (P1)

"Lack of facilities" (P2)

"Multi-grade approach is somehow good only if the numbers of students are manageable" (P3)

"Fair enough, the teachers somehow manage to focus each learner." (P4)

"The teachers hardly manage each learners and each class were shortened in time and most importantly it contributes to teachers additional workloads especially in terms of lesson planning" (P5)

"The problem lies within the teachers as s/he is managing two or more classes" (P6)

"Personally, multi-grade approach is good; however, if I were to choose between monograde and multi-grade, monograde will be a much better choice as it handles single class, with fewer students" (P7)

"Multi-grade approach creates destruction and loses of focus between students from different grade levels in a multi-grade class" (P8)

"Multi-grade approach shortens the time spent in teaching" (P9)

"It is most likely to be effective, as, a multi-grade class is composed of two or more different classes which will probably shorten the time in teaching and will likely result to difficulty in focusing during class" (P10) **Sub-theme 1:**

Parents' perception on the level of effectivity of multi-grade teaching

The effectiveness of multi-grade teaching lies within the performance of the students which largely affect the parents' perception towards multi-grade teaching. As they stated:

"Level of effectivity is 3, because the teachers time and attention is divided on two grade level in the classroom, hence they can't be able to maintain their good performance." (P1)

"The level of effectivity is 4; multi-grade teaching is somehow effective because the teacher has ample time to use during classes" (P2)

"Their level of effectivity is 4, still the pupils learned and the teacher gives a time and focus to cater the needs of the learner because of the low number of enrollees." (P3)

"The level of effectivity is 3, Multi grade is totally fine because they still learned." (P4)

"3 is the level of effectivity of multigrade teaching." (P5)

"The level of effectivity of multigrade teaching is 3. Despite his naughtiness, he can still perform well because the teacher gives him enough attention." (P6)

"The level of effectivity is 4, I think their academic performance is fairly enough, I still believe that it entirely depends on the students' academic ability to learn." (P7)

"The level of effectivity is 3, personally, multi-grade teaching is not as effective as monograde teaching, as teachers were able to use her time and focus in a sole class." (P8)

"The level of effectivity is 3. Though, the time is limited in multigrade teaching my child can still learn and catch-up to their discussion." (P9)

"3 is the level of effectivity. Because it's still depend on the child if he is willing to learn and if he is an average learner and above learner they can be able to catch up the discussion." (P10)

With the statements provided by the participants, we concluded that the parents perceptions towards multi-grade teaching were affected by different factors, as such, numbers of students in a class, additional teachers workloads, teachers parted attention, focus and time, and causing students' loss of focus. According to them, these factors then affects the effectiveness of multi-grade teaching approach to students' academic performance.

Theme 2: Long-Term Implication of Multi-grade Teaching on Students' Academic Achievement

This theme emerged from the categorized significant statements of the participants from their perspective towards the long-term implication of Multi-grade teaching and learning for their children's academic achievement. One sub-theme was derived from the categorized statements such as changes in their study behavior.

Sub-theme 2 Changes in study behavior of students enrolled in multi-grade teaching

One of the factors that affect the parents' perception towards multi grade teaching is its long implication which includes changes in study behavior. As they narrated:

"There's a change in the study behavior of the students because back then, teacher provided books for the learners." (P1)

"It depends upon the learner if he/ she is willing to learn" (P2)

"There were changes, as they learned something" (P3)

"I observed about the study habits of my child compare to the mono-grade from multi-grade it has a changes and he learned from multi- grade classes." (P4)

"Mono-grade is better than the multi-grade classes because it is goal- oriented and the teacher gets to focus more on the students." (P5)

"There is a difference between his study habits when he was enrolled in a multigrade classes and mono-grade classes. When he was in a mono-grade class, since the teacher got to focus more on them, his study habits improved. However, when he was in the multi-grade class, his study habits declined and it is because the teacher focuses less on them."(P6)

"I think student's academic performance during mono-grade teaching is far more better that when they were in a multi- grade class." (P7)

"I have noticed that my son tends to lose his focus in class which leads to his low academic performance." (P8)

"Based on my observation as a parent, I don't see any changes in the learning behavior of my child." (P9)

"There are changes because teachers in mono-grade can focus and raise questions in the discussion to avoid confusion among the students." (P10)

With the statements given by the participants, it indicates a varying observation of the academic performance of students in a multi-grade classroom, majority of the parents think that multi-grade teaching approach showed visible progress in the students' academic performance, while fewer parents think that their child excels in a mono-grade classroom.

Theme 3: Differences in parental perception towards Multi-grade and Monograde Teaching

This theme emerged from the categorized significant statements of the participants from their perspective towards the difference between Mono-grade and Multi-grade teaching. One sub-theme was derived from the categorized statements such as the Parents' observation on child's performance between Mono-grade and Multi-grade Teaching

Sub-theme 3 Parents' observation on child's performance between Mono-grade and Multigrade Teaching

Experience plays a crucial role on various perceptions of multi-grade teaching, thus, parents of mono-grade students' perception varies from perception of the parents with a multi-grade student. As they stated:

"Their performance is way better when they were enrolled in Mono-grade compared to Multi-grade." (P1)

"Somehow, the Multi-grade teaching is effective; however their academic performance depends on their willingness to learn." (P2)

"Their performance being in a Multi-grade class is good since the number of students is manageable." (P3)

"They can manage to improve their academic performance since they are able to learn." (P4)

"In a Mono-grade class, the teacher is able to manage the class effectively as a result the academic performances of the students improved." (P5)

"I think Mono-grade teaching is better compared to Multi-grade because the teacher handles the single class, thus enabling her to provide enough attention and focus to the students." (P6)

"As Multi-grade teaching is manageable, still Mono-grade teaching is good as it has fewer students." (P7)

"I prefer Mono-grade than Multi-grade because it provide more attention that help my child to focus and perform well in class." (P8)

"May it be in Mono-grade and Multi-grade, the performance of my child remains the same." (P9)

"Multi-grade is most likely effective; however Mono-grade happens to be more effective as my child performing well." (P10)

Parents that have experienced having a child enrolled in both mono-grade and multi-grade classroom speaks a clear comparison of perception towards the effectiveness of multi-grade teaching. Majority of the participants indicates that mono-grade teaching approach is way more efficient and effective compare to multi-grade teaching approach.

CONCLUSIONS AND RECOMMENDATIONS

The perception of parents towards multi-grade teaching is beneficial as it seeks to provide knowledge and understanding on the effectiveness of multi-grade teaching. However, the study finds that there were negative aspects to delve into. Due to the constraints of time the teacher has, it affects the focus of the students that tends to decrease their academic performance. It also adds burdens to the teacher as it gives them such workloads that have a negative effect with their performance as well. The implementation of multi-grade teaching allows students to be passive learners and less likely to encourage students in excelling academic performance, which then hinders achieving our goals and vision of a quality education. In addition, along with the teacher's immense efforts in teaching, parents plays a very crucial role during the student's academic journey, an active parent-teacher collaboration, especially in multi-grade teaching should be present, will make way for student's holistic development and academic success possible

by fostering a healthy learning environment. The findings of this study could be used for further improvements and reformations in our Education System that will align to the needs of our schools, teachers and pupils.

Recommendation

Based on the results and conclusions drawn in this study, recommendations are made for future research or for researchers who wish to research this topic further.

1. Encourage Parental Participation: Support initiative that fosters parental engagement and assistance in multi-grade classrooms.
2. The implementation of the Multi-grade Program needs to be revisited as teachers experience, learning resources, and classroom population.
3. Analyze how students' academic performances affect parents' views on how effective multi-grade teaching.
4. Examine the factors that shape parental perceptions on multi-grade education overtime, considering influences such as socioeconomic status and educational background.
5. Assess Classroom Size/Population and Resources: Explore the impact of classroom population, teacher qualifications, and available resources.
6. Assess School Size and Resources: Explore the impact of school size, teacher qualifications, and available resources on parental perceptions.

FURTHER STUDY

Future studies may explore the long-term academic and social outcomes of students who experience multi-grade teaching in remote island settings such as Tubabao. Comparative research between multi-grade and mono-grade classrooms in similar geographic and socio-economic conditions could provide deeper insights into instructional effectiveness. Additionally, investigating the professional development needs and coping strategies of teachers in multi-grade environments may offer valuable recommendations for policy and training programs aimed at improving teaching quality and student achievement in marginalized communities.

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