



# Profile of Multigrade Schools in the Philippines





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# Foreword

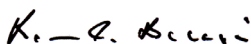
**M**ultigrade schools and multigrade instruction are neither a new educational innovation nor a recent experiment introduced by education experts. These have been adopted for over a century, a reality based on geographical and economic necessity for many countries in the developing world. The multigrade approach has become an imperative in these countries, particularly in poor, rural and remote locations, as part of broader efforts to widen and improve access to quality education for all.

The Philippines has embraced the multigrade schooling approach subscribing to international research findings that multigrade schooling is a cost-effective means of raising participation rates and student achievement in poor, remote areas. It believes in the potential of the approach to bring education closer to remote and marginalized communities. Thus, multigrade schools in the Philippines have increased in number and organization over the past decades. As of 2009, close to a third of the public elementary schools in the country have some form of multigrade instruction. Issues and challenges have emerged as a consequence of rapid growth.

This survey research, jointly conducted by the Department of Education's Bureau of Elementary Education and SEAMEO INNOTECH, provides a glimpse of what these multigrade schools currently look like, what curriculum and pedagogies they use, who their teachers are, what are the conditions of their learning environment, and what challenges they face. Findings from this research tend to re-confirm the complex

and demanding nature of teaching a broad range of grade levels. And while there are limitations in the sample, the study still provides baseline data from which policymakers, implementers, region and division officials, school heads, and teachers may derive basis for policy and program changes, as well as comparative information for monitoring of progress in the future.

Multigrade schools have become an integral part of the Philippine education scene, making a real and significant contribution to the EFA goals of access and equity. The study highlights both the strengths of the current multigrade system and issues and concerns that need to be addressed to improve the quality and effectiveness of instruction. It also identifies some possible areas for policy reform to enhance the possibilities for multigrade schooling to further contribute to achievement of the long and difficult road to Education for All.



**RAMON C. BACANI**

Center Director

SEAMEO INNOTECH

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# CHAPTER 1: Introduction

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**F**rom the nineteenth century up to the present around the world, there exist multigrade schools that hold classes where one teacher is responsible for pupils belonging to different age groups, grade levels, and curricula.

In the Philippines, there are areas where enrolment is low or there is a lack of teachers making it necessary for different grade levels to be combined. Thus, in areas that are isolated and sparsely populated, geographically inaccessible, or deficient in educational resources, multigrade classes have been adopted as a strategy to ensure Education for All. As of school year 2008-2009, there were 37,697 public elementary schools, and 12,225 of these (or 32%) were multigrade in nature (Villalino, 2010).

Research shows that, aside from providing access, multigrade instruction delivers the same kind of education as monograde classes and in some cases, improves the effectiveness of educational delivery and contributes to the social development of pupils (Little 2004).

For multigrade schools to perform better and therefore improve learning outcomes, the curriculum should be made more relevant and responsive to the abilities of the learners. Classroom management such as appropriate grouping techniques with appropriate teacher training will enhance learning. To specifically address the needs of multigrade schools in the Philippines, the Department of Education (DepEd) in 2011 conducted a survey of multigrade schools in the country.

# Survey Objectives

This survey was designed to accomplish the following:

1. Identify a profile of multigrade schools in the Philippines;
2. Determine the curriculum and pedagogy being used in multigrade schools;
3. Identify the qualifications of multigrade teachers;
4. Determine conditions of the learning environment in multigrade schools; and
5. Identify the major challenges facing multigrade schools.

## About the Survey

With technical assistance from the Southeast Asian Ministers of Education Organization Center for Educational Innovation and Technology (SEAMEO INNOTECH), DepEd conducted a multigrade schools survey in an attempt to develop a profile of the 7,952 pure multigrade (MG) schools in the Philippines. Data and information gathered from the survey results are expected to contribute to the crafting of policies, implementation approaches, and program adjustments to improve the Multigrade Program in the Philippine Education System.

The research undertaking was conducted in 2011 using a survey instrument (see Appendix: Survey of Multigrade Schools in the Philippines). The survey covered the following aspects of multigrade schools:

**PART 1:** Collected data on the multigrade schools such as school demography,

enrolment, number of teachers, and profile of school heads.

**PART 2:** Gathered information about curriculum and classroom instruction in multigrade school such as class scheduling, teaching and learning strategies and assessment.

**PART 3:** Acquired information about multigrade teachers through questions on their educational background, professional eligibility, training sessions/programs they have attended as well their length of service in DepEd.

**PART 4:** Detailed the condition of the classrooms and facilities in multigrade schools including the structure, availability, and quantity of physical facilities, utilities, and learning resources.

**PART 5:** Solicited information about the kind of support the school is getting from the community, local government and other stakeholders; also, information on education outcomes and issues and challenges that multigrade schools face.

This survey targeted school principals and school heads as respondents to gather information that would serve as inputs to policy information, capacity building, and program intervention to be developed by DepEd's Bureau of Elementary Education, Staff Development Division (BEE-SDD).

The study sample had a total of 205 respondents representing 14 regions (except regions CAR, and ARMM) coming from 22 DepEd Divisions nationwide. This number represents 2.57% of the total multigrade schools in the country. The result of the survey may have a limited generality since the sample was not randomly selected. Included with the result was a high percentage of “no answers” by the respondents which restricted the analysis to cover only those schools (districts or divisions) which responded to some given questions.

**Table I. Percentage of total Multigrade Schools and Proportion of Surveyed Multigrade Schools, per Region**

Regions	No. of MG Schools	% of Total	MG Schools Surveyed	% of MG Schools Surveyed
1	352	4.43%	16	7.80%
2	563	7.08%	10	4.88%
3	208	2.62%	8	3.90%
4A	313	3.94%	93	45.37%
4B	432	5.43%	20	9.76%
5	553	6.95%	4	1.95%
6	485	6.10%	2	0.98%
7	639	8.04%	4	1.95%
8	1,596	20.07%	8	3.90%
9	409	5.14%	5	2.44%
10	456	5.73%	29	14.15%
11	235	2.96%	3	1.46%
12	228	2.87%	2	0.98%
13	529	6.65%	1	0.49%
CAR	479	6.02%	0	0.00%
ARMM	475	5.97%	0	0.00%
<b>Total</b>	<b>7,952</b>	<b>100.00%</b>	<b>205</b>	<b>100%</b>

Table 1 shows the breakdown of the 7,952 multigrade schools and the corresponding proportion per region as compared to the proportion of the 205 sample schools included in this report.

A large concentration of respondent multigrade schools was from Visayas with Region 8 topping the list followed by Region 7, another region in the Visayas. However, Region 8 is only represented by less than 4% of the respondents (see Table 1).

Majority of those who responded to the survey or about 45.4% came from Region IV-A Division of Quezon where there is only 4% of multigrade in the country, followed by Region 10 with 14% MG schools. Regions 1 to 12 and CARAGA were each represented by one or two Divisions except for Regions 1 and 3 where there were three Divisions (see Table 2).

The results of the survey (sample or 205 MG schools) only constituted 2.57% of the total multigrade schools (population or 7,952 MG schools). Also, CAR and ARMM are not represented in the sample. Analysis of the results is therefore limited to the sample MG schools and may not represent the same situation for the entire country.

**Table 2. Number of School Respondents per Division**

Region	DepEd Division	No. of Schools	Percentage
<b>1 Ilocos Region</b>	Alaminos City	1	.5
	Laoag City	3	1.5
	Ilocos Sur	12	5.9
<b>2 Cagayan Valley</b>	Isabela	9	4.4
	Nueva Vizcaya	1	.5

Region	DepEd Division	No. of Schools	Percentage
<b>3 Central Luzon</b>	Pampanga	5	2.4
	Angeles City	1	.5
	Bataan	2	1.0
<b>4A CALABARZON</b>	Quezon	93	45.4
<b>4B MIMAROPA</b>	Occidental Mindoro	20	9.8
<b>5 Bicol Region</b>	Catanduanes	4	2.0
<b>6 Western Visayas</b>	Antique	1	.5
	Iloilo	1	.5
<b>7 Central Visayas</b>	Bohol	4	2.0
<b>8 Eastern Visayas</b>	Northern Samar	4	2.0
	Southern Leyte	4	2.0
<b>9 Zamboanga Peninsula</b>	Zamboanga del Sur	5	2.4
<b>10 Northern Mindanao</b>	Bukidnon	27	13.2
<b>10 Northern Mindanao</b>	Misamis Oriental	2	1.0
<b>11 Davao Region</b>	Davao City	3	1.5
<b>12 SOCCSKSAR-GEN</b>	Cotabato City	2	1.0
<b>13 CARAGA Region</b>	Surigao del Norte	1	.5
<b>Total</b>		205	100%

# CHAPTER 2:

## Profile of Multigrade Schools

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### Multigrade School Profile

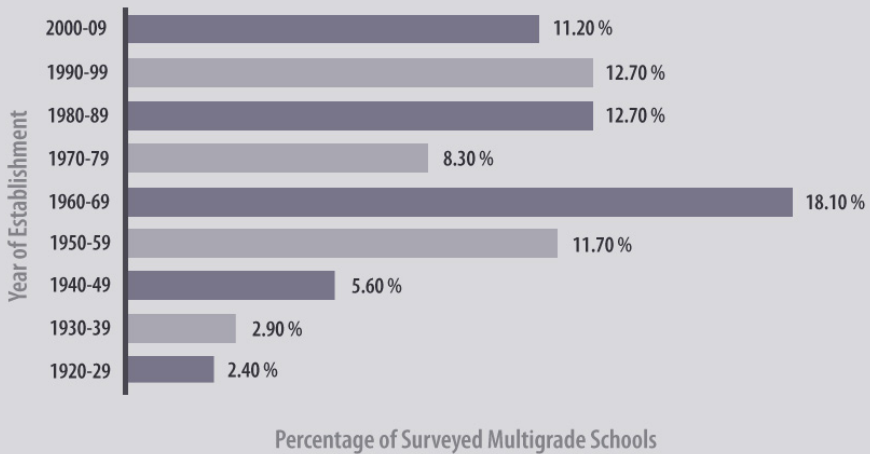
The Multigrade program aims to serve the right of school age children living in remote, far-flung and disadvantaged areas in the country. In this regard, DepEd issued Order No. 38, s. 1993, or *Improving Access to Elementary Education by Providing Complete Grade Levels in all Public Elementary Schools through combination and/or Multigrade Classes* and DECS Order No. 96, s. 1997 *Policies and Guidelines in the Organization and Operation of MG Classes*.

The information presented in this chapter is the result of the survey reported by 205 multigrade school respondents. This number represents only 2.57% of the total number of multigrade schools in the country. It does not claim to be a national profile since the respondents were not randomly selected and CAR and ARMM were not represented in the sample.

### Development of Multigrade Schools

Founding dates of public schools covered in this profiling go back at the start of the 20<sup>th</sup> century with 3% of respondents claiming that their schools were established in the 1920s. Most of the schools which responded to the survey reported to being established in the 1960s. Around 11% of schools were established about 10 years ago (see Figure 1).

Figure 1. Year of Establishment of Surveyed Multigrade Schools



Note: 14.6% gave no answer

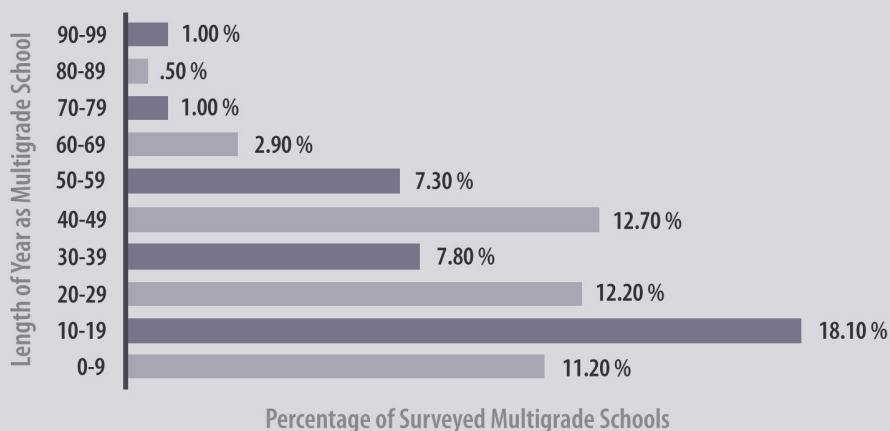
Although DepEd, in the 1990s, issued policies on the multigrade program (which stipulated the definition, organization of the multigrade classes, school plant, facilities and furniture, curriculum and program, and support, welfare and incentive program), the survey revealed that there are multigrade schools that are just a decade short from their centennial year. There are also 1.5% of the schools surveyed that are around 70 years old.

Majority or about 18.1% of the respondents claimed that their multigrade schools have been operational for more than 10 to 20 years. There is also a bigger proportion of school respondents who reported that their schools have been recently operating as multigrade such as those that are less than ten years old, comprising 11.2%. The current proliferation of multigrade schools could be attributed to



DepEd's Education for All campaign, which sought to reach the unreached learners and ensure their right to education (see Figure 2).

Figure 2. Number of Years as a Multigrade School



Note: 25.4% gave no answer

## Type of Multigrade Schools

DepEd defines multigrade instruction as a class of two or more grades under one teacher in a complete or incomplete elementary school.

The surveyed multigrade schools can be classified into three broad categories: **complete schools** (17.07%), which offer whole elementary education from Grades 1 to 6; **incomplete schools** (10.73%) which do not provide the whole elementary

education; and **integrated schools** (0.49%), which comprise elementary and secondary education. A majority of the multigrade schools covered in the survey offer a complete elementary education (see Table 3).

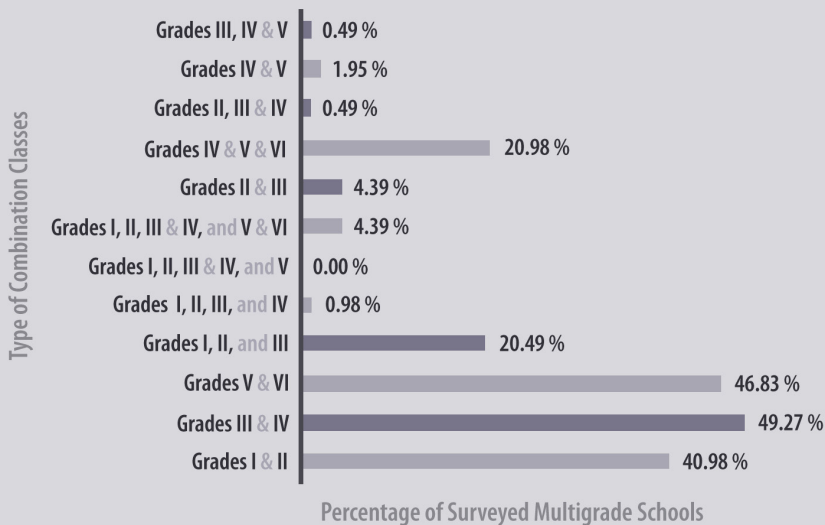
There are also the pure multigrade schools wherein each grade level is combined with one or more grade levels. There are also schools wherein there are just one or two combined classes.

**Table 3. Type of School**

Type of Schools	Number	%
Type of Complete Schools	35	17.07
Mono	0	0.00%
MG	22	10.73%
Mono & MG	13	6.34%
Type of Incomplete School	22	10.73
Mono	0	0.00%
MG	19	9.27%
Mono & MG	3	1.46%
Type of Integrated School	1	0.49%

The type of multigrade schools could be further classified by the number of combined classes. Majority of the surveyed schools have just one combined grade level: Grades I and II (40.98%), Grades III and IV (49.27%), and Grades V and VI (46.83%). There is also a high percentage of multigrade schools that combine three classes: Grades I, II, and III (20.49%) and Grades IV, V, and VI (20.98%). Less than 5% of multigrade schools surveyed indicated that they are pure multigrade schools offering combined Grades I, II, and III and Grades IV, V, and VI (see Figure 3).

**Figure 3. Type of Combination Classes**



## Average Enrolment

Multigrade schools are small schools with less than a hundred pupil population on the average for a complete school with kindergarten. Based on the information shared by the survey respondents, Grade I level is the most populous grade level in multigrade school, averaging around 24 pupils. There is a noticeable class size reduction as grade level progresses, cutting the average pupil number by half at Grade VI. Boys slightly outnumber girls in Grade I and III; then there is a gender parity for the rest of the grade levels in multigrade schools (see Table 4).

**Table 4. Average School Enrolment of the Multigrade Schools,  
School Year (SY) 2008-09 to 2010-11**

School Year	Kinder		Grade I		Grade II		Grade III		Grade IV		Grade V		Grade VI	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2008-2009	0	0	13	11	9	8	8	7	7	7	6	6	6	6
2009-2010	1	1	12	11	10	9	8	7	7	7	6	6	6	6
2010-2011	5	5	13	11	9	9	8	8	7	7	6	6	5	6
<b>Average by Gender</b>	<b>2</b>	<b>2</b>	<b>13</b>	<b>11</b>	<b>9</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>Average by Grade level</b>	<b>4</b>		<b>24</b>		<b>18</b>		<b>15</b>		<b>14</b>		<b>12</b>		<b>12</b>	

## Internal Efficiency and Quality of Education

The internal efficiency of multigrade schools is manifested in how well they can keep pupils in school and how it has reduced the number of repeaters until the completion of elementary or for those with incomplete elementary, the highest grade level available.

For the multigrade schools surveyed, the most recent average completion rate is still 31.6% short from achieving universality. Moreover, the 68.40% average completion rate in 2010-11 falls short from the national completion rate in elementary, which is 72.11%.

Much is to be desired in the repetition rate reported by the survey respondents as there remains an average of 16.10%

repeaters, a 1.6% point increase from the previous year. School leaver rates may have been reduced but not totally eradicated as there still remains a 1.9% dropout rate. On a positive note, this rate for surveyed multigrade schools is far below that of the national dropout rate for elementary for school year 2010-11, which is 6.29% (see Table 5).

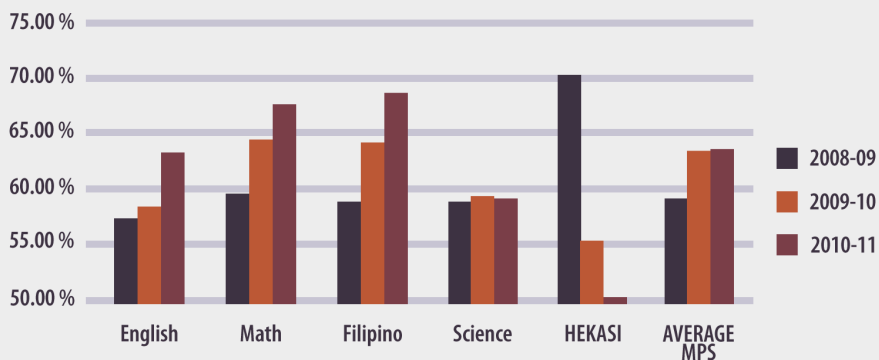
**Table 5. Average Rates of Surveyed Multigrade Schools and Nation-Wide Internal Efficiency**

Rates	Surveyed Multigrade Schools		Nation-Wide Average	
	2009-10	2010-11	2009-10	2010-11
<b>Completion Rate</b>	67.60%	68.40%	72.18%	72.11%
<b>Repetition Rate</b>	14.50%	16.10%	2.19%	2.10%
<b>Dropout Rate</b>	2.80%	1.90%	6.28%	6.29%

Using the results of the National Achievement Test (NAT), it can be surmised that the surveyed multigrade schools performed poorly when it comes to educational quality. Their average mean NAT percentage score for Grade III (63.58%) and Grade VI (64.05%) for school year 2010-2011 falls behind the elementary NAT national average of 68.15% and is far below the 75% target.

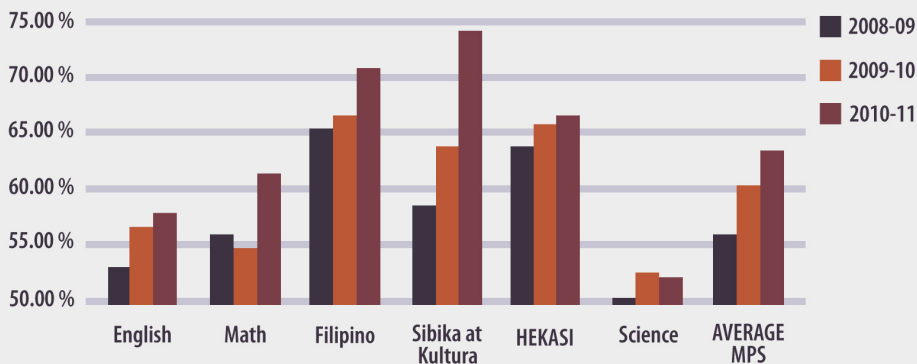
For Grades III and VI, there is an upward trend for all subjects but their achievement levels for science, which are pegged at 59.14 and 52.76%, respectively, are the lowest among the other subjects in 2010-2011 (see Figures 4 and 5).

**Figure 4. National Achievement Test (NAT) Results for Grade III, SY 2008-09 to 2010-11**



Note: Only about 50% of the schools surveyed indicated their Grade III NAT results.

**Figure 5. National Achievement Test (NAT) Results for Grade VI, SY 2008-09 to 2010-11**



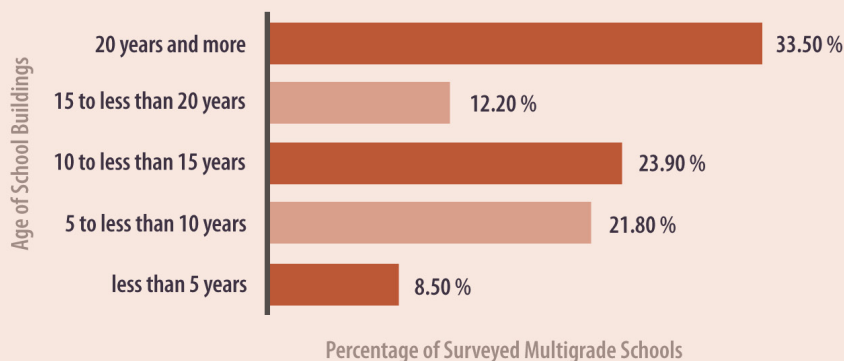
Note: Only about 50% of the schools surveyed indicated their Grade VI NAT results.

# School Building, Classroom and Facilities

## School Building

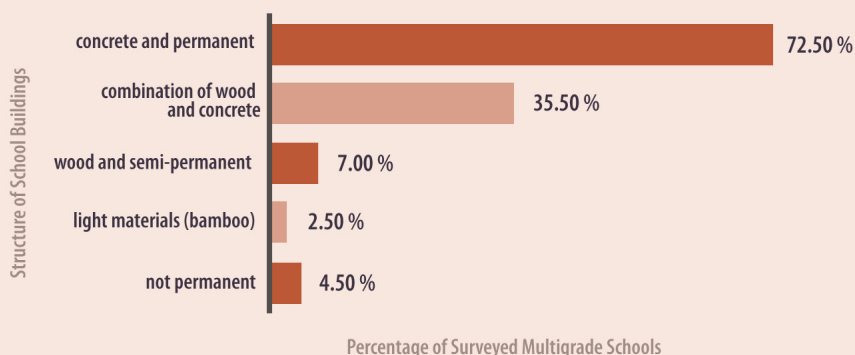
The surveyed multigrade schools reported having an average 70,592 square meter land area. On this extent of land lies an average of three multigrade school buildings. The survey revealed that 33.5% of multigrade schools have school buildings which are more than 20 years old, and that a small percentage (8.5%) was relatively newly constructed (see Figure 6).

**Figure 6. Ages of School Buildings of Surveyed Multigrade Schools**



A majority of the school buildings in the surveyed schools are sturdily built using concrete and permanent materials and in some instances, using a combination of wood and concrete. Still, there is a fraction of multigrade school buildings that used purely wood or light materials (see Figure 7).

**Figure 7. Type of Materials Used for School Buildings**



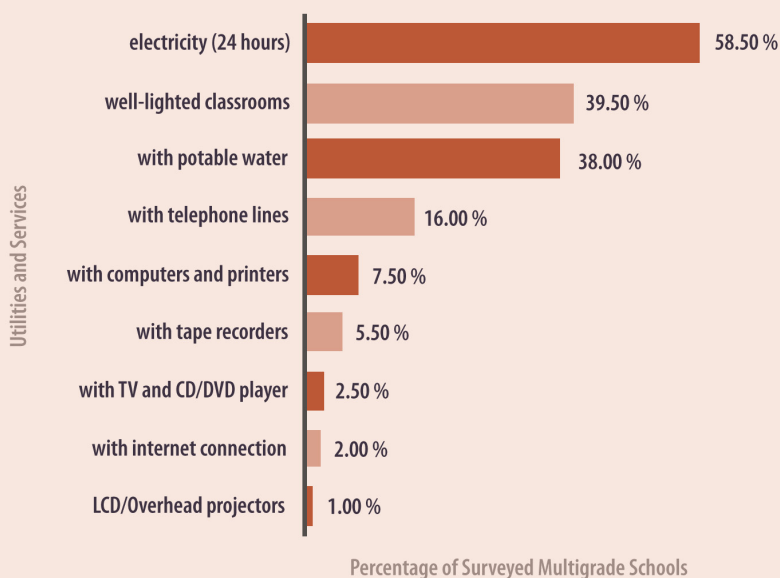
## Utility and Services

The reality that multigrade schools are underserved could be gleaned from the reported availability of utilities and services shared by the survey respondents. For instance, not all surveyed schools have 24-hour electricity as it is only available in 58.5% of the schools surveyed. As for potable water, this is only available in 38% of the surveyed multigrade schools.

Multigrade schools are worse off when it comes to information and communications technology (ICT) and multimedia facilities. Of the surveyed schools, only 16% have telephone lines, 7.5% have computers with printers and around 2% have CD/DVD players and internet connectivity (see Figure 8).



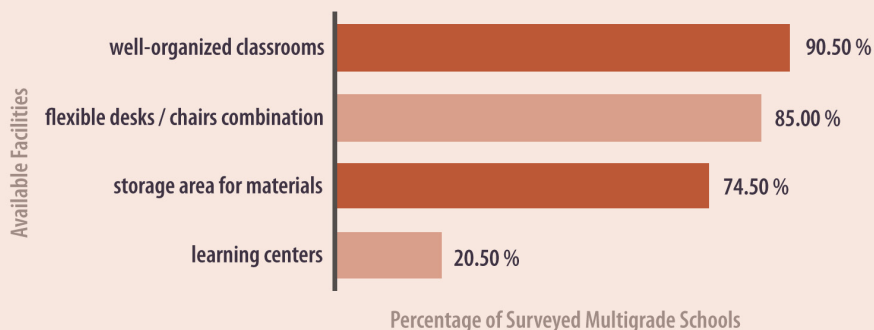
Figure 8. Available Utilities and Services in the Surveyed Multigrade Schools



## School Facilities

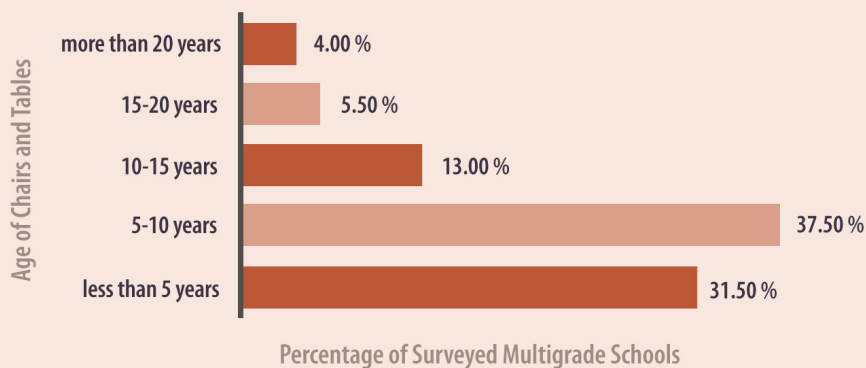
When it comes to facilities, results show a certain percentage of multigrade schools is deprived of having a well-organized classroom, flexible chairs, and storage areas as not 100% of the surveyed schools have these. In addition, only 20% of the surveyed multigrade schools have a learning center (see Figure 9).

**Figure 9. Available Facilities in Surveyed Multigrade Schools**



Chairs and tables are generally available according to most of the surveyed multigrade schools. However, they claim most of these pieces of furniture are five to ten years old needing repair or replacement (see Figure 10).

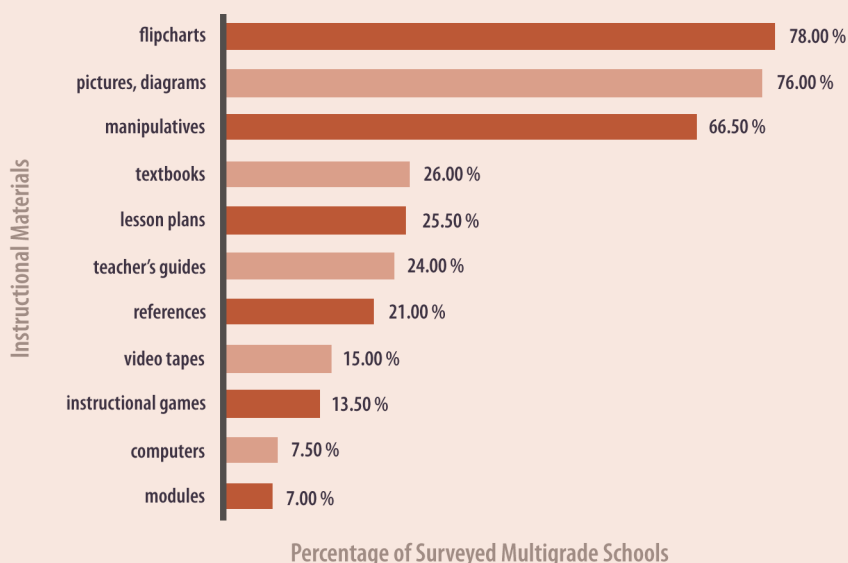
**Figure 10. Age of Chairs and Tables in Surveyed Multigrade Schools**



## Instructional Materials

The most commonly available materials in the multigrade schools surveyed are flipcharts, pictures and manipulatives. There seems to be a great percentage of schools without textbooks, teacher guides, references and other useful teaching-learning materials (see Figure 11).

Figure 11. Available Instructional Materials in Surveyed Multigrade Schools



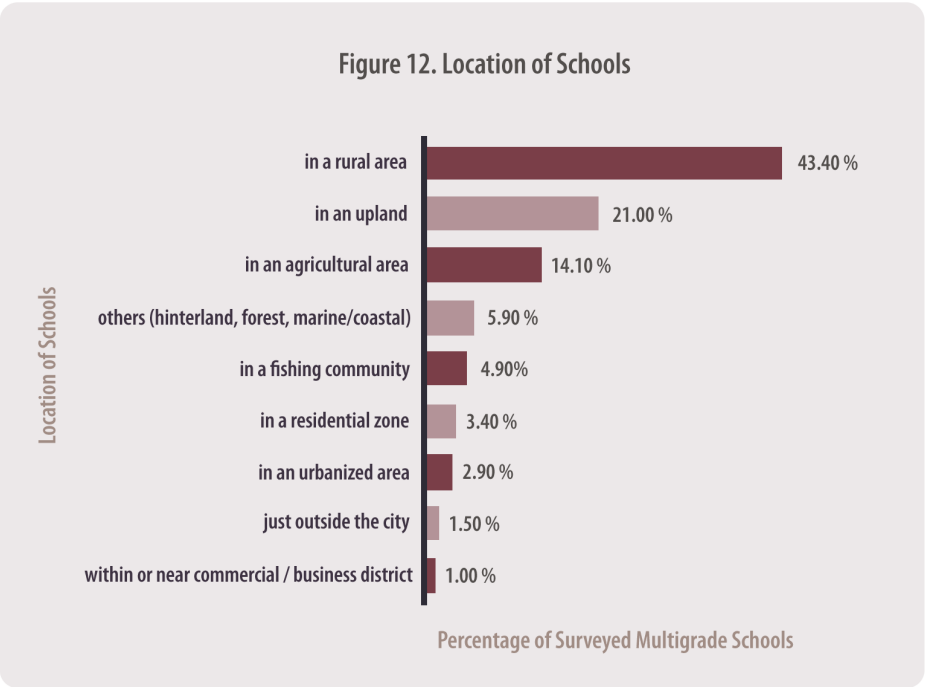
Note: Multiple responses

## Community Profile

The surveyed multigrade schools provide access to learners in remote areas such as those in the provinces or mountains where population densities are low.

## Type of Community

The survey reveals that 43.4% of the multigrade schools that responded were in the rural places, followed by 21% in upland areas and 14.1% in agricultural areas. Only a few multigrade schools -- a combined percentage of only 5.4% -- are in urban, suburban or commercial areas (see Figure 12).



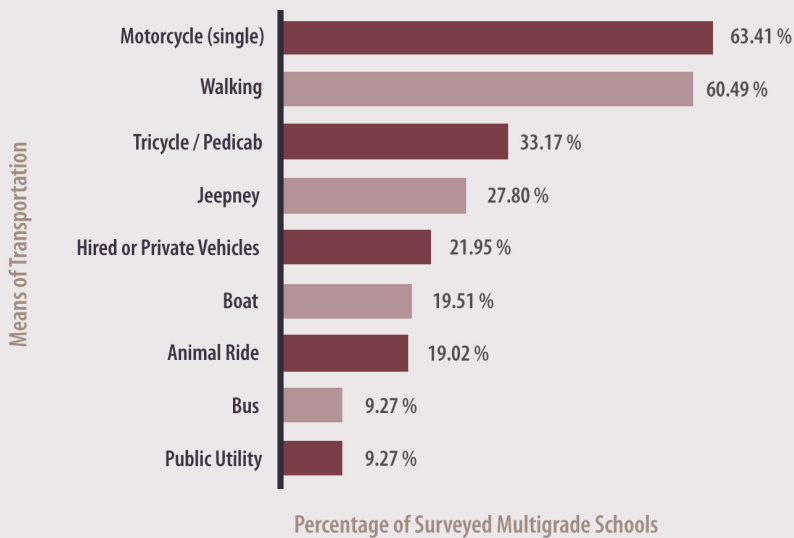
Note: 1.9% gave no answer

## Means of Transportation

A large proportion of respondents cited that their multigrade schools can be accessed by riding a motorcycle and/or by

walking. Most surveyed multigrade schools could be reached by public land transportation such as tricycle, jeepney and bus. Interestingly, there are also those that require crossing a body of water, as indicated by around 20% of respondents. Some multigrade schools also reported being reached by animal rides (see Figure 13).

**Figure 13. Means of Transportation of Pupils of Multigrade Schools**



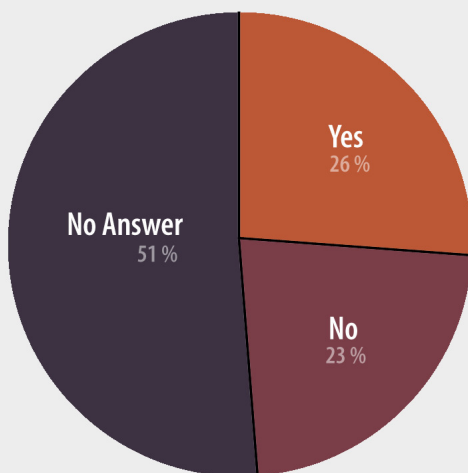
# Support to School

## Linkages with NGOs

A quarter of the surveyed multigrade schools claimed to have a link with non-governmental organizations (NGOs), private organizations, foundations, academe and aid agencies (see Figure 14).

Most of these non-governmental partners assist the schools in the feeding programs, repair and maintenance of classrooms and facilities, provision of school supplies, and educational assistance to pupils.

**Figure 14. Percentage of Surveyed Multigrade Schools with a Tie-up with NGOs**

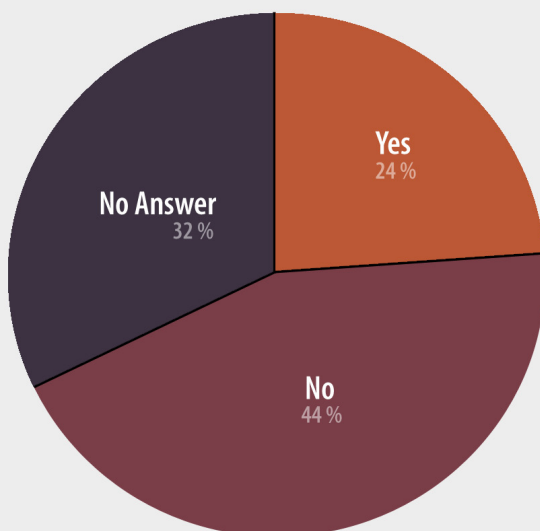


## Linkages with Government Agencies

About just one-fourth of the surveyed multigrade schools were able to link up with other government agencies particularly municipal and provincial governments (see Figure 15).

From the local government, multigrade schools were able to solicit support in terms of construction of school infrastructure, salary of teachers, school supplies, and food, among others.

**Figure 15. Percentage of Surveyed Multigrade Schools with a Tie-up with Other Government Agencies**



# Multigrade Personnel

The small size of the surveyed multigrade schools means that there is a corresponding small number of personnel covered by the survey results. In the surveyed multigrade schools, there are usually a school head and only two or three teachers.

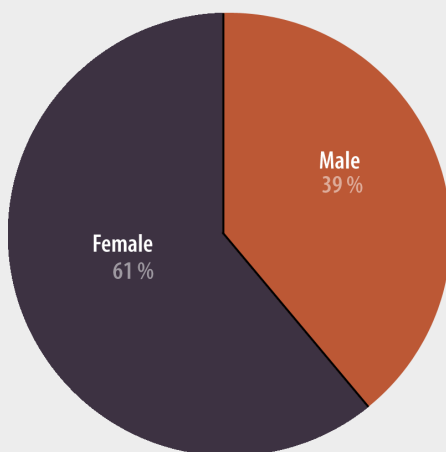
## School Head Profile

A school head, usually with a principal item, provides instructional and administrative leadership to schools.

### Gender of School Heads

Multigrade school heads could be classified by gender. There are around 20% more female than male school heads in the surveyed multigrade schools (see Figure 16).

Figure 16. Profile of Surveyed Multigrade School Heads, by Gender

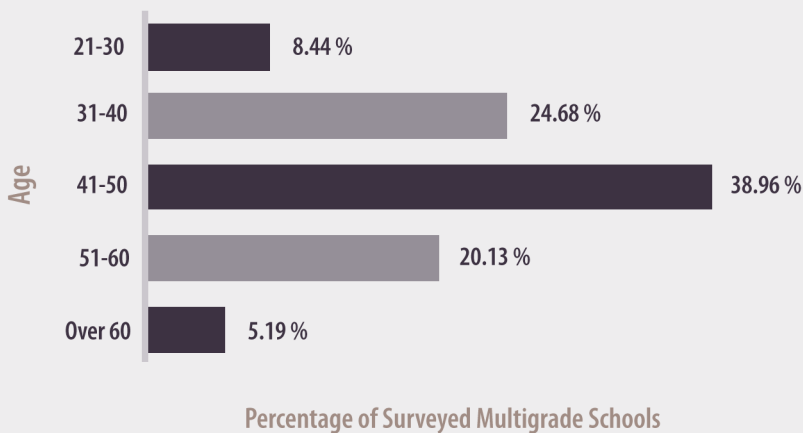




## Age and Length of Service of School Heads

If age were to be a gauge of experience, then the surveyed multigrade schools are being led mostly by school heads with a significant number of years of teaching experience. Around 39% of school heads are within the 41-50 age range. On the other hand, there are 8.44% of school heads belonging to the 21-30 age bracket. This refers to a percentage of school heads with limited experience (see Figure 17).

**Figure 17. Profile of Surveyed Multigrade School Heads, by Age**

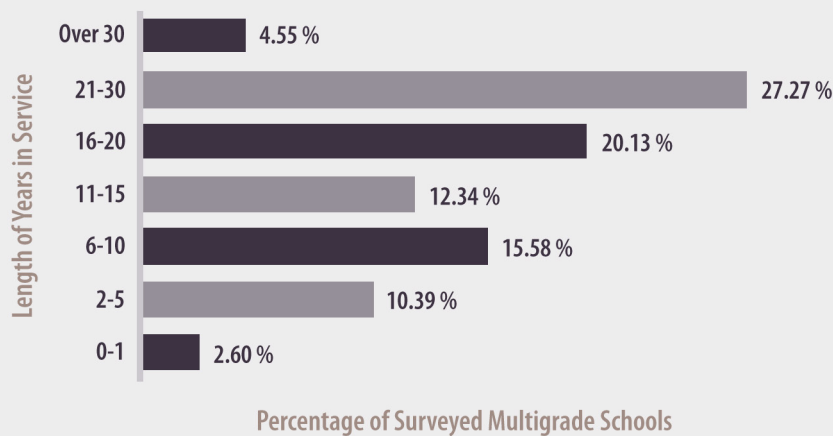


Note: 2.60% gave no answer

The data on the length of service of surveyed multigrade school heads validate the fact that the greatest percentage of them have 16 to 20 years of service in multigrade

schools. There is a small percentage (2.6%) of new school heads deployed to a multigrade school among the survey respondents (see Figure 18).

**Figure 18. Length of Service of Multigrade School Heads**

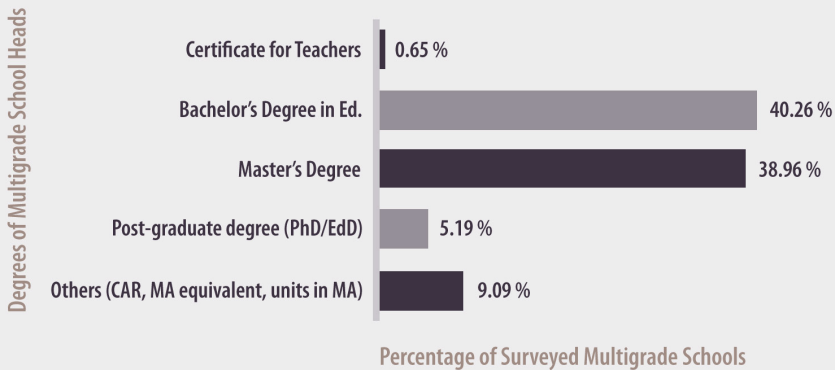


Note: 7.14% gave no answer

**Educational Background of School Heads**

Education degree is one of the qualifications for promotion to a principal position. A great percentage of the heads of multigrade schools surveyed hold a bachelor’s degree (40.26%) and master’s degree (38.96%). There is a small percentage (5.19%) of school heads with a doctor’s degree serving in the surveyed multigrade schools (see Figure 19).

**Figure 19. Degrees held by Multigrade School Heads**



Note: 5.84% gave no answer

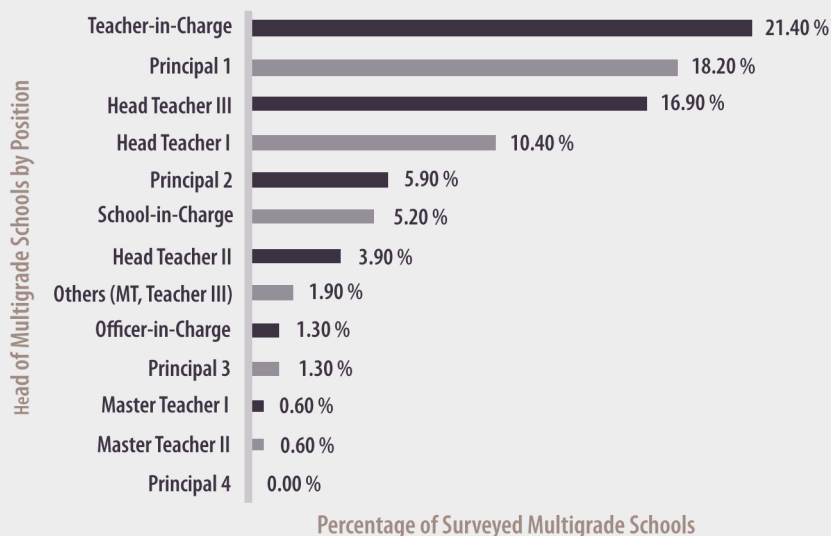
## Positions of Multigrade School Heads

Principal items for the surveyed multigrade schools are not very common as only 18.2% of Principal I, 5.9% of Principal II, and 1.3% of Principal III serve in multigrade schools.

In some cases, multigrade schools do not have a principal item but a teacher acts as the head of the school. Such is the case of the surveyed schools: 21.4% are headed by Teacher-in-Charge, 16.9% headed by Head Teacher III, 10.4% by Head Teacher I, and in 3.9% by Head Teacher II (see Figure 20).

This lack of principal items may imply that a significant percentage of the surveyed multigrade schools is deprived of instructional leadership. Moreover, teachers who act as head are doubly burdened with teaching and supervisory jobs rolled into one.

**Figure 20. Positions held by Heads of Surveyed Multigrade Schools**

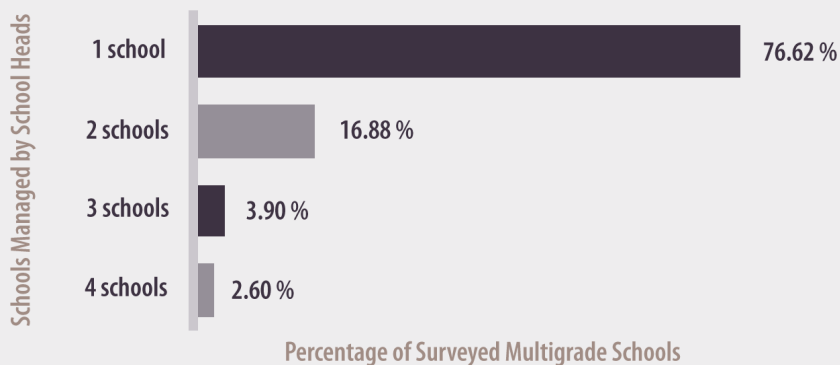


Note: 12.4% gave no answer

## Number of Schools Managed by School Heads

Majority of the schools surveyed (76.62%) have their own school leader while the rest have to share a school head with another school. In over 16% of the surveyed multigrade schools, the head is a cluster head, managing two or more multigrade schools. There is a small percentage of school head (2.60%) managing four schools (see Figure 21).

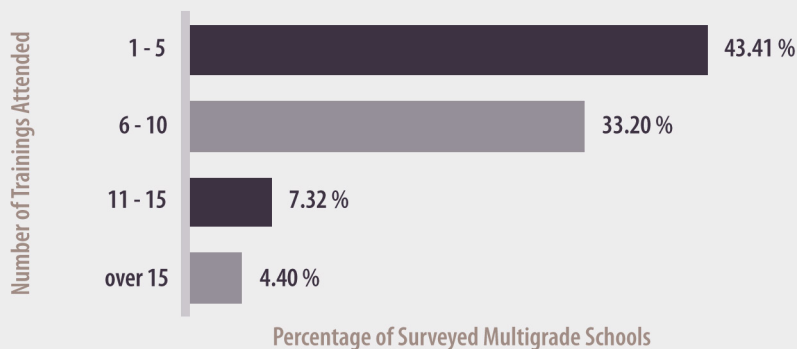
**Figure 21. Number of Schools Managed by Multigrade School Heads**



### **Training Programs Attended by Multigrade School Heads**

Multigrade schools deliver an alternative form of formal education. As an alternative modality of education, multigrade requires strategies and techniques different from the conventional classroom setting. Thus, it is necessary for both teachers and school heads to learn other effective ways of delivering education. This demands that multigrade personnel's competencies be improved and their knowledge and skills be constantly upgraded through training. Looking at Figure 22, one could surmise that 43.41% of school heads of the surveyed multigrade schools attended only one to five training programs in the last two years.

**Figure 22. Number of Training Programs Attended by Multigrade Schools Heads in the Last Two Years**



Note: 11.7% has no answer

## Multigrade Teachers Profile

Pivotal to an effective multigrade school are the teachers. Teacher-pupil ratio, teacher preparation, training, and experience are inputs to quality multigrade education.

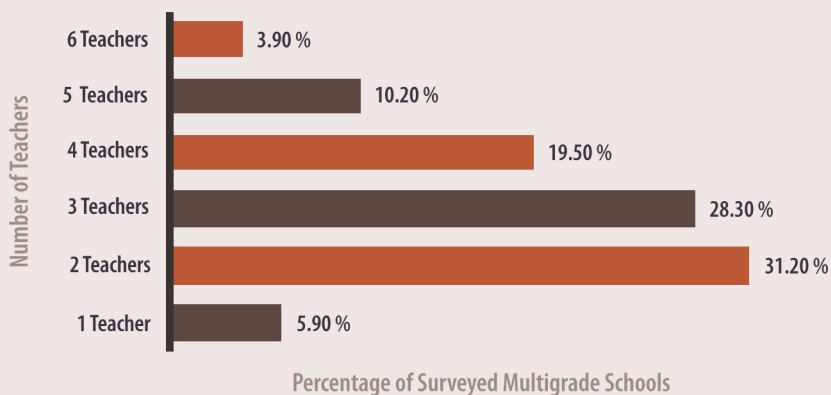
### Number of Teachers

Most multigrade schools surveyed comprised two teachers (31.2%) and three teachers (28.30%). This means that generally, multigrade teachers usually handle two to three classes. The most number of teachers that a multigrade school has is six teachers. This is true for 3.90% of the multigrade schools surveyed.

Interestingly, there are 5.90% of the multigrade schools surveyed where there is only one teacher. For those schools

offering a complete elementary, this implies that the lone teacher is handling a combined six grade levels (see Figure 23).

**Figure 23. Number of Teachers Assigned in the Surveyed Multigrade Schools**

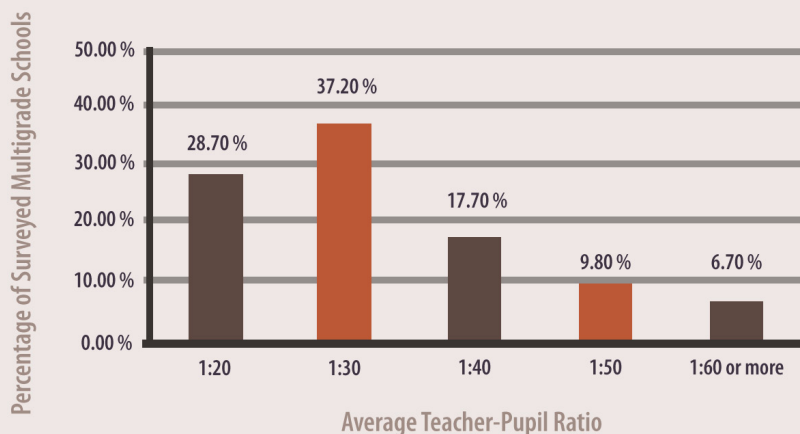


Note: 1% has no answer

## Teacher-Pupil Ratio

The combined classes handled by one teacher in a multigrade school could have as many as 30 or more students as survey revealed that the average pupil-teacher ratio is 1:36. The survey also reveals that there is a percentage of schools with one teacher managing as many as 50 to 60 pupils in a combined class (see Figure 24).

**Figure 24. Average Teacher-Pupil Ratio in the Surveyed Multigrade Schools**



Note: 18% gave no answer

## **Educational Background**

Majority of the multigrade teachers in the schools surveyed hold a bachelor's degree in education, mostly in elementary education, with a few in secondary education. A small percentage (6%) of the 205 schools reported having one to three teachers who are non BEED/non-education graduates. These degrees include Political Science, Accountancy, Business, and Economics among others. A few of these teachers with non-education degree have taken units in education, while the rest have not.

A number of multigrade teachers have also taken units in a master's degree program. A small percentage of multigrade teachers has a master or doctor's degree.

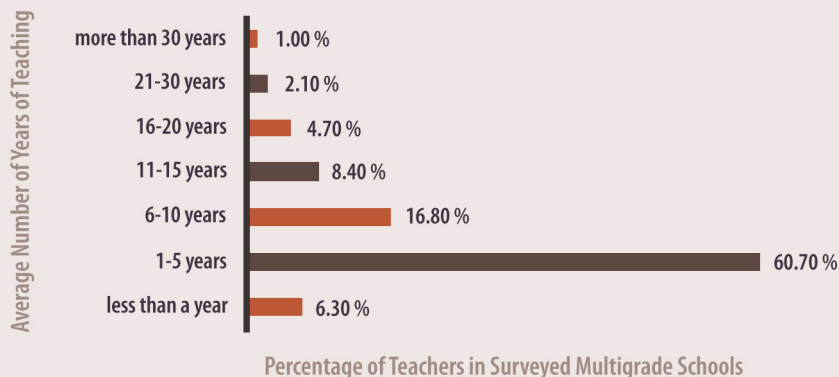


On the other hand, 36.5% of the 205 multigrade schools reported having more than one teacher teaching subjects outside of their field of specialization.

## Teaching Experience

Around 60% of multigrade teachers in the schools surveyed have five years or less of teaching experience. Added to this are 6.3 percentage of teachers who have less than a year of teaching experience. These data speak of the volume of new teachers being assigned to multigrade schools and the more experienced teachers are deployed to monograde schools (see Figure 25).

**Figure 25. Average Number of Years of Teaching Experience of Multigrade Teachers in the Surveyed Schools**



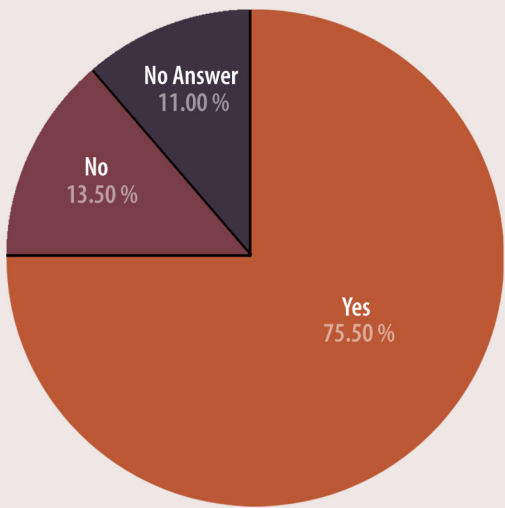
## Training of Multigrade Teachers

In most studies on multigrade schools, there is a consensus on the significance of preparation for teaching multigrade

classes and preparation for working and living in isolated, rural areas (Vinjevoled 1997). If teachers are not given the necessary preparation, on-the-job training should be provided. Failure to do so may result in reduced time on task, academic failure, degenerated discipline, and frustrated and overworked teachers (Thomas and Shaw 1992).

For multigrade teachers in the schools surveyed, 75.5% affirmed that they received training for the last three years. Unfortunately, a quarter of the multigrade teachers surveyed said they did not get any skills upgrading. Moreover, these multigrade teachers may have gotten only one training in a span of three years and that their training may not have focused on competencies uniquely required for teaching in a multigrade context.

**Figure 26. Percentage of Teachers Provided with Skills Upgrading in the Last Three Years**



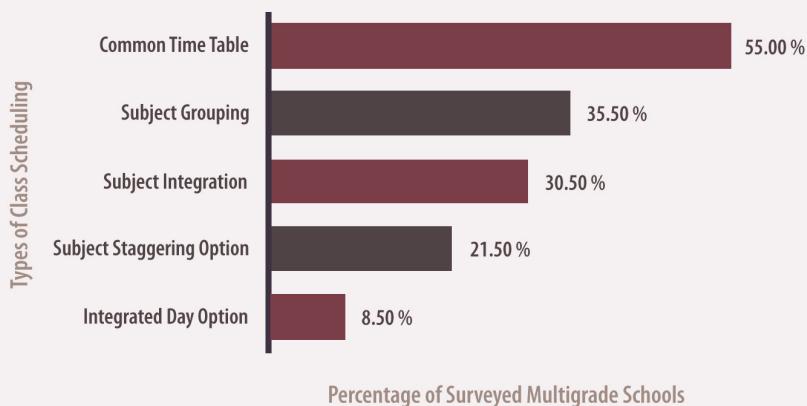
## Multigrade Teaching and Learning

UNESCO (2005) identified five dimensions of quality education and one of them is teaching and learning, as the key area for human development and change deals with impact of curricula, teacher method, learner motivation.

### Class Scheduling

In a multigrade class, the scheduling of lessons makes an impact on the quality of teaching and learning. The scheduling adhered to by 55.00% of the surveyed schools is the common timetable wherein all grade levels in a combined class take the same subject at the same time, for example, Science and Health from 9:00 to 9:40 A.M., then Mathematics for 60 minutes after recess. There is also a large proportion of the surveyed schools (35.50%) that set subject grouping or integration of some subjects, which are presented by the teacher to all grades at the same time, as the norm in class scheduling (see Figure 27).

**Figure 27. Types of Class Scheduling in the Surveyed Multigrade Schools (multiple responses)**



Note: Percentage total is more than 100% because of multiple responses

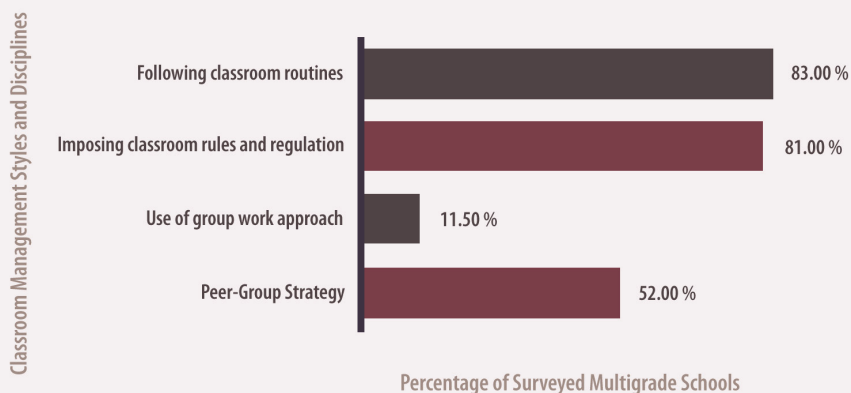
In soliciting the opinion of multigrade personnel regarding the prescribed time scheduling, most of them commented that time allotment is not enough for them to finish the lessons and cover all the targeted competencies of each lesson. This, according to those surveyed, resulted in teachers resorting to spoon-feeding their students through passive lecturing. This complaint about limitations in time was also seen as contributing to the low performance of pupils.

## Class Management Styles and Discipline

Around 80% of the surveyed multigrade schools follow the traditional management styles of imposing rules and regulation and adhering to routines. However, the more innovative management approaches have also been utilized in some multigrade schools (see Figure 28).

Classroom management in a multigrade setting raises the issue that most multigrade teachers find it difficult to manage classroom with diverse learners, particularly in dealing with students with behavior problems. Multigrade teachers claim that it is difficult to handle students with unruly behavior, those who are always absent, and those who do not submit class projects.

**Figure 28. Types of Class Management Styles and Discipline Used in the Surveyed Multigrade Schools (multiple responses)**



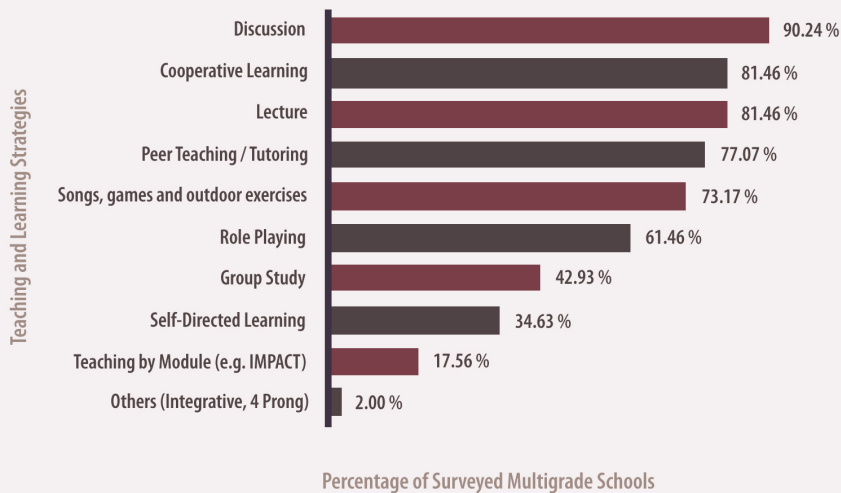
Note: Percentage total is more than 100% because of multiple responses

## Teaching and Learning Strategies

Multigrade instruction, as an unconventional way to learning, necessitates the use of innovative teaching and learning strategies. However, it could be gleaned from the surveyed schools that discussion and lectures are still the most commonly used teaching strategies. On the other hand, non-traditional methods are being used such as cooperative

learning, peer teaching and activities such as singing and playing games (see Figure 29).

Figure 29. Teaching and Learning Strategies Used in the Surveyed Multigrade Schools (multiple responses)



Note: Percentage total is more than 100% because of multiple responses

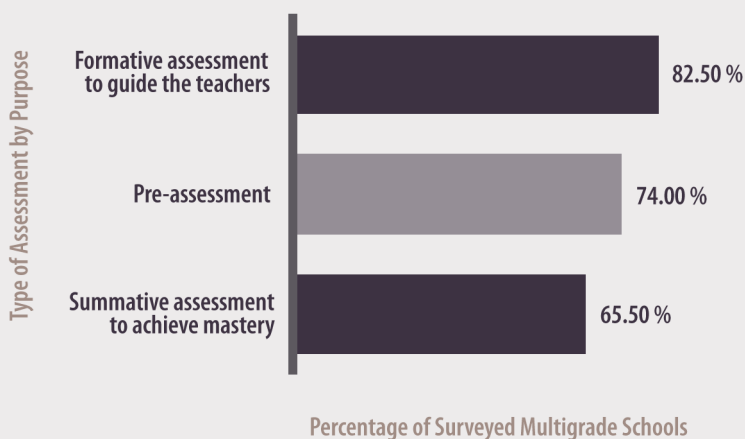
# Multigrade Instructional Assessment

Generally, assessment plays a crucial role before and during the teaching and learning process. In multigrade classes, assessment plays an equally important role.

## Purpose of Assessment

Measuring the level of competency of the pupils helps teachers in preparing the lessons and in deciding the course of activity, and whether there is a need to review or to hold enrichment exercises. There are 82.50% of the surveyed schools doing this kind of assessment. On the other hand, there are 65.50% of the surveyed schools that assess pupils to measure their mastery (see Figure 30).

**Figure 30. Type of Assessment in the Surveyed Multigrade Schools, by Purpose (multiple responses)**

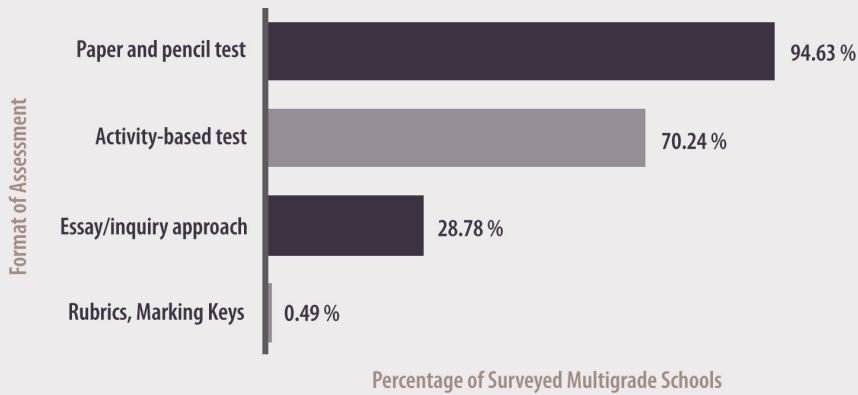


Note: Percentage total is more than 100% because of multiple responses

## Format of Assessment

In the multigrade schools surveyed, the most common format of assessment is the pen-and-paper test, utilized in 94.63% of the schools, followed by activity-based test, used in 70.24%, and essay/inquiry approach used in 28.78%. The least common is the use of rubrics (see Figure 31).

Figure 31. Type of Assessment in the Surveyed Multigrade Schools, by Format (multiple responses)



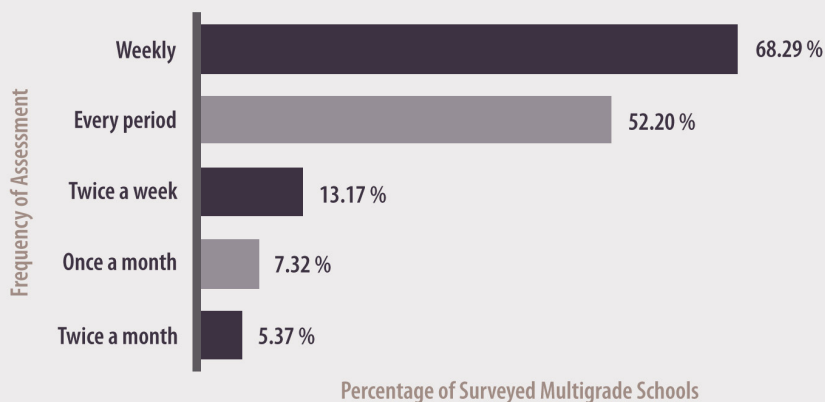
Note: Percentage total is more than 100% because of multiple responses



## Frequency of Assessment

It is ideal to conduct assessment of learning regularly. Majority of the multigrade schools surveyed said assessment is conducted weekly. About half of those surveyed conduct testing every end of the period (see Figure 32).

Figure 32. Frequency of Assessment in the Surveyed Multigrade Schools (multiple responses)





# CHAPTER 3:

## Summary and Recommendations

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### Summary

SEAMEO INNOTECH and the Staff Development Division of the Department of Education conducted a review of multigrade schools in the country through a nationwide survey. This survey was done in order to examine the present profile of multigrade schools in the country. Future surveys will build on this to monitor the progress made in developing and improving the multigrade schools in the country.

It should be noted that the result of the survey does not include two regions, namely, CAR and ARMM. Also, because of the small size of the sample which was not randomly chosen but only based on the number of schools that responded to the survey, the results cannot be used to make a generalization that this is a true picture of the national profile of the multigrade schools in the country. The summary presented is only based on the data of the 205 multigrade schools that responded to this survey.

The study revealed the following about the surveyed multigrade schools:

- Multigrade schools in the Philippines have been established long before the issuance of DepEd

policies that defined its organization. The surge of multigrade schools some ten or so years ago could be attributed to DepEd's aspiration to realize Education for All by bringing education closer to the learners.

- The establishment of schools even in sparsely populated remote villages necessitates the combination of classes. In most cases, enrolment rationalizes how classes are combined.
- Enrolment at multigrade schools reveals that pupil population is most dense at lower grade levels and dwindles at higher grade levels. Thus, classes are usually combined at the higher grade levels. Less multigrade schools combined pupils at lower grade levels. The high number of Grade I entrants makes it difficult for them to be combined with those from other grade levels.
- Inefficiency of multigrade schools to keep pupils in school to complete their primary education could be surmised from the low national average completion rate. Moreover, the multigrade schools registered an increased repetition rate.
- The survey further revealed that the average achievement rate of the multigrade schools falls around 4% below the national average which in itself is lagging far behind set targets.
- On the other hand, the nature of the community may shed light on external factors that may have an

effect on pupil participation and performance such as the distance of school to students' residence and mode of transportation. The farther the distance and the more expensive the mode of transportation, the more likely that the students will not go to school, and thus will affect the school participation and performance.

- The survey likewise points to the need for multigrade schools to have new school buildings or reconstruct old ones and repair their worn-out facilities such as tables and chairs.
- Various texts on multigrade education point to the importance of providing the right physical layout with consideration to groupings and flexibility of furniture. Unfortunately, these are not available for most of the surveyed multigrade schools. Moreover, international literature points to self-directed learning as a central feature of effective multigrade teaching, a tool to make pupils productive on their own. These, as the survey shows, are not commonly available in many multigrade schools.
- Moreover, the multigrade schools surveyed are not easily accessible. Survey on accessibility of multigrade schools shows that pupils and teachers reach the school by motorcycle or walking. This implies that the roads going to schools are unpaved. There is also a percentage of multigrade schools that could be reached by public transportation, which means pupils need to have transportation allowance for their schooling.

## Recommendations

Based on the findings of the study (notwithstanding the limitations of the scope and the representativeness of the sample respondents), the following recommendations are put forward:

1. Linkages with NGOs and other government agencies provide opportunity for resource mobilization by multigrade schools. Unfortunately, about half of the schools surveyed have not yet established ties with NGOs and other government agencies. The implementation of a school-based management (SBM) intervention could address this need. However, DepEd has also to address the lack of principal items in many multigrade schools to help facilitate the necessary school based leadership for SBM to be effectively operationalized.
2. The local context of the communities where the multigrade schools are found could provide insights and reference on how to make schools more efficient and education more relevant to the community.
3. The percentage of indigenous students in multigrade schools could be a focus for future research. Thus, the current Indigenous People Education Framework of DepEd needs to be considered in terms of policy development for curricular improvement of multigrade schools.
4. Majority of the multigrade schools surveyed have teachers with substantial teaching experience,

although a small percentage of new teachers without experience is also assigned to multigrade schools. On a positive note, young multigrade teachers may have the advantage of youthful energy and innovative spirit on their side, which facilitate the conduct of activity-filled teaching-learning strategies necessary in a multigrade setting. Policies on teacher deployment should be reviewed to have a well-balanced distribution of seasoned and young teachers in multigrade system. There is a need to deploy the best teachers in a multigrade school setting given the complexities of pedagogies used.

5. As leverage, all young and old multigrade teachers, need to be constantly supervised and guided. Unfortunately, in reality, many of the surveyed multigrade schools do not have their own school head. In most cases, a principal from a co-clustered school acts as head of as many as four cluster schools. DepEd Policies on Deployment of School Heads for Multigrade School should be revisited.
6. In some cases, a fellow teacher acts as teacher-in-charge. A teacher who must handle multiple classes and is given administrative duties may find it difficult to fulfil his/her dual and demanding tasks. Moreover, the survey revealed that many multigrade teachers handle three or four combined classes. In these daunting circumstances, multigrade teachers need to be given support, foremost of which is capacity building, particularly in properly managing the schedules and diverse pupils, and in executing appropriate teaching and learning strategies.

7. Lack of pre-service preparation and training for teachers deployed to multigrade schools results in ineffective teaching practices. The survey reveals that most typical teaching methods utilized by multigrade teachers were the traditional discussion and lecture methods which are not suited for the unconventional grouping and class scheduling in a multigrade school. Capacity building on innovative teaching and learning practices should be conducted in pre-service teachers training as well as in-service training to address the use of traditional and ineffective teaching strategies in multigrade schools.
8. Furthermore, multigrade schools should be provided with more financial and technical support in the development of instructional materials which are crucial for them to maximize the time and implement the learning activities.
9. There is also a need to upgrade multigrade teachers' knowledge and skills in assessing pupils in a multigrade setting. The survey revealed that majority of the teachers rely on pen-and-paper test as format of assessment. In addition, around 50% of the multigrade schools do not conduct assessment after every period. This may imply that innovative assessments and continuous regular assessment are not practiced in the surveyed multigrade schools.
10. Use of ICT and innovations in the multigrade systems should be explored and pilot-tested for more effective teaching and learning.



11. Review of policies related to multigrade schools which are found in remote and challenging contexts. To recruit the best teachers to be deployed to multigrade schools, incentives and additional remunerations should be given to them.
12. There is a need to expand access of multigrade schools to modules and other instructional materials that facilitate self-directed learning, peer teaching, and group-based learning activities.
13. In order to come up with a true national profile of multigrade schools in the country, future national surveys on multigrade schools should include all regions, particularly CAR and ARMM, and the sample for each region should be a representative of the total number of multigrade schools in each particular region. Ideally the sample should be randomly selected so that the data gathered will truly represent the actual situation of the population being studied.



## **APPENDIX: Survey of Multigrade Schools in the Philippines**





Republic of the Philippines  
Department of Education



## SURVEY OF MULTIGRADE SCHOOLS IN THE PHILIPPINES (Schools with Pure Multigrade Classes)

---

Dear School Principal/School Head:

Pleasant greetings!

The Department of Education in collaboration with the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) is conducting a Multigrade Schools Survey. The survey is an attempt to develop a profile of the 7,952 pure multigrade (MG) schools in the Philippines.

This school questionnaire is addressed to school principals and school heads who are asked to supply information. The data generated from this survey shall be used as inputs to policy formulation, capacity building, and program intervention to be developed by the Bureau of Elementary Education, Staff Development Division of the Department of Education.

Please complete the questionnaire by either filling out the needed information or by putting a check mark in the box beside the given option for your answer. Note that there are items in which you may have one or more answers. You can check as many options as applicable. There is also an option "Others", in case your answer may be different from the given options. When you check this option, please specify your answer.

Your responses are very important so please read the instructions carefully. Also, please be reminded to answer all items as completely and as accurately as you can. **Please do not leave any item blank.**

When you have completed the survey form, please send the original copy to the Department of Education Bureau of Elementary Education Staff Development Division and return the completed form on or before **30 November 2011**. **You may also send this by fax to the Staff Development Division at Fax no: 6374347 or to SEAMEO INNOTECH, attn: Research Studies Unit, at Fax no 9287692.**

Your cooperation in completing this questionnaire is greatly appreciated.

The DepED BEE SDD Staff and SEAMEO INNOTECH Team

## Relevant Definitions:

1. **Multigrade Class**- A class consisting of 2 or more grades handled by one teacher. This can be called “combination class” in the Philippines.
2. **Pure multigrade** - refers to schools with no monograde class. The multigrade class has at least 2 groups of pupils. Thus, there are modifications that need to be made with the curriculum and instruction.
3. **Subject Staggering Option** –subjects that require more teacher-pupil interaction are grouped with subjects that require less interaction, e.g. in a 3-grade class, one or two grades may work independently on a subject such as Arts while the teacher works intensively with another group in English or Math. The two grades may be assigned different activities with pupil leaders monitoring the activity.
4. **Subject Grouping Option**- Subjects which easily lend themselves to integration are presented by the teacher to all grade at the same time. This may be done in Filipino and Sibika at Kultura or Good Manners and Right Conduct , or in English and Elementary Science/Health.
5. **Common Timetable**- A subject is presented to all grades by the teacher in a given schedule with each grade having prescribed-work program planned by the teacher. Age, grade level, and/or capability of pupils should be considered by the teacher in designing the work program. For example, in a class of 3-grades (I, II, III) all the grades may be undertaking Science and Health from 9:00 to 9:40 A.M. then Mathematics for 60 minutes after recess. All the other subjects will follow the same pattern.
6. **Integrated Day Option**- There is no fixed timetable followed in this option. Pupils as independent learners, are free to choose what subject to study and when. This approach is difficult to use in large classes because it demands lots of pupil-pupil interaction and close monitoring on the part of the teacher.
7. **Subject Grouping** – Subjects using Filipino as medium of instruction such as CE/GMRC,SK/HEKASI, EPP,MSEP and Filipino as a subject are taught on Mondays, Wednesdays and Fridays while those in English like Mathematics, Science and Health and English as a subject are taught on Tuesdays and Thursdays.
8. **Special Hardship Allowance**: refers to allowance granted to qualified teachers under any of the following situation: 1) being assigned to a hardship post; 2) performing multigrade teaching; 3) carrying out mobile teaching functions; 4) performing functions of non-formal education (now Alternative Learning System) coordinators,

## PART I. SCHOOL BACKGROUND

### A. GENERAL INFORMATION

<b>Name of School/School ID:</b>	
----------------------------------	--

<b>Type of School:</b> <input type="checkbox"/> Central <input type="checkbox"/> Non-central <input type="checkbox"/> Complete <input type="checkbox"/> Mono <input type="checkbox"/> MG <input type="checkbox"/> Mono and MG <input type="checkbox"/> Incomplete <input type="checkbox"/> Mono <input type="checkbox"/> MG <input type="checkbox"/> Mono and MG <input type="checkbox"/> Integrated	<i>For Multigrade Schools and schools with Multigrade classes, specify grade combinations. (tick all appropriate combinations)</i>  <input type="checkbox"/> Grades I and II <input type="checkbox"/> Grades I, II, III and IV <input type="checkbox"/> Grades III and IV <input type="checkbox"/> Grades I, II, III, IV and V <input type="checkbox"/> Grades V and VI <input type="checkbox"/> Grades I, II, III, IV, V and VI <input type="checkbox"/> Grades I, II and III <input type="checkbox"/> Grades II and III <input type="checkbox"/> Grades IV, V and VI <input type="checkbox"/> Grades IV and V <input type="checkbox"/> Grades II, III and IV <input type="checkbox"/> Grades III, IV, and V
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<b>Complete Address:</b>	
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<b>District:</b>	
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<b>School Division:</b>	
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<b>Region:</b>	
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## B. SCHOOL PROFILE

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### 1. SCHOOL ENROLMENT

Please indicate the total number of your school enrolment per year level and the number of male and female students on the corresponding boxes. ( Note: Indicate grade levels on the appropriate boxes).

#### Total Enrolment

School Year	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2008-2009														
2009-2010														
2010-2011														

### 2. TEACHERS (FUNDED BY DEPED, WITH ITEMS)

2.1. Please indicate the total number of your teachers per school year according to gender on the corresponding boxes.

School Year	Male	Female
2008-2009		
2009-2010		
2010-2011		

2.2. Please indicate the total number of teachers per category/clustering:

Category A	Category B	Category C
<input type="checkbox"/> Kindergarten: _____	<input type="checkbox"/> Kindergarten: _____	<input type="checkbox"/> Kindergarten _____
<input type="checkbox"/> Grades1-2: _____	<input type="checkbox"/> Grades 1-3: _____	<input type="checkbox"/> Grades 2,3,4 _____
<input type="checkbox"/> Grades3-4: _____	<input type="checkbox"/> Grades 4-6 : _____	<input type="checkbox"/> Grades 1-4 & 5 _____
<input type="checkbox"/> Grades5-6: _____		<input type="checkbox"/> Grades 2-3 _____
		<input type="checkbox"/> Grades 4-5 _____
		<input type="checkbox"/> Grades 3-5 _____

### 3. Teachers (Funded by Local Government Units)

Please indicate the total number of your teachers per school year according to gender on the corresponding boxes.

School Year	Male	Female
2008-2009		
2009-2010		
2010-2011		

### 4. TEACHERS (FUNDED BY PTA/MOOE)

Please indicate the total number of your teachers per school year according to gender on the corresponding boxes.

School Year	Male	Female
2008-2009		
2009-2010		
2010-2011		

## 5. SCHOOL HEAD'S PROFILE

Please tick appropriate boxes

Gender	Age	Years of Service	Degree Completed
<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> 20-30 <input type="checkbox"/> 31-40 <input type="checkbox"/> 41-50 <input type="checkbox"/> 51-60 <input type="checkbox"/> Over 60	<input type="checkbox"/> 0-1 <input type="checkbox"/> 2-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16-20 <input type="checkbox"/> 21-30 <input type="checkbox"/> Over 30 years	<input type="checkbox"/> Certificate for teachers <input type="checkbox"/> Bachelor's degree in Education <input type="checkbox"/> Master's degree <input type="checkbox"/> Post-graduate degree (PhD/EdD) <input type="checkbox"/> Other, please specify: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
No of Training Seminars/ Workshops Attended for the past two school years (SY 2009/10 and 2010-2011) <input type="checkbox"/> 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> Over 15		Your Rank <input type="checkbox"/> Principal 1 <input type="checkbox"/> Principal 2 <input type="checkbox"/> Principal 3 <input type="checkbox"/> Principal 4 <input type="checkbox"/> Teacher-in-Charge <input type="checkbox"/> Others, pls indicate <hr/> <hr/> <hr/>	

## PART II. CURRICULUM AND CLASSROOM INSTRUCTION

### 1. TYPE OF CURRICULUM

- ☐ 2002 BEC
- ☐ RBEC
- ☐ Others, please indicate/describe: \_\_\_\_\_

**Describe Other types of enhanced curriculum that you use in the Multigrade School (if any)**

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### 2. CLASS SCHEDULES

Please indicate the hours/session per week, days per week and total no of hours of teaching

Subjects	Hrs/Session	Days/Week	Total Hrs./S.Y.

### 3. STRATEGIES FOR TEACHING AND LEARNING

Teaching Strategies	Instructional Organization and delivery
<input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Peer teaching/Tutoring <input type="checkbox"/> Role Playing <input type="checkbox"/> Songs, games and outdoor exercises <input type="checkbox"/> Teaching by modules (e.g IM-PACT) <input type="checkbox"/> Self-Directed Learning <input type="checkbox"/> Group Study <input type="checkbox"/> Others, please specify _____	<input type="checkbox"/> Combination of 2 levels(e.g Grades 1-2, Grades 3-4, Grades 4-5) <input type="checkbox"/> Combination of 3 levels (e.g Grades1-3)

### 4. LEARNER ASSESSMENT

Assessment of Learning by the subject teachers	Frequency of testing by the subject teachers
<input type="checkbox"/> Paper and pencil test <input type="checkbox"/> Activity-based test <input type="checkbox"/> Essay/inquiry approach <input type="checkbox"/> Others, please specify _____	<input type="checkbox"/> Every period <input type="checkbox"/> Twice a week <input type="checkbox"/> Weekly <input type="checkbox"/> Twice in a month <input type="checkbox"/> Once a month
<b>Types of Assessment</b>	
<input type="checkbox"/> Pre-assessment for diagnosis of learning needs <input type="checkbox"/> Formative assessment to guide the teaching –learning process <input type="checkbox"/> Summative Assessment to determine level of mastery	

## 5. CLASS SCHEDULE

<b>5.1. Type of class schedules adopted</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Subject staggering option</li><li><input type="checkbox"/> Common timetable</li><li><input type="checkbox"/> Integrated Day option</li><li><input type="checkbox"/> Subject integration</li><li><input type="checkbox"/> Subject grouping</li><li><input type="checkbox"/> Others, pls specify</li></ul>
<b>5.2. Issues and concerns on the prescribed class schedules, if any (describe)</b>

## 6. CLASSROOM MANAGEMENT AND DISCIPLINE

<b>6.1. Type of classroom management styles and discipline</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Following classroom routine, etc.</li><li><input type="checkbox"/> Imposing classroom rules and regulation</li><li><input type="checkbox"/> Use of assistant teachers to help in classroom management and discipline</li><li><input type="checkbox"/> Use of group work approach</li><li><input type="checkbox"/> Peer-group strategy</li><li><input type="checkbox"/> Others, please specify: _____ _____</li></ul>
<b>6.2. Issues on classroom discipline and management, if any (describe)</b>

## PART III. MULTIGRADE (MG) TEACHERS

- A. **Teacher Pupil Ratio.** Please indicate the total number of teacher-pupil ratio by ticking the appropriate boxes:

**1. What is the average MG Teacher–Pupil Ratio in your school?**

<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	1:20 or less	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	1:40	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	1:50	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	1:60 or more
<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	1:30	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	Others, please specify:				

**2. How many MG Teachers are teaching subjects outside of their specialization?** \_\_\_\_\_

**3. How many MG Teachers are non- BEED or non-education graduates?** \_\_\_\_\_

**B. Background of MG Teachers.** Please answer Yes or No by checking the appropriate box at the right column for item no.1. For item no.2, please check the box that shows the average years of teaching experience of your MG teachers. Please answer item no.3 by providing the number of teachers in the boxes with corresponding courses. Please specify on “Other course/s” courses that are not found on the corresponding boxes .

YES

NO

1. Length of Service: Have MG teachers attended skills/ upgrading training during the last 3 years?

Please indicate the title of trainings/seminars/workshops attended by MG teachers over the last 3 years: \_\_\_\_\_

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2. Teaching Experience. How long is the average teaching experience of MG teachers?

Less  
than a  
year

1-5  
years

6 – 10 years

11 - 15  
years

16-20  
years

21-30  
years

More than 30 years

3. Courses Taken. Please indicate the number of MG teachers who graduated from the following courses

B.E.Ed.

B.S.E

Other courses

4. Please indicate the number of MG teachers with graduate Degrees and corresponding areas of specialization:

Doctoral  
Degrees

Master's  
Degrees

Units leading to  
Master's Degrees

5. Please indicate the number of MG teachers with and without eligibility:

Teachers' Board/  
Examination  
(PBET)

Civil Service  
Prof.

LET (PRC)

Without eligibility



**C. MG Teachers trainings/seminars and workshops over the last 5 years.**

1. Please indicate the number of MG teachers who attended trainings/seminars/workshops related to multigrade classroom management.

**PART IV. MG SCHOOL CLASSROOMS AND FACILITIES**

**A. Physical Facilities: Please indicate total number of facility.** Please give a general description of your MG school and school building by answering items the following items:

1. Please indicate total land area of the MG school in sq. meters (hectares if appropriate):

2. Please indicate total number of school buildings/structure:

3. How old are the school buildings?

Less than 5 years old

10 – 15 years old

More than 20 years old

5 – 10 years old

15 – 20 years old

- ☐ If not applicable, please tell us why: \_\_\_\_\_

#### 4. Structure of the school buildings

☐

Concrete and permanent structure

☐

Combination of wood and concrete structure

☐

Wood and semi-permanent structure

☐

Light materials (Bamboo, Nipa, etc.)

☐

Not permanent  
Specify: \_\_\_\_\_

#### 5. Availability of the following utilities and services:

☐

With electricity (24 hours availability)

☐

With potable water

☐

With telephone lines

☐

Well-lighted classrooms

☐

With internet connection

☐

With computers and printers

☐

With tape recorders

☐

With television and CD/DVD players

☐

LCD/Overhead projectors

#### B. MG School Classrooms. Please provide the required information.

##### 1. Facility: (please check appropriate boxes and indicate no)

##### Total Number

- ☐ Classroom
- ☐ Flexible desks/chair combination
- ☐ Storage areas for materials
- ☐ Learning centers (areas/stations)


**2. How old are your chairs, tables, etc.?**

Less than 5 years

5 – 10 years

10 – 15 years

15 – 20 years

more than 20 years old

**3. Number of chairs, tables work-bench, etc. are made of:**

Wood

Metal

Combination of wood and metal

Plastic/monoblock

Others, pls specify: \_\_\_\_\_

4. No. of classrooms with a toilet: \_\_\_\_\_

5. No of classrooms with functional blackboards : \_\_\_\_\_

6. No of classrooms with display boards/shelves: \_\_\_\_\_

7. No of Reading Center/s: \_\_\_\_\_

8. Instructional Materials: (pls check items which can be found in your school)

- ☐ Videotapes
- ☐ Manipulatives(models, objects, indigenous materials and other ready-to-use materials)
- ☐ Picture, diagrams and the like
- ☐ Flipcharts and posters
- ☐ Computers
- ☐ Modules
- ☐ Lesson Plans
- ☐ Teacher Guides
- ☐ Textbooks
- ☐ References
- ☐ Instructional games
- ☐ Others, pls indicate: \_\_\_\_\_

**PART V. EXISTENCE OF OTHER SCHOOLS, COMMUNITY AND LOCAL GOVERNMENT PARTNERS**

**A. Complete Schools Within or Near the Municipality of the School**

Please list the name of other elementary schools (public and private) in your area or nearby barangay. In a case where there are many elementary schools existing in the vicinity, please indicate only the 3 schools nearest to your school.

Other Elementary Schools/Providers	Approximate distance in Kilometers	Private	Public
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>

**B. Partnerships and Projects**

1. Do you have tie-up programs/projects or partnership with other organizations during the last 5 years? If yes, please indicate the partner school and scope of the project.

Yes

No

1.1 Name of Partner Organization	1.2 Scope of the Project/ partnership	1.3 Duration

2. Do you have tie-up programs /projects or received technical and financial support from other government agencies during the last 5 years? If yes, please indicate the partner agency and scope of the project.

Yes ☐  
No ☐

2.1 Name of Partner Agency	2.2 Scope of the Project	2.3 Duration
<i>e.g ( UniCEF)</i>	<i>(School Feeding)</i>	<i>(1 year)</i>

#### C. Multigrade Schools Outcomes (for the last three years)

1. Enrolment		2. Completion rate		3. Dropout rate	
SY 2009-2010	SY 2010-2011	SY 2009-2010	SY 2010-2011	SY 2009-2010	SY 2010-2011
<b>4. Repetition rate</b>					
SY 2009-2010					
SY 2010-2011					

5. NAT results per subject						
	NAT School Years					
	SY 2008-2009		2009-2010		2010-2011	
	Grade III	Grade VI	Grade III	Grade VI	Grade III	Grade VI
English						
Mathematics						
Filipino						
Sibika at Kultura						
HEKASI						
Science						
Average (MPS)						

## 6. Incentives, rewards and Recognition

**A. Hardship Allowance:** Please indicate the number of teachers receiving the following hardship allowance

15% of their basic salary
  20% of their basic salary
  25% of their basic salary

Additional allowances from the local government unit: amount/month: \_\_\_\_\_

**B. Awards and recognition received by the school/MG teacher/s for the last five years**

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**C. Cite some innovations on the Multigrade teaching that you have adopted over the last five years**

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**F. Cite some issues and challenges in your MGS that you would like to be resolved**

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**Thank you very much for your time and cooperation!**









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