



Factors Shaping Learning Outcomes in Multigrade Classrooms across Moroccan Educational Settings: A Qualitative Exploration

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Abstract

Multigrade classrooms in Morocco often accommodate students of varying ages within a single classroom setting, presenting unique challenges and opportunities for learning outcomes. This study employed a qualitative approach involving semi-structured interviews with teachers and students from four diverse Moroccan schools. Data were analysed using thematic analysis to identify common themes related to learning outcomes in multigrade classrooms. Teachers reported significant challenges in managing classroom dynamics, particularly in maintaining student engagement across age groups, which influenced the direction of learning outcomes rather than their proportion overall. Socio-cultural factors and pedagogical strategies play crucial roles in shaping learning outcomes within multigrade classrooms. This study provides insights into effective teaching practices for educators working with diverse age groups. Teachers should prioritise inclusive teaching methods that cater to the needs of all students, regardless of their age group, to enhance overall learning outcomes in multigrade settings.

Keywords: *Multigrade education, Morocco, African contexts, ethnography, constructivism, situated learning, critical pedagogy*

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