

# Challenges to Fostering Pupils' Engagement in A 45 Minute Multi-Grade Class Among Teachers of General Luna District in Siargao Division, Siargao Island, Philippines

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## ABSTRACT

Multi-grade teaching is essential in remote areas, it presents unique pedagogical challenges, particularly in maintaining pupil focus and active participation within limited timeframes. This study investigated the challenges faced by teachers in fostering pupil engagement within 45-minute multi-grade classes in General Luna District, Siargao Division during School Year 2024–2025. Using a descriptive quantitative research design, data were collected from sixteen (16) female multi-grade teachers through a validated survey questionnaire. The study examined demographic characteristics, including age, sex, educational attainment, and teaching experience, as well as factors affecting pupil engagement such as classroom management, student engagement, resources, and time constraints. Results indicated that time constraints (mean = 3.57, SD = 0.372) were the most significant challenge, followed by student engagement and classroom management, while resource availability, though rated lowest, still presented moderate difficulties. Correlational analysis revealed strong positive relationships among classroom management, student management, and resources, highlighting the interconnected nature of these challenges in affecting pupil engagement. These findings underscore the need for strategic interventions, professional development, and improved instructional support to enhance teacher effectiveness and pupil learning outcomes in multi-grade classrooms. The study concluded that although teachers were academically qualified and moderately experienced, the constraints of limited instructional time and the complexities of managing multiple grade levels hindered effective pupil engagement. It is recommended that the Department of Education strengthen capacity-building initiatives focusing on multi-grade teaching strategies, time management, differentiated instruction, and the development of contextualized teaching materials. Additionally, schools should implement mentoring programs, encourage collaborative sharing of best practices, and establish monitoring and evaluation systems to improve instructional effectiveness. These measures aim to support teachers in overcoming multi-grade challenges and provide quality, engaging learning experiences for all pupils.

**Keywords:** multi-grade classes, pupil engagement, classroom management, time constraints, teacher challenges

## I. INTRODUCTION

As outlined in DepEd Order No. 08, s. 2018, and supported by the ongoing implementation of the Multigrade Program in Philippine Education (MPPE), a multigrade class is a class composed of two or more grade levels handled by one teacher in a complete or incomplete elementary school, usually found in geographically isolated, disadvantaged, and conflict-affected areas. This setup allows schools with limited resources such as a shortage of teachers, classrooms, or a small student population to continue providing access to basic education, especially in far-flung barangays.

Multi-grade teaching, a common practice in rural areas like from the schools of Catangnan Elementary School, Dao primary school, Corazon Elementary school, and Tawin-Tawin Elementary School, and Cabitoonan Elementary Schools Presents unique challenges for educators. Particularly, within the constraints of a 45-minute period. As a product of multi-grade class specifically in, we are deeply interested in understanding how we can support teachers in multi-grade class and ensure that all pupils here access to quality education by identifying the specific challenges faced by multi-grade teachers in General Luna District.

The difficulty of multi-grade teaching extends beyond simply managing multiple grade levels simultaneously. Teachers must adapt their teaching strategies to cater varying grade levels with different learning styles and manage a classroom different from a traditional single-grade setting. Teachers in these settings must simultaneously cater the diverse learning needs, abilities, and developmental stages of students across multiple grade levels, making the task of fostering consistent and meaningful engagement. Furthermore, the specific context of a 45-minute multi-grade classroom adds further constraints. This limited timeframe limit highly efficient lesson planning and delivery, leaving little room for extended activities or individualized instructions. Teachers must maximize every minute to engage students effectively, requiring creative and adaptable teaching strategies. The central focus of this study seeks to address the specific challenges experienced by teachers in fostering pupil engagement within a 45-minute multi-grade class in General Luna District.

According to Heafner (2019), multi-grades teachers need pedagogical training and professional development which play the most important role in learning achievements. Multi-grade teachers require specialized training to effectively address the challenges of their role. They need to develop skills in differentiating instruction to cater to diverse learning needs across multiple grade levels. Furthermore, equips them with strategies for effective time management, classroom management, and creating a supportive learning environment for all students. Professional development helps teachers adapt their teaching method, utilized appropriate resources, and build their confidence in handling the multi-grade classrooms.

This research focuses specifically on the challenges faced by teachers in fostering pupil engagement within the 45-minute multi-grade classroom setting in General Luna District. The challenges faced by multi-grade teachers in General Luna District include lack of facilities, lack of professional teachers, resource constraints, time constraints, teachers needing professional training in handling multi-grade classrooms, and teachers needing to integrate more engaging activities that are appropriate for the learners' needs and interests. By examining the specific challenges encountered by teachers in the context, the researchers aim to gain a deeper understanding of the factors that affect or promote pupil engagement. This study will

explore teachers' perspectives on their experiences, the strategies employed, and the resources perceived as necessary to enhance pupil engagement in the multi-grade classrooms.

Understanding These Challenges is essential for improving the quality of education in multi-grade settings. The findings of this study provide valuable insights for teachers, school administrators, and policymakers. By identifying specific obstacles and developing targeted solutions, this research aims to contribute to the enhancement of pupil engagement and learning outcomes in multi-grade classrooms. Ultimately, this study strived to strengthen the educational foundation for students in the multi-grade schools at General Luna District, ensuring that all pupils have the opportunity to thrive despite the inherent challenges of multi-grade education

## 2. LITERATURE REVIEW

The review of related literature and research that make significant contributions to the understanding of students' participation in multi-grade classes are presented in this chapter. These are a few of the other details that the researchers have taken into account in order to expand the concepts and setting of this investigation. The goal of this review was to give a thorough picture of the teachers' perspectives on managing these multigrade classes. We aim to obtain understanding of the different challenges in promoting student engagement, classroom management, time constraints, and limited resources in a multi-grade class, as well as the strategies they use to support successful learning outcomes in this educational setting, by combining and evaluating the available research.

A multi-grade classroom combines students from different grade levels into one class, taught by single teacher attempting to complete several tasks at once. Teaching multi-grade classes is tedious, challenging and necessitates multi-tasking and a lot of time (Kalender & Erdem, 2021). In this respect, multi-tasking is considered a method for multi-grade teachers to achieve several goals in a shorter amount of time during class.

Multi-grade classes of developing countries are mainly open for learners to access primary education (Zavvar, et.al, 2022). Further, a multi-grade classroom is a special education in which students from at least two grades up to a maximum of six grades are present, led by one teacher (Mahdipour, 2018).

The Department of Education (DepEd) in the Philippines, along its thrust of increasing access to quality elementary education, is strengthening the implementation of the Multi-grade Program in the Philippine Education (MPPE), (Brecio, 2023). This program addresses pressing concerns and issues on the provision of customized teaching and learning materials for multi-grade classes and professional development of teachers (DepEd, 2020).

The planning and application of teaching, the process of assessment and class management in multi-grade classes are more complicated and difficult (Aksoy, 2017). It becomes clear that multi-grade teachers have a critical and complex role in teaching. Specifically, in General Luna District, the work of a multi-grade teacher involves not just only delivering instruction across multiple grade levels but also developing strategies to engage students in the lesson.

In line with the review of related literature, multi grade teachers surely struggle with teaching learners, creating lesson plans, and creating documentation. This was substantiated by Ntombela's, (2021), in the study, it was observed that teachers lacked support in terms of providing a curriculum tailored for multi grade classes, leading to a need to adapt based on the various grade levels they handle. Teachers are required to juggle multiple curriculum guidelines and standards, which can be overwhelming and complex to plan and execute (Berry & Little, 2019).

Teachers play a pivotal role in cultivating an effective and conducive learning environment (Shareefa, 2021). 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. However, the challenge of maintaining a well-managed classroom is difficult when instructional time is limited.

Classroom management is the process of organizing, conducting, and maintaining activities in the classroom to maximize academic goals and achievements (Good & Lavigne, 2017). Effective teaching and learning and positive behavior in learners, it is essential that the classroom is managed and organized properly Stough and Montague (2015).

Effective classroom management plans play a large part in today's educational system. 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. The development of good learning environment, good teaching strategy and good facilities and resources, provide better result of academic performance to the learners (Ruiz,2020).

However, many teachers struggle with classroom management because they are unable to establish effective and consistent plans, specifically in General Luna District. Wherein, teachers struggle in maintaining a conducive and productive learning environment across different grade levels.

These classrooms require educators to adopt their teaching approaches, instructional strategies, and classroom management techniques to accommodate the students' diverse learning needs at various developmental ages (Erden, 2020). Moreover, maintaining student engagement is a crucial aspect in multi-grade setting. Teachers at General Luna District face challenges in keeping students of varying grade levels motivated, focused, and actively participating in learning. Addressing these challenges requires not only individual teacher effort but also school-wide support.

Student engagement as meaningful student connection across the learning environment and is any long-term commitment a student has to learning, schools, or education Martin et al., 2016. Student engagement has become an increasingly important priority in the craft of teaching and the design of curriculum and instruction.

Research shows that student engagement constitutes a crucial precondition for optimal and deep-level learning (Barkoukis et al. 2016;). In addition, Considering the importance of student engagement for students' current and future success, fostering student engagement is essential and how teachers interact with students on a day-to-day basis could be of influence (Quin 2017). Engaging students, however, while simultaneously teaching a subject and maintaining classroom management, is a complex and challenging task.

Furthermore, a 45-minute instruction period in the context of DepEd (Department of Education) highlights the challenges into the teaching and learning process. Short-length classes are often favored because they allow students to focus more class. Students get less bored in classes and have to focus for shorter amounts of time. On the contrary, A 45-minute instruction period is not sufficient and teachers might find it challenging to cover all necessary content, assess student comprehension, and facilitate meaningful

interactions. when teachers lack time to prepare their lessons, they may fail to complete their annual submission of teaching plans (Naparan et al., 2020).

Especially, in the multi-grade classroom. Wherein, a single teacher has to take responsibility for teaching pupils with varying grade levels. Given that many such classes require a setup and breakdown period, the level of instruction and time allotted would be far too little in relation to what is required (Barnes Crystal,2016)

Additionally, teachers may encounter challenges to pupils' student engagement to cover multiple grade level in a single class due to the time constraints. The teacher task not only includes teaching, they have to grade tests and quizzes and figuring out things for the next day lesson, submit reports. It can make it hard for teachers to have a good work-life balance. This result in a heavy workload, including teaching multiple grades and subjects across different phases simultaneously (Msimanga, 2020; Engin, 2018; Naparan et al., 2021).

Resources are materials (especially books and equipment) that can be used to help achieve a particular aim and provide teachers and students with information Hornby (2010). when a resource such as a television is used in class, learners are usually captivated and display greater interest in the subject matter. Furthermore, when learners' interest in the content is captured, they concretize learning more easily, and tend to be more engaged and motivated to learn (Msimanga, 2017).

Time constraints are limitations on the amount of time available to complete a task or goal. It becomes clear that multi-grade teachers struggle in delivering a lesson due to the short timeframe.

Lastly, Teachers have to teach multi-grades in one room, with limited resources, often with few materials and within a short 45-minute class. Multi-grade teachers need to live with the different barriers that they faced. Some of them even shared some of their resources for their students. They share a portion of their salary to provide learning materials for their students (Castigador, 2019; Msimanga, 2019).

Limited resources make multi-grade teaching at General Luna District much harder. It's difficult for teachers to create different lessons for each grade, manage the classroom effectively, and keep kids engaged in the lesson. Basically, a lack of resources makes everything about teaching multiple grades at once significantly more challenging, impacting both teachers and students.

Therefore, Teachers struggle with the challenges of fostering engagement, delivering lesson, classroom management and limited of time giving lessons. This was substantiated by Ntombela's (2021) study on managing difficulties associated with multi-grade classes, which revealed how the teacher's workload could adversely affect curriculum delivery.

**Synthesis of the review.** This study explores the significant relationship of influencing classes effectiveness and student outcomes among the learners in Catangnan Elementary School, including classroom management, student engagement, resources, and time constraints. This factors significantly impact academic performance, with effective management and engagement. While resource and time limitations in delivering lessons, along with challenges in differentiated instructions, can affects learners' achievement. The study explores this relationship in teachers challenges to identify strategies for improving classroom practices and foster student engagement. Thus, studies regarding differentiated instruction can help foster student engagement, especially in multi-grade classroom.

### 3. FRAMEWORK OF THE STUDY

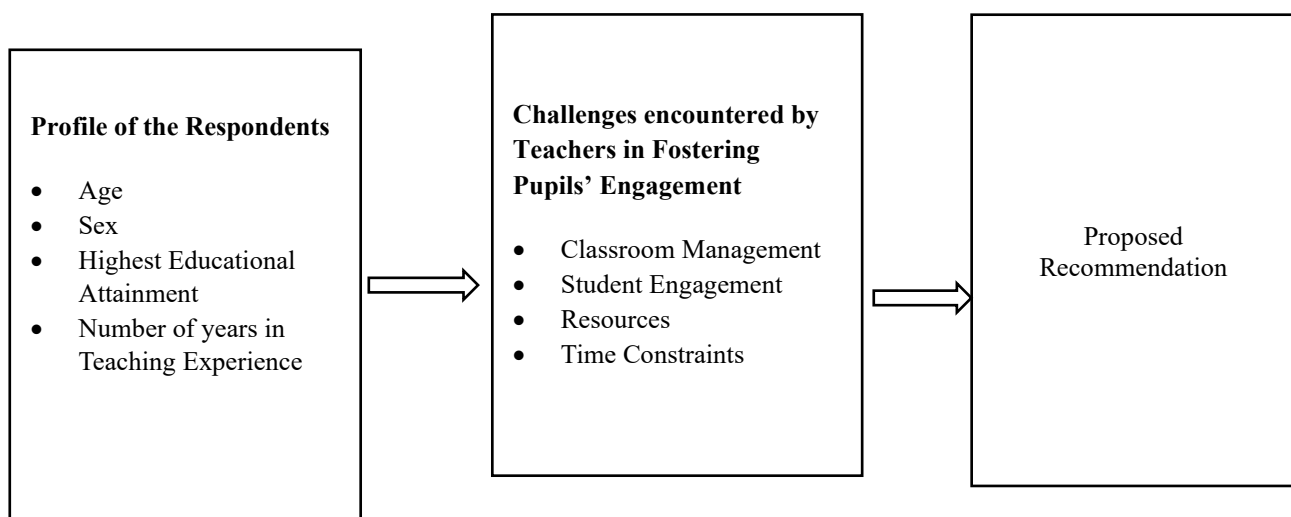
This study was anchored in the Educational Engagement Theory, introduced by Yoesoep Rachmand (2022), which emphasizes pupil engagement is a multifaceted construct influenced by various interrelated

factors within the educational environment. This theory emphasizes the importance of creating a conducive learning environment that fosters active participation, cognitive involvement, and emotional connection among pupils.

In the context of 45-minute multi-grade classes, where teachers face unique challenges in managing diverse learners and limited time, this theory provides a relevant and effective foundation for understanding the dynamics of pupil engagement. The conceptual framework of this study builds upon the Educational Engagement Theory by identifying specific factors that influence pupil engagement in the context of General Luna District's multi-grade classrooms.

These factors are Teachers' Profile; age, sex, educational attainment, and years of experience, which may influence teaching strategies and classroom management. Second, Classroom Management including strategies used to maintain order, manage transitions, and address diverse learning needs. Third, Student Engagement, referring to pupils' active participation, cognitive involvement, and emotional connection with the learning process. Fourth, Resources, encompassing the availability and accessibility of learning materials, technology, and other support systems. Lastly, Time Constraints, specifically, the challenges associated with managing multiple grade levels within a 45-minute timeframe.

The study posits that these factors are interconnected and collectively influence pupil engagement. For example, a teacher's experience may influence their classroom management strategies, which in turn impact pupil engagement. Similarly, resource availability and time constraints can directly affect a teacher's ability to implement engaging activities. Thus, this framework serves as a guide for examining the challenges encountered by teachers in fostering pupil engagement and for developing recommendations to improve the effectiveness of multi-grade education in General Luna District.



#### 4. RESEARCH QUESTIONS

This study determined the challenges among teachers in fostering pupil's engagement in 45-minute multi-grade classroom in General Luna District S.Y. 2024-2025.

Specifically, this sought answers to the following questions:

1. What is the profile of the respondents in terms of:

1.1 Age;

1.2 Sex;

- 1.3 Highest Educational Attainment
- 1.4 Number of years in teachers experience
2. What are the challenges to fostering pupils' engagement in a 45-minute multi-grade class encountered among teachers of General Luna District in Siargao Division during S.Y. 2024-2025 in terms of:
  - 2.1 Classroom Management
  - 2.2 Student Engagement
  - 2.3 Resources
  - 2.4 Time Constraints
3. Is there a significant relationship between pupils' engagement in a 45-minute multi-grade classroom setting in General Luna District?
4. Which among the factors such as classroom management, students' engagement, resources, using different instructions and time constraints have the most significant degree of effects in a 45-minutes multi-grade classroom in General Luna District?
5. Based on the result of the study, what recommendation can be proposed?

## 5. METHODOLOGY

This study employed a quantitative research design using a descriptive survey method to examine the challenges encountered by teachers in fostering pupil engagement within a 45-minute multi-grade classroom setting. The research was conducted in the General Luna District, Schools Division of Surigao del Norte, Philippines, during School Year 2024–2025. The respondents consisted of sixteen (16) female multi-grade teachers who were directly involved in delivering 45-minute multi-grade lessons. Four selected elementary schools Catangnan Elementary School, Dao Primary School, Tawin-Tawin Elementary School, Corazon Elementary School, and Cabitoonan Elementary School were purposively chosen to represent coastal, mountainous, and inland rural contexts within the district. A researcher-made survey questionnaire, validated by experts for content accuracy, served as the primary data-gathering instrument. The questionnaire consisted of three parts: (1) respondents' profile (age, sex, highest educational attainment, and years of teaching experience), (2) challenges in fostering pupil engagement in terms of classroom management, student engagement, resources, and time constraints, and (3) proposed recommendations. Prior to data collection, formal permission was secured from the appropriate authorities. The researchers personally administered the questionnaires, explained the instructions, allowed one hour for completion, and subsequently collected and organized the responses for analysis. The gathered data were analyzed using both descriptive and inferential statistical tools. Frequency counts and percentage distributions were used to describe the demographic profile of the respondents. Mean and standard deviation were computed to determine the level and variability of challenges experienced by teachers in the areas of classroom management, student engagement, resources, and time constraints, using Likert scale responses. To further examine relationships among variables, inferential statistics were applied, including Spearman correlation coefficients to determine the relationship between teaching practices and student engagement levels, Analysis of Variance (ANOVA) to compare engagement across different strategies or management techniques, and multiple regression analysis to identify the extent to which classroom management, student engagement strategies, resources, and time constraints predicted overall pupil engagement. These statistical treatments provided a comprehensive understanding of the challenges faced by multi-grade teachers and the factors influencing engagement in a 45-minute classroom setting.

6. RESULTS AND DISCUSSIONS

Table 1. Profile of the Respondents (n = 16)

Variable	Category	Frequency (f)	Percentage (%)	Cumulative %
Age	26–27 years old	1	6.3	6.3
	28–29 years old	3	18.8	25.0
	Above 29 years old	12	75.0	100.0
Sex	Female	16	100.0	100.0
Highest Educational Attainment	Baccalaureate Degree	3	18.8	18.8
	Master’s Degree with Units	13	81.3	100.0
Years of Teaching Experience	3–5 years	4	25.0	25.0
	6–8 years	7	43.8	68.8
	9–10 years	2	12.5	81.3
	11 years and above	3	18.8	100.0

Challenges encountered by teachers in fostering pupils’ engagement in a 45 – minute multi-grade setting at General Luna District in Siargao Division during S.Y. 2024 – 2025

Table 2. Challenges Encountered by Teachers in Fostering Pupils’ Engagement in a 45-Minute Multi-Grade Setting at General Luna District, S.Y. 2024–2025 (n = 16)

Indicators	Mean	SD	VI	QD
Classroom Management	3.52	0.367	Strongly Agree	Highly Challenged
Student Engagement	3.55	0.438	Strongly Agree	Highly Challenged
Resources	3.37	0.398	Strongly Agree	Highly Challenged
Time Constraints	3.57	0.372	Strongly Agree	Highly Challenged

The results indicated that time constraints (mean = 3.57, SD = 0.372) emerged as the most significant challenge among teachers in fostering pupils' engagement in a 45-minute multi-grade setting. This suggests that teachers struggle with effectively covering lessons within the limited timeframe while addressing the needs of multiple grade levels. The relatively low standard deviation indicates that responses were consistent, reinforcing the idea that time management is a widespread issue. This may lead to difficulties in implementing individualized instruction and ensuring all students grasp the lessons adequately. According to Barnes & Crystal (2016) a single teacher has to take responsibility for teaching pupils with varying grade levels. Given that many such classes require a setup and breakdown period, the level of instruction and time allotted would be far too little in relation to what is required.

A 45-minute instruction period is not sufficient, and teachers might find it challenging to cover all necessary content, assess student comprehension, and facilitate meaningful interactions. When teachers lack time to prepare their lessons, they may fail to complete their annual submission of teaching plans (Naparan et al., 2020). Student management (mean = 3.55, SD = 0.438) and classroom management (mean

= 3.52, SD = 0.367) were also notable challenges, suggesting that maintaining discipline and keeping students engaged in learning is demanding in a multi-grade setup. The slightly higher standard deviation for student management indicates more variability in teachers' experiences, implying that some may find it more challenging than others. Classroom management difficulties may stem from handling different learning paces and behaviors simultaneously, making it hard to maintain an organized learning environment.

According to Good & Lavigne (2017) Classroom management is the process of organizing, conducting, and maintaining activities in the classroom to maximize academic goals and achievement. The development of good learning environment, good teaching strategy and good facilities and resources, provide better result of academic performance to the learners (Ruiz,2020). However, many teachers struggle with classroom management because they are unable to stablish effective and consistent plans, specifically in General Luna District. Research shows that student engagement constitutes a crucial precondition for optimal and deep-level learning (Barkoukis et al. 2016;). In addition, Considering the importance of student engagement for students’ current and future success, fostering student engagement is essential and how teachers interact with students on a day-to-day basis could be of influence (Quin 2017). Engaging students, however, while simultaneously teaching a subject and maintaining classroom management, is a complex and challenging task.

According to Erden (2020) These classrooms require educators to adopt their teaching approaches, instructional strategies, and classroom management techniques to accommodate the students’ diverse learning needs at various developmental ages. Resource availability (mean = 3.37, SD = 0.398) was rated as the least challenging factor, though it still presents a moderate difficulty. The relatively lower mean compared to other variables suggests that while resources are a concern, teachers may have developed strategies to work with the materials they have. However, the presence of limited resources could still affect instructional quality and student engagement, particularly if teachers lack access to age-appropriate and differentiated learning materials. Addressing these challenges may require implementing structured lesson plans, improving access to teaching aids, and providing professional development programs focused on effective multi-grade teaching strategies. Teachers have to teach multi-grades in one room, with limited resources, often with few materials and within a short 45-minute class. Multi-grade teachers need to live with the different barriers that they faced. Some of them even shared some of their resources for their students.

According to Castigador & Msimanga (2019) The multigrade teachers share a portion of their salary to provide learning materials for their students.

**Correlational analysis on the challenges encountered by teachers in fostering pupils’ engagement in a 45 – minute multi-grade setting at Catangnan Elementary School during S.Y. 2024 – 2025**

**Table 3. Correlation Matrix on the challenges encountered by teachers in fostering pupils’ engagement in a 45 – minute multi-grade setting at General Luna District in Siargao Division during S.Y. 2024 – 2025**

Variable	Test	Classroom Management	Student Management	Resources	Time Constraints
Classroom Management	Pearson's r	—			

Variable	Test	Classroom Management	Student Management	Resources	Time Constraints
	df	—			
	p-value	—			
Student Management	Pearson's r	0.953	—		
	df	14	—		
	p-value	<.001	—		
Resources	Pearson's r	0.771	0.813	—	
	df	14	14	—	
	p-value	<.001	<.001	—	
Time Constraints	Pearson's r	0.410	0.573	0.727	—
	df	14	14	14	—
	p-value	0.115	0.020	0.001	—

The correlation matrix reveals strong relationships between several variables, indicating that the challenges encountered by teachers in fostering pupils' engagement in a multi-grade setting are interrelated. Classroom management and student management exhibit a very strong positive correlation ( $r = 0.953, p < .001$ ), suggesting that the ability to effectively manage a classroom is closely tied to managing student behavior. This implies that when teachers can maintain discipline and organization in a multi-grade setting, they are more likely to successfully engage students in the learning process. The strong significance of this correlation highlights the importance of structured classroom strategies and behavior management techniques in improving engagement.

Resources also show significant positive correlations with both student management ( $r = 0.813, p < .001$ ) and classroom management ( $r = 0.771, p < .001$ ), suggesting that the availability of teaching materials and learning tools plays a crucial role in maintaining an orderly and engaging classroom. This implies that when teachers have access to sufficient resources, they are better able to manage both the classroom environment and student participation. The lack of adequate resources may contribute to difficulties in lesson implementation and differentiated instruction, particularly in a multi-grade setting where students have varying learning needs.

Time constraints, while still correlated with other variables, have a weaker relationship with classroom management ( $r = 0.410, p = 0.115$ ), indicating that time limitations may not directly impact classroom order but could affect lesson delivery. However, the correlation with student management ( $r = 0.573, p = 0.020$ ) and resources ( $r = 0.727, p = 0.001$ ) suggests that time-related challenges influence both how

teachers handle students and their ability to utilize available resources effectively. The significant correlation with resources implies that time constraints may exacerbate the difficulties associated with limited instructional materials, making it harder to maintain student engagement in a short class period. Addressing these interlinked challenges may require strategic lesson pacing, differentiated instruction techniques, and improved access to instructional materials.

## 7. CONCLUSION AND RECOMMENDATION

The findings revealed that the multi-grade teachers in General Luna District were predominantly female and generally mature, academically prepared, and moderately experienced. Most respondents were above 29 years old and had completed master's degree units, while a large proportion had between 6 to 8 years of teaching experience. Despite these qualifications, teachers strongly agreed that they encountered significant challenges in fostering pupil engagement within a 45-minute multi-grade setting. Among the identified factors, time constraints emerged as the most critical challenge, followed by student engagement and classroom management, while limited resources also contributed to instructional difficulties. Statistical analysis further indicated significant relationships among these variables, demonstrating that classroom management, student engagement, resources, and time constraints were interconnected factors influencing pupil engagement.

Based on these findings, it was concluded that although teachers possessed adequate educational background and experience, the limited instructional time and complexity of handling multiple grade levels significantly affected their ability to maximize pupil engagement. Therefore, it is recommended that the Department of Education strengthen capacity-building initiatives focused on multi-grade instruction, particularly in time management, differentiated teaching strategies, and contextualized material development. Schools should also implement mentoring programs, encourage collaborative sharing of best practices, and establish monitoring and evaluation mechanisms to assess intervention effectiveness. Continuous professional development, resource enhancement, and institutional support are essential to improving pupil engagement and ensuring quality learning experiences in multi-grade classrooms.

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