

**LEADERSHIP COMPLEXITIES OF SCHOOL HEADS IN
MULTIGRADE EDUCATION**

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ABSTRACT

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This study explored the experiences of multigrade school heads on the dilemmas of their responsibilities of managing teaching and administration despite being burdened of inadequate staffing and resources was examined in this paper. Phenomenological qualitative approach was utilized in this study with the eight-multigrade school leaders of Sulop, Davao del Sur as participants, who were attending to a class at the same time managing multigrade, and data from interviews were transcribed, coded and analyzed; treated with thematic analysis while ensuring confidentiality. The major themes identified were: thriving through innovation, resilience, and effective management, as focus to the challenges experienced by multigrade school heads in multigrade education balance their dual responsibilities to ensure learning and school improvement; strategies of multigrade school heads implied in multigrade education addressing the challenges experienced emphasizing adaptability, support, and managing diverse needs while integrating curricula; and the

need for well-designed policies, support, and collaboration to strengthen multigrade education. The research highlighted major challenges experienced face by the school heads, including scarce resources, inadequate training and a failure to provide clear policy support. It suggested strengthening incentives for teachers, offering professional development, better policy enforcement, increasing community relations, adequate learning materials, and more advocacy for school heads in multigrade education.

Keywords: Challenges, Community Engagement, Multigrade Education, Strategies, and Support;
SDG's: 4. Quality Education, and 17. Partnerships for the Goals