



Influences on Learning Outcomes in Multigrade Classrooms: An Ethnographic Study in Ugandan Educational Psychology Context

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Abstract

Multigrade classrooms in Uganda often combine students of different ages within a single classroom setting, presenting unique challenges for educational psychology research. An ethnographic study was conducted in two Ugandan primary schools, focusing on classroom observations, interviews with teachers and students, and analysis of existing educational materials. Teachers reported significant challenges in managing diverse age groups and maintaining engagement across different learning levels. Students expressed varying degrees of satisfaction with the multigrade system, often depending on their own age group's dynamics. This study highlights the importance of tailored pedagogical approaches to accommodate the unique needs of students within multigrade classrooms. Educators should consider implementing flexible lesson plans and interactive teaching methods that cater to diverse learning paces and styles. multigrade classrooms, Ugandan education, educational psychology, ethnographic study

Keywords: *African, Multigrade, Classroom, Ethnography, Contextualization, Phenomenology, Inequality*

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