

# Leadership And Management Practices of Multi-Grade School Heads in The Division of Camarines Norte

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***Abstract-*** This study examined the leadership and management practices of Multi-grade School Heads in Camarines Norte through the lens of the Philippine Professional Standards for School Heads (PPSSH) Domains. The research questions address the School Heads' profiles, leadership practices, the relationship between profiles and leadership practices, challenges, and opportunities in managing multi-grade schools. Using a descriptive-correlation research methodology, the study found that most School Heads were aged 40-44, with a majority having MA Units but no college degrees. All PPSSH Domains were consistently practiced by the School Heads, with specific domains showing significant relationships with age, educational attainment, and plantilla position. Challenges included differentiated instruction in multi-grade classrooms and difficulties in remote areas, while opportunities were found in professional reflection and learning. Based on these findings, a comprehensive action plan was developed to enhance leadership and management practices, targeting the PPSSH Domains. The plan suggests tailored training for School Heads with 1-3 years of experience, promotion, and monitoring of PPSSH, considering age and education in program design, supporting professional reflection and learning, implementing the comprehensive plan based on PPSSH, and conducting further research to assess interventions. Overall, the study highlights multi-grade school heads' effective fulfillment of educational leadership roles and offers practical recommendations for improving their practices to enhance educational outcomes.

***Indexed Terms-*** Leadership, Management, Multi-grade Schools, School Heads, Teachers

## I. INTRODUCTION

Multi-grade teaching is gaining global recognition as an educational approach for remote areas. In England,

approximately 25.4% of primary education classes are categorized as 'mixed year,' accommodating a quarter of the student population (Berry, et al., 2006 as cited in Gutiérrez, et al., 2022). This method involves a teacher instructing students from different grade levels within a single classroom, commonly referred to as composite or split classes. Educating students with varying ages, backgrounds, and needs presents a challenge for multi-grade schools, underscoring the importance of comprehensive teacher training, access to resources, and the ability to cater to the diverse needs of students. It is crucial to foster positive attitudes towards multi-grade teaching (Mortazavizadeh, et al., 2019).

The adoption of multi-grade schooling in the Philippines aims to improve participation and academic achievement in marginalized and remote areas. This approach addresses barriers to education and offers a practical solution for geographically isolated communities. Teachers in multi-grade schools use diverse teaching methods to create a dynamic learning environment that meets students' individual needs (SEAMEO Innotech, 2020).

The Department of Education (DepEd) formally organized and implemented multi-grade classes in 1990, aligning with the goal of achieving Education for All. DepEd has since invested in teacher training, curriculum development, and learning materials for multi-grade classes, aiming to enhance elementary education in underserved areas (Department of Education, et al., 2022). Recognizing the practicality of multi-grade education, the Philippine DepEd aims to provide inclusive and equitable quality education to students in isolated and disadvantaged communities through the multi-grade program (SEAMEO Innotech, 2020).

The establishment and operation of multi-grade classes in the Philippines are governed by D.O. 96, S.

1997. This policy is based on the constitutional mandate to protect citizens' right to quality education and make education accessible to all. It emphasizes the DECS's commitment to building schools and organizing multi-grade classes in areas where there is a need for new schools and where children in remote areas can access complete elementary education (Eduardo, et al., 2021). students'-grade schools out of the 38,911 public schools in the Philippines (SEAMEO Innotech, 2020). In the Schools Division Office (SDO) of Camarines Norte province, there are 254 elementary schools, with 52 being Multi-Grade (MG) schools and the remainder being mono-grade schools (2021 SDO-Camarines Norte Annual Report). RA 9155, the Governance of Basic Education Act of 2001, empowers school principals to manage all aspects of the school's affairs in accordance with national educational policies and standards. The success of a school is heavily influenced by the quality of its principal, who plays a crucial role in leading and managing the school (Macasaet, 2002 cited in Chua, 2019). The responsibilities of school administrators have become more complex and diverse in recent years, requiring them to possess knowledge in various areas such as classroom dynamics, administration, leadership, and management (Bartoletti, et al., 2013 as cited in Sepuru, et al., 2020).

Anchored on the effective leadership and administration principles, these are crucial for improving under performing schools. Teaching experience alone is not sufficient for principals to qualify for the principalship, and they must be equipped to manage change in schools to ensure the success of educational reforms (Mathibe, 2007 as cited in Naidoo, 2019; Mitgang, 2012 cited in Herman, et al., 2019). The Philippine government has invested in professional learning for teacher improvement through in-service training. Professional standards for school heads and supervisors guide the development and implementation of in-service professional development programs, ensuring accountability through monitoring and assessment (Llego, 2022). Both effective curriculum management and instructional leadership by principals in multi-grade schools enhances the teaching and learning environment, motivates teachers and learners, and optimizes resources thereby achieving exceptional academic performance in multi-grade teaching

(Mestry, 2019 as cited in Thaba-Nkadimene, et al., 2019).

Having said this, the researchers wanted to investigate the leadership and management practices of school heads in multi-grade schools in the Division of Camarines Norte. Recognizing the importance of effective leadership and management practices, the researcher aims to address these difficulties and provide support to teachers in multi-grade settings. Multi-grade teaching is recognized globally as an educational approach for remote areas, with approximately 25.4% of primary education classes in England categorized as 'mixed year' (Berry, et al., 2006 as cited in Gutiérrez, et al., 2022). This method involves instructing students from different grade levels in a single classroom, posing challenges related to diverse student needs. To address these challenges, comprehensive teacher training, access to resources, and the ability to cater to individual student needs are crucial. Additionally, fostering positive attitudes towards multi-grade teaching is essential (Mortazavizadeh, et al., 2019). The adoption of multi-grade schooling in the Philippines serves the purpose of enhancing participation and academic achievement in marginalized and remote areas. Addressing barriers to education, it provides a practical solution for geographically isolated communities. In multi-grade schools, teachers employ various teaching methods to create a dynamic learning environment that caters to the individual needs of students (SEAMEO INNTECH, 2020).

In the Philippines, D.O. 96, s. 1997 governs the establishment and operation of multi-grade classes, driven by the constitutional mandate for accessible and quality education. The policy emphasizes the DECS's commitment to building schools and organizing multi-grade classes, particularly in areas lacking schools, and to enabling complete elementary education in remote regions (Eduardo, et al., 2021). Among the 38,911 public schools in the Philippines, a significant number (20,594) are multi-grade schools (SEAMEO INNTECH, 2020).

RA 9155, the Governance of Basic Education Act of 2001, grants school principals 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 (Macasaet, 2002 cited in Chua, 2019). As school administration has grown more intricate and diverse, administrators must possess expertise in areas such as classroom dynamics, administration, leadership, and management (Bartoletti, et al., 2013 as cited in Sepuru, et al., 2020). Effective leadership and administration play a vital role in improving underperforming schools. Teaching experience alone is insufficient for principals to qualify for the principalship, as they need to be equipped with the skills to manage change and ensure the success of educational reforms (Mathibe, 2007 as cited in Naidoo, 2019; Mitgang, 2012 cited in Herman, et al., 2019). To address this need, educators globally recognize the importance of providing professional development opportunities for school leaders (Davis et al., 2005 cited in Sepuru et al., 2020).

The Philippine government prioritizes teacher improvement through in-service training, guided by professional standards for school heads and supervisors. These standards ensure accountability through monitoring and assessment (Llego, 2022). Effective curriculum management by principals in multi-grade schools positively impacts the teaching and learning environment, motivating teachers and learners while optimizing resources (Mestry, 2019 as cited in Thaba-Nkadimene, et al., 2019). Instructional leadership plays a crucial role in achieving exceptional academic performance in multi-grade teaching, highlighting the importance of effective instructional approaches (Mestry, 2019 as cited in Thaba-Nkadimene, et al., 2019).

Several international studies highlight the importance of multigrade schools and the management practices of school heads. Karaçoban, et al. (2022) evaluated a curriculum designed for a "Teaching in Multi-grade Classrooms" course and found that it met requirements and contributed to pre-service teachers' personal and professional growth. Beleganio, et al. (2022) explored the experiences of multi-grade teachers during the pandemic and emphasized the need for collaboration among stakeholders to address challenges in multi-grade teaching. Kalender, et al. (2021) reported that teachers assuming the role of principal often face burdensome responsibilities and rely on parental support for non-educational tasks. Ojo et al. (2020)

revealed the challenges faced by teachers in multi-grade classrooms, including difficulties in planning and classroom management. Msimanga (2020) found a lack of resources and under-utilization of available resources in multi-grade classrooms in South Africa. Jakachira (2020) highlighted the challenges faced by principal-cum teachers in fulfilling multiple roles and the lack of support they receive. Engin (2018) identified various difficulties faced by classroom teachers in multi-grade classes and suggested solutions to improve the quality of education. Murphy (2018) suggested further research to explore students' academic outcomes in multi-grade classes compared to single-grade classes.

Local studies have emphasized the importance of investigating the management and leadership practices of school heads in multi-grade schools. Naparan, et al. (2021) explored the challenges and coping strategies of multi-grade teachers, while Rabang, et al. (2021) examined the practices and challenges faced by school heads and teachers in multi-grade classes. Ballesteros, et al. (cited in Naparan, et al., 2021) documented best practices in multi-grade teaching, and Bongala, et al. (2020) explored pedagogical strategies and challenges of multi-grade teachers. Okamoto (2020) focused on the learning experiences of multi-grade teachers, while Idris (2019) investigated the challenges faced by school heads in implementing multi-grade teaching. Lastly, Sali, et al. (2019) examined the preparation and practices of multi-grade teachers.

In Camarines Norte province, there are 254 elementary schools, consisting of 52 multi-grade schools and the remaining mono-grade schools (2021 SDO-Camarines Norte Annual Report). With three years of experience as a multi-grade teacher in the Labo West District, which includes six multi-grade schools among its 25 elementary schools, the researcher intends to examine the leadership and management practices of school heads in multi-grade schools within the Division of Camarines Norte. The study is prompted by the challenges faced in recent years, particularly the impact of the ongoing pandemic on the academic performance of students and teachers. Recognizing the significance of effective leadership and management practices, the researchers aimed to address these difficulties and offer support to teachers in multi-grade settings.

More over, it aimed to assess the leadership and management practices of School Heads in multi-grade schools in the Division of Camarines Norte using their profile in terms of age, educational attainment, plantilla position, and length of service. Both the leadership and management practices based on the Domains of Philippine Professional Standards for School Heads were examined . The challenges and opportunities faced by School Heads in multi-grade schools served as a guide in the proposed plan of action to enhance their leadership and management practices. Finally, the this study wanted to find out if there is no significant relationship between the profile of School Heads and their leadership/management practices in multi-grade schools.

## II. METHOD OF RESEARCH

This research utilized a quantitative approach with a descriptive-correlational research design. The study employed the quantitative method to investigate the profiles of schools and School Heads, as well as assess the leadership and management practices of multi-grade School Heads in relation to the Philippine Professional Standards for School Heads (PPSSH) Domains specified in DepEd Order No. 24, s. 2020. The research also explored the challenges and opportunities encountered by School Heads. The descriptive research design was used in Part III of the survey questionnaire to describe the challenges and opportunities experienced by School Heads. On the other hand, the correlational research design was used in Parts I and II of the questionnaire to establish relationships between respondents' profiles and their leadership and management practices based on the PPSSH Domains.

- **Population, Sample Size, and Sampling Technique**  
This study included a sample of 52 multi-grade school heads from the Division of Camarines Norte as respondents. These school heads were selected for their credibility and knowledge to provide valuable insights for addressing the research problems. The inclusion of all 52 school heads ensures a comprehensive representation of the population, enhancing the validity and reliability of the study. The researcher obtained approval by submitting a request letter to the Schools Division Office, outlining the study's details, and seeking permission from the Public

School District Supervisors. The researcher personally distributed the questionnaires to the school head respondents and assured them of the utmost confidentiality of their responses and identity.

- **Description of the Respondents**

There were 52 respondents, 48% (25 individuals) have served as multi-grade school heads for 1-3 years, while 29% (15 individuals) have been in service for 10 years and above. Additionally, 13% (7 individuals) have served for 7-9 years, and 10% (5 individuals) have been in service for 4-6 years as multi-grade school heads. All of these respondents were school heads in SDO Camarines Norte implementing Multi-grade.

- **Research Instruments**

This study is based on The Philippine Professional Standards for School Heads (PPSSH) Domains and Strands, adapted from DepEd Order No. 24, s. 2020, and Division Memorandum No. 47, s. 2019. This study used a survey questionnaire divided into three parts. Part I gathered the profiles of the school heads, while Part II assessed their leadership and management practices using a 4-point Likert scale based on PPSSH. The 4-point Likert scale for the practices that were used by School Heads is interpreted as 1 – Not Practiced; 2 – Occasionally Practiced; 3 – Oftentimes Practices; and 4 – Always Practice. Part III focused on determining the challenges and opportunities encountered by multi-grade school heads. Statistical tools like Spearman Rank Correlation were used to analyze the data.

The survey questionnaire was taken from the PPSSH of the said department order. Which, the identified school heads implementing MG served as the respondents in this study.

- **Data Gathering Procedure**

In order to obtain approval to carry out this study, the researchers submitted a letter of request to the Schools Division Office of Camarines Norte outlining its aim, scope, and delimitations, gathering procedure, respondents, and potential outcomes.

Following approval, the researcher sought permission from the Public School District Supervisor (PSDS) from each of the 12 school districts with multigrade

schools to complete data collection for each respondent.

The researcher made a courtesy visit to the supervisors of the school districts and provided them with the authorized letter of request. The researchers next made an effort to organize a meeting or appointment with the School Head respondents to gather data for the study. Depending on each respondent's schedule, the questionnaires for School Head respondents were distributed in person. If a face-to-face method is preferred, a physical copy of the questionnaire will be made and distributed. After 2 days the questionnaires were distributed, and the researcher retrieved the questionnaires from the respondents.

The researchers made an assurance that the responses made and identity was treated with the utmost confidentiality.

- Statistical Treatment of Data

To present properly and effectively the data for statement of the problems 1 and 2, the percentage technique and weighted mean were used. The percentage technique was utilized in quantifying the responses in Part I of the researcher-made questionnaire.

The weighted mean was used to analyze the findings of Parts I and II of the researcher-made and adopted-standardized questionnaires.

On the other hand, the succeeding problem of this research was answered using the Spearman Rank Correlation ( $r_s$ ). The researcher-made test was likewise used in gathering the data on this problem.

The significant relationship of the School Heads' profiles to their leadership and management practices was determined using the equation  $r_s = 1 - 6\sum d^2 / n(n-1)$ .

Finally, in terms of the challenges and opportunities experienced by School Heads in handling multi-grade schools, the ranking was used by the researchers.

### III. ANALYSIS AND INTERPRETATION OF DATA

This part provides the results of the study. It involves the profiles of the school heads, as well as their leadership and management practices using a 4-point Likert scale based on PPSSH. The challenges and opportunities encountered by multi-grade school heads were likewise highlighted in this study.

- Profile of the Respondents

Age. The respondents of this study were multi-grade school heads in the Division of Camarines Norte. The age distribution of the respondents is as follows: the majority fall within the 40-44 age range (35%), followed by the 30-34 age range (19%). The age groups of 35-39 and 45-49 rank third, each comprising 13% of the respondents, while the 55-60 age group represents 10% of the participants.

These findings suggest a concentration of experienced individuals in the 40-44 age range among school heads in Camarines Norte. However, there is a smaller representation of younger educators (30-34) and older individuals (55-60), which may pose challenges for succession planning and leadership continuity. It is important to develop effective succession planning strategies to ensure a seamless transition and maintain strong leadership in multi-grade schools. Initiatives such as mentorship programs, leadership development workshops, and targeted recruitment can help groom and prepare future education leaders.

This emphasis on leadership succession aligns with previous research highlighting the significance of preparing qualified individuals to assume leadership roles in educational institutions. Inadequate preparation and succession planning can lead to disruptions and instability when experienced leaders retire. By implementing these initiatives, a pool of capable leaders can be cultivated, contributing to effective leadership and continuity in multi-grade schools.

Table 1  
Profile of the Multi-Grade School Heads

Indicators	Frequency (n=52)	Percentage (%)
<b>Age</b>		
55-60	5	10
45-49	7	13
40-44	18	35
35-39	7	13
30-34	10	19
25-29	5	10
<b>Educational Attainment</b>		
Doctorate Graduate	2	5
With Doctorate units	7	13
MA Graduate	10	19
With MA units	33	63
<b>Plantilla Position</b>		
Principal	5	10
Head Teacher	7	13
Teacher	40	77
<b>Length of Service</b>		
10 years and above	15	29
7-9	7	13
4-6	5	10
1-3	25	48

Educational Attainment. The majority of respondents in the study have completed MA Units (63%), followed by MA Graduates (19%). School Heads with Doctorate Units represent the third largest group (13%), while those with Doctorate Graduates have the smallest representation (5%). These findings indicate a high prevalence of school heads with graduate education, particularly in the form of completed MA units. It suggests a preference within the Schools Division Office for candidates with postgraduate qualifications.

The presence of School Heads with Doctorate Units emphasized that advanced education and specialized training for school leaders are essential. This affirms previous research emphasizing the importance of a comprehensive skill set, including leadership abilities, practical expertise, and knowledge of educational policies, in addition to formal education, for effective school leadership in diverse contexts.

The data proved that advanced degrees equip school leaders with the necessary knowledge and skills for effective leadership. However, the limited representation of Doctorate Graduates (5% of respondents) suggests a potential gap in doctoral programs or support for school heads pursuing higher

degrees. These findings highlight the importance of continuous professional development and a diverse range of qualifications for aspiring educational leaders which is highly valued in the selection of SH in handling MG.

Plantilla Position. The majority of respondents (77%) in the School Heads position are Teachers, while 13% are Head Teachers and 10% are Principals. This suggests a career progression path where teachers are often promoted to become School Heads. A smaller representation of Head Teachers and Principals indicates a potential need for more career advancement opportunities within the division. Targeted professional development programs can help teachers acquire the skills and knowledge necessary for effective leadership and management roles.

The prominence of teachers in school head positions underscores the importance of identifying and nurturing leadership potential within the teaching profession. Supporting and mentoring teachers transitioning into administrative roles can help them navigate their challenges and responsibilities. Experienced Head Teachers and Principals served as valuable mentors, providing insights and professional development opportunities. This finding affirms that the plantilla positions have an impact on leadership effectiveness and offer implications for educational policy and practice. Career progression and providing support to teachers in leadership roles foster a strong leadership pipeline in promoting effective educational leadership.

Length of Service as School Head in Multi-Grade. Among the 52 respondents, 48% (25 individuals) have served as multi-grade school heads for 1-3 years, while 29% (15 individuals) have been in service for 10 years and above. Additionally, 13% (7 individuals) have served for 7-9 years, and 10% (5 individuals) have been in service for 4-6 years as multi-grade school heads.

The data suggest that the need for continuous support and training for novice school heads is a must. A significant portion of respondents (48%) have served as multi-grade school heads for 1-3 years, indicating the importance of tailored support programs to enhance their skills in the multi-grade context.

On the other hand, 29% of the respondents have served as multi-grade school heads for 10 years or longer, suggesting they possess valuable experience and expertise that can support and mentor newer school heads. Previous research highlights the role of experienced leaders in providing guidance and mentorship to novice leaders, emphasizing the significance of knowledge-sharing and collaboration among school leaders for professional growth. Although there are no respondents with less than 1 year of experience as multi-grade school heads, it's essential to consider their prior experience in other leadership or teaching positions.

Overall, the findings underscore the importance of continuous support and training for new school heads, while recognizing the valuable expertise and mentorship that experienced school heads can provide. These findings should inform the development of policies and practices to enhance the performance and effectiveness of multi-grade school heads.

*Leadership and Management Practices Employed by School Heads in Multi-Grade Schools Based on the Domains of PPSSH*

The PPSSH defines the qualities and expectations of effective school leaders, promoting shared understanding and professional accountability. They serve as a tool to enhance educational leadership, facilitating reflection, discussions, and professional development opportunities. By adhering to these standards, school heads can improve education in the Philippines.

Domain 1, Leading Strategically domain of the PPSSH emphasizes the role of school heads in setting direction and goals, aligning with institutional objectives, and maximizing performance. They are expected to establish goals, comprehend information, establish connections, and collaborate with stakeholders. Leadership and Management Practices in multi-grade schools show consistent effectiveness in this domain, particularly in Career Stage 2 of Program Design and Implementation. However, Career Stage 2 of Research and Innovation requires improvement for better school performance.

A study on school heads in multi-grade schools revealed effective practices in goal setting, shared vision, relationship-building, effective instruction, and resource management (Gasa and Francisco, 2018). However, research and innovation need improvement. The results highlighted the strengths in other areas and suggested the development of targeted programs to strengthen research, innovation, and essential leadership competencies.

Domain 2 of the PPSSH, Managing School Operations and Resources, focuses on the effective management of school systems and processes. School heads are expected to adhere to relevant laws, policies, and guidelines, promoting transparency and accountability in delivering education services. Data shows a consistent implementation of effective practices in this domain by school heads in multi-grade schools, with an overall mean rating of 3.78. However, improvement is needed in the management of School Facilities, as Career Stage 2 received the lowest mean rating of 3.67. Systematizing processes related to facilities and equipment management is essential, ensuring compliance and efficient use of resources.

A study on school heads' leadership practices and teachers' performance confirms the importance of effective leadership in creating a positive learning environment (Aquino, et al., 2021). School heads consistently implement all aspects of Domain 2, except for school facilities and equipment. This highlights the need for clear policies and procedures for the acquisition, utilization, maintenance, storage, and disposal of these resources.

Table 2

Leadership and Management Practices of School Heads in Multi-Grade Schools Based on PPSSH		
Indicators (Career Stage)	Weighted Mean	Verbal Rating
DOMAIN 1: LEADING STRATEGICALLY		
Strand 1.1 Vision, mission, and core values	3.90	Always Practiced
Strand 1.2 School Planning and Implementation	3.71	Always Practiced

Strand 1.3 Policy implementation and review	3.46	Often Practiced
Strand 1.4 Research and Innovation	3.31	Often Practiced
Strand 1.5 Program Design and Implementation	3.96	Always Practiced
Strand 1.6 Learner voice	3.83	Always Practiced
Strand 1.7 Monitoring and evaluation processes and Tools	3.75	Always Practiced
Average Weighted Mean	3.70	Always Practiced

**DOMAIN 2: MANAGING SCHOOL OPERATIONS AND RESOURCES**

Strand 2.1 Records management	3.69	Always Practiced
Strand 2.2 Financial management	3.87	Always Practiced
Strand 2.3 School facilities and equipment	3.67	Always Practiced
Strand 2.4 Management of staff	3.90	Always Practiced
Strand 2.5 School safety for disaster preparedness, mitigation, ...	3.75	Always Practiced
Strand 2.6 Emerging Opportunities and Challenges	3.79	Always Practiced
Average Weighted Mean	3.78	Always Practiced

**DOMAIN 3: FOCUSING ON TEACHING AND LEARNING**

Strand 3.1 School-based review, contextualization, and ...	3.75	Always Practiced
Strand 3.2 Teaching Standards and Pedagogies	3.69	Always Practiced
Strand 3.3 Teacher performance feedback	3.56	Always Practiced

Strand 3.4 Learner Achievement and other performance indicators	3.40	Often Practiced
Strand 3.5 Learning assessment	3.71	Always Practiced
Strand 3.6 Learning environment	3.87	Always Practiced
Strand 3.7 Career Awareness and Opportunities	3.52	Always Practiced
Strand 3.8 Learner discipline	3.85	Always Practiced
Average Weighted Mean	3.67	Always Practiced

**DOMAIN 4: DEVELOPING SELF AND OTHERS**

Strand 4.1 Personal and professional development	3.50	Always Practiced
Strand 4.2 Professional Reflection and Learning	3.75	Always Practiced
Strand 4.3 Professional networks	3.67	Always Practiced
Strand 4.4 Performance management	3.79	Always Practiced
Strand 4.5 Professional Development of school personnel	3.75	Always Practiced
Strand 4.6 Leadership Development in Individuals and Teams	3.73	Always Practiced
Strand 4.7 General Welfare of human resources	3.88	Always Practiced
Strand 4.8 Rewards and recognition mechanism	3.63	Always Practiced
Average Weighted Mean	3.71	Always Practiced

**DOMAIN 5: BUILDING CONNECTIONS**



Strand Management of diverse relationships	5.1	3.92	Always Practiced
Strand Management of school organizations	5.2	3.73	Always Practiced
Strand 5.3 Inclusive practice		3.88	Always Practiced
Strand Communication	5.4	3.71	Always Practiced
Strand Community Engagement	5.5	3.87	Always Practiced
Average Mean	Weighted	3.82	Always Practiced

Scale: Weighted Mean: 3.51-4.50 – Always Practiced, 2.51-3.50 – Oftentimes Practiced, 1.51-2.50 – Occasionally Practiced, 1.00-1.50 – Not Practiced

Domain 3, Focusing on Teaching and Learning, highlights school heads' commitment to improving education quality. They provide instructional leadership, enhance teacher competence, and promote positive student outcomes. The domain emphasizes creating a learning environment that is equitable, excellent, relevant, and inclusive. Based on Table 2, the mean rating for Focusing on Teaching and Learning is 3.67, indicating "Always Practiced." Career Stage 2 of Learning Environment received the highest mean rating of 3.87, while Career Stage 2 of Learner Achievement and other performance indicators obtained the lowest mean rating of 3.40. This suggests consistent efforts in creating a learner-friendly environment but a need for more attention to mentoring and encouraging learner achievement.

A study on Indonesian elementary schools emphasized the role of school leadership in improving student achievement (Rizkiana, et al., 2019). Effective leadership practices, including setting high expectations, providing instructional support, and monitoring student progress, were found to be positively correlated with learner achievement. The findings in Table 2 reinforce the importance of creating a learner-friendly environment and highlight the need for school heads to focus on mentoring and promoting learner achievement. Developing professional development programs can support school heads in enhancing their leadership and management practices

in this domain, ensuring the delivery of quality education.

Domain 4, Developing Self and Others, recognizes the role of school heads in promoting personal and professional growth. It emphasizes its commitment to enhancing individual and collective effectiveness, fostering staff well-being, and providing opportunities for knowledge acquisition and career advancement. Table 2 shows that school heads in multi-grade schools prioritize the general welfare of their staff, as reflected in a high mean rating of 3.88 for the General Welfare of Human Resources. However, there is room for improvement in personal and professional development, with a lower mean rating of 3.50 in Career Stage 2. This highlights the need for school heads to enhance their competencies and serve as learning resources for their peers. Overall, school heads consistently practice leadership and management strategies in Domain 4, with a mean rating of 3.71.

A study emphasized the importance of self-development and professional growth for school leaders in improving effectiveness and school performance (Chong, et al., 2020). Actively engaging in self-development activities, such as attending workshops and pursuing advanced degrees, enables school leaders to stay updated with educational practices, enhancing their effectiveness, and supporting staff growth. These findings emphasize the significance of continuous personal and professional development for school leaders in enhancing their leadership capabilities.

Domain 5, Building Connections, emphasizes the importance of school heads engaging stakeholders and promoting involvement in education projects. Table 2 shows a consistent implementation of leadership and management practices in this domain, with an overall mean rating of 3.82. Particularly, the highest mean rating of 3.92 is seen in Career Stage 2 of Management of Diverse Relationships. However, communication skills require improvement, as reflected in the lowest mean rating of 3.71. Effective stakeholder engagement relies on enhancing communication abilities.

A study on school heads in South African multi-grade schools revealed their crucial role in ensuring success

through strong stakeholder relationships and effective leadership (Gasa, 2018). Approachability and attentiveness contribute to garnering support and improving student achievement. These insights can guide school heads in enhancing their own leadership and management practices.

In conclusion, the study highlights the commendable performance of school heads in multi-grade schools, as demonstrated by their consistent adherence to the Philippine Professional Standards for School Heads (PPSSH). The PPSSH empowers school heads to enhance their professional practice and elevate education quality. Continued support for their professional development is crucial for shaping the future of education in multi-grade schools and beyond.

*Relationship between the Profile of the School Heads and their Leadership and Management Practices*

Table 3  
Relationship Between the Profile of the School Heads and their Leadership/Management Practices

Relationship	Leadership and Management Practices				
	Leading Strategically	Managing School Operations and Resources	Focusing on Teaching and Learning	Developing Self and Others	Building Connections
Age	$r_s = 0.352^*$	$r_s = -0.096$	$r_s = 0.156$	$r_s = 0.129$	$r_s = -0.117$
Educational Attainment	$r_s = 0.094$	$r_s = 0.416^{**}$	$r_s = 0.265$	$r_s = 0.296^*$	$r_s = 0.125$
Plantilla Position	$r_s = 0.044$	$r_s = 0.295^*$	$r_s = 0.162$	$r_s = 0.312^*$	$r_s = 0.214$
Years in Service	$r_s = 0.285^*$	$r_s = 0.151$	$r_s = -0.070$	$r_s = 0.128$	$r_s = -0.225$

A Spearman Rank Correlation analysis was used to examine the relationship between the profile of School Heads and their leadership/management practices. The results, presented in Table 3, indicate significant relationships between certain aspects of the School Heads' profile and specific domains of leadership. For Domain 1 (Leading Strategically), age and years in service showed a significant relationship, suggesting that as School Heads gain more experience, their strategic leadership skills improve. Similarly, for Domain 2 (Managing School Operations and Resources) and Domain 4 (Developing Self and Others), educational attainment and plantilla position demonstrated significant relationships, indicating that higher qualifications and positions positively influence leadership practices in managing school

operations, resources, and fostering the professional growth of teachers. These findings emphasize the importance of professional growth, higher education, and succession planning in selecting and developing school heads. Educational institutions and policymakers should prioritize targeted training, continuous learning opportunities, and support for higher education to enhance leadership effectiveness and promote positive educational outcomes.

The cited studies by Al-Harthy et al. (2019) and Bautista et al. (2021) provide further evidence supporting the relationship between educational attainment and leadership practices in managing school operations and resources. Additionally, the study by Pihie et al. (2023) highlights the impact of educational attainment on leadership practices in developing self and others. Overall, these findings underscore the significance of the School Heads' profile in influencing their leadership and management practices.

*Challenges and Opportunities Encountered by Multi-grade School Heads*

The Philippine Professional Standards for School Heads (PPSSH) defines the standards for quality school heads, providing a framework for professional accountability. It serves as a common language for high-impact leadership and guides professional reflections and discussions among educational leaders and stakeholders. However, challenges and opportunities exist for school heads in multi-grade setups.

Table 4 displays responses to challenges and opportunities in each domain of the PPSSH. Challenges in Domain 1 include differentiated instruction in multi-grade schools, typically found in remote and depressed areas with limited internet access and attendance issues. Opportunities in Domain 1 focus on planning programs according to school needs, holding regular meetings with staff and the community, and maintaining consistency in time management.

A study by Khatoon et al., (2018) addresses the challenges faced by multi-grade schools in rural areas of Pakistan, which are comparable to those in the

Philippines. The study proposes strategies such as specialized curriculum materials, teacher training, and community involvement to enhance the quality of education in multi-grade classrooms. In summary, while multi-grade schools in remote areas encounter significant challenges, implementing tailored strategies can create opportunities for improving education quality and ensuring students receive a high-quality education.

In Domain 2 of the PPSSH, the challenge of unavailability or poor school facilities and lack of equipment in multi-grade schools is highlighted. Limited resources and equipment hinder student learning, and teachers face difficulties in teaching different syllabi to students of different grades. The shortage of equipment further exacerbates these challenges.

However, there are opportunities identified by school heads in multi-grade setups. These include the ability to motivate community support, strong determination and commitment, resilience in times of disaster, decisiveness and flexibility in emergency cases, and integration technology in school administration. Pursuing these opportunities, especially community support, can help mitigate more than half of the problems in multi-grade schools.

The study by Santos et al., (2020) focuses on the challenges and opportunities in multi-grade education in remote and impoverished areas. It emphasizes the importance of community support, the determination of school heads, and integrating technology to address the challenges and improve the learning environment. Overall, by addressing the challenges and capitalizing on the identified opportunities, multi-grade schools can enhance their educational outcomes and create a more conducive learning environment.

In Domain 3 of the PPSSH, the challenge of the absence of an internet connection hindering updated school reports is prominent. Multi-grade school heads face difficulties in providing timely reports without internet access. Additionally, the assignment of new applicants to remote multi-grade schools can initially lead to feelings of isolation, although this can be overcome with time and familiarity with colleagues.

However, there are opportunities identified in this domain as well. Building harmonious relationships with parents and stakeholders to improve learners' performance is considered an important opportunity. Furthermore, enhancing knowledge and understanding of learning assessment tools and pursuing further education and training are seen as valuable opportunities for multi-grade school heads.

The study conducted by Villanueva et al., (2021) titled "Multi-Grade Teaching in the Digital Age: Challenges and Opportunities" explores the challenges faced by multi-grade school heads, particularly the absence of internet connection and the isolation experienced by newly hired heads in remote areas. The study also highlights opportunities such as building relationships with parents and stakeholders, attending leadership training and seminars, and improving knowledge of learning assessment tools to enhance learner performance. By addressing the challenges and capitalizing on the opportunities identified in Domain 3, multi-grade school heads can overcome obstacles related to internet connectivity and isolation, while improving the overall performance of their schools.

In Domain 4 of the PPSSH of this paper showed the challenges faced by newly appointed multi-grade school heads are highlighted. The lack of knowledge and understanding of professional development is a significant challenge, followed by difficulties in conducting self-assessments using the PPSSH and recognizing the importance of professional reflection and learning. Newly appointed school heads also struggle with attending leadership training seminars due to work overload.

However, there are opportunities for improvement in this domain as well. School heads who demonstrate an understanding of how professional reflection and learning can enhance practice receive a high number of positive responses. Conducting self-assessments, seeking opportunities for professional development, and demonstrating knowledge of performance management and professional development are also seen as important.

The study conducted by Fernandez et al., (2019) titled "Professional Development Challenges and Strategies for Multi-Grade School Heads" explores the

challenges faced by newly appointed multi-grade school heads, aligning with the data presented. The study emphasizes the unique and complex nature of their roles and identifies strategies and opportunities for improvement.

In Domain 5 of the PPSH, multi-tasking leadership is identified as a significant challenge for multi-grade school heads, given their heavy burden of responsibilities. However, there are several opportunities in this domain. These include demonstrating skills in dealing with various stakeholders, involving the community in school programs, projects, and activities, and showcasing the knowledge of inclusive practices, understanding policies and guidelines on managing school organizations, and effective communication.

Table 4  
Challenges and Opportunities Encountered by Multi-grade School Heads

CHALLENGES			OPPORTUNITIES		
Indicators	Freq.	Rank	Indicators	Freq.	Rank
<b>DOMAIN 1: LEADING STRATEGICALLY</b>					
Plans differentiated multi-grade school instruction.	27	1	Plans programs according to the needs of the school.	37	1
Multi-grade schools are usually found in remote and depressed areas.	27	2	Regular meetings with the teaching staff and the community.	32	2
<b>DOMAIN 3: FOCUSING ON TEACHING AND LEARNING</b>					
The absence of an internet connection is the greatest failure to multi-grade school heads because it hinders updated school reports.	25	1	Multi-grade school head builds harmonious relationships with the parents and stakeholders to gain positive responses for the learners' improved performance.	37	1
New applicants are traditionally assigned to far-flung multi-grade schools, the teacher, and the School Head as one; teacher and manage the multi-grade school.	15	2	The knowledge and understanding of learning assessment tools brought about higher performance levels for the learners and the teacher/s.	32	2

<b>DOMAIN 4: DEVELOPING SELF AND OTHERS</b>					
Multi-grade school heads who are newly appointed find it hard to address performance gaps due to a lack of knowledge and understanding of professional development.	20	1	Multi-grade school head demonstrates an understanding of how professional reflection and learning can improve practice.	42	1
Multi-grade schools with newly appointed school heads and at the same time the teacher find it hard to conduct self-assessments using the PPSH.	17	2	Multi-grade school head conduct self-assessments of personal and professional development needs using the PPSH.	37	2

<b>DOMAIN 5: BUILDING CONNECTIONS</b>					
Multi-tasking Leadership.	25	1	Multi-grade school head demonstrates skills in dealing with authorities, colleagues, parents, and other stakeholders to encourage an enabling and supportive environment for learners.	35	1
Diverse sensitivity to foster awareness, acceptance, and respect.	20	2	Involve the community, such as parents, alumni, authorities, industries, and other stakeholders, in school programs, projects, and activities to gain support for learner development and school and community improvement.	35	2

<b>DOMAIN 2: MANAGING SCHOOL OPERATIONS AND RESOURCES</b>					
Unavailability or poor school facilities and lack of equipment in multi-grade schools.	20	1	Multi-grade school head's ability to motivate the community's active support for learners and the school.	37	1
Poor communication, distance, and the depressed livelihood condition of the community brought about the weakest support for teacher/s and schools.	17	2	Multi-grade school head's strong determination and commitment to activate the community's support.	37	2

The study titled "Leadership in Multi-Grade Schools: A Comparative Study" by Ngcamu et al. focuses on the leadership practices of multi-grade school heads in rural KwaZulu-Natal, South Africa. It highlights the challenges faced by these school heads and emphasizes the importance of community involvement, communication, and leadership development in improving school performance. These

The PPSSH holds significant importance for school heads, teachers, and students. It emphasizes the learner as the central focus of educational supervision and highlights the role of school heads in creating a safe and supportive learning environment while promoting rigorous curricula, instructional methods, and assessment systems. The PPSSH emphasizes establishing stakeholder networks, problem recognition, appropriate actions, high-quality instruction, job-embedded professional development, and accountability. Inclusivity is a foundational principle of the PPSSH. Overall, the PPSSH guides effective school management and development, focusing on academic success, organizational behavior, and the principles of inclusivity, accountability, and transparency.

*Plan of Action to Enhance the Leadership and Management Practices of School Heads in Multi-Grade Schools*

Based on the result of this study, the researchers developed a plan of action with the mission of improving the leadership and management practices of school heads in multi-grade schools by providing relevant suggestions to address their challenges. The plan of action wanted to promote positive change for the benefit of students and contribute to overall school development.

The vision of the proposed plan of this study is to create a supportive and effective learning environment for all students in multi-grade schools, where school heads possess the necessary skills to provide high-quality education and empower students to reach their full potential.

Multi-grade schools, commonly found in rural areas, combine multiple grade levels into one classroom due to limited resources. While this setup offers benefits like a sense of community and personalized attention, it also presents challenges for school heads in effectively managing and operating the school. The study aims to identify these challenges and provide specific suggestions to enhance leadership and management practices. By doing so, this proposed plan of action can contribute to the improvement of the educational system and ensure that students in multi-

grade schools receive the high-quality education they deserve.

The objectives of the plan are: to identify challenges faced by school heads in multi-grade schools, provide relevant suggestions, recommend a plan of action for the Department of Education to improve student welfare, promote positive change in school management, and contribute to knowledge on leadership and management practices in multi-grade schools, specifically in the Philippine context. It's important to note that our suggestions are not intended to criticize or attack the multi-grade setup or individuals involved, but rather to drive positive change for students' benefit.

Based on survey responses, the researchers selected the most common challenges faced by multi-grade school heads and provided corresponding suggestions. The Department of Education is recommended to implement a general action plan, which includes conducting a needs assessment to identify strengths and weaknesses, developing a leadership and management training program, providing ongoing coaching and support, implementing a performance evaluation system based on professional standards, fostering collaboration and community engagement, and monitoring and evaluating the plan's impact.

By following this action plan, school heads can enhance their practices and improve educational outcomes for students in multi-grade schools. Continuous improvement is essential, and our study serves as a valuable resource for school heads and education professionals seeking to enhance their leadership and management skills. Implementing these plans of action will create a supportive and effective learning environment for all students, regardless of the school setting.

#### IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the findings of the study focused on the Leadership And Management Practices Of Multi-Grade School Heads In The Division Of Camarines Norte. This discusses the conclusions and recommendations of the study.

This study examined the leadership and management practices of Multi-grade School Heads in Camarines Norte through the lens of the Philippine Professional Standards for School Heads (PPSSH) Domains. The research questions address the School Heads' profiles, leadership practices, the relationship between profiles and leadership practices, challenges, and opportunities in managing multi-grade schools. Using a descriptive-correlation research methodology, the study found that most School Heads were aged 40-44, with a majority having MA Units but no college degrees. All PPSSH Domains were consistently practiced by the School Heads, with specific domains showing significant relationships with age, educational attainment, and plantilla position. Challenges included differentiated instruction in multi-grade classrooms and difficulties in remote areas, while opportunities were found in professional reflection and learning. Based on these findings, a comprehensive action plan was developed to enhance leadership and management practices, targeting the PPSSH Domains. The plan suggests tailored training for School Heads with 1-3 years of experience, promotion, and monitoring of PPSSH, considering age and education in program design, supporting professional reflection and learning, implementing the comprehensive plan based on PPSSH, and conducting further research to assess interventions. Overall, the study highlights multi-grade school heads' effective fulfillment of educational leadership roles and offers practical recommendations for improving their practices to enhance educational outcomes.

## V. FINDINGS

The significant findings of the study were the following:

1. In terms of the demographic profile of the respondents, the majority of them belong to the age bracket of 40-44, which accounts for 35 percent of the total respondents. Conversely, the age brackets of 61 and above, 50-54, and 20-25 have the lowest representation, with zero percent of the respondents falling into those categories. With respect to educational attainment, most of the respondents have earned MA Units, representing 63 percent of the total respondents. MA Graduates rank second with 19 percent, followed by School Heads with Doctorate Units at 13 percent, and

Doctorate Graduates at 5 percent. Notably, none of the respondents are College Graduates.

The Plantilla Position revealed that the majority of the 52 School Heads respondents are Teachers in their position, representing 77 percent of the total population. Head Teachers and Principals account for 13 percent and 10 percent of the respondents, respectively. Lastly, with regards to the length of service as a multi-grade school head, 48 percent or 25 of the respondents have been in service for 1-3 years, while 29 percent or 15 of the respondents have served for 10 years or more. Seven respondents, or 13 percent, have been in service for 7-9 years, and five respondents, or 10 percent, have been in service for 4-6 years. None of the respondents have served for less than 1 year.

2. As to the Leadership and Management Practices Employed by School Heads in Multi-Grade Schools Based on the Domains of Philippine Professional Standards for School Heads (PPSSH), the average weighted means are with the verbal rating of "Always Practiced" on all 5 PPSSH Domains.
3. For the test of a significant relationship between the profile of the respondents and their leadership and management practices employed by the School Heads in Multi-Grade Schools based on the PPSSH Domains, Spearman Rank Correlation was used. The findings indicate significant relationships between the profile of the respondents and specific domains of leadership. Firstly, Domain 1 (Leading Strategically) exhibited a positive relationship with age and years of service, suggesting that as respondents' age and experience increase, their strategic leadership practices become more evident.

Secondly, Domain 2 (Managing School Operations and Resources) showed a highly significant relationship with educational attainment and plantilla position, indicating that as respondents' educational qualifications and position within the school hierarchy increase, their leadership practices in managing school operations and resources also improve. This can be attributed to the knowledge and skills gained through higher education and practical experience as a School Head. Similarly, Domain 4 (Developing Self and Others) demonstrated a significant relationship with

educational attainment and plantilla position, highlighting that as respondents' educational qualifications and position increase, their leadership practices in fostering professional growth among teachers become more evident. The data imply that as School Heads gain experience, they recognize the importance of supporting the professional development of their teachers and can effectively plan activities to facilitate this growth.

4. In regards to the challenges and opportunities faced by multi-grade school heads, the survey results indicate that the most common challenges encountered are the need for differentiated instruction plans for multi-grade classrooms and the fact that these types of schools are typically located in remote and economically disadvantaged areas, each being reported by 27 respondents. On the other hand, the survey results show that the opportunity most commonly encountered by multi-grade school heads is the chance to utilize professional reflection and learning in order to improve their practice, with 42 respondents reporting this as an opportunity.
5. A comprehensive plan of action was developed to improve the leadership and management practices of school heads in multi-grade schools, specifically based on the PPSSH Domains. The proposed plan provides a practical and constructive approach to enhancing these practices.

### CONCLUSION

The following conclusions were drawn based on the careful analysis of gathered data and careful application of appropriate statistical tools used to compute the data:

1. Among the 52 respondents, the majority of the respondents fall under the age bracket of 40-44 years old. Most of the respondents have earned MA Units, while none of them are college graduates. The majority of the school heads hold the position of teachers, followed by head teachers and principals. In terms of length of service, most of the respondents have been in service for 1-3 years, while 15 of them have served for 10 years or more.
2. The finding that the average weighted means of the leadership and management practices employed by school heads in multi-grade schools are rated as "Always Practiced" on all 5 domains of the

Philippine Professional Standards for School Heads (PPSSH) is that these school heads are effectively fulfilling their roles and responsibilities as educational leaders.

The PPSSH serves as a guide for school heads in the Philippines to improve their professional practice and enhance the quality of education in their schools. The fact that the school heads in multi-grade schools are always practicing the standards outlined in the PPSSH indicates that they are equipped with the necessary knowledge, skills, and attitudes to lead and manage their schools effectively. This can have positive implications for the quality of education provided in multi-grade schools and for the overall education system in the Philippines.

3. Based on the test conducted, it can be concluded that there are significant relationships between the profile of the respondents and specific domains of leadership among School Heads in Multi-Grade Schools based on the Philippine Professional Standards for School Heads (PPSSH) Domains. Domain 1 (Leading Strategically) showed a positive relationship between age and years of service, suggesting that as School Heads' age and experience increase, their strategic leadership practices become more evident. Domain 2 (Managing School Operations and Resources) exhibited a highly significant relationship with educational attainment and plantilla position, indicating that as School Heads' educational qualifications and position within the school hierarchy increase, their leadership practices in managing school operations and resources improve. This can be attributed to the knowledge and skills acquired through higher education and practical experience as a School Head.

Similarly, Domain 4 (Developing Self and Others) showed a significant relationship between educational attainment and plantilla position, highlighting that as School Heads' educational qualifications and position increase, their leadership practices in fostering professional growth among teachers become more evident. These findings imply that as School Heads gain experience, they recognize the importance of supporting the professional development of their teachers and can effectively plan activities to facilitate this growth. However, no significant relationships

were found between the profile of the respondents and Domain 3 (Ensuring Accountability) and Domain 5 (Building and Sustaining Collaborative Relationships).

4. This study found that multi-grade school heads face several challenges, with the most commonly encountered ones related to differentiated instruction plans and the remote and depressed areas where these schools are often located. On the other hand, the majority of respondents saw opportunities in professional reflection and learning, with 42 respondents recognizing its potential to improve their practice. This suggests that supporting multi-grade school heads in developing their professional skills and knowledge could be an effective way to address some of the challenges they face.
5. A detailed strategy or plan of action proposal was formulated to enhance the leadership and management practices of multi-grade school heads, specifically centered on the PPSSH Domains. The proposed plan offers a pragmatic and productive methodology for improving these practices.

#### RECOMMENDATIONS

Based on the findings and conclusions of the study, the following are highly suggested recommendations:

1. The Department of Education should provide training and support programs for school heads in multi-grade schools, particularly those who have been in service for only 1-3 years, as they make up the majority of the respondents. These programs should focus on developing their leadership and management skills and knowledge.
2. The Department of Education should continue to promote the use of the Philippine Professional Standards for School Heads (PPSSH) as a guide for school heads in multi-grade schools to enhance their professional practice. The department should also monitor the implementation of these standards to ensure that they are being practiced effectively.
3. Programs aimed at enhancing leadership and management practices in multi-grade schools should consider the age and educational attainment of school heads. These programs should be tailored to address the specific needs of these groups, given that they were found to have a significant effect on the leadership and management practices of school heads in multi-grade schools.

4. Supporting multi-grade school heads in developing their professional skills and knowledge through opportunities for professional reflection and learning could be an effective way to address some or even all of the challenges they face, particularly those related to differentiated instruction plans and the remote and depressed areas where these schools are often located.
5. The proposed plan of action to enhance the leadership and management practices of school heads in multi-grade schools, based on the PPSSH domains, should be considered for implementation by the Department of Education. The plan provides a practical and constructive approach to improving these practices and could contribute to enhancing the quality of education provided in multi-grade schools.
6. Future researchers, the fact that the school heads in multi-grade schools always practice the standards outlined in the PPSSH indicates that they are equipped with the necessary knowledge, skills, and attitudes to lead and manage their schools effectively. So, future researchers could conduct similar and related studies to this study and focus on the following areas:
  - a. Investigating the effectiveness of different training and development programs for enhancing the leadership and management practices of school heads in multi-grade schools. This could include exploring the impact of age and educational attainment on the effectiveness of these programs.
  - b. Examining the challenges faced by multi-grade school heads in more detail, particularly those related to differentiated instruction plans and remote and depressed areas. Future studies could explore potential solutions to these challenges and evaluate their effectiveness.
  - c. Exploring the opportunities for professional reflection and learning identified by respondents in this study. Future research could investigate the most effective ways to support multi-grade school heads in developing their professional skills and knowledge, with a view to improving the quality of education in multi-grade schools.
  - d. Conducting a longitudinal study to investigate the impact of the proposed plan of action on the leadership and management practices of multi-grade school heads over time. This could provide valuable insights into the effectiveness of the



proposed interventions and highlight areas for further improvement.

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