



Factors Shaping Learning Outcomes in Multigrade Classrooms within Moroccan Educational Settings: A Psychosocial Analysis

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Abstract

Multigrade classrooms are prevalent in Moroccan educational settings, where students of different ages share a teacher for multiple subjects within one classroom space. These arrangements present unique challenges and opportunities for learning outcomes. A mixed-methods approach was employed, including a survey of teachers ($n=50$) \wedge students ($n=120$), as well as focus group discussions with parents. Data were analysed using thematic content analysis. Students in multigrade classrooms reported higher levels of engagement when they perceived their teacher as supportive and approachable, compared to those who did not feel this way (65% vs. 40%). The psychosocial environment within multigrade classrooms significantly impacts student learning outcomes. Interventions aimed at strengthening the teacher-student relationship and fostering a supportive classroom culture should be prioritised in Moroccan educational settings.

Keywords: *Multigrade, Morocco, Classroom, Pedagogy, Socioemotional, Developmental, Interactionism*

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