

Managing Multi-Schools With Multi-Grade Classes: The Lived Experiences Of School Heads

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Abstract

Managing multiple schools with multi-grade classrooms in Mauban, Quezon is a challenging yet fulfilling role, especially for school heads assigned to remote and under-resourced areas. This study, titled "MANAGING MULTI-SCHOOLS WITH MULTI-GRADE CLASSES: THE LIVED EXPERIENCES OF SCHOOL HEADS", investigates the challenges faced by administrators managing several schools with diverse student groups in single classrooms. It is a qualitative- Interpretative Phenomenological Approach method that utilized narrative responses from key informant interviews, analyzed using Moustakas and modified by Van Kaam.

This research examines the experiences and strategies of school heads managing remote, multi-grade schools. It highlights their vital role in balancing administrative and teaching responsibilities amid challenges such as limited funding, poor infrastructure, and difficult travel. Despite these obstacles, school heads show resilience, creativity, and a strong dedication to providing quality education.

The study reveals their inventiveness in developing initiatives, mobilizing community support, and fostering stakeholder cooperation. It also underscores the importance of professional development for teachers, conflict resolution, and sustaining a positive learning environment for students. These school heads serve not only as administrators but also as change agents.

Based on the study's findings, a strategic plan was created focusing on community and stakeholder engagement, collaborative leadership, and efficient resource use. It highlights key areas such as teacher development, strong school-community ties, innovative teaching methods, and student progress monitoring through targeted interventions.

The study highlights the complex challenges school heads face in remote, underserved areas. Their resilience, creativity, and leadership underscore the need for supportive policies, active stakeholder involvement, and strategic planning to close educational gaps and ensure all learners are supported.

Keywords: multi-grade classrooms; school leadership; educational management; lived experiences; qualitative research; instructional supervision; resource limitations; community engagement; strategic planning; teacher development

1. Introduction

Managing a school is a wonderful job (Gallego, 2022), though challenging, especially for any school head who is assigned to multiple schools with multi-grade classrooms. Regardless of how challenging the situation seems to be, school heads managing multiple schools remain unfazed. Successful schools are the product of skillful leadership exhibited by their heads of school in working together with school stakeholders (Aquino et al., 2021). As comparable to the Pardosi and Utari (2022) stated enhancing, measuring, and supporting teachers' effectiveness is the main role of school leadership. Further, UNESCO (2021) stated that school leaders possess the ability to promptly generate and distribute new information while optimizing their connections to learning resources and networks. As such, school heads in successful schools put effort a lot of time into organizing and supervising the school; are extremely visible in the school, and remain loyal to the learning environment (Gamala & Marpa, 2022).

It has always been mentioned that Education is often cited as the most effective tool for bringing about positive change in the world (Tariq, 2020). Rural areas are usually remote and less developed, such as the province of Quezon, where many schools are located in forested, far-off places, often without electricity and internet connections. In line with this, most schools in rural areas lack physical facilities and basic infrastructure, such as water, roads, transportation, electricity, and information and communication technology (Peteros et al., 2022). Schools located in remote areas, such as in Mauban, Quezon, are often managed by a single principal, despite the many challenges and problems they face. Frequently, principals

manage more than one school (Vallejo, 2019). Administration is an opportunity to demonstrate various strategies, plans, methods, and other challenges faced by an administrator. (Ismail et al. 2022) mentioned that good school management is crucial because it brings more benefits; the educated students of today will form a civilized and moral society tomorrow (Bansal, 2020). If there is poor management in a school, there will be poor education. Therefore, the role of principals or school heads tasked with managing multiple schools is critical. Having a skilled and resourceful principal is a blessing to a school. Every school needs a principal to run and oversee the teachers to ensure quality education and implement the educational programs, projects, and services provided and addressed by the government. The principal or school administrator has responsibilities and duties in accordance with the policies entrusted to them in overseeing the overall operations of the school. In other words, it can be said that the principal must demonstrate and employ various leadership strategies to ensure success and a high level of education in school management. The strategies, opportunities given, duties, and responsibilities should be implemented as stated in Republic Act No. 9155.

Aside from being assigned to multiple schools, one of the challenges of school heads is the multi-grade classroom in each multiple schools they handle. Multi-grade schools refer to small schools that have one classroom staffed by one teacher and enrol students of multiple ages and grade levels (Akdas & Kalman, 2021). In these schools, in a single classroom, multiple grades are taught concurrently by a single teacher (Erden, 2020). According to Cruz and Madarang (2023), multi-grade teaching is gaining global recognition as an educational approach for remote areas. In England, about 25.4% of classes in primary education are classified as "mixed year," which can accommodate quarter of the total population of pupils (Berry, et al., 2006 as cited in Gutiérrez, et al., 2021). In Japan, according to 2019 statistics from MEX, 11.8% of the schools have multi-grade classes (Kawamae, 2020). This approach, also known as composite or split classes, involves a teacher teaching students from various grade levels in a single classroom. Multi-grade schools face a challenge in teaching students of different ages, backgrounds, and needs (Naparan & Alinsug, 2021). This illustrates the significance of thorough teacher preparation, resource accessibility, and flexibility in meeting the needs of a diverse student body.

To achieve "Education for All" (EFA) and to address teachers' shortage, multi-grade teaching was one of the alternative means (Mortazavizadeh et al., 2017). In the Philippines, multi-grade education is being implemented with the goal of raising academic achievement and participation in underserved and isolated communities (SEAMEO INNOTECH, 2020). This strategy tackles educational obstacles and provides an achievable solution for remote communities. Diverse teaching strategies are employed by teachers in multi-grade schools to create a dynamic learning environment that caters to the needs of each individual student (Clouds, 2020).

Abanag (2023) cited that in the Philippines, Republic Act 9155 otherwise known as the "Governance of Basic Education Act of 2001" mandates the accessibility of free and compulsory elementary education, thus the launching of Multi-grade Program in Philippine Education under DepEd Order No. 86, putting up Multi-Grade schools in school-less barangays. This is one of the DepEd's strategies for ensuring that all school-age children have access to high-quality education (Sargrad, 2019), particularly in rural areas where the establishment of multi-grade classrooms was critically necessary (Delgado et al., 2019). Under this law, school principals are granted the authority to oversee all aspects of the school's operations, aligning with national educational policies and standards. The pivotal role of the principal significantly impacts the success of a school (Fessehatsion, 2017). With the complexity and diversity of school administration growing, school heads now need to be experts in areas like classroom dynamics, management, leadership, and administration (Grissom et al., 2021). Enhancing underperforming schools requires strong administration and leadership (Harris et al., 2023). Principals need a well-established foundation, knowledge, and experience to manage the school with love and dedication as leaders.

The Philippine government places a high priority on improving teacher quality through in-service training, with supervisors and school heads being guided by professional standards (Nalla & Camaya, 2023). These standards ensure accountability through monitoring and assessment by the superior and the employee allowing an open discussion of job expectations, Key Results Areas, Objectives, and how these align with overall departmental goals (Llego, 2016). In multi-grade schools, principals who manage the curriculum well have a positive effect on the learning environment, inspiring educators and students while making the most use of available resources (Msimanga, 2019). The study by Sanchez and Watson (2021) stated that the importance of effective instructional approaches is made evident by the critical role that instructional leadership plays in attaining exceptional academic performance in multi-grade teaching.

Some studies show the challenges and opportunities in the management practices of school heads in multiple schools with multi-grade classrooms. There are school heads that manage multiple schools with multi-grade classrooms. According to Superville (2015), it goes against a lot of the conventional wisdom in K-12 leadership that school leaders are already juggling too many responsibilities in high-pressure environments, which can frequently result in burnout, to ask principals to manage multiple schools. The results of the study by Taole (2022) demonstrated that among the difficulties faced by multi-grade principals are workload concerns and a lack strategies related to leadership in multi-grade settings.

Managing the separation between work and home was also mentioned by the participants as a concerning issue in their capacity as principals. Also in his study, he stated that multi-grade principals should receive capacity building so they can acquire the knowledge and abilities needed to carry out their duties in a multi-grade setting. Plus, policymakers must recognize the particular difficulties faced by multi-grade teaching principals and rethink principal preparation programs to include multi-grade teaching principals to improve effective practices and policies in rural multi-grade schools. Kalender and Erdem (2021) revealed the difficulties in planning and managing the classroom are among the challenges faced by teachers and school heads in multi-grade classrooms. Naparan and Castaneda (2021) observed that some teachers are still not prepared in teaching multi-grade classes, multi-grade allowances may not be enough to compensate for expenses, stressful work environments due to the physical condition of classrooms and buildings, language barrier, difficulties in classroom

management, lack of needed materials and resources, risks in traveling to school assignments, workload, absenteeism, lack of stakeholders' support, and lack of trainings.

The argument mentioned is supported by Bai (2023) that the Philippines have long-standing issues with basic education, including a lack of textbooks, buildings, and classrooms, especially in the public school system. As a result, managing a public school and teaching staff are not easy jobs. In another study conducted by Equipado and Asis-Gilbas (2021) one of the challenges mentioned was that school heads and teachers had to walk to school. Using resources that are readily available locally, they must design, develop, and reinvent educational materials (Msimanga, 2019). Most students, regardless of age, must assist their parents at home or work in the field to supplement their family's daily income, absenteeism issues have become a further concern (Akkus & Cinkir, 2022). However, they carry on serving despite the difficulties they face.

1.2. Background of the Study

In the Division of Quezon, the researcher had a chance to have a conversation with the school head who was assigned to multiple schools with multi-grade classrooms. The researcher observed that the school head has the same challenges, opportunities and also difficulties in managing more than one school with multi-grade classrooms. The school head encountered challenges in the location where the school is located such as scarcity of the vehicle to reach the place, lack of teachers in the school, lack of resources and facilities, and more. Despite all of the challenges, opportunities and difficulties, he still has a strong desire to continue serving people to attain the goal, "No students will be left behind." This school head's story is worthy to explore and inspire for the future school leader".

In light of the literature provided, the researcher decided to conduct a study on the managing multi-grade classes assigned to multi-grade level: lived experiences of school heads in the Municipality of Mauban. The study prompted by the challenges, opportunities, strategies and experiences of school heads in managing multiple schools or with multi-grade classrooms especially those in remote areas in Mauban Quezon. Understanding the value of effective management and leadership strategies the researcher decided to support school heads managing multiple schools or with multi-grade settings by addressing these challenges and opportunities. This paper generally aimed to improve and formulated strategic plan in the educational system in multiple schools or with multi-grade classes that managed by a school head. The researcher revealing not only to coping strategies and opportunities for the challenges faced but also by pointing out the motivation of these school heads for maintaining these remote schools despite these challenges. There are many tales regarding the sacrifices made by many public school heads (Grant, 2017). The tales of school principals are powerful expressions of their opportunities, challenges, and strategies in managing school with difficulties but have passion desire for their jobs (Horwood et al., 2021).

1.3. Theoretical Underpinnings

This study was anchored on The Three Needs Theory of David McClelland. He proposed the need for achievement, which holds that a person's unique needs and life experiences gradually necessitate it. Individuals who are driven by the necessity for achievement usually have a strong desire to set up challenging objectives and accomplish them. Those who are motivated by the need to succeed typically have a great desire to establish and meet difficult goals (Lariosa et al., 2022). This theory relates to school heads' experiences because they aspire to be goal-oriented people who changed the situation or the strategies. Furthermore, according to this theory, individuals are primarily driven by social connections if their primary motivation is affiliation. The relationships with peers are important, and the main motivations are to fit in and please others. These people value consistency in their surroundings and are hesitant to move from their place of work. Additionally, they dislike working alone and try to avoid upsetting colleagues and stakeholders.

Another theory was Albert Bandura's Self-Efficacy. This relates to the ability of individuals to exercise control over the factors influencing their lives. This affects one's life decisions, motivation level, ability to overcome challenges, and exposure to stress and depression. He describes the beneficial effects of self-efficacy on every aspect of the human experience. The key to being great is to approach life with constant effort and to experiment with attainable but difficult objectives. Simple success with little work can cause us to expect eager outcomes, which could then cause us to become easily disappointed by failure. The school head may establish broad educational goals for each school under their supervision, considering the challenges posed by multi-grade classes. This theory is related to managing multi-grade classes assigned to multi-grade level: live experiences of school heads. Objectives include raising student achievement, developing teaching strategies appropriate for situations involving multiple grade levels, and creating a supportive learning environment. Ensuring equitable educational opportunities, managing resources effectively, and addressing diverse learning needs are just a few of the challenges that multi-grade classes may bring. In multi-grade settings, the school head must persevere through these difficulties, putting strategies into place to get over obstacles and foster a positive learning environment for students. A person's chances of succeeding are higher when they are told they possess the necessary qualities. For school principals, self-efficacy thus turns into a self-fulfilling prophecy (Cherry, 2022).

Another is Bandura's Social Learning Theory. A theory that is applicable for stakeholder engagement in teaching in multi-grade classes is the Social Learning Theory people learn by observing others and imitating their behavior (Bandura, 1977). In the context of multigrade classes, stakeholders such as parents and community members can play a crucial role in providing positive role models for students. By actively engaging with stakeholders and involving them in the teaching process, teachers can create a collaborative learning environment where students can observe and learn from the behaviors and actions of others (Bandura, 1986).

The expectancy theory by Victor Vroom was one of the theories used as the basis of this study. The theory states that the

intensity of a tendency to perform in a particular manner is dependent on the intensity of an expectation that the performance was followed by a definite outcome and on the appeal of the outcome to the individual (University of Cambridge, 2016). School heads have different expectations and levels of confidence about what they are capable of doing. Management must discover what resources, training, or supervision teachers need. Expectancy theory, when properly followed, can school heads understand how teachers and other school heads are motivated to choose among various behavioral alternatives. To enhance the connection between performance and outcomes, school heads should use systems that tie rewards very closely to performance. They can also use training to help teachers improve their abilities and believe that added effort will lead to better performance. It's important to understand that expectancy theory can run aground if school heads interpret it too simplistically. Vroom's theory goes beyond the simple presumption that teachers will put in more effort if they believe their efforts will be rewarded. The reward must have significance and consider valence. Valence has a significant cultural as well as personal dimension.

Without question, leading more than one school with classes comprising multiple grades can be both very difficult and highly rewarding. School heads who are tasked with managing multiple schools or with multi-grade classes can take professional risks and challenge beliefs and ideals that helped students and teachers achieve balance, self-assurance, and fulfilment rather than giving up on their goals, feelings of helplessness, pressure, or frustration but to win. Thus, each school head has a unique story to share about their journey toward professional success as they pursue their goal of becoming effective school heads. School heads should be knowledgeable about management and leadership techniques, as well as possess positive attitudes, values, and experience leading multiple schools with multi-grade classes.

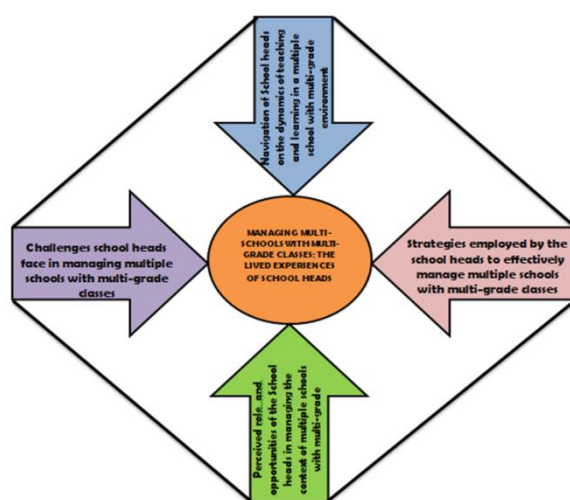


Figure 1

1.4. Research Paradigm

The figure shows the research paradigm of the study. It aims to determine the managing multiple schools classes with multi-grade level: The live experiences of school heads. The figure demonstrates that school heads may have experienced challenges and opportunities that may affect their supervision and leadership and attaining their terminal objectives. Using the challenges and opportunities from this study, various strategies for managing a school with multiple grade levels can be developed and will provide in-depth analysis of how school heads manage multi-grade classrooms in under-resourced areas. It explores their personal experiences, the specific challenges they encounter, and the strategies they employ to achieve effective management and leadership (Rodríguez and Lee, 2020) with the title of research "Managing Multi-grade Classrooms: Perspectives from School Principals in Under-resourced Areas"

1.5. Objective of the Study

This study aims to describe the lived experiences of school heads managing multiple schools with multi-grade level classes.

In this undertaking, the researcher was guided by the following corollary objectives:

1. To identify and describe the challenges and opportunities that school heads experiences in managing multiple schools with multi-grade classes.
2. To analyse and formulate the meaning derived from managing multifaceted schools with multi-grade experiences.
3. To develop strategic plan for managing multiple schools with multi-grade classes based on the study's finding.

2. Methodology

2.1. Research Design

This study examined the lived experiences of school heads overseeing several schools with several grade levels in

the Municipality of Mauban using a qualitative research design, more precisely a phenomenological approach. This design was suitable for revealing the deeper significance of participants' experiences because it was based on Moustakas's work and later changed by Van Kaam into the Interpretative Phenomenological Approach.

The phenomenological approach enabled the researcher to examine how and why certain phenomena occurred, providing in-depth explanations of the challenges and strategies of school administrators handling multiple campuses and multi-grade classrooms. As defined by Tecson (2021), qualitative research examines the nature and context of phenomena, focusing on quality, manifestations, and perspectives rather than quantifiable measures such as frequency or causal relationships.

Given that the goal of qualitative research is to develop insights, concepts, and a contextual understanding of processes and experiences within groups or institutions, the study used a small, purposive sample to generate rich data. The design was intentionally flexible, allowing for modifications throughout the research process to ensure the reliability and depth of the data gathered Vasileiou (2018). This adaptive nature supported a more accurate portrayal of participants' lived realities.

The study ensured validity by selecting participants who directly represented the population with purpose and interest and by using open-ended, semi-structured interviews that encouraged authentic, detailed narratives. As noted by Nikolopoulou (2022), careful sampling decisions enhanced the trustworthiness of the results by ensuring participant relevance to the research questions.

In order to reduce the power dynamics between participants and researchers, the study adhered to the Neubauer et al. (2019) principle. Which the results were developed with input from the participants thought, who were encouraged to freely share their experiences. The used of phenomenological approach in this study proved the effective for captured of the challenges, obstacles, coping mechanisms, leadership styles, and components that contributed to the success of school heads overseeing several schools with multi-grade classrooms. This methodology gave researchers a deep understanding of their unique experiences, which significantly improved the study's objectives and overall trustworthiness.

2.2. Population, Sample Size, and Sampling Technique

The sources of data were six (6) school heads from the Municipality of Mauban. The participants must have had a minimum of three (3) years of experience in school leadership. The inclusion criteria must have served as a school head, principal, or teacher-in-charge in multiple schools with multi-grade classes.

Table 1. Participants Information

PARTICIPANTS CODE	DESIGNATION	YEARS AS SCHOOL HEAD
School Head 1	Head Teacher I	27 years
School Head 2	Head Teacher I	13 years
School Head 3	Principal I	10 years
School Head 4	Teacher in Charge	5 years
School Head 5	Teacher in Charge	3 years
School Head 6	Teacher in Charge	12 years

Table 1 shows the list of participants used in the study. It showed that the study may involve the school heads handling two or more schools or with multi-grade classes to ensure the reliability and validity of the statements which are all suited to satisfy the statement of the problem. It may also a big help for the researcher to extract the themes from their responses as needed in this study

2.3. Sampling Technique

In selecting the participants for in-depth interviews, purposive samplings were utilized. Purposive sampling used in selecting my co-participants to expound on the school heads' managing multiple schools classes with multi-grade level: The live experiences of school heads. Purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources Heath (2023). This technique was applied in qualitative research choosed a particular subset of participants or units for examination. Not at random, but "on purpose," participants were selected. It is sometimes referred to as selective or judgmental sampling Campbell et al., (2020). In addition the knowledged and expertise, Beytekin (2021) noted the significance of participation readiness and availability, as well as the capacity of clear, expressive, and thoughtful communication of experiences and viewpoints.

2.4. Instrument of the Study

Before data collection, the semi-structured interview was validated and tested for its reliability (Cabello & Bonotan, 2021). The guide questions followed a specific interview protocol and were created using a deductive approach, starting from general to more specific questions. In line with the principles of Interpretative Phenomenological Analysis (IPA), this type of instrument was commonly used due to its flexible nature, which allowed for the collection of rich, valid data essential to the study (Tuffour, 2017). After the instrument was developed, it underwent a process of validation and reliability testing by an expert (Biddix, 2018).

The interviews were conducted only after the instrument had been validated and informed consent was obtained

from all participants. These were administered through face-to-face interviews. Each session was recorded to ensure the rigor of the study and maintain consistency in the data during analysis. According to Johnson et al. (2020), every recording and transcript was handled with the utmost confidentiality and anonymity to shield participants from any possible harm. The methods and procedures suitable for this qualitative investigation were used to analyze the data after the interviews were finished (Bhat, 2019).

2.5. Ethical Considerations

In this study, the researcher utilized the Ten Principles of Ethical Considerations by City University of London. The following significant ethical steps were observed during the conduct of the research: (1) It was made clear that the co-participants of the study were not threatened or violated in any way; (2) The primary concern was to provide opportunities that respected the dignity of the co-participants; (3) Informed consent was obtained from the co-participants without the use of coercion, violence, or intimidation; (4) There was no violation of the participants' privacy; (5) All data collected were kept confidential; (6) Confidentiality was maintained for both the co-participants and the institutions involved in the study; (7) No form of deception or exaggeration was employed in pursuing the goals and objectives of the study; (8) Any involvement from external funding groups or financial contributors was clearly disclosed in this document; (9) Uprightness, integrity, and openness guided the researcher's conduct when communicating, interacting, and working with co-participants to obtain relevant information; and (10) No form of prejudice or bias was present in presenting the specific findings of this research.

2.6. Data Analyses

Verbatim transcription was used in this study. The audio recordings were directly transcribed, including all words, pauses, tones, fillers, and other recorded attributes. Every word, sound, and utterance from the audio recordings was captured by the researcher, including non-verbal cues and pauses, to preserve the authenticity of the participants' responses Koch (2023). These verbal data were transcribed in text format using audio transcription methods.

The data collected for the study were analyzed used Interpretative Phenomenological Analysis (IPA). This method based on the modified IPA of Van Kaam, popularized by Moustakas, and consisted of seven key phases essential identifying themes from the participants' lived experiences (Galinha-de-Sá & Velez, 2022). The phases included: (1) Horizontalization (treating all data with equal value), (2) Reduction and elimination of irrelevant or overlapping information, (3) Thematization of invariant constituents, (4) Cross-checking themes against the original data, (5) Creation of individual structural descriptions, (6) Creation of composite textural descriptions, and (7) Creation of composite structural descriptions.

To ensure accuracy and trustworthiness, participants were also asked to review the findings of their respective interview sessions. According to Lebiec (2018), involving participants in the validation of the analysis allowed the researcher to assess the validity, completeness, fairness, and accuracy of the interpretations drawn from the data.

3. Results and Discussion

The researcher used the interview to examine the importance by hearing the participants' experiences, thoughts, and answers to the study's main questions. The goal was to ensure that the data obtained could be interpreted accurately and clearly. The researcher was listening to the experiences of school administrators who oversaw several schools with different grade levels at the time. This process allowed for a deeper understanding of the challenges and coping strategies encountered in real-world learning settings. The gathered data was a helpful place to start for developing more responsive and context-based recommendations.

Themes developed strategic plan for managing multiple schools with multi-grade classes based on the study's finding.

Table 2. Summary of Themes and Category

Themes	Category
<i>Theme 1: Balancing Functions</i>	<i>Instructional and Administrative Leadership</i>
<i>Theme 2: Community and Stakeholder Engagement</i>	<i>School-Community Partnership</i>
<i>Theme 3: Conflict Between Rules and Regulation</i>	<i>Policy Implementation Challenges</i>

* The full original transcription (in Tagalog) is appended in this research study.

To identify and describe the challenges and opportunity that school heads experiences in managing multiple schools with multi-grade classes.

3.1. BALANCING FUNCTIONS

Specific Question no1. What particular challenges do you have when overseeing several schools with classes for multiple

grades?

School heads have a multifaceted set of issues when managing several schools with multi-grade courses, particularly those operating in remote areas. Managing time, people, students and resources across schools adjusting to different community contexts, and balancing between administrative and instructional duties are some of the issues that different school directors have in common.

Managing multiple schools with multi-grade classes presents always a number of difficulties for school administrators. Many of us do not understand or see the challenges faced by school heads that face that kind of situation, especially in remote areas like schools in Mauban, Quezon. "One said," They depend on instructors to assist them because schools are dispersed and difficult to get to. The obstacles and flexible approaches used by school administrators in some schools in Mauban, Quezon when managing multiple schools with different grade levels." School Head 2 said "Sabay kong nahawakan ang dalawang paaralan na parehong multi-grade." Ang first na naging problema ko is the distance. Una, kasi siya ay nasa island walang sasakyan so lakad talaga the only option mo is habal pero hindi safe kasi walang maayos na daan ang distance niya kung lalakarin is 1 and 1/2 hrs tapos hindi sya ganon ka safe kasi madaming ahas. Pangalawa, syempre magkaiba kasi ang komunidad, magkaiba ang komunidad nu'ng dalawa magkaibang barangay eh Cagbalete 1 at Cagbalete 2, so maaring yung mga programa mo is applicable to this particular school na hindi applicable sa isang school..." Distance, dangerous travel, and varying local needs make it difficult to manage two multi-grade schools in different areas. School Head 1 said "Yun nga katulad ng pagMOOE, 'yun nga ay dahil ay hiwa-hiwalay tapos tawid dagat pa noong una pagsasaka ng mga gamit ay napakahirap. Kaya ang ginagawa ko patulong sa mga teacher oh ganito ang gagawin nyo, Iiwanan ko at doon naman ako sa kabila dahil may time yung pagMOOE ay." Distance and transportation problems make managing MOOE in island schools in Mauban Quezon is challenging, delegation and careful time management are needed. School Head 4 "Ang mahirap don ay ang pag mamamane ng may multi grade, so ngayon naman ay combination nalang ang kadalasang set up, grade 1 & 2, 3& 4 and 5 & 6 tapos katulad ko isa akong TIC my kinder ako kaya ang mahirap don habang nagmamamane ka ng paaralan tapos may hawak pang kinder... Kaya ang mahirap may handle na mga bata habang naghahandle pa ng buong school lalo na ngayon maraming report..." The administrative tasks and teaching duties, which are often done simultaneously by a school head, are very difficult and truly challenging for those in this role. School Head 6 "Yung pag gawa po nila ng lesson plan kasi po ay kami po sa multi-grade meron po talagang MGL- DLP na tinatawag kami na multi- grade daily lesson plan meron pa ngang multi-graded ..multi-grade lesson plan na yun po ay kung combination classes ang iyong hawak eh.. ibig sabihin dalawa eh.. ". They adapt programs based on each community's needs.

The challenges encountered by school heads do something in educational programs to fit and think the appropriate and needs of various communities, managing both teaching responsibilities and administrative tasks, and dealing with extensive and hazardous travel routes. They formulate strategies to tackle these challenges, which include strong leadership, innovative planning (such as creating lesson outlines for multiple grade levels), and effective delegation. Their experiences highlight the difficulties they face and the dedication they bring to delivering quality education. This study backed by Lariosa et al. (2022) indicates that educators in isolated schools maintain a positive view of their careers due to the supportive communities and their commitment to students. This sense of achievement fosters their resilience, enabled them to stay motivated even when confronted with difficulties.

Question no. 2. Could you elaborate on a particularly difficult circumstance you've faced and the steps you took to resolve it?

The practical challenges faced by school administrators in juggling the demanding roles of teacher, administrator, and instructional leader are discussed. It takes remarkable multitasking, time management, and flexibility to manage several tasks across schools. In this case, the school's well-being depends on the assistance of other educators. School Head 1 "Edi syempre hihingin ko ang cooperative ng mga teacher para tulungan ako... tatlo ang school na aking hinahawakan." School Head 4 "Ang pinakamahirap kailangan multi task ka, may time management... kahit madaling araw tatapusin ang gawain."

School Head 6 "Yung may experience na po kahit na mga school head na po kami nagiging resource speaker... kailangan flexible ka talaga." In order to manage this type of educational design, flexibility and rapid thinking are crucial.

Managing multiple schools that offer various grade levels demands a significant degree of teamwork, commitment, and adaptability from school leaders. Aquino et al. (2021) point out that collaboration among teachers is crucial for promoting the effectiveness of schools, which aligns with the perspectives of School Head 1. Chan et al. (2021) and Stone-Johnson and Weiner (2020) illustrate the dedication of School Head 4 by highlighting the extensive hours and personal trade-offs that school administrators often face. Gallego (2022) along with Pardosi and Utari (2022) underscore the importance of resilience and the ability to adjust when balancing multiple duties, as noted by School Head 6. These insights reveal how dedicated, cooperative, and adaptable school leaders handle complex challenges.

Question no. 3. As a school principal managing several schools with multi-grade classrooms, can you share a particularly noteworthy experience you had?

Managing several schools with multi-grade classes presents a unique set of challenges for school heads, who must balance a wide range of tasks that extend well beyond the usual obligations of a principal. The testimonies of school heads highlight the difficulties they encounter and what tactics they can use to continue running the school effectively the particularly noteworthy they experienced that they never forget. School Head 1 "...ako ay natutuwa sa mga utility...kasama ko lahat syempre pagMOOE naming para mabilis...". When it comes to managing multiple obligations at once, this is frequently the common statement people make. School Head 2 "...naranasan ko na magturo ng kinder at iba pang grade level...gagawa

naman ako ng mga administrative task..."School Head 5"...bilang isang school head naranasan ko na magturo... pagkatapos ay gagawa ng administrative task..."

The distinct dedication and adaptability required to manage multiple schools with varying grade levels are emphasized through the shared experiences of the school leaders. The roles of these administrators are often unpredictable, encompassing a range of duties from teaching young learners to handling administrative responsibilities and overseeing atypical financial and personnel resources. Despite the challenges, they remain committed to delivering excellent education by optimizing resources for student learning. Their narratives provide compelling examples of persistence, leadership, and a profound commitment to community responsibility. It highlights the necessity for school leaders to be both dedicated and adaptable while managing numerous multi-grade institutions. The research conducted by Gallego in 2022 illustrates how these leaders find harmony among teaching responsibilities, administrative tasks, and managing resources to tackle challenges in isolated areas, complementing this idea. As noted by Aquino and colleagues in 2021, ensuring education quality demands strong leadership and collaboration. Collectively, these research findings reveal the strength, competence, and commitment of school administrators toward their communities across different responsibilities.

Question no. 4. In what ways has this experience affected your comprehension of leadership and management in education within such a complicated environment?

Overseeing multiple schools with combined-grade classrooms in isolated settings is a challenging endeavor that significantly impacts the school leaders' understanding of educational leadership and management. The leaders from the involved schools shared insights on how these challenges have shifted their perspectives as leaders committed to the overall development of their institutions and as managers. Their narratives illustrated how managing to find equilibrium among their personal struggles, leadership responsibilities, school improvement initiatives, and teaching roles enhanced their resilience, leadership skills, and sense of mission in their roles. A selection of remarks made by...School Head 1 "Lagi kong chinachallenge ang aking sarili para mapaunlad ko ang paaralan... So pinaparte ko ang aking katawan, oras at schedule...". School Head 3 "Alam mo yung pag travel papunta dun sa Rosario... ginawa ko syang motivation...". School Head 4 "Hindi dapat maapektuhan ng kung anumang balakid... dapat mong gampanan... bigyan ng priority..." School Head 5 "Ang karanasan ko... ay nagpapatibay ng aking pagiging mapanuri... isang lider sa edukasyon ay hindi lamang tagapamahala..." School Head 6 "May mga time na panghihinaan... pero dapat iapply ang natutunan... harmonious relationship... manage mo lahat ng aspeto..."

The viewpoints of each school heads indicated that they developed a more comprehensive understanding of leadership as a delicate equilibrium among their bravery, flexibility, and compassion due to successfully managing various responsibilities. They gained essential leadership qualities through discipline, self-sacrifice, and a firm commitment to the progress of their organizations, alongside effective delegation. Consequently, this journey has provided them with a stronger sense of direction, leading them to perceive leadership as a proactive, value-oriented role that encourages development, motivates others, and persists despite challenges. According to Aquino et al. (2021), successful leaders strike a balance between delegation, selflessness, and dedication to academic advancement with the supported study of Gallego (2022), resilience and self-control enhance their leadership potential, encouraging development and motivating their communities. This is consistent with research by Pardosi and Utari (2022), who characterize leadership as an active, values-driven role that endures in the face of adversity.

Question no. 5. What adjustments or enhancements would you like to see in the future when it comes to the way you handle multiple schools?

The school heads highlighted the need for additional support systems, infrastructure, and academic readiness programs when asked about changes or advancements they hope to see in the future. Their statement reveals a profound understanding of the continuous difficulties in balancing operational, teaching, and leadership duties. These observations highlight the goals of school administrators who are working to enhance instruction in challenging environments with limited resources, rather than merely surviving them. School Head 1 "Mapataas ang antas ng readiness, ma-zero ang non-reader..." School Head 3 "...kapag may goal ka sa iba't ibang paaralan... kahit sabay sabay go kaya mo kung gugustuhin mo..." School Head 5 "Ito po pang unang pamamahala ko palamang ng may dalawang school na may multi-grade classes... nais ko lamang pong magkaroon ng maayos na kalidad at elektrisidad..."

The school leaders' ideas demonstrate a significant desire for improved the academic, structural changes, and more effective procedures to handle various responsibilities. These suggested improvements demonstrate their dedication to long-term educational advancement, from reaching zero non-readers to guaranteeing energy access and designating coordinators located in schools. In the end, their experiences and aspirations highlight the necessity of ongoing assistance, capacity building, and structural changes to enable school administrators to succeed in multi-school, multi-grade settings while guaranteeing that no student or school is left behind. According to Sintones (2019) noted issues such as the need for curriculum innovation assistance and the lack of sufficient instructional materials. For remote schools, Lariosa et al. (2022) stressed the value of local coordinators and energy access. School heads must get continuous systemic assistance and capacity building in order to effectively manage multi-grade, multi-school contexts and guarantee inclusive education,

according to Maestry (2017) and Khanal (2022).

Question no. 6. What is the most demanding part of your work as someone who handles multi-school with multi-grade setup and how this shaped your style of leadership?

In response to a question on the most demanding aspect of their jobs, school administrators highlighted the managing act between their administrative, instructional, and student progress monitoring roles. Time management is necessary for these overlapping tasks, but so is a strong feeling of accountability and presence in every school. School Head 5 "Ako ay nagtuturo at gumagawa ng administrative task... Nagkakaron ng overlapping sa trabaho at dahil dito sa ganitong araw araw na gawain ay nakasanayan ko na at wala namng ibang gagawa dahil ako ay isang school head". As a result of these difficulties, they have developed leadership styles that are based on adaptability, equity, and a strong desire to treat every school and student fairly. School Head 6 "dalawang school kinakailangang patas parehas mo talagang mapaglingkuran... talagang matalas ang monitoring mo..."

Through ongoing oversight, handling conflicting tasks, or guaranteeing that both schools receive equal attention, their experiences demonstrate a leadership style based on active participation and shared accountability. This changing strategy demonstrates their commitment to maintaining academic success despite little resources and challenging responsibilities. According to Aquino et al., (2021) despite having complicated duties, school heads demonstrate excellent leadership by efficiently organizing, planning, and guiding. Similarly to Gallego (2022) observed that multitasking, creating a healthy work atmosphere, and emotional and physical resilience are ways that leaders in remote schools adapt.

Question no. 7. How do you, in this decentralized structure, encourage teacher collaboration and professional development?

Promoting teacher collaboration and professional development becomes both a difficulty and a responsibility in a decentralized system where school directors oversee several schools and take on a variety of responsibilities especially in some part of Mauban Quezon is not civilized like other province. The school administrators who participated in the interview described how they foster teacher growth without interfering with the flow of instruction School Head 2 "Lage akong nakasupport sa kanila pag dating sa ganyang pagkakataon basta hindi maapektuhan yong pagtuturo sa paaralan..." School Head 3 "Kapag kailangang pumunta sa San Pablo dun din sila nag-aaral... sinusuportahan ko naman sila and may LF naman kaming maghahandle.". While negotiating the limits of time, distance, and staffing, their strategies demonstrate a balance between delegation, motivation, and respect for one another. School Head 5 "Pinapakita ko na marunong din akong sumunod at magpasunod... bawat trabaho kapag mag-uutos laging may pagpapahalaga..." School Head 6 "Bagama't mahirap sa kanila pahawakan ang ganung halimbawa coordinatorship... 'Kaya yan. Kaya'...kung бага encouragement sa kanila na anu.. mamotivate mo sila halimbawa eh..tawag dun mailabas nila yung hidden potentials nila na nasa loob pala nila..Ah meron palang silang tinatago na ganon na sa tulong ng iyong pamamahala"

Despite their decentralized structure and demanding workload, the school heads show that good leadership is about supporting teachers, not just running schools. Through helpful behaviors, polite discourse, and shared accountability, they foster an environment that values cooperation and career advancement. According to Asegu and Gedfew (2022) highlighted that although institutional structures frequently restricted its implementation, principals and vice-principals acknowledged the need of teacher leadership and collaboration. They discovered that mutual support and a sense of ownership are fostered by shared leadership. It also support to Karlberg (2021) emphasized the value of supporting surroundings and professional networks in maintaining the motivation and efficacy of instructors. These studies provide credence to the notion that, particularly in difficult situations, good school leadership entails fostering cooperation, shared accountability, and professional development in addition to administration.

Question no. 8. Which tactics have you found successful in getting support for multi-grade education from parents and the larger community?

Maintaining successful multi-grade education requires gaining the support of parents and the community at large, particularly in some schools in Mauban Quezon. In order to establish solid bonds and trust with stakeholders, school heads who balance managerial, leadership, and instructional duties often need to go above and beyond the call of duty. School Head 3 "Ako ang school head ng mga multi-grade school kaya hindi ako makaalis kasi ako parin ang inaasahan dun... hindi ako makaalis kasi ako parin ang inaasahan dun. Kahit dito supportive din ang LGU wala kaming tubig agad namang nasolusyunan ng LGU. Pabalik balik kami ok lang basta para sa bata, laging iisipin para sa bata bata, nakakapagod minsan pero isipin na para sa bata kahit mapagod basta para sa bata at sa mga teacher." In response of the school heads discussed tactics based on professionalism, community involvement, and personal dedication showing how they set an example and cultivate relationships that are advantageous to students and the educational system. School Head 6 "... katulong natin ang stakeholder kaya yung open communication sa kanila na mag...syempre makikisama ka sa kanila sa mga gatherings atend ka minsan kapag kapistahan magpakita ka manlang na ikaw ay supported nila sa kanilang mga okasyon na ikaw ay hindi isnabero na supported ka rin sa kanilang okasyon kakwentuhan karin..."

The community's and families' active support is just as important to the success of multi-grade education as internal school administration. The school heads' experiences demonstrate that strong strategies for winning such support include

genuine engagement, self-control, and consistent participation in community initiatives. This is supported by Vongalis-Macrow (2019) as highlighted the effectiveness of multi-grade education depends on strong family and community support in addition to school leadership. Local communities are crucial in fostering stronger school-community relationships by providing resources, participation in decision-making and moral support. Additionally, Muzaffar and Javaid (2018) pointed out that active parental involvement improves student motivation, discipline, and performance. Likewise, school administrators place a great importance on establishing a relationship with parents and communities, acknowledging their role in promoting learning Dulana et al., (2023).

Question no. 9. What creative methods or best practices based from your experiences that could be modified to help with the administration of classrooms with numerous grades in several schools?

Teaching and managing many grade levels creates special problems that call for ingenuity, adaptability, and resourcefulness. In response to questions regarding best practices, school heads discussed strategies that enable them to carry out their administrative responsibilities while managing students in various grade levels. According to their comments, they have a thorough awareness of the realities of the classroom and are dedicated to upholding order, specialized instruction, and practical leadership even under the most trying circumstances School Head 1 "So, bibigyan mo ng gawain 'yung isa. So, ganun din ang gawain mo ipakita mo sa kanila kung paano magturo sa multigrade." "Tutukan ang percentage ng numerates at non-reader..." School Head 2 "Pagdating sa mga batang nahihirapan... itatabi mo... bibigyan ng schedule para sila ay mapag focusan isa isa..." "Importante din na nasusunod ang plan..." School Head 3 "Halimbawa dalawang sabay na paaralan gaya nito mahirap yun pero kung lalagyan mo ng puso..." School Head "Kapag ang teacher ay na-absent ako talaga ang naghahandle..." "Pinapabasa ko sila isa isa... pagkatapos math naman..." School Head 6 "Ako po ay naghahandle narin ng multi-grade classes..."

"Classroom observation ay kailangang gawin... dahil minsan hindi mo makikita yung tamang pamamaraan kung wala yun..."

The approaches of school heads place a strong emphasis on flexibility, careful planning, and active monitoring valuable ideas that may be expanded and modified to improve multi-grade instruction in comparable settings. As noted by Abannag (2023) and Idris (2020), time management and lesson planning across grade levels are frequent difficulties, but leaders overcome these with ingenuity and proactive assistance. The significance of matching techniques to learners' varied requirements and real-life circumstances is affirmed by Rabang and Perez (2021) and Naparan and Alinsug (2021). These endeavors demonstrate not only excellent leadership but also a strong sense of empathy and flexibility, which are critical traits for maintaining quality instruction in multigrade schools with limited resources.

Question no. 10. What precise plans of action or interventions would you suggest to deal with the problems and take advantage of the opportunities?

Managing several schools with different grade levels calls for more than just experience, it also calls for strategic planning, ongoing oversight, and open communication between all parties involved. Regarding the responses of school administrators they described the precise interventions and measures they use to address issues and optimize potential. Their thoughts demonstrate how crucial cooperation, openness, and proactive leadership are to guaranteeing seamless school operations in challenging settings. School Head 1 "Kami ay laging gumagawa ng action plan, kung mayroon problema ginagawan naming ng action plan kung paano masosulusyunan... lahat ng gawain may action plan." School Head 6 "Duties and responsibilities dapat ay klaro... kinakailangan yung suporta talaga ng mga teacher, staff, lahat ng personnel... mamomonitor mo kung anu na yun gagawa kana ng intervention... kailangan naka monitor lage yung mga weaknesses... kailangang ma address mo talaga yan may intervention kana... kailangan specific intervention." School Head 4 "Para saking kung gusto mong maging isang school head, tiwala ang pinaka mahalaga, dapat transparent ka, makisama sa mga tao... Kailangan balance ka sa pamamalakad ng school."

The action plans and actions that the school heads have detailed demonstrate how accountability, teamwork, and foresight are the cornerstones of good leadership. Every problem is met with a tangible answer because to their data-driven tactics, clear role definitions, and upholding of trust. In addition to enhancing school administration, these strategies foster a shared responsibility culture that enables the whole school community to collaborate for ongoing development. According the respondent responses, strategic planning, accountability, and teamwork are critical components of successful school leadership in multi-grade settings. Open communication and group problem-solving assist in resolving conflicts and preserving school operations, as mentioned by Morales and Sapin (2020). Better decision-making is supported by professional learning and reflective practices, according to Cruz and Marang (2023), while building solid relationships with parents and the community is important, according to Dulana et al. (2023). In order to strengthen school governance and foster continuous improvement, school heads foster a culture of shared accountability through data-driven decisions, transparent task delegation, and mutual trust.

3.2. COMMUNITY AND STAKEHOLDER ENGAGEMENT

Specific Question no 1. What particular challenges do you have when overseeing several schools with classes for multiple grades?

Managing several schools with multi-grade classes is already a difficult responsibility, but interacting with the

community and stakeholders is one of the most enduring problems school administrators encounter. Overseeing academic performance of school administrators are also responsible for fostering parental trust and awareness and making sure students are emotionally and physically prepared to engage in school activities. School Head 3 "Noong unang napapunta ako dun sa isang school na minanage ko, ang unang hamon na encounter ko una ay sa parents, parents involvement. May mga parents kasi na walang pakialam bali nagpatawag ako ng meeting kakaunti ang na attend kung sino lang ang may gusto. Noong time na yun hindi pa sila aware sa kanilang responsibilities bilang magulang... kaya napasok yung bata kung anu yung pangtulong yun din ang pinang panpasok tapos muta mutaan, hindi pa nakakain kung baga pagdating sa paaralan paano magparticipate yung bata kung walang laman ang tiyan..." Modifying the methods to accommodate various communities that suited of each school is needed. School Head 2 "...Pangalawa, syempre magkaiba kasi ang komunidad, magkaiba ang komunidad nu'ng dalawa magkaibang barangay eh Cagbalete 1 at Cagbalete 2, so maaring yung mga programa mo is applicable to this particular school na hindi applicable sa isang school. So, ang mangyayari mag-iisip ka ng different program na suited sa komunidad, sa uri ng learner na meron ka kasi hindi natin pwedeng iinsist 'yong programa natin." School Head 5 "Ito po ang aking kasagutan, lisa po ang sinusunod na curriculum ng DepEd maging ito man ay mono-grade o multi-grade..ang layunin na magbigay ng dekalidad na edukasyon umh... malaking problema na ang school ay mayroon non-reader.. yun po ang nagreflect sa mga teacher at the same time sa school head. Unang una kami po ay naguusap usap, nagmemeting nang mga teacher pinaguusapan namin ano po ang magiging solusyon natin. Tinatanong ko po ang aking mga kasamahang guro 'ano ang magiging solusyon natin doon?' at nagkakaroon po kami ng collaboration discussion para matugunan namin ang pangangailangan ng mga bata..."

Effective school leadership in multi-grade contexts involves much more than just the classroom, as the difficulties faced by the school heads highlight. Engaging parents and stakeholders requires cultural awareness, active listening, and community-specific tactics. To overcome these obstacles, one needs empathy, flexibility, and a strong dedication to teamwork. These leaders strive to establish inclusive, adaptable, and community-based learning environments by enlisting educators, parents, and local partners in problem-solving. Strong community involvement is necessary for good leadership in multigrade schools, according to supported studies of Muzaffar and Javaid (2018), Vongalis-Macrow (2019), and Dulana et al. (2023) stress that working together with parents and community members enhances student performance and fortifies the bonds between the school and the community. Through the use of empathy, cultural sensitivity, and inclusive practices, school administrators establish flexible learning environments based on collaboration and shared accountability.

Question no. 2. Could you elaborate on a particularly difficult circumstance you've faced and the steps you took to resolve it?

In remote and multi-grade school settings, leadership frequently faces challenging situations, particularly when it comes to rallying support for school reform. In response to this query, the school administrators gave concrete instances of how they used inclusive decision-making, stakeholder collaboration, and innovative interaction with regional organizations such as the LGU and private sponsors to transform obstacles into opportunities. These incidents demonstrate how important partnerships are to overcoming resource constraints and guaranteeing school development. School Head 2 "Collaboration na trabaho ng stakeholder ng mga staff mo sa paaralan... kasama natin ang learners kasi tayo nandito lang para maglead." School Head 3 "Kaya sa parents involvement yun talaga yung isang hamon sakin syempre bago ako dun tapos meron silang nkagawian na mga parents so bilang bago, bagong salta kailangan ko silang alam mo un..kilalanin yung lugar mismo yung mga ayaw kung san sila magiging active, kukunin dapat ang kiliti " ah ok ganito pala sila " ang mga parents dun nagiging active kapag halimbawa ay may incentives kahit simpleng sabon yan na.." School Head 4 "May internet na kami sa tulong ng PNP ng munisipyo... humingi rin ako ng tulong sa Munisipyo... nagkaroon kami ng solar panel." School Head 5 "Humanap ng sponsor para sa mga bata upang matugunan ang kanilang mga pangangailangan sa pag-aaral."

These responses highlight the proactive approach taken by school leaders in including not just parents and teachers but also government agencies and community members. Whether they are negotiating for solar panels, obtaining internet access, or setting up student sponsorships, these leaders show that working together is necessary to solve issues in education. Their experiences demonstrate that the foundation of long-term school reform is solid connections, openness, and the capacity to bring disparate groups together in pursuit of a common objective. The importance of proactive stakeholder engagement in tackling multi-grade school difficulties is supported by research by Dulana et al. (2023), Vongalis-Macrow (2019), and Malipot (2018). Strong collaborations with parents, governmental organizations, and communities allow school administrators to obtain resources like solar power, internet, and student sponsorships; these initiatives demonstrate how openness and teamwork promote long-lasting educational reforms.

Question no. 3. As a school principal managing several schools with multi-grade classrooms, can you share a particularly noteworthy experience you had?

Successful engagement with the larger community is typically a defining characteristic of meaningful school leadership. School heads responded to this topic with notable examples of the beneficial effects of stakeholder donations, barangay alliances, and parent involvement. These exchanges highlight the ways in which community support can improve school resources as well as student and parent involvement and morale. School Head 1 "...lalo't higit bagay kapag nakakausap ko ang mga magulang na nakikipagcooperate..."

School Head 4 "...ang magulang ay nagkataon ding hindi nakapag-aral... kaya once a week ngmomonitor kami..." School

Head 6 "...may nagdodonate na special sponsor... may mga stakeholder kaming nagbibigay... may pa induction or beauty pageant..."

The stories of school heads show that even in challenging circumstances, schools flourish when parents and the community are actively involved. These initiatives, which can include community-led events, fundraising drives, or weekly literacy monitoring, emphasize the value of fostering trust and collaboration outside of the classroom. By overseeing several schools, these school administrators demonstrate that solid community ties are not only advantageous but also necessary to attain inclusive and sustainable educational advancement. According to research by Muzaffar & Javaid (2018), Vongalis-Macrow (2019), and Morales & Sapin (2020), successful multi-grade schooling depends on strong community and parental involvement. Building trust and teamwork outside of the classroom is crucial, as demonstrated by school heads who spearhead programs like literacy monitoring, fundraisers, and community activities. Their leadership demonstrates how active local engagement fosters inclusive and sustainable education.

Question no. 4. In what ways has this experience affected your comprehension of leadership and management in education within such a complicated environment?

The way school heads view management and leadership has been profoundly altered by running multi-grade schools in isolated locations. They have learned from their experience that effective leadership in these contexts requires more than just supervision and instruction; it also calls for flexibility, empathy, and the development of sincere relationships with a wide range of stakeholders. School Head 2 "Kailangan mong magadjust... kung ano ang komunidad, uri ng learners at stakeholder... dapat flexible ka..." School Head 6 "...lahat ng aspeto ng... people... personnel... hindi lang school facilities pati yung people pati mga personnel kinakailangang totally anu sila ah..ah kasama mo join head in head kayo walang contradiction sa mga PPA program and activities nng school na dapat align sa ating deped sa DO kung anu ang deped PPA's align din an gating ano sa kanila program project activities"

These intricate settings have forced school administrators to be more adaptable, cooperative, and open. Their leadership style has changed over time to emphasize shared accountability, on-going communication, and cultural sensitivity elements that are essential for overcoming educational obstacles in diverse and underprivileged communities. According to related research, school administrators should cultivate flexible and cooperative leadership styles in complex, multigrade settings. This is supported to study of Cruz and Marang (2023), heads of multigrade schools deal with a variety of difficulties that call for adaptability and cooperation. According to Morales and Sapin (2020), resolving problems in poor schools requires constant communication and cultural awareness. According to Vongalis-Macrow (2019), overcoming educational hurdles in varied environments requires community engagement and shared accountability. These results demonstrate that cultural sensitivity, teamwork, and flexibility are essential for effective leadership in these kinds of situations.

Question no. 5. What adjustments or enhancements would you like to see in the future when it comes to the way you handle multiple schools?

In order to effectively manage several schools, school administrators recognize the need for both local and systemic changes as they consider their responsibilities. Their observations emphasize the need for more transparency, longer-term stakeholder support, and more transparent communication frameworks. School Head 4 "Dapat laging transparent sa lahat ng bagay lalo sa pagbubudget... dapat open ka sa kanila para sa maayos na pakikipag usap..." School Head 6 "...kung baga yung well-made na na lesson plan na para may pattern manlang..nahiling na kami sa munisipyo... Bangka na tulong nila para siguradong makakasaka makakauwi ang mga teacher na sa tamang pagkakataon dahil Sunday palang nasaka na.. may nagdodonate na po sa amin... nagsisikap na makabili ng solar panel..."

In the future, school administrators hope to establish a management structure based on community-driven action, open communication, and participatory planning. When paired with improved resource management, stronger relationships with the LGU, donors, and parents can result in more inclusive and successful school governance. According to Vongalis-Macrow (2019). For inclusive education, Dulana et al. (2023) stress the value of forming solid alliances with parents and other stakeholders. Furthermore, Muzaffar & Javaid (2018) emphasize that cooperation with donors and local government units (LGUs) improves sustainability and resource mobilization. All of these studies point to the importance of community involvement and open communication in fostering inclusive and effective school leadership.

Question no. 6. What is the most demanding part of your work as someone who handles multi-school with multi-grade setup and how this shaped your style of leadership?

One of the most difficult parts of school administration is juggling administrative responsibilities with instructional supervision across several multi-grade schools. The challenge for these school leaders is to maintain high-quality education delivery while attending equitably to all schools, students, and teachers. School Head 2 "Ang hirap ipaunawa sa kanila na ito ay partnership... kasi kung gagawin mo ang trabaho mo, gagawin ng teacher ang trabaho nila kasi kahit anong dedicated ng guro kahit ibigay nila ang kanilang two hundred percent kung walang follow up oh walang support from the parents hindi makukuha yung one hundred percent na sukses at yon yung pilot kong tinatrabaho" School Head 4 "Sunod sunod na yung project ko unti-unti ay nagkaroon na ng landscaping na kinuha namin sa pondo ng induction, nagkaroon din kami ng groto na bigay o nagdonate naman yung guest speaker namin na nagataon na hindi kasya ang budget kaya ang ginawa ko nire align ko s MOOE para matapos at mapaganda, nagkaroon din kami ng pathway at iba pa..." School Head 6 "tanung din sa nakakaalam at sa iyong mismong mga kasama sa school magkabilang school kukunin mo lagi ang kanilang listen to the opinion and reaction to their yung... maiiambag nilang insight o anu para sa isang challenges na nangyayari sa school ninyo

yun.. para yung consensus ng mga inyong kaisipan kasi more head is better than one ...” School Head 3 “copy-copy sa ibang school head... tas i-improve nalang...”

A leadership style that is firmly based on open communication, community empowerment, and shared decision-making has been molded by these demands. Involving barangays, listening to teachers, and enlisting outside assistance have taught school administrators how to lead with empathy, consistency, and teamwork. According to related research, collaborative decision-making, community empowerment, and open communication are critical components of successful school leadership in difficult situations. According to Dulana et al. (2023), school administrators that actively include parents and barangay leaders strengthen community ties and enhance academic performance. According to Morales and Sapin (2020), keeping lines of communication open with educators and other interested parties facilitates cooperative problem-solving while fostering empathy and trust. Similarly, Vongalis-Macrow (2019) emphasizes that inclusive leadership that involves local communities and outside assistance fosters consistency and teamwork in multi-grade school management. These results support the notion that sympathetic and participatory leadership fosters enduring educational advancement and improves ties between the community and schools.

Question no. 7. How do you, in this decentralized structure, encourage teacher collaboration and professional development?

Fostering teacher development and collaboration becomes both essential and difficult in decentralized, multi-school environments. School administrators must demonstrate that leadership is about pulling people up as much as it is about guiding them by striking a balance between delegating and encouragement. School Head 1 "Kinukumbinsi ko silang mag-aral at ipakita ang kanilang talent." School Head 2 "I always encourage my teacher to grow... gawing inspiration para makatapos." School Head 3 "Lage kong sinsabi na wag titigil kasi mahirap na kapag tumigil kasi sayang. Saka yung sa pag attend sa seminar tamadin din minsan ang mga guro kaya lagi kong sinasabi na magagamit sa promotion." School Head 6 "Makakatulong yun... encouragement sa kanila na mamotivate mo sila... mailabas nila yung hidden potentials nila..."

By establishing trust, identifying potential, and encouraging educators to pursue lifelong learning, school administrators cultivate a culture of empowerment and solidarity. Professional development flourishes even in remote environments because to their encouraging and guiding leadership, which sets an example and fosters teamwork. According to related research of Montalbo et al. (2021), school administrators are essential in helping teachers develop a culture of empowerment and lifelong learning. Despite obstacles, supportive leadership encourages teachers to participate in continuing professional development, which improves their abilities and resilience. Cruz and Marang (2023) stress that, even in remote locations, school administrators who recognize teachers' potential and promote introspection greatly aid in professional development. Furthermore, leaders who provide an example of cooperation and offer direction foster strong teamwork and solidarity, which is crucial for maintaining learning communities in remote multi-grade schools, according to Dulana et al. (2023).

Question no. 8. Which tactics have you found successful in getting support for multi-grade education from parents and the larger community?

In remote places, gaining support for multi-grade education necessitates ingenuity, perseverance, and thoughtful community involvement. In order to engage parents and the larger community in meaningful and long-lasting ways, school administrators have used novel approaches. School Head 1 "Iinvolve mo ang magulang... may monthly atag... nagpapatulong ako lalo na't nung una'y walang utility..." School Head 2 "Ang ginawa ko nagisip ako ng strategy para umattend ang mga magulang so nagpa raffle ako, lahat ng aattend may 2 kls na bigas, delata, isang habang sabon at noodles. Nagpapaayuda kami para lang umattend at makarating lang sa kanila ang mga impormasyon na nais naming sabihin, maencourage, mamotivate namin sila at makiisa para sa paaralan..." School Head 3 "wala akong naging problema sa barangay Rosario talagang napaka participative ng barangay isang tawag lang o isang chat lang madali silang tawagin. Minsan sasabihin ko “kapapitan kailangan ng tulong ang barangay tanod” sasabihin ng kapaitan “oh ay sige” papupuntahin na kaagad ang mga tanod, kapitan kailangan mag pa atag pasuyo naman sa mga parent, barangay official “oh sige” darating mga yun may dala pang meryenda, active talaga ang community...." School Head 4 "monthly may atag sila at pag katapos sinasamantala ko na para idaos narin ang meeting. Kailangan habang gumagawa sila kinakausap dapat para sila ay bumalik at lageng umatted. May mga tulong mula sa community, nagkakaroon kami ng mga sponsor na nakakatulong sa ibang pangangailangan ng paaralan at tagalng hindi nawawala na may natulong..." School Head 5 "Nagpaparaffle po ako... naghahanap po ako ng sponsor para sa mga bag..." School Head 6 "Open communication tayo sa ating mga stakeholder... mga NGO, LGU, alumni..."

These school leaders have demonstrated that community support can be mobilized even in settings with limited resources by efficient communication and sincere outreach, as evidenced by their monthly donations, sponsorships, raffles, and solid barangay connections. Their work demonstrates that collaborative efforts yield the best results in education. School leaders in rural and multi-grade settings encounter many obstacles, but they successfully overcome them by collaborating with stakeholders and local governments, engaging the community, and practicing adaptive leadership this is supported study by Lariosa et al., (2022); Aquino et al., (2021). They maintain the quality of instruction and build teacher resilience by promoting inclusive education and ongoing professional development in spite of scarce resources and infrastructure limitations supported study by Gallego, (2022); Khaleel et al., (2021). According to studies, effective leadership in these settings depends on technical proficiency, strategic planning, and compassionate, collaborative decision-making Pardosi & Utari, (2022); Gamala & Marpa, (2022). These elements work together to promote long-term educational advancement in marginalized cultures.

Question no. 9. What creative methods or best practices based from your experiences that could be modified to help with the administration of classrooms with numerous grades in several schools?

Multiple grade level classroom management requires a high level of creativity and practicality. Experience-based methods that may be tailored to the particular requirements of any school environment are frequently used by school administrators. School Head 1 "Hahanap ka na tinatawag nating makakatulong sa paaralan. Kailangan ay makapal ang mukha request lang ng request ng project para sa bata." School Head 5 "Palaging pakikipag-ugnayan sa komunidad sa barangay kung saan naroon ang aming paaralan para sa pag papaplano..." "Dapat iinvolve din ang mga magulang para kapag umuwi sila... magagabayan ng magulang..." School Head 6 "Yung mga guro ko po ay minsan ay nagiinvest narin ng pera nila minsan ay galing sa MOOE..."

"Nakakatulong sa bata kapag may activity sila..."

Effective multi-grade instruction is fostered by tried-and-true strategies such as teacher modelling, adaptable scheduling, and tailored support for students, and parent and community involvement. These tactics show how innovation, teamwork, and a learner-centered approach enhance leadership in multi-grade contexts. According to a related study by Mortazavizadeh et al. (2017), planning varied learning activities, strategically grouping students, and utilizing flexible teaching techniques catered to the needs of various student populations are all essential components of effective multi-grade teaching. In order to enhance learning outcomes in multi-grade classrooms, their research also highlighted the significance of enlisting the help of neighborhood resources and encouraging cooperation between educators, students, and parents.

Question no. 10. What precise plans of action or interventions would you suggest to deal with the problems and take advantage of the opportunities?

School heads have developed tailored treatments centered on partnerships, resource mobilization, and shared leadership to address enduring issues and take advantage of opportunities in multi-school, multi-grade contexts. School Head 1 "Mayroong magaling kumuha ng sponsor meron naming nasa barrio school nahihingan nya ng tulong kahit na nasa liblib na lugar, kanya-kanyang style lang." School Head 5 "Ang aking ginawa ay lumapit sa LGU ng Mauban para magkaroon ng solar manlang at internet... Pansamantala pong may generator kami... intervention para mas matugunan lalo na ang mga bata sa kanilang pag aaral..." School Head 6 "Kasama dyan ang barangay ay kapitan... school governance council... school planning team... Gusto naming maranasan magkaroon ng boyscout activity sa school ninyo kahit malayo wala naman silang uniform na pambili baka sakaling may makakuha ng sponsor." School Head 4

"Dapat transparent ka, makisama sa mga tao, huwag mapag mataas o gamitin ang posiyon mo."

The importance of strategic planning and proactive community engagement is emphasized by the school heads' action plans, which cover everything from securing solar energy and internet access to incorporating stakeholders in school governance. These actions clear the path for long-term school reform and sustainable education delivery in addition to resolving urgent problems. According to a recent study by Lariosa et al. (2022), school administrators in distant locations overcome obstacles including inadequate facilities and resources by utilizing strategic planning and active community participation. They are working to secure basic services like internet and electricity by collaborating with local government agencies and stakeholders. In addition to resolving urgent problems, this proactive strategy creates the framework for long-term educational advancements and sustainable school growth.

3.3. CONFLICT BETWEEN RULES AND REGULATION

Specific Question no 1. What particular challenges do you have when overseeing several schools with classes for multiple grades?

Overseeing many schools with multi-grade classrooms poses a challenging combination of administrative, instructional, and logistical issues. Particularly in isolated or underdeveloped places, school directors frequently have to balance a variety of responsibilities while making up for a lack of material and human resources. School Head 4 "...Ang aming school ay walang COS, ADAS or AO na pwedeng magasikaso ng mga papel na dapat ipasa. LF at ako lang tagalaga ang nagalaw, kapag ako ay wala yung LF ang nagtuturo don sa aking hawak. Halimbawa nalang ng pag gawa ng tungkol MOOE kailangan nakatutok kung sakaling my gagawin na mula sa MOOE, kailangang picturan ang ginagawa at kapag hindi maayos ang pagkakapicture madidis align ang project mo, ang gagawin ng checker papalitan kaya dapat marami kang picture or documentation ng project..." School Head 6 "...ang haba ng preparation mo..lessen lang muna ang difficulty ng numbering nung isa halimbawa 2 digits lang sa addition itong isa ay 3 digits talagang diskarte nalang. Lalo noong pandemic ang hirap ,kasi ang magulang po natin ay marami ang less oppurtunates sa education yung mga no read no write na mga parents ay paano nila matuturuan ang mga anak nila kapag module ang gamit... ang hirap din minsan kapag LF delikado din po sa batas kasi kapag may nagyaring aksidente dun sa bata at wala yung adviser ay baka sumabit tayo kaya minsan ay natatakot kaya kapag absent wlang pasok" School Head 1 "Yun nga katulad ng pagMOOE, 'yun nga ay dahil ay hiwa-hiwalay tapos tawid dagat pa noong una pagsasaka ng mga gamit ay napakahirap." School Head 3"...sa pamamahala naman syempre ako ay bago, from classroom teacher , special teacher pa to teacher in charge TIC kung baga sa umpisa mahirap struggle talaga, sabi ko nga noon parang mali ang napasukan ko .. yung purpose ko bakit ako nandito yung at alam kong may dahilan ang lahat ng bagay hindi ka naman dadalhin ni God dun sa bagay o position kung wla kang purpose o dahilan."

The answers show that school administrators, frequently with insufficient staff, manage a complex web of overlapping responsibilities, from instruction to recordkeeping. An adaptable, resilient, and inventive leadership style is shaped by the demands of adhering to stringent standards, such as MOOE's paperwork requirements, as well as the realities of parent illiteracy and safety concerns. According to a related study by Gallego (2022), while having a small workforce, school administrators in distant places frequently have to balance a number of overlapping responsibilities, such as teaching, administration, and adhering to stringent rules like MOOE paperwork. These difficulties foster a flexible and adaptable leadership style, necessitating innovation to address problems like student safety and parent illiteracy. This study demonstrates how leaders create creative ways to strike a balance between community reality and bureaucratic demands.

Question no. 2. Could you elaborate on a particularly difficult circumstance you've faced and the steps you took to resolve it?

It is often necessary for school leadership to strike a balance between contextual responsiveness and policy conformity in multi-grade, multi-school settings. The ability of school administrators to adjust and behave flexibly in trying circumstances is examined in this question. School Head 2 "Hindi natin pwedeng sabihin na 'ito ang sinasabi ng guidelines, kailangan n'yong sumunod.' Kasi hindi

yun suited... marunong kang mag-adjust." School Head 6 "Kailangang flexible ka talaga... hindi mo makakayang ituro lahat... kailangan ng tulong ng parents sa bahay."

From managing the boundaries of remote learning during the pandemic to modifying DepEd memos to better suit the needs of school, school leaders demonstrated a consistent ability to interpret and modify policies with sensitivity to local realities a crucial skill in managing schools across diverse contexts. This supported by the study of Chan et al. (2021), school administrators in remote locations shown professionalism and flexibility in handling the difficulties of distance learning during the epidemic by modifying procedures and policies to suit local circumstances. Likewise, Gallego (2022) discovered that school administrators showed both practical adaptability and emotional fortitude in adapting their teaching methods to the particular requirements of their communities. According to these research, successful leadership in a variety of school environments requires the ability to perceive policies sensitively and adjust locally.

Question no. 4. In what ways has this experience affected your comprehension of leadership and management in education within such a complicated environment?

In order to comprehend leadership in intricate educational environments, one must direct inflexible structures while continuing to be sensitive to the reality of the community. This inquiry shows how these school heads' experiences have changed the way they think about good leadership. School Head 2 "Hindi lahat ng tinuturo ng libro, DepEd memo, guidelines ay applicable... kailangan mong mag-adjust... lalo na sa IPs..." School Head 6 "Program project activities... dapat align sa ating DepEd..."

These leaders came to understand that effective educational leadership involves more than just following rules; it also calls for contextual awareness, adaptability, and frequently improvisation. Their conception of leadership now incorporates actual response to the needs of students, teachers, and the community with policy alignment. Effective educational leadership, according to Maestry (2017), requires more than just obeying the rules; it also requires flexibility and contextual knowledge. Principals that participate in ongoing professional development gain the ability to adapt and match policies to the actual requirements of teachers, students, and the community, guaranteeing that leadership is current and responsive. Student accomplishment and more significant school improvement are fostered by this strategy.

Question no. 5. What adjustments or enhancements would you like to see in the future when it comes to the way you handle multiple schools?

It takes more than just commitment to oversee several schools with multi-grade classrooms; it also calls for a support structure that can adapt to the realities on the ground. School administrators stress the need for structural changes that take into account their real workloads and situations. Their observations highlight flaws in the DepEd's current rules, particularly the top-down execution of untested programs in distant, multi-grade environments. These observations imply that hearing from people who are directly directing the intricacies of the industry is the first step toward making significant advances. School Head 2 "...dapat mag-pilot testing sila sa multi-grade... para alam nila kung paano i-adjust... hindi yun mismo ang kanilang pinagalaran..." School Head 6 "...DepEd binawasan narin ng ancillary... napunta na sa school head ang GAD, DRRM, sports... dati sa teachers pa... kaya halos lahat na ay sa school head na..."

The perspectives of school administrators highlight how urgent it is to develop more inclusive and contextually sensitive curricula. Among the crucial changes they suggest are a more equitable division of administrative responsibilities and the pilot testing of programs designed for multi-grade settings. Without these improvements, school administrators face a burden that could threaten both their efficacy and the standard of instruction they provide. Maintaining progress in decentralized and underfunded school systems requires empowering school leaders through workable reforms. School administrators must strike a balance between administrative responsibilities and instructional quality; this is related to study of Khaleel et al. (2021), who also stress the significance of inclusive and context-sensitive educational methods. They support reassigning duties and experimenting with context-specific programming, particularly in multi-grade environments. These changes enable administrators to maintain strong leadership and enhance student learning, especially in schools with

limited resources and dispersed operations.

Question no. 6. What is the most demanding part of your work as someone who handles multi-school with multi-grade setup and how this shaped your style of leadership?

The challenges of managing several schools with multi-grade courses frequently exceed the guidelines set onward by policy. School administrators must direct an environment where community realities, desired programs, and DepEd requirements regularly clash. In these stressful situations, leadership transforms into a type of adaptive problem-solving, where adaptability, moral judgment, and sound judgment are essential. Their stories highlight the urgent need for changes that take into account the particular requirements of decentralized, resource-constrained environments. School Head 2 “kailangan kong iadjust ang sarili ko kung anong istilo kung paano ko madidiskartehan ang ganoong sitwasyon sa aming paaralan. Nagkaroon ng pakakataon na nkapg turo ako sa mga magulang kasi nasa isip ko paano makakpag turo ang isang magulang kung hindi sya marunong bumasa at sumulat. Lagi nilang sinasabi na gusto nilang matuto... pero paano ang kanilang hanapbuhay...” School Head 4 “hindi kasya ang budget kaya ang ginawa ko nirealign ko sa MOOE...” School Head 6 “align lang tayo dun sa ating plan bagaman nandun lagi yung from time to time na adjustment, adjustment to implementation kasi based on what happening to ground ahhh...ahh..hindi naming pwedeng kung anu ang plano ay yun na ay kung iba yung nag arise na anu ay.. and you have to adjust kaya kasama ko din silang magdesisyon din sa mga bagay bagay pag monitoring yun...”

School leaders are now practitioners with a reform mindset due to the most challenging features of managing multi-school, multi-grade situations. These leaders exemplify a style of leadership based on reality and responsiveness, whether it is reallocating scarce finances for pressing needs, modifying plans in light of parents' financial limitations, or modifying implementation tactics to suit local circumstances. Their personal stories highlight the need for changes that provide more adaptability, contextual independence, and resource assistance so that grassroots leadership may effectively address the needs of students and communities. According to Gallego (2022), school administrators that oversee many schools and grade levels frequently reallocate scarce resources and modify plans to accommodate community demands and local realities. They also tend to be pragmatic and sensitive in their leadership style. Their experiences highlight the need for policies that provide more contextual autonomy, flexibility, and support so that grassroots leaders may successfully address the various issues that their communities and students confront.

Question no. 9. What creative methods or best practices based from your experiences that could be modified to help with the administration of classrooms with numerous grades in several schools?

School administrators have created innovative approaches and flexible leadership techniques to manage classrooms with several grade levels that suit their particular circumstances. These methods are frequently influenced by necessity, such as the need to preserve teacher morale while maintaining educational quality, the lack of adequate supervision time, and the diversity of teacher attitudes. Their observations offer specific instances of how school administrators strike a balance between rigidity and adaptability. School Head 4 “Isa ko pang laging ginagawa... ay huwag masyadong mahigpit sa mga teacher, yung tama lang dapat sa pamamalakad...” “Hindi naman makikita lang sa isang observation...” School Head 6 “Ngayon wala nang COT gayun paman may classroom observation parin...” “May mga guro ding... parang tamad sa pagtuturo... kaya babantayan mo talaga...”

The experiences of the school heads demonstrate that both human understanding and organized supervision are essential for efficient multi-grade management. A caring yet responsible school climate is made possible by constant monitoring, light-touch supervision, and the development of trust with teachers. Their actions demonstrate how crucial contextually aware creative leadership is to preserving educational excellence in the face of financial limitations. Effective multi-grade management, according to Pardosi and Utari (2022), significantly depends on a leadership style that strikes a balance between formal monitoring and sympathetic understanding. According to their research, teacher motivation and performance are enhanced when a school atmosphere is made safe, encouraging, and trustworthy by regular, yet mild, supervision. Despite budgetary and resource limitations, this inventive and context-sensitive leadership style is essential to preserving educational excellence.

Question no. 10. What precise plans of action or interventions would you suggest to deal with the problems and take advantage of the opportunities?

School heads' proactive approaches demonstrate a responsive and obedient, pragmatic leadership style. Effective school management necessitates foresight, flexibility, and strategic alignment with policy, as demonstrated by these leaders, who have prepared kids for standardized testing, ensured documentation for transparency, or provided temporary infrastructure. School Head 4 “Lahat naman ng school ganyan ang ginagawa and the program naman para sa proyekto sa paaralan... dapat sundin ang mga proyekto ng pamahalaan tapos iniaalign naman naming sa AIP yun may monitoring yun na sinusubmit sa division.” School Head 6 “May NAT kaya kinakailangan ay well prepared ang inyong proseso... may scheduled ng pag rereview para siguradong makakapasa sa exam.”

Their capacity to create context-appropriate interventions has a big influence on maintaining and enhancing learning outcomes in settings with many schools and grade levels. Effective school leaders negotiate complicated school environments by combining strategic forethought, adaptability, and adherence to policies, according to a (2017) study by Maestry. They are able to implement context-sensitive solutions that support student learning outcomes, particularly in multi-

school, multi-grade settings, because of their pragmatic leadership, which is typified by planning for standardized assessments, keeping transparent records, and attending to immediate infrastructure needs. ¹¹⁷

4. Conclusion and Recommendations

4.1. Recommendations

Based on the findings, the following recommendations are proposed:

For School Heads Adopt leadership strategies that promote collaboration, enable ongoing growth for educators, and nurture transparent dialogue to establish a nurturing learning atmosphere.

For Policymakers Allocate more resources and funding to educational frameworks that span multiple grade tiers, particularly in regions that do not have sufficient services. Evaluating policies that are in conflict with or do not correspond to the real situations within schools is essential to prevent obstructing the efficient administration of educational entities.

For Teachers Engage offers routes for continuous learning and employs innovative instructional methods to enhance both student achievement and involvement.

For the Community and Stakeholders To offer learners the essential assistance and improve their educational experiences strengthen ties with academic organizations.

Future Research Directions Future studies ought to explore the best approaches within diverse socioeconomic and cultural settings, as well as examine the prolonged impact of managing multiple schools that offer multigrade programs. Investigating differences between single-grade and multi-grade educational institutions could provide deeper insights into effective leadership and instructional techniques.

4.2. Conclusions

This research shines a light on the challenging situation that school leaders encounter while managing several institutions with various grade levels in remote and disadvantaged regions. Despite facing hurdles like limited funding, a lack of staff, and geographic isolation, these educational leaders demonstrate resilience, creativity, and a deep commitment to teaching. They play a crucial role in enhancing the quality of education and the achievements of students by promoting career development, reinforcing community ties, and demonstrating the power of teamwork in leadership. Their work underscores the importance of advocating for effective policies, fostering ongoing involvement from all parties, and meticulous strategizing to bridge the divides in multi-grade educational systems and ensure that each learner has access to fair opportunities.

Acknowledgment

The researcher would like to express her sincere and heartfelt gratitude to the following individuals who contributed to the completion of this research study:

First and foremost, profound thanks and praise are offered to **God Almighty** for His divine guidance, abundant wisdom, unconditional love, and enduring strength. His presence provided direction and comfort throughout the challenges of this research journey, enabling the researcher to persevere and accomplish this work.

The researcher extends her deepest appreciation to his thesis adviser, **Dr. Delon A. Ching**, for his unwavering support, expert guidance, and valuable insights. His patience, dedication, and generous assistance played a crucial role in the development and completion of this study.

My gratitude is also extended to the University President **Dr. Mario R. Briones**, **Dr. Edilberto Z. Andal**, Dean of Graduate Studies and Applied Research, for his administrative support and encouragement. Special thanks are given to the **Panel of Examiners**, namely **Dr. Elsa C. Callo**, **Mr. Allen E. Pasia**, and **Dr. Julie Fe D. Panoy**, for their constructive criticisms, helpful suggestions, and thoughtful recommendations that contributed significantly to the improvement of this research.

The researcher is especially grateful to her beloved children, **Jaime Aldea** and **Juan Marcus**, for their understanding, patience, and moral support during the entire research process.

Sincere appreciation is also extended to the School Head of Dr. Maria D. Pastrana National High School **Mr. Mario A. Guevarra**, Senior High School OIC for Academics **Mrs. Maria L. Fajardo**, and all teachers for their support, cooperation, and encouragement, which greatly facilitated the conduct of this study.

Special thanks are also given to all validators and educational management expert, **Dr. Eduardo M. Talaman**, **Mr. Ronniedel I. Bamba**, **Mr. Jhon Rey Y. Ayangco**, **Mrs. Josephine G. Villaverde**, **Mrs. Maria L. Fajardo**, **Mr. Mario A. Guevarra**, and **Mr. Elenar C. Opena**, for their valuable observations and helpful criticism that significantly improved the study's questionnaire's general quality, dependability, and clarity.

To her classmates, supportive friends, and loved ones, the researcher is truly thankful for their shared ideas, encouragement, and inspiration. Their emotional support, laughter, and presence during difficult moments brought motivation and strength to continue and finish this academic journey.

Lastly, the researcher acknowledges with gratitude all individuals whose names may not have been mentioned but whose contributions have been instrumental in the success of this study. Your prayers, support, and belief in the researcher's capability are deeply appreciated.

Above all, the researcher gives back all the glory and honor to God, whose blessings made all things possible.

To God be the glory

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