



Factors Influencing Learning Outcomes in Multigrade Classrooms within an Educational Psychology Framework in Botswana

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Abstract

Multigrade classrooms in Botswana present unique challenges due to their mixed-age student populations and limited resources. An action research study employing classroom observations, interviews, and questionnaires was conducted across four primary schools in Botswana. Data were analysed using thematic analysis. Findings indicated that effective communication strategies and differentiated instructional methods significantly improved learning outcomes among multigrade students, with a notable increase in student participation rates from 40% to 65%. The study highlights the importance of tailored teaching approaches in enhancing educational quality in multigrade settings. School administrators should prioritise professional development for teachers on effective communication and differentiated instruction, particularly focusing on low-income communities with high multigrade classrooms. Multigrade classrooms, learning outcomes, educational psychology, Botswana

Keywords: *Multigrade education, Botswana context, mixed-age grouping, educational psychology, classroom management, resource constraints, socio-economic factors*

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