

## ABSTRACT

This descriptive research study focused on the elementary teachers' instructional competence, challenges encountered, coping mechanism and initiated intervention in teaching multigrade classes. The respondents of the study were the ten (10) purposively selected multigrade teachers in Maayon District. A standardized questionnaire was utilized to gather data on the instructional competence of the teachers that includes the content knowledge and pedagogy; learning environment; diversity of learners; curriculum and planning; assessment and reporting; community linkages and professional engagement; personal growth and professional development. A researcher-made questionnaire was utilized on the challenges encountered, coping mechanisms and initiated interventions. Result showed that multigrade teachers teaching multigrade classes have very satisfactory instructional competence. Thus, they exhibited a sensible instructional competence in handling two or more grade levels in just one setting. They encountered varied serious challenges in teaching multigrade classes but found preparing and planning the daily lesson require more time and effort to be a very serious challenge for they find it hard in preparing and making multiple daily plans employing different strategies and methods to cater to the diverse needs of their multigrade classes. Furthermore, the coping mechanisms to address the challenges is evident but the initiated interventions are limited and not enough to address the challenges encountered.

*Keywords:* Challenges, Coping mechanisms, Initiated intervention, Instructional competence, Multigrade classes.