



**ATTITUDE TOWARDS MULTI-GRADE
CLASSROOMS AND CLASSROOM MANAGEMENT
STRATEGIES AS DETERMINANTS OF TEACHER
COMPETENCIES IN PUBLIC SCHOOLS**

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Abstract:

The primary aim of the study is to find out if teachers' attitude towards multi-grade classrooms and classroom management strategies are determinants of teacher competencies in public schools. Utilizing non-experimental, quantitative-descriptive correlation technique, data were obtained from a sample size of 300 respondents who are public elementary teachers in the 10 districts of the Division of Davao Oriental. The researcher utilized total population sampling and an online survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r, and regression analysis. From the results of the study, it was found that there is a high level of teachers' attitude towards multi-grade classrooms. Also, results revealed that there is a very high level of classroom management strategies and teacher competencies. Moreover, there is a significant relationship between teachers' attitude towards multi-grade classrooms and teacher competencies. In addition, classroom management strategies are positively correlated with teacher competencies. Further, teachers' attitude towards multi-grade classrooms and classroom management strategies are determinants of teacher competencies. This implies that teachers' attitude towards multi-grade classrooms and classroom management strategies have something to do with teacher competencies.

SDG Indicator: #4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

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1. Introduction

There are many sources of poor teacher competencies, such as teaching unmotivated students, maintaining discipline, workload, coping with change, being evaluated by others, dealing with colleagues, administration and management, role conflict, and poor working conditions due to their many roles. Competing requests for various tasks result in a degradation of teacher competencies (Jomuad, Antiquina, Cericos, Bacus, Vallejo, Dionio, & Clarin, 2021). Relatedly, low motivation has a negative impact on teacher commitment and competence, and less commitment leads to teacher demotivation and poor competence. Thus, it is important to understand the challenges that affect the motivation and performance of public school teachers (Mag-atas, Miraflor, & Santos, 2023). Further, teachers with low teaching competencies lack skills in managing classrooms effectively (Nahari, Latief, & Astuti, 2020).

Teacher competence is highly important as it answers the needed questions on the quality of teaching. Teacher competence produces outcomes for the organization and rewards for personnel in the form of salaries, benefits, recognition from superiors, and promotional opportunities for employees (Rohma, Harapan, & Wardiah, 2020). Moreover, teacher competence is an important element to achieve professional practice. It ensures the promotion of needed responsibilities for adequate training and learning for professional and personal development (Gonzales, 2021).

Teachers' attitudes toward multi-grade classrooms affect how students think and act. A negative teacher attitude will result in poor teacher competence. Similarly, attitude could also affect how well a teacher plans and prepares lessons. The attitude of a teacher greatly affects teaching competencies (Araromi & Salman, 2020). Further, there is a positive correlation between teacher attitude towards multi-grade classrooms and teacher competencies. Having the right teacher attitude improves teacher competence. A positive attitude has a significant influence on student performance which is suggestive of teacher competencies (Nwogbo & Ugwuoke, 2021).

There is a significant relationship between teacher classroom management strategies and teacher competencies. There is a need for schools to organize workshops and seminars regularly for the teachers in order to update their knowledge and hone their skills (Ogar, 2020). Also, classroom management strategies are important components of successful and effective instruction. Productive classroom management, which includes well-organized and efficient lesson planning, aids a teacher to teach and pupils to learn. Teacher competence is enhanced within an environment in which they are secure, safe and involved (Owusu, Dramanu, & Amponsah, 2021).

Teachers' attitudes toward multi-grade classrooms are influential factors affecting student achievement. Teachers' inadequate knowledge and skills, as well as aggressive behavior have a significant negative impact on teacher competence. Motivation is

increased by teachers' professional interest, fair attitudes, enthusiasm, consistent behaviors, and classroom management strategies, among others (Kahveci, 2023). Similarly, teachers' attitude towards multi-grade classrooms depends upon various factors such as the school, the colleagues, and the students. This is related to the attitude of the teacher towards the profession, the classroom management strategies used, and the administration. A teacher who works professionally manifests a proper teacher attitude and always maintains high standards of teacher performance consistent with the demands of the job (Hermogeno & Dulos, 2022).

2. Literature Review

There are reviews of related literature, which are discussed in support of the study. On teachers' attitude towards multi-grade classrooms, multi-grade classrooms showcase teacher resilience, willingness, and eagerness to see the learners thrive despite the challenges. Teachers of multi-grade classes introduce after-school lessons to address the issue of learner performance as the needs of the students of lower grade levels are not addressed in normal teaching and learning time and space (Tlaka, 2021). On the other hand, writing several lesson plans daily reduces teacher eagerness as one plan would be enough for the day. There is a need to look into the technology adopted and institutionalize one that is more practical and effective in getting feedback from teachers concerned (Ruiz, 2020).

Additionally, in multi-grade classrooms, teachers are expected to share the teaching and assessment time among the different grades for which they are responsible. This is a difficult task for multi-grade teachers, who cannot cope with the demands of multi-grade teaching and do not appreciate multi-grade classrooms. Teachers are also not obliged to follow exactly the class allocation suggested by a class planner. However, they only receive the resources equivalent to the number of classes presented by the class planner. This leads to their limited ability to deviate from class planner suggestions and thus do not appreciate multi-grade classrooms (Borberly, Gehrsitz, McIntyre, Rossi, & Roy, 2021; Taole, 2022).

On classroom management strategies, the quality of life in the classroom focuses on practice and an emphasis on teacher effectiveness in the classroom. It includes both quality teaching and quality teachers as well as teacher personal qualities, classroom practices, and impacts on student outcomes. Relatedly, the quality of teaching is an important factor that influences school quality and student performance. Teacher quality has a positive impact on student learning outcomes. Highly qualified and experienced teachers are more likely to provide high-quality education to students (Siagian & Artha, 2023; Towers, Rushton, Gibbons, Steadman, Brock, Cao, & Richardson, 2023).

In addition, classroom management is important for teacher well-being and student success. Teacher classroom management is an important part of teacher professional competence and a predictor of effective classroom management strategies. Similarly, classroom management practices are important as these enhance classroom

discipline and learning. Classroom management is a concept that includes strategies and activities that foster both students' learning and behavior (Jouti, 2020; Lazarides, Watt, & Richardson, 2020).

On teacher competencies, results in terms of educational objectives refer to the achievements made by the students, and to the aspects involving the revision and improvement of teaching activity, external recognition of teaching duties, and creation of teaching materials. Classroom management as a teaching competency focuses on classroom rules and procedures, coping with disruptions, and smooth transitions. Effective classroom management results in time on task, which can be seen as necessary to be actively engaged in learning. Classroom management is of particular importance in inquiry-based education, where students work a lot on their small group settings (Amie-Ogan & Friday, 2020; Fauth, Decristan, Decker, Büttner, Hardy, Klieme, & Kunter, 2019). Further, long-term lesson planning has significantly higher scores as compared to short-termed lessons. There is a need for students to have time to develop and practice skills. The extended time allows students to monitor and reflect on their progress while working toward self-regulation of the skill. Teachers feel highly competent in planning, implementing and evaluating instructional methods and techniques. They see themselves as competent in designing creative learning environments in their own subject area, using different feedback strategies in compliance with course objectives, and contributing to teachers' higher-order thinking skills (Cicek & Taspinar, 2021; Stehle & Peters-Burton, 2019).

This study was anchored in the Competence Theory by Pelikan (1988) wherein competencies are the abilities to identify and expand potentials. Knowledge can be obtained through learning-by-doing and cannot be transferred. Emphasizing learning and growth means that the individual is developing. Organizational competencies can be traced back to individual competencies, but they do not equal the sum of individual competencies. This means that organizational competencies are social characteristics and are embodied in the organizational structure.

Additionally, this study is supported by the Theory of Planned Behavior by Ajzen (1991), which provides a useful framework for addressing the relationship between attitude and behavior. The theory proposes that in order to predict a specific behavior, attitudes, subjective norm, perceived behavioral control and behavioral intention in relation to that behavior need to be taken into consideration. The theory is used to examine relationships between teacher attitudes and behavior toward students.

Furthermore, this study is also supported by the Choice Theory by Glasser (1998) wherein in order to manage the class better, a teacher must arrange lighting, seats, air circulation, etc. which in turn will be conducive to classroom learning. The need for survival includes food, shelter, and physical comfort, which are the basis for human functioning. If the need is unsatisfied, then the students in the classroom may not feel safe and secure. The theory is beneficial in solving classroom management problems.

3. Material and Methods

A sample size of 300 elementary teachers of the 10 districts of the Division of Davao Oriental were identified as respondents of the study. The respondents are public elementary teachers who have been implementing and/or teaching in multi-grade classrooms. With a desire to give everyone a chance to be included in the study, a total population sampling was used. Total population sampling is a design where you choose to examine the entire population that has a particular set of characteristics such as specific experience, knowledge, skills, and exposure to an event (Laerd, 2012). In this case, being the teachers who are hands-on or specifically implementing multi-grade classroom were the identified characteristics of the respondents

In the selection of the respondents of the study, inclusion, exclusion, and withdrawal criteria were considered. Those who were included in the study are the public elementary school teachers in the 10 districts under the division of Davao Oriental who are currently employed under a permanent status and have been assigned to the multi-grade classrooms for SY 2023-2024. They were purposely included as they were the ones who were in the position to provide useful information upon testing the hypothesis of the study. For the exclusion criteria, among those who were excluded as respondents of the study are those teachers who are not teaching under the multi-grade classrooms even if assigned within the 10 districts of Davao Oriental. This exclusion extended to teachers who are working in the junior and senior high schools. Teachers from the private schools and those teachers who hold managerial or supervisory positions were also excluded as respondents of this study. For the withdrawal criteria, the respondents can withdraw or free to decline from participating the survey with these following instances: respondents can be withdrawn from the research study if they committed falsification, plagiarism and other moral offenses or the respondents have health conditions and special needs, if they felt uncomfortable about the study since they were given the free-will to participate without any form of consequence or penalty. The respondents were not forced to answer the research questionnaire and were encouraged to return the same to the researcher for its automatic disposal.

The questionnaire for teacher attitude towards multi-grade classrooms was adapted from "A study on developing an attitude scale towards multi-grade classrooms for elementary school teachers", Coskun, Metin, Bülbül, & Yılmaz (2011), which was modified to fit into the study. The questionnaire for teacher attitude towards multi-grade classrooms has the following indicators: positive beliefs in multi-grade classrooms, negative thoughts on the multi-grade classrooms, contribution of the multi-grade classrooms on students, being eager for the multi-grade classrooms, attaching no significance of the multi-grade classrooms and apprehension to the applications of multi-grade classroom. On the other hand, the questionnaire for classroom management strategies was adapted from "Validating a Qualitatively-Developed Model of Classroom Management Strategies in Iranian Context" by Seyed Fouad Khatib (2019). It was modified to fit into the study. The questionnaire on classroom management strategies has

the following indicators: management, quality of life in classrooms and classroom practices. Moreover, the questionnaire for teacher competencies was adapted from "Questionnaire evaluating teaching competencies in the university environment. Evaluation of teaching competencies in the University Moreno-Murcia (2015), which was modified to fit into the study. Its indicators are planning, development and results.

All three instruments were subjected to validation by four internal and one external expert. The results of the validation by the panel of experts reveal an average mean score of 4.42 with very good as its descriptive interpretation. The instrument was designed in a very comprehensive form with the help of the expert validators to provide the respondents with ease and comfort in answering each question and in understanding the objective of the study. Pilot testing was conducted, and reliability of the scales is established using Cronbach's alpha coefficient with the results of 0.973 for Teachers' Attitude towards Multi-grade Classrooms, 0.965 for Classroom Management Strategies and 0.982 for Teacher Competencies.

In evaluating teacher attitude towards multi-grade classrooms, classroom management strategies and teacher competencies, the 5 point Likert scale was used with the following range of means with its descriptions 4.20 – 5.00 or Very High which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all. The study covered the period of February 2024 - October 2024.

The study utilized the quantitative, descriptive, non-experimental design using the correlation technique. This aided in determining the levels of teacher attitude towards multi-grade classrooms, classroom management strategies and teacher competencies. Quantitative research narrows itself to statistical analyses of collected data via survey questionnaires employing computational approaches (Trefry, 2017). The researcher obtained the numerical data from the population in order to establish accuracy. Descriptive research depicts the precise selection of respondents through the survey (Kowalczyk, 2018). The design provided a description of the relationship between teacher attitude towards multi-grade classrooms, classroom management strategies and teacher competencies.

The correlational technique is a non-experimental approach which it analyses the relationship between two or more variables without reserve. It also looks into the degree of association by relating it with other variables. Apparently correlational studies have independent and dependent variables, with the effects of the independent variable observed on the dependent value (Patidar, 2013). This technique was appropriate since the study aimed to determine the relationship between the independent variables of teachers' attitude towards multi-grade classrooms and classroom management strategies and teacher competencies as the dependent variable.

For the systematic procedure in the data collection, the researcher sought permission from the Schools Division Superintendent, then from the District Supervisors

and School Heads of the 257 teachers who became respondents of the study. Also, before the actual data collection, the researcher secured a Certificate of Compliance from UMERC (UMERC 2024-300) to ensure compliance with some ethical considerations in research. The researcher utilized the online mode of survey thru Google Forms, where the item questions were encoded together with the instructions on how to accomplish the survey questioner. A visit to discuss the mode of data gathering and the request for the list of names with email addresses was conducted by the researcher as part of the courtesy call. For the data retrieval, the researcher collated and tabulated the data and sent them to the statistician to derive the necessary data for interpretation and further analysis. As a final activity the researcher formulated the conclusion and recommendation based on the findings of the study.

The researcher employed the following statistical tools. Mean was used to determine the level of teachers' attitude towards multi-grade classrooms, classroom management strategies and teacher competencies, in answer to research objectives 1, 2 and 3. Pearson r was applied to determine if the relationships are significant between teachers' attitude towards multi-grade classrooms, classroom management strategies and teacher competencies, in answer to research objective number 4. As to the objective number 5, regression was used to determine teachers' attitudes towards multi-grade classrooms and classroom management strategies as determinants of teacher competencies.

The researcher observed full ethical standards in the conduct of the study. There were 257 respondents of the study who are regular elementary public-school teachers in the 10 districts under the division of Davao Oriental, and are currently employed under a permanent status and who are teaching under the multi-grade classrooms for SY 2023-2024 and were purposely selected based on the criteria provided in the research and they were not forced to join the data gathering and were free to decline to participate the survey. The researcher ensured that the data gathered were kept confidential, no names are required from the respondents so that their identities remain anonymous in adherence to the Privacy Act of 2012. Each target respondent was given an informed consent form prior to the gathering of data.

In complying with this ethical policy, the study did not involve high-risk situations that the respondents may experience, and some mitigating measures were also considered, including the psychological, financial and physical preparations. The elementary teachers under study are the primary beneficiaries of the study, and this study will be used as a practical reference for future research in the field of education. The researcher ensures that the materials being used underwent paraphrasing and were expressed into the researcher's own ideas, and he study underwent a plagiarism check in the university using Turnitin. There was no conflict of interest (COI) since the researcher had no relationship to the respondents of the study, either officially or personally, no deceit and the researcher secured proper permission to conduct the study. For purposes of the publication, the adviser becomes a co-author of the study.

4. Results and Discussion

Table 1: Level of Teachers' Attitude Towards Multi-Grade Classrooms

Items	SD	Mean	D.E.
Positive Beliefs	0.93	3.82	High
Negative Thoughts	1.08	3.23	Moderate
Contribution	0.89	3.90	High
Being Eager	0.78	4.14	High
Attaching No Significance	1.22	2.73	Moderate
Apprehension to its Applications	1.01	2.99	Moderate
Overall	0.66	3.47	High

The high level of being eager implies that the teachers start lessons with eagerness in multi-grade classrooms. Also, the teachers trust themselves in the application of multi-grade classrooms. The result is consistent with the claim of the authors (Ruiz, 2020; Tlaka, 2021), wherein multi-grade classrooms showcase teacher resilience, willingness, and eagerness to see the learners thrive despite the challenges. Writing several lesson plans daily reduces teacher eagerness as one plan would be enough for the day. There is a need to look into the technology adopted and institutionalize one that is more practical and effective, getting feedback from the teachers concerned.

The moderate level of attaching no significance implies that the teachers believe that the students from the multi-grade classrooms may encounter problems in their later life. The teachers also believe that the application of multi-grade classrooms is too expensive. The result is aligned with the statements of the authors (Borberly, Gehrsitz, McIntyre, Rossi, & Roy, 2021; Taole, 2022) who mentioned that teaching in multi-grade classrooms is a difficult task for multi-grade teachers wherein teachers cannot cope with the demands of multi-grade teaching and do not appreciate multi-grade classrooms. Teachers are also not obliged to follow exactly the class allocation suggested by a class planner. This leads to their limited ability to deviate from class planner suggestions and thus do not appreciate multi-grade classrooms.

Table 2: Level of Classroom Management Strategies

Items	SD	Mean	D.E.
Class Management	0.54	4.17	High
Quality of Life in Classroom	0.55	4.45	Very High
Classroom Practices	0.64	4.26	Very High
Overall	0.50	4.29	Very High

The very high level of quality of life in the classroom implies that the teachers try to identify each student's talent and encourage the flourishing of such talent. In addition, the teachers believe that mutual respect between the teachers and the students is very important. The result is aligned with the authors' statements (Siagian & Artha, 2023; Towers, Rushton, Gibbons, Steadman, Brock, Cao, & Richardson, 2023) that the quality of life in the classroom focuses on practice and an emphasis on teacher effectiveness in

the classroom. It includes both quality teaching and quality teachers as well as teacher personal qualities, classroom practices, and impacts on student outcomes. Teacher quality has a positive impact on student learning outcomes. Highly qualified and experienced teachers are more likely to provide high-quality education to students.

The high level of class management implies that the teachers should be equipped with audiovisual devices in the language classrooms. The teachers also believe that paying extra attention to students struggling with their work can help prevent misbehavior. The result is consistent with the claim of authors (Jouti, 2020; Lazarides, Watt, & Richardson, 2020), who stated that class management is important for teacher well-being and student success. It is an important part of a teacher's professional competence and a predictor of effective class management strategies. Class management also enhances classroom discipline and learning.

Table 3: Level of Teacher Competencies

Items	SD	Mean	D.E.
Planning	0.51	4.49	Very High
Development	0.49	4.55	Very High
Result	0.55	4.57	Very High
Overall	0.48	4.54	Very High

The very high level of results implies that the teachers use material resources that facilitate learning. The teachers also inform the students of the competencies the students are expected to acquire. The result is consistent with the claim of the authors (Amie-Ogan & Friday, 2020; Fauth, Decristan, Decker, Büttner, Hardy, Klieme, & Kunter, 2019) stating that results are the achievements made by the students, and the aspects involving the revision and improvement of teaching activity, external recognition of teaching duties, and creation of teaching materials. Effective classroom management results in time on task, which can be seen as necessary to be actively engaged in learning. Classroom management is of particular importance in inquiry-based education, where students work a lot in their small groups.

The very high level of planning implies that the teachers design and relate classroom contents to real-world applications. Moreover, the teachers have a good command of the contents of their respective subjects. The result is aligned with the authors' statements (Cicek & Taspinar, 2021; Stehle & Peters-Burton, 2019) that planning has significantly higher scores as compared to short-term lessons. Teachers feel highly competent in planning, implementing and evaluating instructional methods and techniques. They see themselves as competent in designing creative learning environments in their own subject area, using different feedback strategies in compliance with course objectives, and contributing to teachers' higher-order thinking skills.

Table 4: Significance of the Relationship between Teachers' Attitude Towards Multi-Grade Classrooms, Classroom Management Strategies and Teacher Competencies

	Teachers' Attitude Towards Multi-Grade Classrooms	Classroom Management Strategies	Teacher Competencies
Teachers' Attitude Towards Multi-Grade Classrooms	1	.563**	.332**
Classroom Management Strategies	.563**	1	.861**
Teacher Competencies	.332**	.861**	1

The correlation between measures revealed that there is a significant relationship between teachers' attitudes towards multi-grade classrooms and teacher competencies. Also, classroom management strategies are positively linked with teacher competencies. The result of the study confirms with authors (Araromi & Salman, 2020; Ogar, 2020) who mentioned that teachers' attitudes toward multi-grade classrooms affect how students think and act. Attitude could also affect how well a teacher plans and prepares lessons. The attitude of a teacher greatly affects teaching competencies. There is also a significant relationship between classroom management strategies and teacher competencies. There is a need for schools to organize workshops and seminars regularly for the teachers in order to update their knowledge and hone their skills.

Table 5: Regression Analysis of Teachers' Attitude Towards Multi-Grade Classrooms and Classroom Management Strategies as Determinants of Teacher Competencies

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.003	.116		8.668	.000
	Teachers' Attitude Towards Multi-Grade Classrooms	-.165	.025	-.224	-6.711	.000
	Classroom Management Strategies	.957	.032	.986	29.603	.000
	R	.880				
	R²	.775				
	F	510.657				
	P	.000				

a. Dependent Variable: Teacher Competencies

The overall result of the regression analysis on teachers' attitude towards multi-grade classrooms and classroom management strategies as determinants of teacher competencies revealed that teachers' attitude towards multi-grade classrooms and classroom management strategies are significant determinants of teacher competencies. This is aligned with authors (Nwogbo & Ugwuoke, 2021; Owusu, Dramanu, & Amponsah, 2021), wherein there is a positive correlation between teacher attitude towards multi-grade classrooms and teacher competencies. Having the right teacher

attitude improves teacher competence. Classroom management strategies are important components of successful and effective instruction. Productive classroom management, which includes well-organized and efficient lesson planning, aids a teacher to teach and pupils to learn. Teacher competence is enhanced within an environment in which they are secure, safe and involved.

5. Recommendations

The researcher came up with recommendations based on the results of the study. For the results of a high level of teachers' attitude towards multi-grade classrooms, the researcher recommends that the implementation and application of multi-grade classrooms may be given more attention, especially in terms of its impact on the learning capacity, motivation and comprehension of the students. The school management may ensure that more training and hands-on application be conducted. Regular evaluation as to the teachers' effectiveness may be conducted on a semestral basis to determine its results to the students. There may be permanent teachers identified to teach multi-grade classrooms so that the continuity and consistency of lessons and strategies may be monitored. Also, the class performance of the students will likewise be evaluated as a basis for whether the program in multi-grade classrooms be continued and in what areas it will need improvement.

As to the very high result of classroom management strategies, it is recommended to continue the best practices of teachers in all schools. The best practices of the school may be continued and if there are some deficiencies and inadequacies, then those areas may be improved, or there may be room for continuing quality improvement. The school management may come up with an inventory of all its positive or advantages and negative or disadvantages on its programs implemented and make some improvements on those items which are below performance/standards. These may include the conduct of physical ocular inspection on the school equipment and paraphernalia to determine whether the existing facilities are still responsive to the academic needs of both the teachers and the students and thereby recommend for its rehabilitation and improvement. An audio-visual room may be installed for the use of students and teachers to facilitate better learning in their language and speeches.

As to the very high level of teaching competencies, the researcher may recommend that the teachers be provided with chances to continue their schooling for professional development and re-tooling for updates of the latest teaching strategies. Attendance to seminars and trainings which may allow the teachers to improve their material resources in class, communication skills, ICT skills, critical thinking and maybe a seminar on teachers' mental well-being like Mental Awareness, Stress Management or Anger Management. An annual conduct of a peer performance evaluation for teachers and teacher performance evaluation to be done by the students.

The school management should always respect the teachers' academic freedom and that school management may always listen to the sides of the teachers before any

drastic action may be taken in case of some problems and issues among teachers or teachers and student relationships. The school may always instill in the minds of the school staff and teachers that sincerity, commitment and dedication of everybody counts most and that everybody is always willing to extend a helping hand to those who are in need and that what matters most is the education of the students. Also, there should always be room for teachers to be exposed to activities like planning, problem-solving, decision-making or even trust-building so that the teachers will be motivated to stay and continue their services as teachers.

For future researchers, another quantitative study may be conducted using potential mediating factors that may explain the relationship between teacher attitude towards multi-grade classrooms, classroom management strategies and teacher competencies. Consider factors such as leadership styles, organizational culture, job satisfaction, or teacher support systems. Further, qualitative studies may be conducted to gain a deeper understanding of the experiences and perceptions of teachers.

6. Conclusion

With considerations on the results of the study, conclusions are drawn in this section. There is a high level of teachers' attitude towards multi-grade classrooms. Moreover, there is a very high level of classroom management strategies and teacher competencies. There is a significant relationship between teachers' attitude towards multi-grade classrooms and teacher competencies. In addition, classroom management strategies are positively correlated with teacher competencies. Further, teachers' attitude towards multi-grade classrooms and classroom management strategies are determinants of teacher competencies. The conclusions of the study are supported by the anchor theory, the Competence Theory by Pelikan (1988), wherein competencies are the abilities to identify and expand potentials. The findings are also further substantiated by the Theory of Planned Behavior by Ajzen (1991) and the Choice Theory by Glasser (1998).

The results of the study imply that the teachers start lessons with eagerness in multi-grade classrooms. Also, the teachers believe that mutual respect between the teachers and the students is very important. Additionally, the teachers use material resources that facilitate learning. Moreover, the result implies that teachers' attitude towards multi-grade classrooms has a significant relation with teacher competencies. Further, classroom management strategies are positively correlated with teacher competencies. Lastly, teachers' attitude towards multi-grade classrooms and classroom management strategies are determinants of teacher competencies.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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