



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

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## Abstract

Multigrade classrooms in Mauritius present a unique educational context where students of varying ages are taught by one teacher within a single classroom setting. This study aims to explore how psychological factors influence learning outcomes among these students. This ethnographic study employed participant observation, interviews with teachers and students, and document analysis to gather data from three multigrade classrooms in Mauritius. Data was analysed using thematic content analysis to identify recurring themes and patterns related to learning outcomes. The findings revealed that student motivation levels significantly varied across different age groups, with younger students showing higher intrinsic motivation compared to older ones who were more focused on completing tasks for grades. Peer interaction also played a critical role in maintaining engagement and collaboration within the classroom environment. This study provides insights into how psychological factors can be leveraged to enhance learning outcomes in multigrade classrooms, particularly by addressing motivational disparities and fostering effective peer interactions. Based on these findings, recommendations include designing targeted interventions that aim to boost younger students' intrinsic motivation and promoting collaborative activities among older students to improve overall engagement and academic performance.

**Keywords:** *African Geography, Cultural Variability, Ecological Theory, Indigenous Knowledge Systems, Multicultural Psychology, Pedagogical Flexibility, Social Constructivism*

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