

ABSTRACT

This study aimed to explore the challenges and strategies employed by elementary teachers in Pilar, Philippines, in managing multi-grade classrooms. Specifically, the study sought to understand the teachers' profiles (age, sex, years of teaching experience, educational attainment, and multi-grade teaching experience), identify the challenges they face, and examine the strategies they utilize to address these challenges. A causal-comparative design was used, a priori power analysis was conducted using G*Power software to determine the minimum required sample, involving 84 teachers selected through stratified random sampling. Data were collected using a three-part questionnaire, which assessed teachers' demographic information, challenges, and strategies in multi-grade classrooms. The instrument demonstrated high reliability and validity. Statistical analysis was conducted using SPSS 29, with descriptive statistics summarizing the data and inferential tests used to examine significant differences based on teachers' profiles. The study found that Pilar elementary teachers face moderate challenges, primarily related to limited resources, increased workload, classroom management, and differentiating instruction. Teachers employed a variety of strategies, such as assessing student progress, maintaining parent communication, and using differentiated instruction, though these strategies were implemented at a moderate level. The study also found no significant differences in the challenges and strategies employed based on the teachers' demographic and professional profiles. Recommendations include further research on resource allocation, the role of parental involvement, the effectiveness of specific strategies, and the impact of experience and professional development on multi-grade teaching practices.

Keywords: challenges, strategies, elementary teachers, multi-grade classrooms, G*Power,
causal-comparative