

Job Satisfaction and Teaching Performance of Multigrade Teachers in the Schools Division of Zambales: Basis for Faculty Development Program

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Abstract: *This study aimed to analyze the relationship between job satisfaction and teaching performance of multigrade teachers as basis for faculty development program. The descriptive correlation design was used and a survey method was applied for the investigation. A total of 77 respondents was derived from the 33 public multigrade schools. The greatest frequency of the multigrade teachers belonged to the age bracket of 26 to 35, female, married, bachelor's degree holder, handling grades 5 and 6 in mountain schools, and Teacher I position. Multigrade teachers were satisfied with the motivation and hygiene factors of job satisfaction. They obtained a Very Satisfactory Rating based from the Individual Performance Commitment and Review Form (IPCRF) evaluated by their school heads. There was no significant relationship between overall teaching performance and motivation factors of job satisfaction. Also, there was no significant relationship between overall teaching performance and hygiene factors of job satisfaction. However, there was a significant relationship between overall teaching performance and hygiene factors of job satisfaction in terms of administration and supervision. It is, therefore, recommended that multigrade teachers should be engaged in dialogue about their current situation to see clearly the type of support they are lacking.*

Keywords: Hygiene factors, job satisfaction, motivation, factors, multigrade, faculty development program

1. Introduction

Multigrade schools and multigrade instruction are neither a new educational innovation nor a recent experiment introduced by education experts (Bacani, 2011). It became a worldwide concern in the educational system which is based on geographical background and economic status of many countries as part of improving the school's performance and access to quality education.

In the present school system of the Schools Division of Zambales, having thirty-three (33) multigrade schools, challenges in the multigrade program are inevitable. Most of these schools cater diverse learners. A critical factor in the success of multigrade program is the teacher. Teachers in multigrade school in Zambales, and those in the remote community has many challenges such as lack of facilities, different culture and practices, distance, and demographic aspects. The effectiveness of the school depends on the competence of the teachers. However, it is not easy to get faculty support from the school if their level of working condition satisfaction is low.

Meanwhile, understanding the multigrade teachers' performance should be given considerable attention. Despite the pivotal role that effective multigrade teachers play in increasing student outcomes, they leave the school or worst, the profession at alarming rates, and even their teaching performance suffers due to many factors such as distance, diversity of learners, resources, motivation, guidance, relationship, supervision from school heads, and satisfaction at work itself. There are several factors that contribute to the effective delivery of educational services, but the teacher is most vital. Presumably, the desirable behavioral patterns observed to produce great impact on quality education include the performance of his work in school.

Evidently, examination of the teacher's performance may uncover important relationships to job satisfaction. There is a need, therefore, to examine multigrade teachers' job satisfaction in relation to their teaching performance to discover potentials and weaknesses that hopefully promote a better organizational or work climate. Along this premise, this enables the researcher to conduct this study as basis for the faculty development program among multigrade teachers.

2. Literature Review

Teaching is the most respected job and profession in the world. The teacher is the centerpiece of education system. In fact, teachers are the force of a nation. They unfold characteristics, strategies, and styles to their ways in commune with the world, perceptually and cognitively. In fact, in the study of Akhtar (2010), he stated that teacher's job satisfaction is one of the most widely discussed issues in organizational behavior, personnel and human resource management, organizational management, teaching-learning process, and teaching performance.

In addition, disgruntled teachers who are not satisfied with their job will not be committed and productive. In the Department of Education based on performance appraisal, poor performance surfaced as a problem (Kadtong and Usop, 2013). It is also connected with how the school is managed by the principals. To thwart the shortage and keep schools on the cutting edge, diligence in cultivating, training, and inspiring a new generation of school leaders--especially for the principalship, must be exercised. Staffing the principalship offers a structured, adaptable approach to finding high-quality principals and administrators in the ranks of teacher leaders and aspiring applicants to satisfy the needs of teachers. (Lovely, 2009).

As teachers demand increases and funding inequities widening many rural and urban schools in America employ more teachers with emergency permits or waivers to teach. In connection, according to Klassen & Chiu (2010), a limitation of their research on teacher self-efficacy and job satisfaction noted a need for the inclusion of socioeconomic dynamics in further studies which could have a significant impact on the stress and job satisfaction of teachers. They reported that stress has a direct effect on the teacher's job satisfaction finding that stress in teaching enhances teaching efficacy and therefore promotes higher levels of job satisfaction.

Furthermore, according to Khan (2014) teachers' performance is restricted because of various limitations. Teacher competence is affected by the quality of pre-service training and where they are lacking in subject knowledge proficiency that hinders their teaching and undermines their confidence in teaching.

In connection, teacher training is important in producing teachers who are professionally capable of making a difference in student learning and achievement, other policies are required that support the teacher in delivering the quality of education expected (Suryanarayana, 2010).

Thus, teacher's job satisfaction is connected to the feelings of appreciation and desirable experience towards work. There is strong relation between what a teacher expects from his profession and what is offered to him (Bogler, 2016).

One of the first theories to examine job satisfaction and known in the human motivation literature was Maslow's needs hierarchy theory. It was developed to explain human motivation in general. It forms a five-level hierarchy composed of physiological needs, safety, belongingness/love, esteem, and self-actualization. He explained that within an organization, financial compensation and healthcare are some of the benefits which help an employee meet their basic physiological needs. He added that feeling physically safe in their work environment and job security are manifestation of satisfaction in safety needs. In addition, the employees can focus on feeling as though they belong to the workplace when they are satisfied with safety needs. This was manifested by a positive relationships with colleagues and supervisors in the workplace. Once satisfied, the employees will seek to feel as though they are valued and appreciated by their colleagues and their organization. The final step is where the employee seeks to self-actualize; where he needs to grow and develop in order to become everything he is capable of becoming.

In the study of Herzberg, achievement was the number one motivation factor which strongly related to job satisfaction. Other significant motivation factors in the direction of job satisfaction were recognition, work itself, responsibility, and advancement. There were five hygiene factors that were predominantly related to job dissatisfaction: company policies and administration, supervision, interpersonal relations with supervisors, interpersonal relations with peers, and working conditions. Company policies and

administration clearly comprised the dominant hygiene factor with respect to job dissatisfaction of the respondents. In the discussion of Novero (2015) in her paper about the difference of intrinsic (motivators) and extrinsic (hygiene factors), she discussed that when something is offered that increases morale, a feeling of contentedness to the organization, or demonstrates the desire to retain individual workers. Intrinsic motivation is in play whereas extrinsic motivation is when the employees are motivated by means of external rewards, basically consist of monetary incentives and grades.

Surprisingly, two of the most influential studies were the ones by TeckHong, Waheed (2011) and Hyun (2009). Teck-Hong (2011) applied Herzberg's theory on a sample of sales personnel in Malaysia only to find out that Hygiene factors dominated Motivation factors where the 'working conditions' was the most significant factor for prediction of job satisfaction.

In addition, student achievement and teacher efficiency of classroom control are factors of job satisfaction (Klassen & Chiu, 2010), therefore, it could also be a consideration that teachers who teach in socially disadvantaged schools should be encouraged to progress to even further education that impacts greatly on students' educational outcomes.

Significantly, quality education through effective teaching and learning is the ultimate goal for every school. Reaching this overarching goal is extremely difficult in rural multigrade schools because of insufficient training of principals and teachers in multigrade education, language difficulties and poor learner performance, insufficient support from educational authorities, lack of resources and learner material for multigrade education, use of monograde methodology in multigrade schools, lack of parental and community involvement, and constantly changing curriculum (Joubert, 2010).

Many literatures said that "if job satisfaction is good, then performance is also good. Some studies showed that monograde teachers had higher teaching performance than multigrade teachers. When grouped by gender, either male or female, regardless of the class size, mono-grade teachers have a higher teaching performance compared to multigrade teachers. Teachers teaching in mono-grade classes had significantly better teaching performance than those teaching in multi-grade classes (Catanghal, 2017).

Further, the study of Gordon and Lokisso (2009) focuses on enhancing the effectiveness of single-teacher schools and multi-grade classes in Norway and found out that meeting the needs of multi-grade teachers is vital in improving their performance and quality of work.

In addition, material, financial, and professional advancement measures should govern the assignment of teachers to these schools in compensation for the isolation and difficulties they experience. A plan is needed for the theoretical and practical pre- and in-service training of teachers working within a decentralized structure (Jeradichakul, 2011).

On the basis of the findings of Muthayan (1999), he examined multigrade teaching in selected schools in Canada and its implications for improving multigrade teaching in South Africa, where over 50% of primary schools are multigrade and the teachers have not received preparation in multigrade teaching.

Meanwhile, the study of Muthayan (1999) found that successful multigrade teaching depended on the teacher. Teacher education should include methodologies that are experiential, reflective, and participatory. A variety of instructional strategies should be employed in the multigrade classroom.

Finally, based on the findings of Pilarta (2015), teachers are satisfied in terms of the hygiene factors of their job. Job satisfaction in terms of the hygiene factors did not influence the work success of the teachers in terms of their students' when all the factors are taken as one. Only job satisfaction in terms of the satisfiers has influence over the work success of the teachers in terms of teaching performance.

3. Method

Independent variables (hygiene factors and motivation factors of job satisfaction) as they influence the dependent variable (teaching performance) of this research are on the bases of psychological and educational theories, principles, and concepts of Herzberg.

The descriptive correlation design was used in the study. Correlational descriptive research is designed to determine relationship of two variables whether the relationship is perfect, very high, high, marked or moderate, slight or negligible. Descriptive research provides essential knowledge about the nature of objects and persons. The survey is a common data gathering procedure from the field regarding current conditions (Calmorin, 2003). Hence, said method is believed to be appropriate for the investigation because it accentuates the job satisfaction of multigrade teachers in the Schools Division of Zambales.

The population of the study refers to the entire group of category of individuals from which a section was selected as respondents in the research (Salvador, 2008). A total population of 95 multigrade teachers are employed in the Schools Division of Zambales. Slovin's formula was used to determine the sample size of the study, using 5% as the acceptable level of margin of error. The researcher calculated the sample size using the Slovin's formula which was 77 as the sample respondents randomly selected from the ten (10) district of Zambales. Twenty (20) out of 77 or 25.97% came from Botolan District; two (2) or 2.60% from Cabangan, San Felipe and Iba districts respectively; eleven (11) or 14.29% from Masinloc; ten (10) or 12.98% from Palauig; nine (9) or 11.69% from San Narciso; thirteen (13) or 16.88% from San Marcelino District; seven (7) or 9.09% from Sta. Cruz; and one (1) or 1.30% from Subic district. The simple random sampling technique was used. It is the basic sampling technique where the researcher selects a group of subjects for study from a larger group (Easton and McColl's (2008).

The researcher utilized the aid of questionnaire in conducting the research. The contents of the questionnaire were combination of researcher-made and adapted from the study of Ghanbahadur (2014) and Smerek and Peterson (2007) on job satisfaction based on Herzberg's motivation-hygiene theory. It was also designed in proper form to apply adequate and appropriate information required from the respondent. The questionnaire was divided into four parts such as (1) demographic profile to gather data on the profile of the respondents with respect to age, gender, civil status, educational attainment, length of service, grades handled, class size, school location, and position; (2) Herzberg's motivation-hygiene factors of job satisfaction questionnaire from the study of Ghanbahadur (2014), Smerek, and Peterson (2007); (3) Teaching Performance Evaluation System through Results-based Performance Management System (RPMS) and Individual Performance Commitment and Review Form (IPCRF); and (4) Standardized Rating Scale for the Teaching Performance based from DepEd Order No. 2 series of 2015.

This questionnaire underwent experts' validation for changes, corrections, and suggestions to further improve, pilot testing, and reliability testing. The data gathered were statistically tested to determine the reliability coefficient of the items. It attained a reliability value of 0.908 using Cronbach Alpha and was interpreted to be with excellent reliability. It was found out that most of the items were significantly correlated at .05 level of confidence.

The instrument undergone validation and reliability testing after which was distributed, collected, tabulated and treated with statistical tools that includes frequency counts, percentage, weighted arithmetic mean, T-test, Pearson product moment correlation coefficient r , and Chi-square Test for analysis of enumeration data.

The researcher assured that the respondents were not be subjected to harm by obtaining full consent from the participants prior to the study. The privacy of respondents, and confidentiality of the data were ensured. Also, deception about the objectives of this study was avoided. In addition, honesty and transparency were observed along with the avoidance of misleading information, use of offensive, discriminatory, and unacceptable language. Importantly, authors used in any part of this study with the use of APA referencing system was recognized. Finally, objective discussions and analyses was maintained.

4. Result and Discussion

A total of 77 respondents were included in the study from the 33 public multigrade schools in the Schools Division of Zambales. The greatest frequency of the respondents belonged to the age bracket of 26 to 35 with 42.9%. This was followed by 19 or 24.7% who fell under the age of less than 26. Only one respondent was classified having the age of 56 and above which obtained a percentage of 1.3%. Majority of the respondents were female with 77.9%, while 17 or 22.1% were male. Forty-two or 54.5% were married, while the other 45.5% were single. The highest frequency obtained bachelor's degree with 51.9% followed by 25 or 32.5% taking up master's degree; seven or 9.1% were

Master's Degree holder; and five or 6.5% are taking up doctorate degree. The greatest frequency in terms of years of service ranges from 2 to 5 with 39% followed by 17 or 22.1% who have served less than 2 years; 15 or 19.5% under 6 to 10 years followed by nine or 11.7% under 11 to 15 years; and the smallest classified years of service were under 16 years and above with six or 7.8%. The greatest frequency of respondents handling Grades 5 and 6 was 21 or 27.3% followed by Grade 3 and 4 with 15 or 19.5%; and Grades 3 and 4 got 14 or 18.2%; and the smallest classified grade handled was Kinder, Grades 5 and 6 classes, and Grades 2,3, and 4 classes got one or 1.3%. The greatest frequency of teacher-respondents was handling 26 to 30 pupils with 28 or 36.4% followed by 16 to 20 pupils with 15 or 19.5%; under 16 to 20 pupils with 11 or 14.3%; 31 pupils and above with nine or 11.7%; 21 to 25 pupils with eight or 10.4%; and the smallest classified class size handled was less than 10 pupils with six or 7.8%. With regards to school location, 37 or 48.1% were teaching in mountain school, while 34 or 44.2% were in lowland; and the smallest group of respondents was teaching in coastal area with 7.8%. Majority of the respondents were Teacher I with 63.6%. Seventeen or 22.1% were Teacher II; seven or 9.1% fell under Teacher III position; three or 3.9% as Master Teacher I; and one or 1.3% as Master Teacher II.

The mean assessment of motivation factors of job satisfaction in terms of responsibility was 4.12. They were Satisfied on the items *Shared responsibilities in multigrade setting are observed as part of the school's commitment to equal distribution of tasks* (Mw=4.18, Rank 1). The mean assessment of motivation factors of job satisfaction in terms of recognition was 4.17. They regarded themselves to be Very Satisfied in *Ideas being shared are accepted and recognized by my school head, peers, and the community* (Mw=4.65, Rank 1). The mean assessment of motivation factors of job satisfaction in terms of advancement was 4.04. They were Satisfied on the items *I am aware of the policy for the selection of participants to capacity development, interventions, trainings and seminars* (Mw=4.29, Rank 1). The mean assessment of motivation factors of job satisfaction in terms of personal growth was 4.17. They were Satisfied on the items *I know what my unique contribution to the school might be* (Mw=4.46, Rank 1). The mean assessment of motivation factors of job satisfaction in terms of achievement was 4.24 as the highest weighted mean. They were Satisfied on the items *I have developed a sense of responsibility and leadership over the course of my employment in a multigrade school* (Mw=4.49, Rank 1). The mean assessment of motivation factors of job satisfaction in terms of work itself was 4.10. They were Satisfied on the items *I perform my actual duties in accordance with the job description and position held* (Mw=4.34, Rank 1).

The mean assessment of hygiene factors of job satisfaction in terms of work condition was 3.65 as the lowest weighted mean. They were Satisfied on the items *I am proud to work for my school because of job security attached in my present position and location* (Mw=3.79, Rank 1). The mean assessment of hygiene factors of job satisfaction in terms of work relations was 3.97. They were Satisfied on the items *Confidence in decision making of school head and co-teachers is felt* (Mw=4.16, Rank 1). The mean assessment of

hygiene factors of job satisfaction in terms of school policies and rules was 4.14. They were Satisfied on the items *I completely understand the governing policy and program of multigrade education, mission and vision of school and its objectives* (Mw=4.29, Rank 1). The mean assessment of hygiene factors of job satisfaction in terms of administration and supervision was 3.78. They were Satisfied on the items *School head demonstrates leadership skills and practices that are consistent with the stated values of our school* (Mw=3.87, Rank 1). The mean assessment of hygiene factors of job satisfaction in terms of benefits and salary was 3.83. They were Satisfied on the items *The multigrade benefits and opportunities meet my needs and compensates the present situation in multigrade setting* (Mw=3.91, Rank 1). The mean assessment of hygiene factors of job satisfaction in terms of work safety was 3.84. They were Satisfied on the items *I feel that I am treated fairly by the school and the community I work for* (Mw=4.03, Rank 1).

Majority of the respondents were rated as Very Satisfactory with 77.9%, while nine or 11.7% were Outstanding; and eight or 10.4% were rated as Satisfactory. This shows that there are more teachers assigned in multigrade schools having found Very Satisfactory on their performance and opportunities were given to become Outstanding.

Multigrade teachers were rated as Very Satisfactory indicated by the over-all weighted mean of 4.05. *Plus factors* under key result area had the highest weighted mean of 3.97 (Rank 1) followed by *student's learning outcome* with 4.06 (Rank 2); *professional growth and development* with 4.05 (Rank 3); and *community involvement* with 4.04 (Rank 4). The least numerical value given by the school head was on *teaching and learning process* with 3.97. In connection, quality education through effective teaching and learning is the ultimate goal of every school.

Evidently, in terms of teaching learning-process, the null hypothesis was rejected since the computed Pearson r was 0.27 and the probability value of 0.020 was less than the significance value of 0.05. There was significant relationship between teaching-learning process under teaching performance key result area and motivation factors of job satisfaction. Moreover, in terms of student's learning outcome, the null hypothesis was rejected since the computed Pearson r was 0.27 and the probability value of 0.019 was less than the significance value of 0.05. There was significant relationship between student's learning outcome under teaching performance key result area and motivation factors of job satisfaction. Markedly, in terms of community involvement, the null hypothesis was rejected since the computed Pearson r was 0.27 and the probability value of 0.016 was less than the significance value of 0.05. There was significant relationship between community involvement under teaching performance key result area and motivation factors of job satisfaction. Surprisingly, in terms of professional growth and development, the null hypothesis was rejected since the computed Pearson r was 0.24 and the probability value of 0.039 was less than the significance value of 0.05. There was significant relationship between professional growth and development under teaching performance key result area and motivation factors of job

satisfaction. However, in terms of plus factors, the null hypothesis was accepted since the computed Pearson r was 0.11 and the probability value of 0.327 was greater than the significance value of 0.05. There was no significant relationship between plus factors under teaching performance key result area and motivation factors of job satisfaction.

Significantly, in terms of teaching learning-process, the null hypothesis was rejected since the computed Pearson r was 0.286 and the probability value of 0.012 was less than the significance value of 0.05. There was a significant relationship between teaching and learning process under teaching performance key result area and hygiene factors of job satisfaction. Moreover, in terms of student's learning outcome, the null hypothesis was rejected since the computed Pearson r was 0.310 and the probability value of 0.006 was less than the significance value of 0.05. There was a significant relationship between student's learning outcome under teaching performance key result area and hygiene factors of job satisfaction. However, in terms of community involvement, the null hypothesis was accepted since the computed Pearson r was 0.474 and the probability value of 0.910 was greater than the significance value of 0.05. There was no significant relationship between community involvement under teaching performance key result area and hygiene factors of job satisfaction. Further, in terms of professional growth and development, the null hypothesis was rejected since the computed Pearson r was 0.385 and the probability value of 0.001 was less than the significance value of 0.05. There was significant relationship between professional growth and development under teaching performance key result area and hygiene factors of job satisfaction. Surprisingly, in terms of plus factor, the null hypothesis was accepted since the computed Pearson r was 0.09 and the probability value of 0.425 was greater than the significance value of 0.05. There was no significant relationship between plus factor under teaching performance key result area and hygiene factors of job satisfaction.

The research hypothesis reads as follows: based on results of the data analysis that has been performed, it is revealed that there is a very significant relationship between hygiene factors and motivation factors of job satisfaction to the teaching performance of multigrade teachers in the Schools Division of Zambales.

5. Conclusion and Recommendation

Multigrade teachers were satisfied in terms of motivation factors such as responsibility, recognition, advancement, personal growth, achievement and the work itself. They were also satisfied in terms of hygiene factors such as work condition, work relations, school policies and rules, administration and supervision, benefits and salary and work safety.

Teachers assigned in multigrade schools obtained a *Very Satisfactory* Rating on the areas of teaching and learning process, student's learning outcome, community involvement, professional growth and development, and plus factors in Individual Performance Commitment and

Review Form (IPCRF) as basis for teaching performance evaluation by their school heads.

There was a significant relationship between motivation factors of job satisfaction and teaching performance in terms of teaching and learning process, student's learning outcome, community involvement, and professional growth and development. However, there was no significant relationship between motivation factors of job satisfaction and teaching performance in terms of plus factors.

There was significant relationship between hygiene factors of job satisfaction and teaching performance in terms of teaching and learning process, student's learning outcome, and professional growth and development. However, there was no significant relationship between hygiene factors of job satisfaction and teaching performance in terms of community involvement and plus factors.

There was no significant relationship between motivation factors of job satisfaction in terms of responsibility, recognition, advancement, personal growth, achievement, work itself, and overall teaching performance.

There was no significant relationship between hygiene factors of job satisfaction in terms of work condition, work relations, school policies and rules, benefits and salary, work safety, and overall teaching performance. However, there was a significant relationship between hygiene factors of job satisfaction in terms of administration and supervision and overall teaching performance.

5.1 Recommendation

Based on the findings and conclusions, the following were recommended:

- 1) School heads should provide activities and programs focusing on motivational policies to encourage them to improve job performance and plan for a new and better ways of doing things for quality of work and being responsible in everything they do to alleviate the quality of education in multigrade setting.
- 2) Parents- Teachers' Association with the assistance of school administrators and stakeholders should pay attention to the needs of multigrade teachers especially in the far-flung areas by recognizing their efforts by providing intrinsic and extrinsic motivations that will help improve their teaching performance which serves as appreciation for the accomplishments and extra-ordinary services they rendered.
- 3) Education leaders should continue providing interventions, trainings, and seminars for advancement of multigrade teachers and encourage them to continue and finish their master's degree relevant to their current position. However, leaders should provide a special policy on the promotion of multigrade teachers to compensate their hardships and to uplift their morale and be recognized for a higher level of accreditation in spite of being far, distant, and different from other schools.
- 4) School administrators should be in assistance to their multigrade teachers in terms of personal growth by assisting them in making annual plan of action anchored in the Annual Improvement Plan that will serve as guide

- to help them reach their goals. Planning, implementation, monitoring, and evaluation must be evident in order to evaluate the effectiveness of the plan for the teacher's progress and development.
- 5) School administrators must assist their multigrade teachers in achieving their professional objectives that they set for themselves by helping them choose their leadership track and prepare them to become Master Teachers or Administrators such as Head Teachers, Principals and Supervisors in the future.
 - 6) School heads should carry out regular assessment and evaluation of multigrade teachers to determine significant issues, problems, gaps and needs to support and strengthen the skills of teachers to enjoy their work and be satisfied.
 - 7) Supervisors and educational leaders should ensure that giving local arrangement service credits for Saturday and Sunday events and other-related tasks are being enjoyed by multigrade teachers provided with complete requirements.
 - 8) The administrators should provide programs that will promote camaraderie, unity, and diversity among multigrade schools monthly or quarterly and prevent favoritism among multigrade teachers who felt neglected from the others.
 - 9) Education leaders must continue to engage multigrade teachers in dialogue about their current situation in terms of motivation and hygiene factors of satisfaction to see clearly the type of support they are lacking and have freedom to present complaints, problems, and suggestions without fear of embarrassment or harassment.
 - 10) School heads should ensure that multigrade teachers will attain justifiable workloads and congruent teaching preparations to prevent unprofessionalism. They must be given considerations of being in a multigrade setting that require them to make an extra effort for administrative functions, clerical works, ancillary services, and other-related tasks which are fair and just.
 - 11) The administrators and education leaders should develop a scheme for special promotion that will be added to their salary and benefits for multigrade teachers who are dedicated and committed to give their enthusiasm, happiness, and satisfaction to their work. As a result of enhancing teaching performance and satisfaction, it is believed that the division will have committed multigrade teachers and become a significant factor in their decision to stay at their present station.
 - 12) Local government and district supervisors should work on the special needs of multigrade teachers in terms of their safety and security by providing them necessary shelter, transportation, security reinforcement, and other means of alleviating their living and securing their lives especially those in far-flung areas and those who are prone to disaster and war.
 - 13) Supervisors and School Administrators should realize that quality education is a combination of interdependent elements of school environment where the key figures are teachers. It is therefore highly important that administrators should be highly selective in hiring teachers with preferential attention in applicant's high regards with multigrade setting, background, and willingness to teach in these schools in order to achieve

quality education and desirable teaching performance of multigrade teachers.

- 14) Design a Faculty Development Program for Multigrade Schools to be implemented in the Schools Division of Zambales to improve the performance of multigrade teachers in education, research, and administration as well as augmenting organizational capacities and culture in multigrade setting.

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