



## TEACHERS' STRATEGIES AND LEARNERS' ENGAGEMENT IN MANAGING MULTIGRADE CLASSROOMS

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### ABSTRACT

This study explored how teachers manage multigrade classrooms through various classroom management strategies, how learners engage in the learning process, and the challenges teachers encounter in this unique teaching environment. It also examined whether there is a relationship between the strategies used by teachers and the level of learners' engagement. The study used a descriptive quantitative design and gathered data through a structured questionnaire from thirty-three (33) multigrade teachers in Congressional District 3 of the Schools Division of Batangas, selected through simple random sampling.

The results showed that teachers are generally effective in managing their classrooms, especially in organizing instruction and maintaining discipline, although managing time across different grade levels remains a challenge. Learners were found to be highly engaged, particularly in terms of their emotions and participation, which reflects a positive and supportive classroom atmosphere. A significant relationship was identified between classroom management strategies and learners' cognitive engagement, suggesting that effective strategies help improve students' thinking and understanding. However, emotional and

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behavioral engagement were not significantly influenced by these strategies, indicating that other factors may also play a role. Teachers also shared common challenges such as limited training, lack of instructional materials, and the difficulty of handling multiple grade levels at once. Overall, the findings highlight the dedication of multigrade teachers and the need to provide them with continuous support to further improve teaching and enhance learners' engagement.

**Keywords:** *Multigrade Classroom, Classroom Management Strategies, Learners' Engagement, Teachers' Challenges, Teaching-Learning Process*



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