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Classroom Management in Multigrade Classes and Pupils' Behavioral Engagement

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ABSTRACT: This study examined the relationship between classroom management in multigrade classes and pupils' behavioral engagement. The study specifically examined how classroom management relates to pupils' behavioral engagement and identified which dimensions significantly predict their level of engagement. The study employed correlational and causal research designs. Through stratified random sampling using Select Statistical Services Calculator with a 95% confidence level and a 3% margin of error, the respondents were 135 Grade 5 and Grade 6 pupils from the three multigrade schools of the Division of Cagayan de Oro City for School Year 2025-2026. The instrument used was an adapted questionnaire with good to excellent internal consistency reliability results. Mean and Standard Deviation were used to determine the levels of variables, Pearson Product Moment Correlation tested the relationship, and Multiple Linear Regression identified predictors of pupils' behavioral engagement. The findings revealed that classroom management practices are very high and the level of pupils' behavioral engagement in multigrade classroom is very good**.** A significant relationship existed between classroom management practices and pupils' behavioral engagement. Teacher-Pupil interaction is the strongest predictor of pupils' behavioral engagement in multigrade classrooms. The study concludes that strong classroom management practices enhance pupils' behavioral engagement in multigrade classrooms. It is recommended that school administrators and teachers may strengthen classroom management strategies to sustain pupils' engagement and improve the learning environment.

KEYWORDS: behavioral engagement, classroom management, multigrade classes

I. INTRODUCTION

Effective classroom management promotes active learning and encourages pupils to stay engaged in class. This becomes even more important in multigrade classrooms, where one teacher manages learners from different grade levels at the same time. In the Philippines, the Department of Education (DepEd) often implements multigrade teaching in geographically isolated and sparsely populated areas, which helps address limited resources and low enrollment but also brings unique instructional and behavioral challenges.

Multigrade classrooms are a common educational setup in rural and remote areas of the Philippines. This approach helps address challenges such as limited resources, teacher shortages, and geographical isolation, allowing children in underserved communities to access education (UNICEF Philippines, 2023). However, handling learners from different grade levels in one class creates unique challenges that require teachers to apply effective classroom management strategies.

Effective classroom management in multigrade classes helps create a learning environment where pupils can actively participate and succeed. In multigrade classrooms, teachers need to apply strategies that address the different needs of pupils from various grade levels. Studies show that teachers often use strategies such as differentiated activities, peer tutoring, and flexible grouping to support the diverse learning needs of their pupils (Bongala et al., 2020).

Behavioral engagement is commonly manifested through pupils' attention to lessons, active participation in learning tasks, persistence in completing assigned activities, and adherence to classroom rules and expectations. When pupils demonstrate high levels of behavioral engagement, they are more likely to remain focused on learning tasks, interact constructively with teachers and peers, and show responsible classroom conduct. In multigrade classrooms, behavioral engagement becomes particularly important because pupils from different grade levels share the same learning environment and must manage their tasks with varying levels of independence (Skinner et al., 2023).

Furthermore, behavioral engagement in pupils, particularly in multigrade classrooms, is closely tied to the classroom environment and management strategies employed by teachers. Miccichi (2020) highlighted the role of teacher-pupil interactions in fostering an environment conducive to engagement. When pupils perceive their classroom as a place of respect, understanding, and inclusivity, they are more likely to participate actively and persist with tasks. For multigrade classrooms, this becomes even more important as the dynamics of mixed-age groups require teachers to be sensitive to the diverse developmental needs of each pupil. The effectiveness of classroom management directly influences the level of pupil engagement.

Moreover, the relationship between classroom management and pupil engagement has been a subject of interest in educational research. Pupils' behavioral engagement encompasses their attention, participation, persistence, and conduct during classroom activities. Studies have shown that effective classroom management positively influences pupils' behavioral engagement, leading to improved academic outcomes and a more harmonious classroom environment (Lacre & Valle, 2024).

Despite the growing body of literature on classroom management and pupil engagement, there remains a noticeable gap in studies that specifically examine these variables within multigrade classroom contexts, particularly in the Philippine educational setting. Many existing studies have focused on classroom management practices in single-grade classrooms or have examined multigrade teaching mainly in terms of instructional strategies and access to education rather than pupils' behavioral engagement. In addition, limited empirical studies in the Philippines have investigated how specific classroom management dimensions such as rules and regulations, teacher-pupil interaction, and time management relate to pupils' behavioral engagement in multigrade classes. Furthermore, few local studies have identified which among these classroom management variables significantly predicts pupils' behavioral engagement in multigrade learning environments (Malipot, 2025).

Thus, the researcher aimed to examine the relationship between classroom management in terms of rules and regulations, teacher-pupil interaction, and time management, and pupils' behavioral engagement in terms of attention and participation, task persistence, and classroom conduct. In addition, the study also sought to determine which of the independent variables predicts singly or in combination the level of pupils' behavioral engagement. Addressing this research gap is important to provide empirical evidence that can guide teachers in improving classroom management practices and enhancing pupils' participation, persistence, and conduct in multigrade classrooms

This study was anchored on the theory of Culturally Responsive Classroom Management (CRCM) as developed by Weinstein et al. (2004). CRCM emphasizes the significance of recognizing and integrating pupils' cultural backgrounds, values, and communication styles into classroom management practices. It asserts that effective classroom management must be equitable, respectful, and responsive to diverse learners. CRCM can be especially effective in promoting engagement and reducing behavioral issues. Implementing CRCM strategies, such as adapting rules and routines to reflect the community's cultural values, can help create a positive classroom atmosphere conducive to learning and engagement.

Recent studies highlight the significance of culturally responsive practices in enhancing classroom management in multigrade settings. Bagay (2025) explored the experiences of multigrade teachers in Apayao, Philippines, revealing that teachers who employed culturally responsive strategies, such as recognizing students' cultural backgrounds and adapting teaching methods, accordingly, were more successful in managing diverse classrooms. These practices not only improved classroom management but also fostered a positive learning environment conducive to pupil engagement.

Multigrade teachers often face unique challenges due to the diverse age groups and learning levels within their classrooms. Reyes and Ching (2024) examined the opportunities and challenges faced by multigrade teachers in Quezon, Philippines, identifying adaptive strategies such as differentiated instruction and collaborative learning as effective means of managing diverse classrooms. These strategies align with CRCM principles by acknowledging and addressing the varied cultural and developmental needs of pupils.

Effective classroom management is integral to promoting positive behavioral engagement among pupils. According to Bagay (2025), culturally responsive classroom management (CRCM) provides a framework for educators to understand and meet the diverse needs of pupils. CRCM emphasizes the importance of recognizing pupils' cultural backgrounds and integrating those elements into classroom management practices. This culturally aware approach is particularly beneficial in multigrade settings, where students may come from varied linguistic, cultural, and socio-economic backgrounds, thus requiring differentiated management practices.

The implementation of CRCM has significant implications for educational policy and practice. Tayoni and Abocejo (2023) evaluated the Multigrade Education Program in Leyte, Philippines, finding that culturally responsive policies and practices contributed to improved pupil outcomes in multigrade settings. These findings suggest that adopting CRCM principles at the policy level can lead to more effective and inclusive educational practices in multigrade classrooms.

II. METHODOLOGY

The study employed correlational and causal research designs. The study used correlational research design to examine the relationship between classroom management in multigrade classes and pupils' behavioral engagement because it allowed the researcher to identify and quantify the strength and direction of associations between these variables without manipulating them. This design was particularly useful in educational settings where experimental manipulation was not feasible, and it provides insights into how variations in classroom management practices may relate to differences in pupil engagement levels (Oparaugo et al., 2024).

In addition, the study used causal research design to assess which determinants of the independent variable predict singly or in combination the level of pupils' behavioral engagement. Employing a causal research design to investigate how classroom management in multigrade classes predicts pupils' behavioral engagement, it is essential to understand that causal research aims to establish cause-and-effects. Causal research was appropriate as it allowed for the examination of how specific classroom management practices influence pupils' engagement levels, potentially guiding effective interventions (Hussain et al, 2022).

III. RESULTS AND DISCUSSION

Problem 1. What is the level of classroom management in multigrade classes in terms of:

1.1 rules and routines;

1.2 teacher-pupils interaction; and

1.3. time management?

Table 1. Overall Classroom Management in Multigrade Classes

Variables	Mean	SD	Qualitative Description
Rules and Routines	4.63	0.59	Very High
Teacher-Pupil Interaction	4.66	0.57	Very High
Time Management	4.63	0.57	Very High
Overall	**4.64**	**0.58**	**Very High**

Note: 4.21-5.00 Very High; 3.41-4.20 High 2.61-3:40 Moderate; 1.81-2.60 Low; 1.00-1.80 Very Low

Table 1 presents the Overall Classroom Management in Multigrade Classes. The results show an overall Mean of 4.64 with SD=0.58, which is qualitatively described as Very High. The results indicate that classroom management practices in multigrade classes are strongly implemented and structured procedures and effective use of time are also consistently practiced. These findings highlight that effective classroom management in multigrade classes is supported by a combination of clear rules, positive interactions, and efficient time utilization. The findings imply that maintaining strong classroom management practices is essential in ensuring an organized and productive learning environment in multigrade settings.

This supports the study of Bautista (2021), which emphasized that effective classroom management in multigrade classrooms depends on teachers' ability to organize learning activities, establish clear routines, and manage instructional time efficiently. It explained that structured classroom procedures help pupils understand expectations and remain engaged even when the teacher attends to different grade levels. The study further noted that consistent classroom management practices contribute to smoother lesson transitions and minimize behavioral disruptions. When teachers effectively manage time and maintain organized classroom routines, pupils are more likely to participate actively and remain focused on learning tasks.

In the same table, the variable, *Teacher-Pupil Interaction*, was rated the highest with the Mean of 4.66 with SD=0.57, which is qualitatively described as Very High. This result indicates that positive communication and supportive relationships between teachers and pupils are strongly evident in the multigrade classroom. It suggests that the teacher effectively interacts with pupils through encouragement, respect, and clear explanations that support their learning. Strong teacher-pupil interaction is particularly important in multigrade settings because it helps maintain pupils' engagement and builds a supportive classroom environment despite the presence of different grade levels. This finding highlights that effective communication and respectful interaction between teachers and pupils play a significant role in successful classroom management. It also indicates that when pupils feel supported and valued by their teacher, they are more likely to participate actively in classroom activities.

This is consistent with the study of Mendoza (2021) as well as Sumastre and Oco (2025), which emphasized that positive teacher-pupil interaction plays an important role in promoting engagement and maintaining order in multigrade classrooms. The study noted that when teachers communicate with pupils through encouragement, clear explanations, and supportive feedback,

pupils become more confident and responsive during classroom activities. The study further highlighted that strong interpersonal relationships between teachers and pupils help build trust and motivation, which are essential for sustaining participation among learners of different grade levels. In multigrade settings, such supportive interaction helps teachers manage diverse learners while keeping them actively involved in the lesson.

Meanwhile, the variables, *Rules and Routines* and *Time Management* were rated the lowest both with the Mean of 4.63 with SD=0.59 and 0.57, respectively, which are still qualitatively described as described as Very High. Although these indicators obtained slightly lower means compared to Teacher-Pupil Interaction, the results still indicate that these classroom management practices are strongly implemented in the multigrade classroom. This suggests that teachers consistently establish clear rules and routines while effectively organizing instructional time to support learning activities. The minimal difference among the mean scores also indicates that all aspects of classroom management are practiced at a similarly high level. This finding suggests that structured routines and effective time allocation remain important components of classroom management in multigrade classes. It also indicates that maintaining consistency in these practices contributes to a stable and organized learning environment.

This aligns to the study of Santos (2021), which emphasized that clear classroom rules and well-established routines are essential in maintaining order and structure in multigrade classrooms. When pupils understand classroom expectations and daily procedures, they are more likely to follow instructions and remain engaged in learning activities. The study further noted that consistent routines help teachers manage different grade levels simultaneously by providing a predictable flow of activities. In addition, effective time management enables teachers to allocate attention across groups of learners while minimizing disruptions and maintaining smooth classroom transitions.

Problem 2. What is the level of pupils' behavioral engagement in terms of:

2.1 attention and participation;

2.2 task persistence; and

2.3 classroom conduct?

Table 2. Overall Pupils' Behavioral Engagement

Variables	Mean	SD	Qualitative Description
Attention and Participation	4.66	0.62	Very Good
Task Persistence	4.54	0.82	Very Good
Classroom Conduct	4.59	0.76	Very Good
Overall	**4.60**	**0.73**	**Very Good**

Note: 4.21-5.0 Very Good 3.41-4.20 Good; 2.61-3.40 Moderate; 1.81-2.60 Poor; 1.0-1.80 Very Poor

Table 2 presents the Overall Pupils' Behavioral Engagement. The results show an overall Mean of 4.60 with SD=0.73, which is qualitatively described as Very Good. The results indicate that pupils demonstrate a very high level of behavioral engagement and that pupils generally demonstrate positive behavior and perseverance in completing their tasks. These findings highlight that pupils in multigrade classrooms show strong engagement through active participation, responsible behavior, and sustained effort in their learning activities. The findings imply that maintaining engaging instructional strategies and positive classroom management practices is important in sustaining pupils' behavioral engagement.

This aligns to the study of Aguilar (2021), which emphasized that pupils' behavioral engagement is reflected through their active participation, attentiveness, and persistence in completing learning tasks. The study explained that when classroom management practices and instructional strategies effectively support learners, pupils are more likely to demonstrate responsible behavior and remain actively involved in classroom activities. The study further noted that engaged pupils tend to show greater effort in accomplishing tasks and participating in discussions, which contributes to improved learning outcomes. In multigrade classrooms, strong behavioral engagement helps maintain a productive learning environment despite the presence of different grade levels.

In the same table, the variable, *Attention and Participation*, was rated the highest with the Mean of 4.66 with SD=0.62, which is qualitatively described as Very Good. This result indicates that pupils are highly attentive during lessons and actively participate in classroom activities. It suggests that pupils are engaged in the learning process through listening, responding to questions, and contributing to class discussions. In multigrade classrooms, such active attention and participation are essential because pupils often need to stay focused while working on different tasks across grade levels. This finding suggests that pupils demonstrate strong interest and involvement in classroom learning activities. It also indicates that active participation helps sustain pupils' attention and promotes a more interactive learning environment.

This supports the study of Garcia (2021), which emphasized that maintaining pupils' attention and encouraging participation are essential for effective learning in multigrade classrooms. When teachers use engaging instructional strategies and interactive questioning, pupils become more attentive and actively involved in classroom discussions. The study further noted that active participation helps learners process information more effectively and strengthens their understanding of lesson concepts. In multigrade settings, sustained attention and participation are particularly important because pupils often work on different tasks while sharing the same learning environment.

Meanwhile, the variables, *Task Persistence*, was rated the lowest with the Mean of 4.54 with SD=0.82, which is qualitatively described as Very Good. Although it obtained the lowest mean among the variables, the result still indicates that pupils generally demonstrate perseverance in completing their academic tasks. The slightly lower mean may suggest that some pupils occasionally encounter difficulties in maintaining consistent effort when tasks become challenging. This may occur because pupils in multigrade classrooms often work independently and must manage different learning tasks simultaneously. This finding suggests that while pupils are highly engaged overall, maintaining consistent persistence in completing tasks may still vary among learners. It also indicates that pupils may need continuous encouragement to sustain effort when working on challenging activities.

This supports the study of Dela Peña (2022), which emphasized that pupils' task persistence is strengthened when teachers provide clear expectations, structured activities, and consistent feedback. The study noted that pupils are more likely to sustain effort in completing tasks when they receive guidance and encouragement from their teacher. The study further noted that in multigrade classrooms, pupils often work independently while the teacher attends to other groups, which may influence how consistently they maintain effort on challenging tasks.

Problem 3. Is there a significant relationship between the level of classroom management in multigrade classes and pupils' behavioral engagement?

Table 3. Correlation Analysis Between Classroom Management and Pupils' Behavioral Engagement

Variables	r-value	p-value	Description	Decision on Ho	Qualitative Description
Rules and Routines	.0.307**	0.000	Significant	Reject	Low Positive
Teacher-Pupil Interaction	0.458**	0.000	Significant	Reject	Low Positive
Time Management	0.176*	0.000	Significant	Reject	Low Positive

**. Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows the Correlation Analysis between Classroom Management and Pupils' Behavioral Engagement. The results reveal that rules and routines (r =0.307, p=0.000)**,** teacher-pupil interaction (r=0.458, p=0.000)**,** and time management (r=0.176, p= 0.000) all have significant relationships with pupils' behavioral engagement. Since the p-values are less than 0.05, the null hypothesis is rejected, indicating that classroom management practices are significantly related to pupils' behavioral engagement in multigrade classrooms. Although the relationships are described as low positive correlations, the findings suggest that improvements in classroom management practices are associated with increases in pupils' behavioral engagement. The findings indicate that effective classroom management contributes to enhancing pupils' behavioral engagement in the classroom.

This aligns to the study of Aguilar (2021), which emphasized that effective classroom management practices are closely associated with pupils' behavioral engagement in the learning process. This explained that when teachers establish clear rules, maintain positive teacher-pupil relationships, and organize instructional time effectively, pupils are more likely to remain attentive and actively participate in classroom activities. The study further noted that well-managed classrooms create a structured and supportive environment that encourages pupils to follow instructions and engage in learning tasks. In multigrade settings, where teachers manage learners from different grade levels simultaneously, strong classroom management practices become even more important in sustaining engagement.

The variable with the highest correlation is *Teacher-Pupil Interaction* with an r-value of 0.458 and a p-value of 0.000, which is interpreted as a significant low positive relationship. This result indicates that teacher-pupil interaction has the strongest relationship with pupils' behavioral engagement among the classroom management variables. It suggests that when teachers maintain positive communication, respect pupils' ideas, and provide support during learning activities, pupils are more likely to demonstrate active participation and positive classroom behavior. This finding highlights that positive relationships and effective communication between teachers and pupils play a role in promoting pupils' engagement in the classroom. It also suggests that supportive teacher behaviors encourage pupils to participate more actively and remain involved in learning activities.

This supports the study of Mendoza (2021), which emphasized that positive teacher-pupil interaction significantly influences pupils' engagement and participation in the classroom. This explained that when teachers maintain open communication, provide encouragement, and show respect toward pupils' ideas, learners become more motivated to participate in classroom activities. The study further noted that supportive relationships between teachers and pupils help build trust and confidence, which encourages pupils to express their thoughts and remain actively involved in lessons. In multigrade classrooms, where pupils of different grade levels learn together, effective interaction helps maintain engagement and promotes a supportive learning environment.

The variable with the lowest correlation is *Time Management* with an r-value of 0.176 and a p-value of 0.000, which is interpreted as a significant low positive relationship. Although it has the lowest correlation among the variables, the result still indicates that time management has a meaningful relationship with pupils' behavioral engagement. This means that effective use of instructional time is still associated with improvements in pupils' engagement, even if the strength of the relationship is weaker compared to the other variables. The finding also shows that the null hypothesis is rejected, confirming that time management significantly relates to pupils' behavioral engagement. This result suggests that while time management contributes to pupils' behavioral engagement, other aspects of classroom management may have a stronger influence on pupils' behavior in class. It also indicates that pupils' engagement may be more strongly shaped by interpersonal and behavioral management strategies rather than time allocation alone.

This aligns to the study of Ramos (2022), which emphasized that structured time management strategies help maintain pupils' focus and engagement during classroom activities. It noted that when teachers use clear schedules, time cues, and organized lesson pacing, pupils are better able to anticipate transitions and remain attentive to their tasks. However, the study also noted that while time management supports classroom organization, pupils' engagement is also influenced by other factors such as interaction with the teacher and the learning environment. In multigrade classrooms, effective time use helps minimize confusion and ensures that pupils stay on task while the teacher attends to other groups.

Problem 4. Which of the dimensions of the independent variable predict singly or in combination the pupils' behavioral engagement?

Table 4. Multiple Linear Regression Between Classroom Management and Pupils' Behavioral Engagement

Variables	**Unstandardized Coefficients**		**Standard Coefficient Beta**		
	B	**Std. Error**		**T**	**Sig.**
(Constant)	0.145	0.822		0.177	0.860
Rules and Routines	0.164	0.737	0.108	1.197	0.234
Teacher-pupils' Interaction	0.721	0.175	0.391	4.109	0.000
Time Management	0.066	0.131	0.042	0.504	0.615
		R=0.468	R^2=0.219	F=11.894	Sig=0.000

Dependent Variable: Pupils' Behavioral Engagement

Predictors (Constant) Rules and Routines, Teacher-pupils' Interaction, Time Management

Table 4 presents the Multiple Linear Regression between Classroom Management and Pupils' Behavioral Engagement. The multiple linear regression analysis reveals a model correlation coefficient of R=0.468, indicating a moderate relationship between classroom management variables and pupils' behavioral engagement. The coefficient of determination (R^2=0.219) shows that approximately 21.9% of the variation in pupils' behavioral engagement can be explained by the combined effects of rules and routines, teacher–pupil interaction, and time management. The F-value of 11.894 with a significance value of 0.000 indicates that the regression model is statistically significant. This means that the classroom management variables collectively contribute to predicting pupils' behavioral engagement in the multigrade classroom. These results suggest that classroom management practices have a meaningful influence on pupils' behavioral engagement. The moderate correlation indicates that effective classroom management supports pupils' attention, persistence, and conduct in learning activities. However, since only 21.9% of the variance is explained, other factors beyond classroom management may also influence pupils' engagement.

This supports the study of Torres (2025), which emphasized that consistent classroom management practices and regular teacher feedback contribute to sustaining pupils' behavioral engagement. This explained that when teachers maintain organized classroom procedures and provide continuous guidance, pupils are more likely to remain attentive and actively participate in learning activities. The study further noted that while classroom management strategies play a significant role in shaping pupils'

behavior, engagement is also influenced by other factors such as learning motivation, instructional methods, and peer interaction. In multigrade classrooms, these combined elements help create a supportive and structured environment that encourages pupils to stay involved in their tasks.

Among the predictor variables, *Teacher-pupil Interaction* significantly predicts pupils' behavioral engagement with a beta coefficient of 0.391 and a p-value of 0.000, indicating a strong and significant contribution to the model. In contrast, rules and routines (p = 0.234) and time management (p = 0.615) are not statistically significant predictors of pupils' behavioral engagement. This means that while these variables contribute to classroom management, they do not significantly predict pupils' behavioral engagement when analyzed together with other variables in the model. The findings highlight that teacher-pupil interaction plays the most influential role among the classroom management components examined in the study. The results indicate that positive interaction between teachers and pupils is a key factor influencing pupils' engagement in classroom activities. The lack of significance in the other variables suggests that their effects may be indirect or influenced by other classroom factors

This is true to the study of Dela Cruz (2022), which emphasized that strong teacher-pupil relationships significantly influence pupils' engagement and participation in classroom activities. When teachers communicate respectfully, listen to pupils' ideas, and provide encouragement, learners feel valued and become more willing to participate in discussions and learning tasks. The study further noted that positive interaction between teachers and pupils strengthens pupils' sense of belonging and motivation in the classroom. In multigrade settings, where pupils from different grade levels share the same learning space, supportive communication helps maintain engagement and cooperation among learners.

Based on the regression analysis, the model that significantly predicts pupils' behavioral engagement includes *Teacher-pupil Interaction* as the primary predictor. The regression equation is expressed as:

$Y = 0.721X_1 + 0.145$

Where:

Y = Pupils' Behavioral Engagement

X_1 = Teacher–Pupil Interaction

0.145 = Constant

This equation indicates that for every one-unit increase in teacher-pupil interaction, pupils' behavioral engagement is expected to increase by 0.721 units, assuming other variables remain constant. The regression equation highlights the strong contribution of teacher-pupil interaction in influencing pupils' behavioral engagement. This suggests that effective communication and supportive relationships between teachers and pupils play a major role in encouraging active participation and positive behavior. The positive coefficient also indicates that improvements in teacher-pupil interaction are associated with higher levels of engagement. These findings emphasize the importance of interpersonal dynamics in the classroom.

This supports the study of Mendoza (2021), which emphasized that positive teacher-pupil interaction significantly influences pupils' engagement and participation in classroom activities. The study explained that when teachers maintain supportive communication, provide encouragement, and show respect for pupils' ideas, learners become more motivated to take part in classroom discussions and tasks. The study further noted that strong interpersonal relationships between teachers and pupils foster trust and confidence, which encourages learners to remain attentive and actively engaged in lessons.

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. Teachers effectively implement rules and routines, maintain positive teacher-pupil interaction, and manage instructional time efficiently in multigrade classrooms.
2. Pupils actively participate in multigrade classroom activities, persist in completing tasks, and demonstrate positive classroom conduct.
3. Effective classroom management practices contribute to higher levels of pupil engagement in multigrade classrooms.
4. Teacher-Pupil interaction is an effective strategy for pupils' behavioral engagement in multigrade classrooms.

V. RECOMMENDATIONS

In view of the conclusions, the following recommendations are proposed:

1. Teachers in multigrade classrooms may continue strengthening classroom management practices by maintaining clear rules and routines, positive teacher-pupil interactions, and effective time management to sustain an organized and productive learning environment.

2. Teachers may continue to implement more engaging instructional strategies such as interactive discussions, collaborative activities, and varied learning tasks to further enhance pupils' attention, participation, and persistence in completing classroom activities.
3. School administrators may provide professional development programs and training that focus on effective classroom management strategies for multigrade settings to support teachers in maintaining high levels of pupil engagement.
4. Teachers may sustain to employ Teacher-Pupil interaction strategy in multigrade classrooms.

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