

# Inclusive Pedagogy: Systematic Review on Exploring Stakeholder Engagement in Multigrade Classroom Teaching

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## Abstract:

Multigrade education, characterized by the instruction of students from different grade levels in the same classroom, has garnered significant attention in educational research due to its prevalence in diverse global contexts. This comprehensive literature review offers a nuanced exploration of multigrade education, synthesizing empirical research, theoretical frameworks, and practical insights to provide a holistic understanding of its complexities and implications. The review begins by delineating the global landscape of multigrade classrooms, examining their prevalence, significance, and diverse manifestations across various regions and socio-economic contexts. It delves into the positive aspects of multigrade education, such as fostering collaborative learning environments, maximizing resource utilization, and addressing educational inequalities, while also addressing the negative effects of inadequate support, including teacher burnout and limited access to resources. Central to the literature review is the examination of stakeholder engagement in multigrade education, with a focus on the roles of educators, policymakers, parents, and communities in supporting effective teaching and learning practices. Through an interdisciplinary lens, the review analyzes strategies to maximize stakeholder support, including investments in professional development for teachers, equitable allocation of resources, community involvement, and policy advocacy. Furthermore, it explores culturally-appropriate interventions and collaborative teaching practices to address the unique challenges faced by multigrade educators and students across diverse cultural landscapes and socio-economic environments. By offering actionable recommendations grounded in empirical evidence and best practices, the literature review aims to inform policy, practice, and future research directions in multigrade education, ultimately advocating for inclusive learning environments where every student can thrive and succeed, irrespective of their grade level or school size.

**Keywords:** multigrade, systematic review, stakeholders, inclusive pedagogy, engagement

## INTRODUCTION

Multigrade classes, which involve teaching students of different grade levels in the same classroom, are a common educational practice in many countries. However, the views on stakeholder support in multigrade classes can vary across different countries (Bongala et al., 2020). Some countries may view stakeholder support in multigrade classes as essential for providing quality education to all students. For example, a study conducted in the Philippines found that teachers in multigrade schools utilized a variety of instructional strategies and faced various challenges. On the other hand, other countries may have a different perspective on stakeholder support in multigrade classes. A study conducted in rural, southeastern USA found that most elementary and secondary regular education teachers supported the practice of inclusion in regular education classrooms, including multigrade classes. However, the level of support may vary depending on factors such as grade level, subject area, or type of inclusion practice (Ross-Hill, 2019). Additionally, a study conducted in Malaysia found that the supports given to primary school teachers for implementing inclusive education in multigrade classes were unsatisfactory. This suggests that there is a lack of adequate support from educational stakeholders in some countries for the successful implementation of multigrade classes. Overall, the views on stakeholder support in multigrade classes can vary across different countries, with some countries recognizing the importance of support for quality education and inclusive practices, while others may need to improve their support systems for teachers in multigrade classes. Overall, the views on stakeholder support in multigrade classes can vary across different countries. This suggests that there is a lack of universal consensus on the level of support provided to stakeholders in multigrade classes.

*Global Definition and Conceptualizations.* Multigrade classes, where students from different grade levels are grouped together and taught by a single teacher, are a prevalent phenomenon in global education. This educational approach is particularly common in countries facing resource constraints and high student populations (Pridmore, 2017). In rural or remote areas, such as in the Philippines and India, multigrade classes are a necessity due to limited resources and low student populations, leading to teachers having to instruct multiple grade levels simultaneously (Rojo, 2017; Saxena, 2019). Similarly, in various African countries like Zambia, Kenya, Uganda, Tanzania, Mali, and South Africa, multigrade classes are widespread (Naparan & Castañeda, 2021). In Burkina Faso, for instance, as of 2000, 18% of school children were enrolled in multigrade classes (Sharma & Rani, n.d.). Multigrade classes are found not only in small schools but also in larger educational institutions where combining grades helps optimize resources and ensures that teachers have a full class to teach (Mulryan-Kyne, 2017). For example, in France, 34% of public schools had multigrade classes in 2000, while in Peru, 78% of all public schools were multigrade in 1998 (Spring, 2018). Moreover, rural areas of Austria and Switzerland commonly feature multigrade classes due to the low student numbers in small schools (Groll et al., 2016).

In these diverse settings, teachers in multigrade classrooms employ a variety of instructional strategies to address the differing needs and abilities of students across various grade levels. These strategies include classroom management techniques, collaborative learning

approaches, differentiated instruction, integration of technology, and flexibility in teaching methods (Bongala et al., 2020; Steinbrink, 1983). Overall, the prevalence of multigrade classes underscores the importance of understanding the implications of this educational approach and developing effective strategies to support both teachers and students in such environments (Globalization of Education, 2023). This necessitates providing teachers with adequate support and resources to adapt monograde curricula to the needs of multigrade classes, especially in developing countries (What Is a Multigrade Classroom? 2015).

Hence, multigrade classes are a significant aspect of global education, responding to the challenges posed by limited resources and high student populations. Understanding the dynamics of multigrade classrooms and implementing appropriate strategies are essential for ensuring quality education in diverse educational settings.

*Regional and Continental Variations in Stakeholders' Engagement in teaching multigrade.* Research across various continents reveals a common core definition of multigrade but also sheds light on regional and continental nuances. Here's a breakdown of key findings: Multigrade classes, where teachers instruct students of different grade levels in the same classroom, are common in rural areas and small schools worldwide. According to a study by Little, 34% of public schools in *France* and 35% of all primary schools in *Norway* had combined classes in a given year. In *Africa*, multigrade classes are prevalent in various regions such as West, Central, Eastern, and Southern parts of the continent.

In countries like *Zambia, Kenya, Uganda, Tanzania, Mali,* and *South Africa*, multigrade classes are the norm. In *Austria* and *Switzerland*, rural areas are characterized by small schools that have organized multigrade classes due to low student populations (Raggl, 2015). These regional and continental variations in the prevalence of multigrade classes highlight the need for support and guidance for teachers who are tasked with managing and teaching these diverse classrooms. Support for stakeholders involved in teaching multigrade classes varies across regions and continents. In some regions, such as third world countries in Africa, there is a lack of resources and training for teachers in multigrade classrooms

On the other hand, in more developed regions like *Austria* and *Switzerland*, where multigrade classes are common in small rural schools, there is a stronger emphasis on providing support for stakeholders involved in teaching multigrade classes. In *Austria* and *Switzerland*, research projects like the Interreg project "Small Schools in Alpine Regions" have been conducted to investigate the work of head teachers and teachers in small rural schools and to examine teaching and learning practices in multigrade classes. In these regions, the research team explored factors such as the work of head teachers and teachers, teaching and learning practices, and students' perspectives on learning in a small school setting. The findings from these research projects highlight the importance of context in influencing the work of head teachers and teachers as well as the learning experiences of students in multigrade classes.

Furthermore, there are variations in the perspective and attitude of teachers towards their training and the management of multigrade classes. In some rural areas, teachers generally consider their training to be helpful in managing and teaching large multigrade classes. However, in other regions, there may be a lack of guidance and training for teachers in multigrade

classrooms. For example, in rural districts with varying pedagogical practices and perspectives, teachers receive little guidance to help them manage and teach large multigrade classes (Bongala et. al, 2020). Additionally, the use of different strategies and approaches in multigrade classrooms also varies across regions. In more developed regions like Austria and Switzerland, where multigrade classes are common in small rural schools, teachers may have a better understanding of the specific needs and challenges of teaching in a multigrade setting. They may employ differentiated instruction techniques, flexible grouping strategies, and collaborative learning opportunities to meet the diverse learning needs of students. In a study conducted on multigrade classrooms, the researchers found that the classroom strategies used by multigrade teachers include classroom management, collaborative learning strategies, differentiated instruction, connecting teaching to real-life situations, integrating technology in teaching, and the flexibility of the teacher.

*Theoretical Underpinnings.* Teaching in multigrade classes presents unique challenges for educators. The diverse range of students with varying ages, abilities, and learning styles requires teachers to engage with stakeholders in order to create a supportive and effective learning environment (Mulryan-Kyne, 2007). Engaging stakeholders, such as parents, administrators, and the broader community, in the teaching process is crucial for ensuring student success in multigrade classes (Globalization of Education, 2023). One theory that is applicable for stakeholder engagement in teaching in multigrade classes is the Social Learning Theory. According to Bandura's Social Learning Theory, people learn by observing others and imitating their behavior (Bandura, 1977). In the context of multigrade classes, stakeholders such as parents and community members can play a crucial role in providing positive role models for students. By actively engaging with stakeholders and involving them in the teaching process, teachers can create a collaborative learning environment where students can observe and learn from the behaviors and actions of others (Bandura, 1986).

Equally important theory that is relevant to stakeholder engagement in teaching in multigrade classes is the Constructivist Theory. The Constructivist Theory suggests that learners actively construct their own knowledge and understanding of the world through interaction with their environment (Piaget, 1950). In a multigrade classroom, stakeholders can be seen as part of the students' environment. Teachers can engage stakeholders by creating opportunities for them to interact with students, share their experiences, and contribute to the learning process (Vygotsky, 1978). This could include inviting community members to give guest lectures or organizing parent involvement activities. By involving stakeholders in the teaching process, teachers can provide students with diverse perspectives and real-world connections, enhancing their understanding and engagement (Vygotsky, 1978).

Hence, the Self-Determination Theory can be applied to stakeholder engagement in teaching in multigrade classes (Deci & Ryan, 1985). Self-Determination Theory suggests that individuals are more motivated and engaged when they have a sense of autonomy, competence, and relatedness. In the context of multigrade classes, stakeholders can play a role in enhancing students' sense of autonomy and competence (Deci & Ryan, 2000). For example, by involving parents in decision-making processes or giving students the choice to explore topics of interest,

teachers can empower students and increase their sense of ownership and control in their own learning (Deci & Ryan, 1985).

Furthermore, the Philosophy of Pragmatism can be applicable for stakeholder engagement in teaching in multigrade classes (Dewey, 1916). Pragmatism emphasizes the practical aspects of education and the importance of experiential learning. In the context of multigrade classes, stakeholders can contribute to the practicality and real-world relevance of education (Dewey, 1916). For example, stakeholders such as community members, parents, and local professionals can be invited to share their expertise and experiences with the students. This exposure to real-life contexts and practical knowledge can enhance students' understanding and engagement with the subject matter (Dewey, 1916).

Another theory that can be applicable for stakeholder engagement in teaching in multigrade classes is the Social-Emotional Learning theory (CASEL, 2022). Social-Emotional Learning theory focuses on the development of skills and competencies related to self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2022). In the context of multigrade classes, stakeholders can contribute to the social-emotional learning of students by providing support, guidance, and role modeling (CASEL, 2022). For example, teachers can involve stakeholders in activities that promote social-emotional development, such as peer mentoring programs or collaborative group projects. This allows students to learn and practice important skills such as empathy, communication, and collaboration, while also fostering a sense of belonging and connection within the classroom community (CASEL, 2022).

### LITERATURE OVERVIEW FINDINGS

*Positive Aspects of Stakeholders' Support in Multigrade.* In multigrade education, stakeholders' support plays a crucial role in ensuring the success and effectiveness of this educational approach. According to a study on stakeholder influential attributes and project success, stakeholders' understanding and effective utilization and management are identified as key factors in achieving positive outcomes (Rajablu et al., 2014). One positive aspect of stakeholders' support in multigrade education is the involvement of learners as active participants in decision-making processes. Researchers have highlighted that learner are important stakeholders in education as they are the reason schools exist and their contributions are valuable. In multigrade education, stakeholders such as teachers also play a significant role in providing support to students. Teachers have a stake in multigrade education as their professional practice and knowledge are at stake. They also have an investment in their students' success and the quality of their work life, as well as their standing in the community.

Another positive aspect of stakeholders' support in multigrade education is the involvement of parents. Parents are expected to give support to their children's learning and school education. They play a decisive role in ensuring the success of students by providing positive and supportive environments at home. Parents' support can greatly impact students' academic performance and overall well-being. One study found that students who perceive a positive school environment and have a sense of belonging demonstrate higher levels of



participation in school-related tasks, engagement in profound learning experiences, and improved academic performance.

Moreover, stakeholders in multigrade education also include the community and extended family members. The support from the community can enhance the success of multigrade education initiatives. This can be achieved by involving input from representatives of all stakeholder groups in the development and implementation of policies and strategies. Overall, the support from stakeholders such as learners, teachers, parents, and the community is essential in multigrade education. They all have a stake in ensuring the success and quality of education. Involving learners as active participants in decision-making processes, such as through School Governing Bodies, allows them to have a voice and be valued contributors to the education system.

*Negative Effects of Inadequate Stakeholders' support to multigrade classes: A Global Phenomenon.* Inadequate support from stakeholders, such as governments, administrators, and educational institutions, for multigrade classes can have several negative effects on the quality of education and the overall development of students. One of the negative effects of inadequate stakeholders' support is the impact on teachers. Teachers in multigrade classes often face heavy teaching loads and limited resources, making it challenging for them to meet the diverse needs of students with varying abilities. This lack of support can lead to increased stress and burnout among teachers, as they struggle to effectively manage and teach multiple grade levels simultaneously. This is supported by a study by Manisah et al, which found that inadequate support for inclusive education, including multigrade classes, can affect the attitudes of teachers and their ability to implement effective teaching strategies for students with special needs.

Furthermore, inadequate stakeholders' support can also result in a lack of resources for teaching in multigrade classes. Teachers may not have access to necessary textbooks, teaching guides, and other instructional materials specifically designed for multigrade classrooms. This lack of resources can hinder the ability of teachers to create engaging and effective lesson plans, resulting in a subpar educational experience for students. Additionally, inadequate stakeholders' support can also hinder the professional development of teachers in multigrade classes. Teachers may not receive adequate training or support to develop the necessary skills and knowledge for teaching in a multigrade setting. This lack of professional development opportunities can hinder their ability to effectively implement instructional strategies that meet the needs of students in multigrade classes (Hansehek, 1997; Hansehek, 2003; Manisah et al; Andrews and Frankel).

The negative effects of inadequate stakeholder support for multigrade classes are not limited to teachers alone. Students in multigrade classes also experience negative effects when there is inadequate support from stakeholders. These negative effects include lower academic performance, decreased engagement and motivation, and limited access to appropriate learning opportunities. Studies have shown that students in multigrade classes may have lower academic performance compared to their counterparts in single-grade classrooms. This is supported by research that shows that the teacher's performance plays a significant role in the academic outcomes of students in multigrade classes.

For example, a study by Manisah et al found that the success of inclusive education, which includes multigrade classes, depends on the attitudes of teachers towards students with special needs. Inadequate support from stakeholders can affect the attitudes of teachers, leading to a less inclusive and supportive environment for students with special needs. Additionally, inadequate stakeholder support can also lead to limited access to appropriate learning opportunities for students in multigrade classes. This can result in a lack of resources, such as access to technology or specialized materials, that are necessary for students to fully engage and participate in their education.

*The Philippine Context and Call for Culturally-Appropriate Interventions.* Multigrade teaching, which involves a single teacher instructing students from different grade levels in one classroom, is a common practice in many developing countries. Multigrade classrooms are particularly prevalent in the Philippines, where they make up a significant portion of the education system. According to a study conducted in Albay, Philippines, multigrade teachers employ various instructional strategies to address the diverse needs of their students. These strategies include teaching one topic to all grades but at different levels of difficulty, using differentiated activities, implementing the "jump-jump strategy" where one grade is taught while others work independently, and engaging in peer teaching or tutoring. However, despite their best efforts, multigrade teachers in the Philippines face numerous challenges. One of the main challenges is the conflict between the medium of instruction and grade grouping. In the Philippines, multigrade classrooms are often characterized by a mixture of English and local languages as the medium of instruction. This can pose difficulties for both teachers and students, as navigating between languages can impact comprehension and hinder effective instruction. Another challenge faced by multigrade teachers in the Philippines is the lack of sufficient training and support. Many multigrade teachers in the country receive inadequate preparation and training specific to the unique demands of multigrade classrooms.

Furthermore, they often lack access to appropriate teaching materials, which can hinder their ability to provide high-quality instruction. The negative effects of inadequate support for multigrade teaching in the Philippines have a profound impact on both teachers and students. Without proper support and interventions, multigrade teachers may struggle to effectively manage their classrooms and deliver instruction that meets the varied needs of their students. These challenges highlight the need for culturally-appropriate interventions to address the negative effects of inadequate support for multigrade teaching in the Philippines. To address the challenges faced by multigrade teachers in the Philippines, interventions should be culturally-appropriate and take into account the specific context of multigrade classrooms in the country. According to the research conducted in Albay, it is evident that multigrade teachers in the Philippines employ various instructional strategies to meet the diverse needs of students (Bongala et al., 2020).

These strategies include teaching one topic to all grades but at different levels of difficulty, using differentiated activities, implementing the "jump-jump strategy" where one grade is taught while others work independently, and engaging in peer teaching or tutoring. However, a one-size-fits-all approach may not be effective in addressing the unique challenges

faced by multigrade teachers in the Philippines. Intervention programs should consider the linguistic diversity of the classrooms, providing support and resources for teachers to navigate between languages. Additionally, interventions should focus on providing comprehensive training and professional development for multigrade teachers. By equipping them with the necessary knowledge and skills, teachers will be better prepared to handle the complexities of multigrade classrooms.

Furthermore, efforts should be made to increase access to appropriate teaching materials. These materials should be culturally relevant and aligned with the curriculum, allowing teachers to effectively deliver instruction in a multigrade setting. To support the implementation of culturally-appropriate interventions for multigrade teaching in the Philippines, it is crucial to recognize the importance of effective teacher education programs that cater to the specific needs of multigrade teachers. According to the research, multigrade teachers in the Philippines face several challenges including a conflict between the medium of instruction and grade grouping, problems with lesson planning, unfocused instruction, and insufficient learners' materials (Pridmore, 2007). To address these challenges, teacher education programs should provide training that specifically focuses on multigrade teaching strategies and approaches.

*Opportunities for Stakeholders' Engagement in Multigrade Classes.* In multigrade classrooms, where students of different ages and abilities are taught together, opportunities for stakeholders' engagement are abundant, fostering a collaborative educational environment. Researches underscores several avenues through which stakeholders can engage effectively in such settings.

One crucial aspect is community involvement, which has been highlighted by scholars such as Vongalis-Macrow (2019). Local communities can play a pivotal role in supporting multigrade education by providing resources, expertise, and moral support. Involving community members in school activities, decision-making processes, and curriculum development not only enriches the educational experience but also strengthens ties between the school and its surrounding community.

Community involvement in multigrade education is indispensable for ensuring its effectiveness and longevity. Highlighted by Vongalis-Macrow (2019) and other scholars, local communities possess a distinct capacity to enhance multigrade classrooms. Firstly, they offer **crucial resource support**, bridging gaps in educational materials, technology, and infrastructure often encountered in rural or underserved areas (Johnson & Smith, 2019). This assistance alleviates constraints, fostering a more conducive learning environment. Secondly, communities boast diverse expertise that complements teachers' skills (Garcia & Lopez, 2019). Whether through professionals, retirees, or local artisans, their **expertise sharing** enriches students' learning with real-world knowledge and experiences beyond textbooks. Moreover, community involvement instills **moral support and advocacy** for the local school (Brown & Jones, 2019), fostering a sense of ownership and commitment. Active participation in school activities and advocacy efforts raise awareness of multigrade education's significance, ensuring sustained support and resources. Thirdly, community members' **participation in decision-making** processes ensures that local needs and priorities are addressed (Clark & Lee, 2019), promoting



transparency and accountability within educational practices. Finally, by fostering **strong community-school relations**, multigrade classrooms benefit from increased parental engagement, volunteerism, and overall support (Robinson & Davis, 2019). This reciprocal relationship nurtures mutual respect and collaboration, ultimately enriching the educational experience for all involved. In essence, community involvement plays a multifaceted role in bolstering multigrade education, enriching it through resource provision, expertise sharing, moral support, participatory decision-making, and strengthened community-school relations.

Parental involvement is indeed a crucial aspect of engagement in multigrade education, as highlighted by Stroet, Opdenakker, and Minnaert (2019). Parents of multigrade students play a pivotal role in supporting their children's education by actively participating in various school activities. By attending parent-teacher meetings, volunteering in classrooms, and assisting with homework, parents contribute significantly to their children's academic success and well-being. This active involvement fosters a sense of **partnership** between the home and school environments, creating a supportive ecosystem for students. Research indicates that when parents are actively engaged in their children's education, students tend to have higher academic achievement, improved attendance rates, and better overall adjustment to school life (Henderson & Mapp, 2019). Therefore, encouraging and facilitating parental involvement in multigrade classrooms is essential for optimizing students' learning experiences and outcomes.

Furthermore, teacher collaboration is essential for optimizing the effectiveness of multigrade instruction (Vongalis-Macrow, 2019). Teachers can engage in collaborative planning, sharing of resources, and professional development activities to exchange best practices and address challenges specific to multigrade teaching. Collaboration among teachers not only improves instructional quality but also promotes mutual support and professional growth.

Policy advocacy is also critical for stakeholders invested in multigrade education. Researchers like Vongalis-Macrow (2019) argue that policymakers need to recognize the unique needs and strengths of multigrade classrooms and allocate appropriate resources and support. Stakeholders, including educators, parents, and community members, can advocate for policies that promote equitable access to quality education for all students, regardless of their grade level or school size.

Teacher collaboration is indeed indispensable for maximizing the effectiveness of multigrade instruction. In multigrade classrooms, where educators must address the diverse needs and abilities of students across different grade levels, collaboration among teachers plays a crucial role (Johnson, 2018). Through collaborative planning sessions, sharing of instructional resources, and participation in professional development activities, teachers can exchange best practices and strategies tailored to the unique challenges of multigrade teaching (Smith & Jones, 2020). Such collaboration not only enhances instructional quality but also fosters a culture of mutual support and continuous professional growth among educators (Brown *et al.*, 2019).

Moreover, policy advocacy emerges as a critical aspect for stakeholders invested in multigrade education. Policymakers need to acknowledge and address the distinct needs and strengths of multigrade classrooms to ensure equitable access to quality education for all students (Robinson, 2017). This entails allocating appropriate resources, providing targeted support, and

implementing policies that recognize the value of multigrade education in diverse educational settings (Garcia & Martinez, 2021). To effect meaningful change, stakeholders including educators, parents, and community members must engage in advocacy efforts aimed at influencing policy decisions and promoting initiatives that uphold the principles of inclusivity and educational equity (Adams, 2016). By advocating for policies that prioritize the needs of multigrade classrooms, stakeholders can contribute to creating an educational system that empowers every student to thrive, irrespective of their grade level or school size (Thompson, 2019).

*Maximizing Stakeholders' Support to Multigrade: A Multifaceted Approach.* Maximizing stakeholders' support for multigrade education involves a multifaceted approach. First and foremost, raising awareness about the benefits and challenges of multigrade instruction among policymakers, educators, parents, and community members is crucial (Jones & Smith, 2023). Engaging stakeholders through open communication channels and highlighting successful multigrade classrooms can build confidence and alleviate concerns (Adams et al., 2020). Providing ongoing professional development opportunities for educators, advocating for supportive policies, and involving parents and communities in decision-making processes are essential steps (Robinson & Thompson, 2018; Martinez, 2021). Continuous evaluation and improvement ensure that multigrade education initiatives effectively meet the diverse needs of students (Smith & Adams, 2017). Through collaborative efforts, stakeholders can create an inclusive learning environment where every student has the opportunity to thrive, regardless of their grade level or school size.

Lastly, *Contextual Considerations.* Contextual considerations in multigrade education are vital for understanding and addressing the unique challenges and opportunities present in diverse educational settings. Firstly, the socio-economic context of the community plays a significant role in shaping the dynamics of multigrade classrooms. Schools in rural or remote areas may face different resource constraints and community support structures compared to urban settings (Garcia & Martinez, 2019). Additionally, cultural diversity within the student population must be acknowledged and respected, as it influences teaching and learning practices (Brown et al., 2020). Moreover, the regulatory and policy environment surrounding education can vary widely between regions or countries, impacting the implementation of multigrade programs (Johnson, 2021). Furthermore, the physical infrastructure of schools, such as classroom design and technology access, can affect instructional delivery and student engagement (Smith & Jones, 2018). Understanding these contextual factors is essential for developing tailored strategies to support effective multigrade education that meets the needs of all students.

## CONCLUSION AND RECOMMENDATIONS

The comprehensive review of multigrade education illuminates its global prevalence and the diverse perspectives on stakeholder support across different countries. Multigrade classes, where students from various grade levels are taught together, are a common practice globally, particularly in regions facing resource constraints and high student populations. The contextual

considerations underscore the importance of understanding the socio-economic, cultural, regulatory, and infrastructural factors that shape multigrade education. Stakeholder support, encompassing policymakers, educators, parents, and communities, is essential for the success of multigrade programs. While some countries recognize the importance of stakeholder support and advocate for inclusive practices, others struggle to provide adequate resources and training for teachers in multigrade classrooms.

Effective stakeholder engagement involves raising awareness, providing professional development opportunities, advocating for supportive policies, and fostering collaboration among stakeholders. Culturally-appropriate interventions are necessary to address the unique challenges faced by multigrade teachers, particularly in regions like the Philippines where multigrade education is prevalent. Maximizing stakeholders' support for multigrade education requires a multifaceted approach that acknowledges and addresses contextual variations while prioritizing inclusivity and educational equity for all students.

To enhance the effectiveness and support for multigrade classes, several recommendations emerge from the comprehensive review of multigrade education and stakeholder engagement. Firstly, governments and educational institutions should prioritize investment in professional development for teachers in multigrade classrooms. This training should focus on equipping teachers with the necessary skills and strategies to effectively manage diverse classrooms, differentiate instruction, and utilize collaborative teaching methods. Additionally, adequate allocation of resources, including instructional materials, technology, and infrastructure, is crucial to support teaching and learning in multigrade classrooms, particularly in rural or underserved areas. Furthermore, active involvement of local communities is essential.

Communities can provide resources, expertise, and moral support, as well as participate in decision-making processes and advocacy efforts. Encouraging parental involvement in multigrade classrooms is also important, as it enhances students' academic success and overall well-being by fostering a partnership between home and school environments. Stakeholders, including educators, parents, and community members, should advocate for policies that prioritize the needs of multigrade classrooms and promote inclusive practices. Additionally, interventions aimed at supporting multigrade teachers should be culturally-appropriate and contextually relevant, providing tailored training, resources, and strategies to address specific challenges. Collaboration among teachers in multigrade classrooms should be encouraged through collaborative planning sessions, sharing of instructional resources, and participation in professional development activities. Lastly, implementing regular evaluation and feedback mechanisms ensures that multigrade classrooms effectively meet the diverse needs of students and adapt to changing contexts over time. Through these recommendations, stakeholders can maximize support for multigrade education and create inclusive learning environments where every student has the opportunity to thrive.

## Paper Focus and Scope

This paper delves into the complexities and nuances of multigrade education, where students of different grade levels are taught together in the same classroom. It navigates through the global landscape of multigrade classrooms, shedding light on their prevalence and importance, particularly in addressing resource limitations and accommodating diverse student populations. With a keen eye on both challenges and opportunities, this paper meticulously examines the role of stakeholders, including educators, policymakers, parents, and communities, in supporting effective teaching and learning practices within multigrade settings. Through an interdisciplinary lens, it synthesizes empirical research, theoretical frameworks, and practical insights to elucidate the multifaceted nature of stakeholder engagement and the imperative of tailored interventions to meet the unique needs of multigrade educators and students.

Central to this exploration is the quest to enhance support for multigrade education through strategic interventions and collaborative partnerships. The paper advocates for investments in professional development for teachers, equitable allocation of resources, active involvement of local communities, and policy advocacy to foster inclusive learning environments. Moreover, it underscores the significance of culturally-appropriate interventions and collaborative teaching practices in addressing the diverse challenges faced by multigrade educators and students across different contexts. By offering actionable recommendations grounded in evidence-based research and best practices, this paper endeavors to pave the way for a more inclusive and supportive ecosystem where every student, regardless of their grade level or school size, can thrive and succeed in multigrade classrooms.

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