



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

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Published: 19 October 2012 | **Received:** 18 July 2012 | **Accepted:** 24 September 2012

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DOI: [10.5281/zenodo.18969672](https://doi.org/10.5281/zenodo.18969672)

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Abstract

Multigrade classrooms in Uganda are prevalent educational settings where students of different age groups are taught by a single teacher. This structure presents unique challenges and opportunities for learning outcomes. A systematic review of existing literature and qualitative interviews with educators will be employed to understand the complexities and dynamics of teaching in these settings. This theoretical framework provides educators and policymakers with insights to improve learning outcomes by integrating evidence-based strategies tailored for multigrade classroom environments. Investment in teacher training programmes that emphasise pedagogical flexibility and technology integration is recommended. The establishment of regional support networks can also facilitate better resource distribution among classrooms.

Keywords: *African Education, Multigrade Instruction, Socioemotional Support, Classroom Management, Learning Environments, Cultural Competence, Cognitive Load Theory*

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