



MULTIGRADE TEACHING IS A PATH TO SELF-TRANSFORMATION AND SELF- FULFILLMENT

FARHAJID LIDASAN ANGAR, PhD

<https://orcid.org/0000-0001-5413-4109>

jhedlidasanangar@yahoo.com

Deped- Zamboanga Del Sur Division

Dao, Pagadian City, Philippines

ABSTRACT

This study explored the lived experiences of the eight multi-grade teachers (MGTs) of Dinas District, Division of Zamboanga Del Sur, Region 9, Philippines, using in-depth interviews and focus group discussion. The gathered data were analyzed based on Creswell's (2017) qualitative phenomenological approach. Results revealed four themes that capsulized the MGTs' experiences. These are (1) The Roadblocks: The challenges experienced by the MGTs, (2) The Driving Force: The enabling factors that motivated the MGTs in their work, (3) The Resolution: Finding Solutions, and (4) The Reflective Epilogue: The insights gained from multi-grade teaching, are: embracing the tasks develops love and passion to teach, God will make a way, and challenges shape character. The study concluded that multi-grade teaching is a path to self-transformation and self-determination. Assigning full-time school heads to multi-grade schools is recommended so that MGTs can focus on their primary function.

Keywords: Multigrade teachers, lived experiences, phenomenological approach, self-transformation, self-fulfillment