



**PEDAGOGICAL APPROACHES AND ACADEMIC PERFORMANCE
IN MULTIGRADE CLASS IN CONGRESSIONAL DISTRICT 3**

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ABSTRACT

This study assessed the pedagogical approaches used by multigrade teachers that influenced learners' academic performance and the challenges teachers commonly faced. The study also employed the descriptive method of research, which allowed the researcher to explore and gain a clearer understanding of the phenomena being studied. Data were gathered from multigrade teachers through survey questionnaires and learners' first-quarter final ratings. Results showed that teachers made strong use of reflective, integrative, and constructivist strategies, while collaborative and inquiry-based methods were used less often. Learners' academic performance across all grade levels was rated as very satisfactory, indicating that pupils were able to meet expected learning outcomes despite being in multigrade classes. However, the study found no significant relationship between the teaching approaches used and students' academic performance, suggesting that other factors such as home support, available resources, and learners' readiness may have played a greater role. Teachers also shared several challenges, including managing multigrade lessons, handling varied learner behaviors, supporting peer interactions, and especially involving parents

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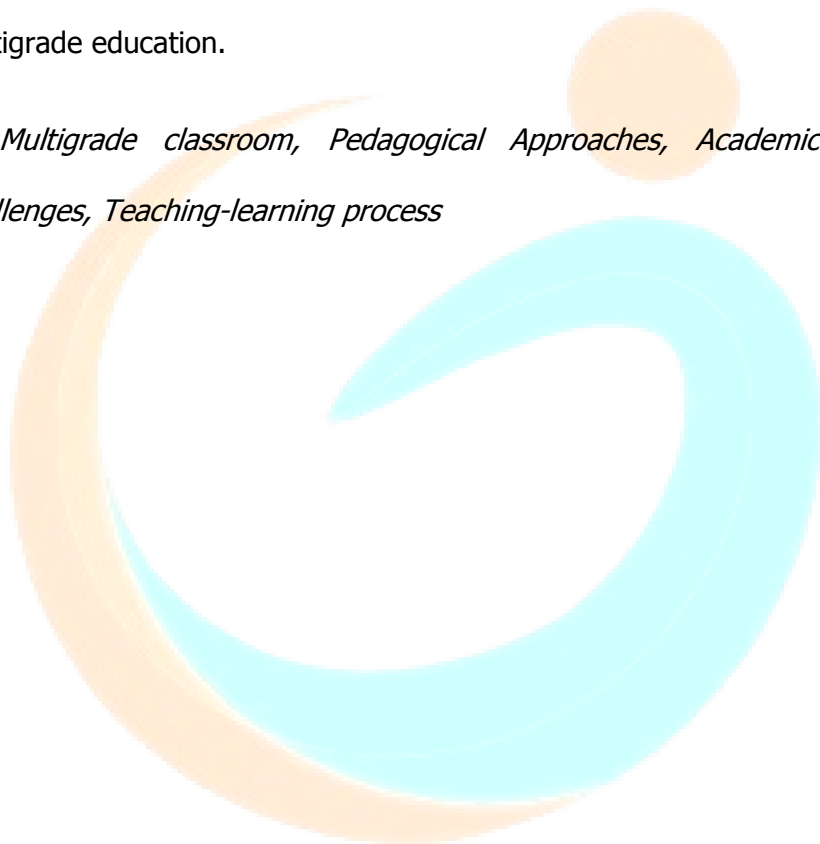
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consistently. Based on these findings, the study concluded that while teachers demonstrated competence in applying pedagogical strategies and learners performed satisfactorily, targeted support was still necessary. An action plan was proposed focusing on strengthening instructional strategies, classroom management, assessment practices, professional development, instructional resources, and home-school partnerships to further improve the quality of multigrade education.

Keywords: *Multigrade classroom, Pedagogical Approaches, Academic Performance, Teachers' challenges, Teaching-learning process*



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