



# Factors Shaping Learning Outcomes in Multigrade Classrooms from an Educational Psychology Perspective in Tanzania 2009

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## Abstract

The use of multigrade classrooms in Tanzania provides a unique educational landscape where students of varying ages are taught together by one or more teachers. This setup requires educators to navigate complex pedagogical challenges, such as managing diverse learning needs and maintaining classroom discipline. Qualitative data were collected through semi-structured interviews with educators, focus group discussions with students and parents, and document reviews of classroom practices. Data analysis involved thematic coding and thematic synthesis. Findings revealed that the primary factor affecting learning outcomes was teacher's pedagogical flexibility, particularly in adjusting teaching methods to accommodate different age groups and abilities. The proportion of multigrade classrooms with integrated technology also showed a positive correlation with better academic performance. The qualitative data suggest that while teacher flexibility is crucial, the integration of educational technologies can enhance learning outcomes in multigrade settings. Educational policymakers should prioritise professional development programmes for teachers to improve their pedagogical skills and integrate technology into teaching practices. Schools should also consider implementing more equitable distribution of resources across classrooms.

**Keywords:** *African geography, multigrade education, pedagogical strategies, teacher-student relations, classroom management, ethnographic methods, qualitative research methodologies*



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