



Factors Influencing Learning Outcomes in Multigrade Classrooms within Educational Psychology: An African Perspective

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Abstract

Multigrade classrooms are prevalent in many African educational settings, particularly in resource-limited contexts like Kenya where teacher shortages necessitate their use. However, the effectiveness of these teaching environments on student learning outcomes remains under-researched. A qualitative research design was employed, involving semi-structured interviews with educators and students from three randomly selected primary schools across Kenya. Data collection focused on perceptions of teaching practices, student engagement, and learning outcomes in multigrade classrooms. Themes emerged indicating that a significant proportion (60%) of teachers reported challenges related to managing diverse age groups and maintaining classroom discipline, which often impacted students' ability to focus and learn effectively. Additionally, nearly half (45%) of students expressed difficulties understanding concepts taught in different grades simultaneously. The findings suggest that effective strategies are needed to address the unique pedagogical challenges faced by teachers in multigrade settings to enhance learning outcomes for all students. Educational policymakers should consider developing targeted training programmes and resources specifically designed for teachers working in multigrade classrooms, focusing on managing diverse age groups and fostering inclusive teaching strategies.

Keywords: *African, Multigrade, Classroom, Contextual, Pedagogy, Anthropology, Ethnography*

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