



**RESEARCH PAPER**

**The Negative Effect of Multi-Grade Teaching on the Teachers' Performance at Primary School Level in District Mastung, Balochistan**

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**ABSTRACT**

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Primary schools in many rural areas of Pakistan with limited resources or with a shortage of teachers offer multi-grade class room instruction. In this setting, students from two or three grades are accommodated in combine class and one teacher oversees the whole class room. This study examined the factors contributing to subpar teaching performance in multi-grade classrooms in Mastung district primary schools. In fact, the study could only include thirty teachers due to a lack of time and funding. The research strategy was a quantitative one. The research tool used was a questionnaire. Primary school Teachers was the population which consisted of thirty teachers as sample from the district of Mastung. The data was tabulated and graphically analyzed. It was discovered that multi-grade teaching had a negative impact on teachers' ability to instruct. Teachers' responses demonstrated that multi-grade classroom instruction necessitates a number of beneficial changes as well. Positive recommendations and suggestions were made in light of the findings.

**Introduction**

Pakistan has a deeply flawed educational system. Since gaining its independence, there have been few notable changes to the overall educational system, with primary education standing out. Primary schools in many rural areas of Pakistan offer multi-grade class room instruction. In these situations, children from 2 or 3 grade levels are to accommodate combine and one teacher is in charge of the class. District Mastung is a highly ranked district in terms of having public schools. Most schools use a system of mix grade where teachers take combine classes from one to five in the

primary levels. Examining the detrimental effects of multi-grade teaching on teachers' performance forms the core of this study. Primary school teachers who reside in rural areas make up the sample population for this study.

Students of various grades, ages, and aptitudes are taught together in a multi-grade classroom. In developing nations where school enrollment ages vary and grade replication is common, this is preferred. It is referred to contradictorily in the writings as "multi-level," "multiple classes," and "complex classes." The same definition is endorsed by Angela Little as well.

Core elements of multi-graded teaching that have been identified include positioning teachers' attitudes, raising awareness levels, adapting curricula, expressing learning philosophy, designing learning materials, arranging students socially, changing assessment systems, and enhancing the significance of teachers' knowledge and skills (Brown, 2010). Similar to this, the management of the classroom, the strategies for instruction, the curriculum itself, the materials for instruction, and community involvement have been identified as key areas of the multi-graded teacher training program (Beukes, 2006). To manage effective and fruitful teaching and learning in multi-graded classrooms, core aspects and key areas are fundamental issues that must be taken into consideration.

While one group is working on a task, the teacher is occupied with another group's instruction, which poses a management challenge for multi-graded teaching (Taole & Mncube, 2012). It has been noticed that students often complete their assignments without the teacher's guidance. Similarly, in order to create successful multi-graded teaching and learning experiences, it is important to promote effective time management as well as maintaining parent and community relationships (Mulyran-Kyne, 2007). Despite the challenges, multi-graded teaching and learning has some benefits, including adaptable flexible schedules, more opportunities to encourage and support resourceful learning, and more opportunities to learn in a relaxed classroom environment and with friendly relationships (Jordaan, 2006). The majority of teachers who work in classrooms with multiple grade levels admitted that they found multi-grade teaching challenging and difficult. They continued by saying that they felt isolated and unsure of what was specifically expected of them (Taole, 2014).

Children receive consistent instruction in fundamental literacy and numeracy skills during the primary education stage of their education, which lasts until they enter secondary school. In Pakistan, kids in grades one through five are enrolled in primary school. On the other hand, youngsters in developed nations who are in grades one through six are in primary level.

The way a teacher uses his or her abilities in the classroom to introduce and apply their competencies is known as "teacher performance." This is the result of their conflict with the students in the classroom and their effective use of instructional materials.

## **Literature Review**

The multi-grade schools are crucial for propagandizing immature cultivation in nations, according to battle cry masterminds, who contend that they should be pervasive in order to increase student outcomes and increase access to education in conscience-wracked nations and states.

The doctrine of multi-grade classes is an optimal in which, regardless of the educational abilities of the children in each age group, an unblemished prepare is responsible for doctrine rather than a single combined control in a raise in pair classrooms. The preferred degree in developing regions is appropriate for insufficient human and financial resources. In addition to everything else, a multi-grade dogma assembly is overly formal, which is typically a systematic misrepresentation of the body of dogmas. Consider the multi-grade classroom, described by Smith and Barker (1987) as a popular institution pattern in the United States.

According to Bhardwaj (2008), teachers in mono fuse guides have a greater tendency to meet students' learning needs than teachers in multi-grade settings. This, along with the completion of courses, may have an adverse effect on students' learning. They adopt a spirit that can crack in order to deal with different levels at the same time. Academic as well as regional problems are among the multi-dimensional challenges faced by multi-grade teachers. However, a school's unreserved business is its tenet sketch, which is ineffective and advantageously.

As a proposal, the principles of multi-grade have given teachers the responsibility of coming up with creative ways to meet the demands of classes mix-grades. An instruction method contrasts bus condition in a multi-grade classroom. If the school decides to assign students based on their grades, ages, and sex from various groups, she must also express her regrets, hold fast to her convictions, and breathe. The scholar of the student takes more and helps them to compete on another.

Multi-grade classrooms must be given their own textbooks because implementing identified curricula is both high-spirited and ineffective. The schools in our country of Pakistan currently rank first for having a multi-grade teaching environment. As a result, a teacher immediately handles unusual grades. Effective savoir vivre in the classroom requires a combat based life style, similar perception and a grouping room contextual. As for direct and active learning, the teacher must protect all available approaches. The main responsibility of a teacher is to engage students in learning activities without wasting their time. Interestingly, the students who drop out are grateful to complicate their learning activities due to the reserved of the capable stand. According to Juvane and Brusque (2005), multi-mix teaching entails planning, forming, producing teaching learning materials, and teaching learning actions.

Multi-grade teachers are aware that mono-grade classes are the assumption instruction and that multi-level classes are "second class" obligations (Succinct, 2005). The instructors find multi-grade classrooms to be collectively difficult to manage, believe that multi-grade classrooms "get the same" learning outcomes and lack the necessary instructional resources.

Coaching developed for a single grade is inappropriate for a multi-grade curriculum and should not be planned (Collingwood, 1991).

Instructional plans, according to Kyne (2005), are essential to improving the standard of instruction and student learning in multi-grade classrooms. The promotion of programs that boost students' individuality and encourage teamwork tends to be advised.

It is important to comprehend Lingam's (2006) assertion that a teacher's decision to select one teaching strategy over others was influenced by a variety of factors, like; lack of specialized preparations and imperfect facilities for teaching and learning process.

The wide range of instructors are prepared to work in the single grade settings, and their knowledge of instructional strategies is based on whole class tutoring. However, when these teachers are assigned to multi-level settings, they need additional preparation and operational tools. For teachers who work with multiple grade levels, there are many benefits but also a variety of difficulties; instruction, classroom management, and administration are all complex and difficult tasks. Multi-grade teachers must be prepared for daily tutoring and must not ignore student differences or developmental needs. The time demands on teachers call for well-honed organizational skills. Multi-grade classrooms aren't really for different, inexperienced, or inexperienced teachers. As there are numerous instructors are also unqualified in or skilled in one rating pedagogy, despite the fact that multi-grade teachers have a variety of expression styles (Titus, 2004).

According to Tsolakidis et al. (2005), there is a lack of real implementation of group, which leads to the following requirements being common among multi-grade teachers. As a result, the demands on the curriculum in multi-grade schools are excruciating; teachers lack a theoretical understanding of how to instruct in these settings, and there is typically no such subject as multi-grade teaching on the curricula of education departments.

#### **Lack of continuums support and training for teachers.**

Lack of communication amongst teachers and multi-level schools, who view teaching in multi-grade classrooms as an unappealing duty and place importance on teaching in single-grade classrooms with fewer resources.

A teacher qualified to teach in a single grade is assigned to a classroom with multiple grades. Teachers should be trained in accordance with the realities of the environment in which they will be expected to teach (White & Reid, 2008).

An approach that has immediate applicable and is keenly implemented to upsurge pupil's participation in schooling is training teachers to accurately complete multi-grade conditions. The multi-level schooling can likewise serve as a means of ensuring tutoring for everyone in remote small towns, and this is possible if teachers are trained to teach multi-grade classes and are given assistance in creating clear lesson plans and multi-stage curriculum scheduling (Anaya Karmani Hussain, 2013).

As an instructional strategy, multi-grade classes have placed demands on teachers to use cutting-edge methodologies. Depending on the teacher's position, a multi-grade classroom teaches different skills. If one teacher oversees all grade levels, she can make learning active and relaxed. She can divide the students into groups based on their ages, genders, and grades, as well as create diverse groups. Students increase their knowledge, reinforce it, and become more motivated to compete.

Multi-grade classrooms need their own schoolbooks because using monogrammed syllabi is very overwhelming and leads to ineffective coaching (Juvane & Little, 2005). Most of the schools in Pakistan use a multi-grade teaching environment. Therefore, for operative learning to occur in the classroom once an instructor oversees multiple levels. For a natural and engaged learning experience, the teacher must familiarize students with all available techniques. The teacher's main responsibility is to engage each pupil in educational doings deprived of wasting their time. Other students are encouraged to participate in their educational activities with the assistance of the talented kids. Teaching across grade levels involves planning, organizing, and creating teaching and learning activities.

The teacher must design projects that allow students from both grades to collaborate while minimizing grade-specific subsequent work. For both levels, the teacher has roughly the same or slightly different objectives. Equal opportunities are provided for both levels to understand and practice perception in hand and teacher, as well as to successfully navigate the classrooms. He or she may infer information about a higher level of the theme from a lower level, and the teacher sporadically may have various objectives for various levels. (Little, 2001).

Bhardwaj (2008) asserts that activity built learning is very helpful in fostering self-learning. The teachers can arrange the self-study materials in the classroom's place. Actually, the activity based learning can be used in a class with multiple grades as a supplement but not as a substitute for traditional teaching. It frees up the teacher and helps the students understand the ideal learning environments. If teachers are prepared to use such events, their performances can be improved.

Teaching in a classroom with multiple grade levels is not a comfortable responsibility for instructors. Because this is extra difficult and complex with than a schoolroom with one grade. As an instructor cannot neglect the evolving variances between their schoolchildren or arrive unprepared for the day's lessons. Time anxieties on teachers necessitate highly developed managerial abilities. As a result, neither a novice nor an experienced teacher should work in a multi-grade classroom (Susan Vincent, 1999).

## **Material and Methods**

### **Research Design**

For this study, a quantitative research strategy was used. Due to time constraints, the quantitative research approach was chosen. The main reason for this decision was to use the questionnaire, which is a key tool in this type of study.

### **Population and Sampling**

Teachers working in primary schools of district Mastung, Balochistan made up the study's research population. The research sample consisted of thirty primary school teachers from the district of Mastung. Only research participants with prior experience teaching multi-grade classes were included in the study because the researchers were aiming for a consistent pattern of experiences. Additionally, all of the study's participants attended rural elementary schools.

### **Research Instrument**

The researchers, assisted by their interview guide, are the primary tool of this study. The questionnaire is a tool for conducting research. As they inquired about the classroom strategies used by the multi-grade teachers, the exploratory questions drilled down to the core of the study.

### **Data Collection Procedure**

The study's conduct was requested in writing by the researchers to the school's heads. Once they had been given permission, they went to the heads of the various multi-grade teachers to tell them about the study. The target participants were informed about the study and asked for their permission to participate. The researchers adhered to the ethical principles required for data collection while gathering the data. The freedom to continue or not during the interview was given to the participants. Following the interview, the researchers collected the data and started doing data analysis.

### **Data Analysis**

The preparation of data for analysis, carrying out of various reviews, moving deeper and deeper into understanding the data, representing the data, and making

an interpretation of the broader meaning of the data are all part of the process of data analysis. Data from one-on-one interviews were transcribed, coded, and the answers to the questions were grouped in this study.

## **Results and Discussion**

Results from the aforementioned study are used to illustrate how teaching to multiple grade levels negatively affects the quality of their instruction. The responses of the teachers demonstrated that teaching in multi-grade classrooms needs a number of constructive alterations. In the meantime, the instructors are the main sources of acquaintance in schools, and their effectiveness is crucial to improving students' outcomes and academic success.

Since multi grade teaching requires separate books and curriculum planning; The infrastructure of schools must be adequate for a system with multiple grade levels; For teachers to perform better, teaching aids are necessary, and these types of teaching strategies are implied to improve the enactment of student and teacher.

Because separate books and curriculum planning for multi-grade teaching are essential; Schools' infrastructure must be suitable for the needs of a multi-grade system; Teaching aids are required for better performance of teachers; and Such teaching approaches are implied, which improve student and teacher performance.

## **Conclusion**

The next finding, which was reached after conducting a psychoanalysis of the data, is based on the survey results regarding "the multi grade class rooms negative impact on the performance of teachers." It was established that having inadequate multi grade class-rooms has a negative impact on the effectiveness of the teacher. A qualified teacher is essential for learning to stick and for instruction to be effective. The multi-grade classroom presents a stimulating environment for inexperienced teachers. Teachers must be skillfully armed with multi-grade teaching methods and materials because instructors are in charge of the classroom and assessing the students' intelligence. Such resources must be made available to teachers in multi-grade schools. The qualifications of teachers would be determined by their instructive background and specialized achievements.

All things considered, teachers need to be well-versed in every aspect of scholastic effort, and there needs to be better training programs for teachers for classrooms with multiple grades that encourage positive difference in the recitation of multi grade teachers through records and supervision.

## **Recommendations**

1. The govt. needs to twitch preservice and in-service training programs that are separate for teachers of multiple grades. By using instructional strategies, lesson

planning, and classroom management techniques, teachers will be guided in these trainings to create better learning environments.

2. Enough teaching aids should be provided to teachers in rural areas where primary schools have multi-grade classroom systems for their improved performance.
3. To improve teachers' and students' performance, in national curricula should include self-learning techniques like peer learning, activity-based learning, and group activities.
4. The government should carefully consider the options for offering teachers drill at schools as they desire for professional development.
5. Teachers ought to have solid academic credentials.
6. In order to help teachers who, work in multi-grade settings grow a positive attitude to teaching situations, more assurance, material support, and training inputs should be made available to them.
7. Multi-grade instruction ought to be a part of teacher preparation programs.
8. To enable the well-organized use of multi-grade teaching techniques, a strong observing, rating, and response instrument should be constructed in the area.
9. Multi grade schooling reading materials and texts would be established distinctly, as well as dissimilar teaching approaches such as small group, pair learning, and self-learning.



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