

Classroom Management Practices and Academic Performance in Multigrade Classes



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ABSTRACT: Multigrade classes hold significant importance in the field of education as they address several critical needs simultaneously. This study sought to determine the levels of classroom management practices and academic performance of learners in multigrade classes and its relationship. It employed a descriptive-correlational research design with documentary analysis. This study utilized a survey questionnaire from TS MPPE (2017) and conducted to Two Hundred Twenty-Four (224) learners in four (4) multigrade schools of Talisayan District, Division of Misamis Oriental. The learners' average grade for the First and Second Quarter of the School Year 2023-2024 was also used. It employed the Mean and Standard Deviation and Pearson Product Moment Correlation Coefficient (r) to ascertain significant relationship between classroom management practices of multigrade classes and learners' academic performance. Results showed an overall high classroom practice with facilities and resources as very high. Learners have Very Satisfactory average rating for their academic performance. A significant relationship exists between classroom management practices and learners' academic performance, thus rejecting the null hypothesis. It concluded that the availability of the facilities and resources like technology play a fundamental role in enhancing the academic performance of the learners. Thus, multigrade teachers may sustain the best classroom management practices to maintain if not to reach the highest academic performance of learners while they are in the multigrade classes.

KEYWORDS: Academic Performance, Classroom Management Practices, Learning Environment

I. INTRODUCTION

Multigrade classes hold significant importance in the field of education as they address several critical needs simultaneously. They enable access to education in resource-constrained areas where maintaining separate classes for every grade may be impractical. Additionally, multigrade classes promote a sense of community and cooperation among learners of different ages and abilities, fostering a supportive learning environment. These settings encourage peer teaching and collaborative problem-solving, enhancing learners social and cognitive skills. Moreover, multigrade classes challenge teachers to employ innovative, personalized teaching methods, which can benefit all students, regardless of the class structure. Ultimately, multigrade classrooms exemplify the versatility of education, showcasing how a well-designed program can adapt to diverse circumstances and empower learners to thrive.

The legal basis for this research lies in the Philippine Constitution and the Education Act. Article XIV, Section 1 of the Philippine Constitution recognizes the State's duty to protect and promote the right of all citizens to quality education. Moreover, the Education Act of 1982 (Republic Act No. 9155) mandates the provision of equitable and inclusive education for all learners, regardless of their geographical location or socioeconomic background. In this context, investigating classroom management practices and their relationship with academic performance in multigrade classes becomes essential for fulfilling these constitutional and legal obligations.

Research studies that were conducted in the past have provided light on the difficulties that are encountered by both instructors and learners in multi-grade classrooms. The different learning requirements and skills of learners, limited resources and instructional materials, time management restrictions, and the need to create a conducive learning environment for all grade levels at the same time are some of the obstacles that are included in this category.

The teachers of multigrade classes then look for methods to improve their service to the learners. According to Castigador (2019), there was a percentage of their budget that was allocated to the acquisition of instructional supplies for their learners. They are combining their resources in order to better serve the needs of their teachers. The primary school teachers get training

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during the course of their practicum experience in order to better prepare them for the issues that they would face in the classroom. On the other hand, this preparation does not expressly address the special challenges that come with teaching multigrades at the same time (Cadosales, 2017). One of the most important things for learners to have is the ability of their teachers to successfully deliver the lessons.

Nevertheless, there is a lack of extensive research that explicitly examines the effects of classroom management strategies on academic achievement in multi-grade courses, particularly in Talisayan, Misamis Oriental Division. This proposal sought to address on classroom management practices and their relationship on academic achievement in multi-grade classes in the Talisayan District, Misamis Oriental Division. The study aimed to analyze the distinct features of multigrade classrooms in the area through an extensive investigation.

The study was anchored on the Social Learning Theory of Bandura, and Cognitive Load Theory of Sweller respectively. Social Learning Theory, as proposed by Albert Bandura, emphasized the role of observational learning and social interactions in shaping behavior. When applied to the context of classroom management, the Social Learning Theory proposed that the conduct and academic performance of learners are impacted by the management styles and behaviors that are shown by their teachers. Learners have a greater chance of adopting good habits and achieving higher academic achievements if they are exposed to competent classroom management strategies.

On the other hand, Cognitive Load Theory developed by John Sweller explored how the cognitive demands placed on learners during instruction affect learning outcomes. In the multi-grade classroom setting, where teachers need to address the diverse needs of learners across different grade levels, understanding cognitive load is crucial. Effective classroom management practices that minimize extraneous cognitive load and optimize intrinsic and germane cognitive load can enhance learners' understanding and retention of academic content. These theories serve as frameworks for understanding the complex dynamics of classroom management and its significant relationship on academic performance in multi-grade classes. By using these theories, the researcher may get a deeper understanding of the fundamental factors that lead to effective classroom management strategies and use this knowledge to develop interventions which aimed at enhancing academic achievements within the Talisayan, Misamis Oriental Division.

II. METHODOLOGY

The researcher used descriptive correlational with content analysis method by Technical Support in Multi-grade Program in Philippine Education (TS MPPE 2017) that investigates the relationship between Examining Classroom Management Practice and Academic Performance in Multigrade Classes in the four (4) schools of Talisayan District, namely Bugdang Elementary School, Luyong Baybayon Elementary School, Magkarila Elementary School and Sindangan Elementary School. With the use of statistical analysis, this research that does not include any experiments and investigates the importance of the variables.

This study aimed at describing the nature of the situation as it exists and explores the classroom management in terms of learning environment, facilities & resources, teaching strategies and multi-grade class It involves systematically examining and evaluating classroom practices to ensure their suitability for diverse grade levels.

This study utilized the following statistical tools in treating the gathered data:

The mean and standard deviation were used in order to ascertain the classroom management practices that were implemented throughout the three components, which presented the first problem. In order to solve Problem 2, which concerned on the academic performance of the learners, both frequency and percentage information were used. In order to determine whether or not there was a significant link between the Independent Variables and the Dependent Variables, the Pearson – Product Moment Correlation was used.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of classroom management practices employed by teachers in multigrade classes in terms of:

- 1.1 teaching strategies;
- 1.2 learning environment; and
- 1.3 facilities and resources?

Table 1: Overall Classroom Management Practices

Classroom Practices	Mean	SD	Description	Interpretation
Learning Environment	4.10	0.83	All the Time	High
Teaching Strategies	3.84	0.95	Most of the Time	High

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Facilities and Resources	4.37	0.69	All the Time	Very High
Overall Mean	4.10	.82	Most of the Time	High

Note:4.21-5.0 Very High; 3.41-4.20 High; 2-61-3.40 Moderate; 1-81-2.60 Low; 1.0-1.80- Very Low

Table 1 presents a summary table of classroom management practices employed by teachers. It has an overall Mean of 4.10 with SD=.082 which is described as Most of the Time and interpreted as High. It implies that effective classroom management, comprising a positive school learning environment, well-designed classroom strategies, and adequate facilities resources, positively impacts learners' academic performance. Moreover, there is a collaboration of school administrator and stakeholder because teaching in multigrades is very challenging. Classroom practices that the teachers do everything to impart learning to the learners despite inadequate facilities, learning materials and even teachers lack teaching strategy, they strive more to cope with and achieve the good quality education especially the outcomes performance of the learners. According to Du Plessis & Mestry (2019), The parents lack of interest to their children's education because of insufficient resources and facilities and even teacher less of training and seminar or workshop to uplift their knowledge to face the battle of the diverse needs of the learners. As cited by Checci and De Pala (2018), in the multigrade that are poor of classroom management practices, the academic performance of the learners is also poor.

Moreover, the level of facilities and resources got the highest Mean of 4.37 with SD=0.67 which is described as All the Time and interpreted as Very High. This means that facilities and resources play as a important role in enhancing classroom practices, particularly in multigrade classes where the learners of the different age groups and academic level share a common learning space. Adequate facilities such as well-equipped classrooms, effective learning resources including educational materials, and diverse learning aids to cater the diverse need of the learners across various grade level. In multigrade setting, the teacher must address a range of academic abilities and learning styles simultaneously, having the right facilities and resources become most important in contributing highest impact of academic performance of, the learners. According to Costigador (2019), multigrade teacher may find ways to serve the learners better. They also gave part of their salary to purchase learning materials for their learners. They are sharing their resources for the welfare of their learners.

On the other hand, teaching strategy has the lowest Mean of 3.84 with SD= 0.95, described as Most of the Time and interpreted as High. It implies that teachers need to prioritize individual instruction and student-centered learning in teaching. Teachers need more training to accommodate multigrade learners, through training, teachers can implement well-designed teaching strategy effectively. Teaching multigrade classroom needs collaborative and flexibility in teaching, so the enhancement and engagement of learning will better achieve. As cited by Gomez and Garcia (2020), during the practice teaching years of elementary teachers, their teachers were trained to be ready in the actual world of teaching, yet the training does not focus on multigrade teaching but the most important is to enhance the teacher's ability to teach the learners well so that the academic performance result better.

Problem 2. What is the academic performance of learners for School Year 2023-2024?

Table 2: Academic Performance of Learners

Grades	Frequency	Mean	Standard Deviation	Interpretation
90-100	56			
85-89	137	87.95	2.17	Very Satisfactory
80-84	29			
75-79	2			
Total	224			

Note: 90-100 Outstanding; 85-90 Very Satisfactory; 80-84 Satisfactory; 75-79 Needs Improvement 74-below Poor/Failed

Table 2 shows that Academic performance of 224 learners. It has an overall Mean of 87.95 with Standard Deviation of 2.17 is interpreted Very Satisfactory. This implies that effective classroom management practices in multigrade classes can significantly enhance academic performance, fostering a positive learning environment. Implementing differentiated instruction strategies tailored to diverse learning levels within the class allows teachers to address individual needs more effectively, promoting better understanding and retention of the material. Well-organized classroom routines and transitions minimize disruptions, maximizing instructional time and creating a focused learning atmosphere. Positive behavior reinforcement and a

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supportive classroom culture encourage active participation, collaboration of stakeholder, and a sense of belonging among learners contributing to their overall academic motivation. Utilizing varied instructional materials and technology aligns with diverse learning styles, ensuring that all learners have access to resources that facilitate their understanding of the subject matter.

Teachers' ability to create a safe and inclusive learning environment in multigrade classes positively impact learners' engagement and motivation, ultimately leading to improved academic outcomes. Ruiz (2020), stated that the development of good learning environment, good teaching strategy and good facilities and resources, provide better result of academic performance to the learners. More so, Olivar and Naparan (2023) conducted a study on multigrade class and found out that the students had an outstanding performance.

Problem 3. Is there a significant relationship between classroom management practices and academic performance of learners in multigrade classes?

The table 3 shows Pearson's correlation test between classroom management practices and academic performance. The test reveals a low positive correlation between the academic performance and facilities and resources wherein, if the facilities and resources change its direction the academic performance also changes in the same direction. Moreover, two of the independent variables which are learning environment and teaching strategy shows weak positive correlation towards academic performance, which also indicate lower correlation than other classroom management practices.

Table 3: Correlation Analysis between Classroom Management Practices and Academic Performance

Classroom Management	R-value	P-value	Decision on Ho	Interpretation
Learning Environment	0.230**	0.001	Reject	Significant
Teaching Strategy	0.139**	0.046	Reject	Significant
Facilities and Resources	0.339**	0.000	Reject	Significant

Note: **. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The table took the analysis at the independent variable level by looking at the correlation test while holding the dependent variable constant at a time. As can be seen from the same table, all independent variables are significant at 0.05. In summary, taking it at the coefficient level, those classroom management practices are correlated to students' academic performance, with a p -value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (H_0) was rejected. With the following findings, low and weak positive correlation.

This further represent that classroom practices of multigrade classes as to teaching strategy learning environment and facilities and resources has very important in raising the academic performance for the learners. It has been determined that there is a weak positive association between teaching method and academic achievement, and when this relationship is shown to be significant, the null hypothesis is rejected. This suggests that the degree of teaching approach used by the instructor is the primary factor in determining the academic success of the students. It is possible for there to be a significant association between the classroom management strategies that are used by the instructor and the academic success of the participants.

However, implementing effective teaching strategies in multigrade classes is very important because it allows teacher to address various learning needs and abilities within a single classroom. Teacher needs to have a well-designed strategy in helping minimize disruption and enhance pupils' engagement for the learning activity.

On the other hand, learning environment has a moderate positive relationship, thus rejecting the null hypothesis. This shows how important the learning environment in classroom management practices for multigrade classes. It means that the learners' academic performance will rise to high level when teacher implement the well-organized and conducive learning environment Similarly to this, the poor learning environment can hinder the pupil's ability to focus and comprehend the lessons which will most likely result to low academic performance.

Moreover, the facilities and resources have a low positive relationship, thus rejecting the null hypothesis. This implies that the level of facilities and resources significantly affect pupil's academic performance. School having adequate facilities, access to diverse and sufficient resources including educational materials, technology. and teaching aids, enable teacher to address the varying needs of learners. When facilities and resources are aligned and supportive. they enhance the overall educational experience and improved academic performance among learners.

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According to Shareefa, (2021) teachers play a pivotal role in cultivating an effective and conducive learning environment. They are tasked with not only imparting knowledge but also with creating an atmosphere that encourages curiosity, collaboration, and critical thinking among learners. To ensure the learning environment is appropriate, teachers must be adept at adapting their teaching methods to cater to diverse learning styles, fostering open communication, and establishing a sense of inclusivity in the classroom. By being attuned to the individual needs of learners, maintaining a positive and supportive atmosphere, and incorporating innovative teaching techniques, educators contribute significantly to shaping an environment that enhances the overall learning experience and promotes academic success.

IV. CONCLUSIONS

Based on the findings presented above, the following conclusions can be drawn:

1. The availability of the appropriate facilities and resources play a fundamental role in enhancing the academic performance of the learners. It motivates learners to do better in class even if it is multigrade class.
2. It may be deduced from the fact that the learners' total academic performance is at a very good level that they are extremely driven to study. Teachers are able to address each learner's academic requirements in a multigrade class.
3. The academic performance of learners in multigrade classes was shown to have a strong association with the classroom management strategies. Thus, the null hypothesis is rejected.

V. RECOMMENDATIONS

Based on the findings and conclusions presented above, the researcher has formulated the following recommendations.

1. Multigrade teachers may tailor their teaching methods to accommodate diverse learning needs of the learners. This way, classroom management practices such as learning environment, teaching strategy, facilities and resources are very important in teaching multigrade classes.
2. The multigrade teachers may continuously use effective classroom management practices to maintain or ensure higher academic performance of the learners.
3. Multigrade teachers, may examine classroom management practices to provide learners in multigrade classes with appropriate teaching strategies, proper learning environment, facilities and resources that could cater the diverse academic requirements of each learner.
4. A similar study maybe conducted to validate and negate the findings of this study.

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