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## CHALLENGES AND DISADVANTAGES OF MULTIGRADE TEACHING: QUALITATIVE RESEARCH

*This study aimed to analyze the challenges of multi-grade classrooms from teachers' views in order to improve the educational process. Research population included all teachers of multi-grade classrooms who live and work in Aleshtar City. Among 168 teachers 13 persons were selected by purposive sampling method. A non-structured interview was used as a research tool in the experiment. The data analysis was performed using content analysis method. The results have shown that the teachers face the following problems in multi-grade classrooms: lack of time, lack of students' motivation, academic failure, lack of proper class management, inappropriate age composition, lack of attention to students' individual needs, lack of educational facilities, lack of educational justice and inadequate authorities' support. The following recommendations were provided according to the results of the study in order to improve the educational process of multi-grade classrooms: it is suggested to provide required incentive for teachers by considering special privileges; it is necessary to revise the volume of textbooks for the students and special textbooks with more appropriate contents; it is recommended that education authorities equip such schools with proper teaching aids and materials instead of reducing their number; it is suggested to engage experts of multi-grade education in the departments of education to deal with the problems of teachers of such classes; it is suggested that educational authorities apply the successful experience of other countries in the field of multi-grade classroom, etc.*

**Keywords:** challenge, multi-grade classrooms, teachers, qualitative study.

**Introduction.** Today, all formal education systems are organized according to age and grade. Academic grade organization can be divided into two groups of single-grade classroom (a class is based on the age) and multi-grade classrooms (Little, 2001; Mycock, 1967). Multi-grade classrooms are specially organized lessons which involve children of different age. The main reason for organizing multi-grade classrooms is that the number of students of one grade is less than the minimum number of students determined for formally holding a classroom. Single-grade classroom is a traditional form of a lesson in the education system but some conditions force it to leave the ideal; so, when holding single-grade classroom is impossible, it is necessary to organize multi-grade classrooms to provide education (Coskun et al., 2011).

There are few studies about the historical development of multi-grade training. Kalaoja (2006) has studied different stages of multi-grade education in Finland since the end of the nineteenth century. He called the first stage

as "parallel curriculum" in which one common topic was taught to all the grades but each grade has been taught in turn. The next stage was started since early 1950s, one of the important concept is to focus on reducing the number of educated groups in the classrooms. It was so-called "alternative curriculum": the curriculum was cyclical, meaning that the whole group of students studied the topics of a certain grade in an academic year. In 1970s, a process of wider changes in multi-grade education was started in Finland. This stage was called "spiral curriculum" and Jerome Bruner's ideas were opposed strongly. The verdict was that if it was possible, the basic concepts of each subject should be taught in the lower grades, then, the subject has been taught in higher grades in details. Various forms studied by Kalaoja are still used in multi-grade education.

In multi-grade education, teachers have to apply two or more curricula in a specific period (Little, 2001; Ozturk, 2007). Multi-grade classrooms are not the interest

to teachers and the education system, but, in some situations, applying multi-grade classrooms seems necessary and reasonable, due to low population density, reduced number of enrolled students, lack of teachers and economic problems (Ford, 1997; Erdem et al., 2005). According to Hoffman (2003), multi-grade education as a child-centered approach throughout the United States and in many other countries has been in the center of attention.

Multi-grade education has several advantages, including student-centered teaching-learning process, flexible education, safe and calm atmosphere, easy implementation of innovative changes, support of individual learning speed and flexible enrollment to school (Kalaoja and Pietarinen, 2009).

The proceedings of the Second International Conference on multi-grade education (held in September 2004 in Bangkok) shows that multi-grade education is common in developed and developing countries around the world (Cornish, 2006).

As a rule, the number of teachers in the schools which provide multi-grade classrooms varies from 1 to 4 (Kaksal, 2002). There are two main groups in terms of multi-grade classrooms: "Group A" includes first, second and third grades and "Group B" involves fourth and fifth grades. If there are three teachers in multi-grade schools, one teacher teaches the first grade separately and other teachers teach other grades jointly. If there are two teachers in multi-grade schools, one teacher teaches the group A and the other one teaches group B. If there is one teacher in school, all grades are taught by the same teacher (Erdem, 2004).

By reviewing the studies on multi-grade classrooms in Iran and other countries, it can be easily seen that they have both positive and negative aspects; some people consider them as problems in the education system and are sure that they should be eliminated and some others regard them as the only opportunity for optimal education in some cases (Aghazadeh and Fazli, 2010). In this regard, Kouchaki and Abbasi (1995) have studied the issue of rural multi-grade classrooms in Bijar City and noted some problems such as lack of attention to individual differences of students in these classes, engaging children into agricultural work, difficult geographical conditions of the regions in which multi-grade classrooms are held and ineffective role of training advisor in correcting deficiencies in these classes and finally, they have suggested to employ qualified teachers in these classrooms in order to enhance the quality of training activities.

Eliasvand and Jamshidi (1995), in their study entitled "Problems of rural multi-grade classrooms in Divandareh City", have mentioned the limited time for teaching, disruption of classroom activities by students of other grades and traffic problems of teachers as the main problems of this kind of education. They have also emphasized that some of the ways of promoting the quality of education activities in these classes are paying more attention to education quality, teachers' equal attention to various

courses, equipping schools with appropriate teaching aids (math kit, science and sport equipment), providing public transport by Education Ministry for teachers.

Asadi (2001) has studied the problems of teaching methods in multi-grade classrooms and found that despite such problems as lack of time, lack of knowledge of teaching methods and busy classrooms, educational performance of students in multi-grade classrooms can be improved by changing teaching methods and enhancing physical and training facilities. Hashtjin and Zarjabad (2001) and Ghaisar (2001) in their studies concluded that solving the problems of multi-grade classrooms and improving students' learning quality depend on employing experienced teachers, holding in-service classes for the teachers of these classes, reducing the number of grades in each class (at least two grades in each class), providing training facilities and teaching aids for schools, changing the volumes of books and teaching hours in accordance with teaching methods used in multi-grade classrooms, using the role of teacher assistant, greater use of student-centered method, giving rewards and special rights and privileges and in total, paying attention to teachers' welfare and livelihood issues and specific cultural and geographical conditions of the region.

Mousavi Moghadas (2012), in a study entitled "Comparing social skills, self-esteem and academic achievement of students in single-grade and multi-grade classrooms", has concluded that there are no significant differences between the female and male students of single-grade and multi-grade classrooms in terms of social skills, self-esteem and academic achievement.

Bashiri Haddadan (2013) has described the teachers' and experts' experiences and perceptions of teaching in multi-grade classrooms. The results showed that the quality of education is low because the teachers do not have knowledge about teaching methods in multi-grade classes and special training courses for multi-grade classrooms are not held.

Raggl (2011) states that a few of the studied small schools use heterogeneous facilities of multi-grade classroom, instead, education is organized that any grade mainly works on its assignments.

According to Mycock (1967), multi-grade classrooms provide a leader and a follower for each child. When older students are asked to serve as leaders in class, their self-esteem and leadership qualities will be improved (Stehney, 1970). Also, multi-grade classroom improves the emotional growth of students, for example, the growth of the protective attitudes to younger children (Franklin, 1976).

Many researchers (Miller, 1991; Pratts, 1986; Thomas & Shaw, 1992; Veenman, 1995) reported that multi-grade classroom has more useful effects in non-cognitive abilities such as self-concept, self-esteem, emotional and social characteristics compared to single-grade classroom. According to Veenman (1995), the students in single-grade classroom are more successful than the ones in multi-grade classroom. Mason & Burns (1997) reported

that multi-grade classrooms had some negative effects on students' cognitive characteristics.

In research literature, although some studies showed that the students taught in multi-grade classroom had positive characteristics (Mycock, 1967; Miller, 1991; Pratts, 1986; Thomas & Shaw, 1992; Veenman, 1995), some studies showed that multi-grade classroom had some negative effects on students. Additionally, some studies performed on teachers' viewpoints showed that managing multi-grade classroom is difficult for teachers (Erdem et al., 2005; Kilic and Abay, 2010; Izci et al., 2010).

Additionally, some studies have focused on theory knowledge in multi-grade classrooms (Frabklin, 1976; Pratts, 1986; Kaksal, 2002; Erdem, 2004; Ozturk, 2007).

Given the climatic conditions in Iran as well as economic situation, prevailing remote and nomadic rural areas, establishing multi-grade classrooms in primary education with low level of educational facilities is a fact that should not be ignored. Nomads migrate from village to towns due to their job (farming), so, student population is reduced and multi-grade classrooms are increased. So, this matter should be considered as an important part of authorities' tasks. It is clear that the problems of multi-grade classrooms are not temporary and the statistics of multi-grade classrooms and students studying in these classes show that in Iran, the number of such classes and student population are increasing. The results of studies related to this issue have shown that multi-grade classrooms have many strengths, while, in Iranian education system, no critical program has been developed to manage these classes effectively; if the problems and barriers of multi-grade classrooms are identified, the ground will be provided for converting such classes to valuable educational opportunities in order to develop the teaching-learning process.

Thus, the present study is aimed at identifying the problems with the aim of providing more learning opportunities for students and improving the quality of the education system.

Accordingly, research question is as follows:

What are the problematic factors in multi-grade classrooms from the perspective of teachers?

### **Methodology**

The study has been carried out by means of the qualitative research, which is an approach that makes it possible to use a particular set of methods such as in-depth interviews, focus groups interviews, observation, content analysis, visual methods and life histories, biographies, individuals' experiences thoroughly (Hanink, Hutter and Bailey, 2011).

Research design used in this study is phenomenology which helps to learn the phenomenon through the individuals' perception of it. In other words, the studied phenomenon is investigated basing on interpretive epistemological perspective, individuals' mentality and meaning of that phenomenon that they experience in their lives (Bazargan, 2012).

The data were collected using non-structured interview. Then the information was analyzed by the content analysis and coding method (Corbin and Strauss's method). The recorded interviews were transcribed and typed verbatim. Then they were studied several times to obtain a general knowledge of it. The initial code was refined after each interview and with regard to the authenticity and congruence of any code with other codes it was placed under a more general concept. This process was repeated several times until, after repeated refinement, the initial codes which have more similarity in terms of meaning were organized under the same sub-category and sub-categories were organized under the same categories based on conceptual congruence. To clarify, categorize and resolve inconsistencies in interpretation, the texts were reviewed one more time. This process consists of the following steps:

- interviewing of teachers;
- transcribing the interviews;
- open coding, including reading the data line by line, extracting main concepts and terms, forming primary categories and classes;
- axial coding, including classifying the data, identifying sub-categories, forming final categories.

Population of this study included all primary multi-graded schools in Aleshter. Also, purposive sampling method was used to select the samples. Patton uses the term "purposive sampling" to describe a type of sampling in which the items with rich information in terms of the goals of qualitative study, are selected (Gaal et al., 2014).

In order to select the samples, 5 teachers were purposively selected and then, 9 other teachers were identified through previous samples and using snowball sampling method.

To ensure the validity of data and results, triangulation method was used. This process includes using different data collection methods, multiple sources of data, analysts or theories which are used to investigate the validity of results of the qualitative research. Using triangulation method, the bias which may be the result of relying too much on any of the data collection methods, sources, analysts or the theoretical foundations, can be eliminated (Gaal et al., 2014). Extracted codes, primary code of each interview is given back to the interviewee and if it is approved, it will be considered valid or will be corrected. In order to enhance the credibility of codes, the texts of all the interviews and the list of categories were reviewed. During a group meeting, extracted categories were placed at the disposal of three faculty members and they were approved according to their comments and final categories were formed. Then, the final categories were placed at the disposal of some interviewees and according to their comments, it was concluded that formed categories and extracted results relatively reflected their viewpoints.

### **Results**

As it is shown in the Table 1, the participants were aged from 35 to 50 having Master's or Bachelor's degrees.

Table 1.

*Demographic information of interviewed teachers*

No.	Code	Work place	Academic degree	Grade of teaching	Interview duration
1	Teacher 1	Aleshtar	Bachelor	All the 6 grades	25
2	Teacher 2	Aleshtar	Bachelor	All the 6 grades	20
3	Teacher 3	Aleshtar	Associate	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> grades	25
4	Teacher 4	Aleshtar	Bachelor	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> grades	25
5	Teacher 5	Aleshtar	Master	2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> grades	20
6	Teacher 6	Aleshtar	Bachelor	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> grades	20
7	Teacher 7	Aleshtar	Bachelor	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> grades	30
8	Teacher 8	Aleshtar	Associate	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> grades	25
9	Teacher 9	Aleshtar	Master	4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> grades	25
10	Teacher 10	Aleshtar	Associate	4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> grades	20
11	Teacher 11	Aleshtar	Bachelor	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> grades	20
12	Teacher 12	Aleshtar	Bachelor	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> grades	20
13	Teacher 13	Aleshtar	Master	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> grades	20
Total number of interviewees: 13 teachers					

After deploying the data obtained from the interviews and field notes, 103 open codes were extracted and then they were merged and overlapped and 9 axial codes

were obtained. The challenges of multi-grade classes were extracted by classifying and analyzing these codes. Examples of open code are listed in the Table 2.

Table 2.

*Examples of open codes*

No.	Components	Number of citations
1	Lack of time	16
2	Lack of facilities	9
3	Low education spending per student	5
4	Low salaries of teachers	8
5	High level of teachers tiredness	12
6	Lack of teaching experience	7
7	Poor learning of students	13
8	Irregularities in the class	11
9	Lack of students' motivation	7
10	Low emotional connection	9
11	Tiredness of students	10

According to the extraction of axial codes, lack of time, lack of motivation, academic failure, lack of proper class management, inappropriate age composition, lack of attention to individual differences, lack of educational facilities, lack of educational justice and inadequate authorities' support were identified as the challenges of multi-grade classrooms. In following, mentioned challenges were addressed by direct quotes from participants.

1. Lack of time: all the teachers noted the lack of time as the main disadvantage of multi-grade classrooms.

Teacher 3: "In multi-grade classrooms, the time is too short and passes quickly, for example, 10 minutes is not enough for mathematics".

Teacher 4: "In single-grade classrooms, teaching time is 45 minutes but in multi-grade ones, this time should be divided between 5 grades, so, it is clear that the time is too short and we have no adequate time for proper teaching".

2. Lack of motivation: in the views of teachers, in multi-grade classrooms, the student has no motivation to

study and he/she enjoys limited teacher's attention and limited variety of learning methods and teaching tools.

Teacher 1: "The students are not motivated because there is no proper educational atmosphere and also, the teacher has not enough time to pay attention to them".

Teacher 8: "When the students see that they have less facilities and teaching aids compared to the students in single-grade classrooms, they aren't motivated to learn".

3. Academic failure: the teachers stated that in multi-grade classrooms, the academic achievements of students are low due to the lack of proper teaching facilities, non-use of new teaching methods.

Teacher 11: "The highest academic failure happens in multi-grade classrooms because the quality of learning is low due to the lack of time".

Teacher 12: "The large number of students in a classroom makes it busy and this leads to the reduced learning level and academic failure".

4. Inability to manage the classroom: according to the teachers, they could not control and manage the children because the classrooms are too crowded and the time is very short.

Teacher 5: "Managing the classroom is difficult, because we must teach all the contents to all the grades in an hour."

Teacher 13: "The teacher must teach one grade and also ask other grades to do other tasks in order to make the class quiet and this is really difficult".

5. Heterogeneous age composition: according to the teachers, in multi-grade classrooms, age composition is inappropriate and this contributes to the creation of specific problems.

Teacher 6: "There is no age and gender fitness in multi-grade classrooms, first grade student is 6 years old and sixth grade student is 12 years old and all of them are in one classroom. This is really problematic".

Teacher 9: "A 12-year-old girl who has reached puberty must sit beside a boy and this causes the problems. I see some unaware teachers who place these two students beside each other".

6. Lack of attention to the students' individual characteristics: teachers believe that the differences between the students and their needs are ignored in multi-grade classrooms.

Teacher 2: "First-grade students as well as the students of other grades need appropriate atmosphere in accordance with their age, but, a lot of conflicts between them have been observed for many times".

7. Lack of educational facilities: according to the teachers, educational atmosphere in multi-grade classrooms and schools is too inappropriate.

Teacher 8: "Teaching aids are not complete or it is better to say these classes have absolutely no teaching aids".

Teacher 12: "There are no teaching aids in such classrooms, for example it is noted in the books to teach specific subjects with specific teaching tool, but, there are no teaching aids to be used".

8. Lack of educational justice: teachers stated that the rights of students are ignored because they study the same textbooks taught in the single-grade schools but they do not use the same educational facilities and there is no same educational atmosphere for them and there is too short educational time for them and also, the same evaluation method is used for them and the students of single-grade classrooms. Thus, they and their teachers are expected the same as the students and teachers of single-grade schools.

Teacher 1: "In such classrooms, the students' rights are ignored compared to the students of single-grade classes because educational time allocated to them is not equal to the one of the students of single-grade class, so they cannot communicate with their teachers due to lack of time".

Teacher 9: "Inspectors asked them the same questions which they asked the students of single-grade classes but these two classes are not equal".

9. Inadequate authorities' support: the teachers complained about the lack of cooperation of authorities and also, they complained that their rights and privileges are equal to the ones of teachers of single-grade classrooms.

Teacher 4: "For these classrooms, more cooperation of authorities is necessary and it seems necessary to support such classes more but they are not supported adequately."

Teacher 5: "There is no difference between the rights of the teachers of multi- and single-grade classrooms, but the teachers of multi-grade classes perform more difficult work and the authorities don't consider it".

### Conclusions

The results have shown that one of the most important challenges faced in multi-grade classrooms by teachers is the lack of time. This problem is on top of the problems of multi-grade classrooms. In such classrooms, a teacher should be able to share the time between the grades appropriately (Rezaei, 1989). According to the curriculum developed by Education Ministry, 24 hours per week should be allocated to each primary grade. If a class includes 6 grades, the teacher should schedule 120 hours training and teaching activities in the form of 24 hours. In fact, learning and teaching opportunities reduced to one-sixth in 6-grade classrooms. The results of present study are consistent with the studies of Asadi (2001) and Haddadan (2013). The lack of educational facilities is another problem of multi-grade classrooms. The effects of using educational facilities and equipment on increased quality of teaching-learning process are obvious but unfortunately, according to the interviewed teachers, multi-grade classrooms lack them due to two reasons: low education spending per student and multi-grade schools are not placed in the priority at the time of distributing free teaching tools by education departments. The lack of equipment and teaching aids may also be high in urban schools, but it is more significant in rural schools with multi-grade classes. Some of such schools even do not have proper desks and a blackboard which are the primary and basic necessities of the learning environment. The result of the present study are consistent with the studies by Raggl (2011), Eliasvand and Jamshidi (1995), Asadi (2001) and Ghaisar (2001). According to the interviewed teachers, improper management is another problem of multi-grade classrooms. Classroom management is very important in the educational process of multi-grade classrooms because many students are forced to spend their times quietly and aimlessly so that the teacher can be able to teach another group of students or they are asked to read their books or other activities. In this case, purposive management and monitoring are not offered, it is true that the classroom is quiet and organized but learning is not improved. The most fundamental purpose of the effective lesson is to increase students' academic achievements. Additionally, some studies have been performed on teachers' viewpoints and their results show that multi-grade classrooms are difficult for teachers and this results in the lack of proper class management (Erdem et al., 2005; Kilic and Abay, 2010; Izci et al., 2010). Inappropri-

ate age composition is another problem which requires specific control and monitoring and all-round leadership of a teacher. In the classes where several heterogeneous grades in terms of age and gender are taught, the smallest neglect of teacher results in the conflict between the students. In the groups where students are of different age and gender, the teacher should have specific behavior with each of them considering their differences.

Besides, another problem of multi-grade classrooms is the lack of educational justice. From their perspective, educational justice means that the components related to education, including time, facilities, kind of evaluation, authorities' supervision and other related factors, are not equal for multi-grade and single-grade classrooms.

The other problem is academic failure and students' reduced motivation. For example, the lack of time and teaching facilities will cause discrimination between the students of single-grade and multi-grade classrooms and this factor, in turn, results in the reduced level of students' academic achievements and motivation.

In general, these challenges are considered as serious growing obstacles to the development and success of multi-grade classrooms. Thus, policy-makers and decision-makers should apply a proper plan to remove obstacles and solve problems as well as prevent their development because they block the development of the education system.

The following recommendations were provided according to the results of the present study in order to prevent the failures of multi-grade classrooms:

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### ПРОБЛЕМИ МУЛЬТИКЛАСОВОГО НАВЧАННЯ З ТОЧКИ ЗОРУ ВИКЛАДАЧІВ: ЯКІСНИЙ АНАЛІЗ

У статті проаналізовано феномен мультикласового навчання та його основні проблеми з точки зору викладачів. Мультикласове навчання базується на проведенні спільних занять учнів різного віку та статі з різних класів. В основному таке навчання практикується у віддалених селах, у яких працюють декілька вчителів на всю школу. У дослідженні взяли участь 13 учителів, які практикують мультикласові заняття, з якими було проведено інтерв'ю. Результати експерименту засвідчили, що мультикласове навчання має такі недоліки: нестача часу, відсутність мотивації студентів і викладачів, неуспішність у навчанні, відсутність навчальних кабінетів та засобів для забезпечення навча-

льного процесу, невіддале поєднання дітей за віком та гендером, недостатній менеджмент з боку адміністрації школи, несправедливість у порівнянні таких учнів з учнями зі звичайних класів. На основі проведеного дослідження було розроблено такі рекомендації для покращення системи мультикласового навчання: урахувавши обмежений час занять, необхідно переглянути підручники та посібники, які використовуються для навчання у звичайних класах, переробити або адаптувати їх для забезпечення адекватного навчального процесу під час мультикласових занять; необхідно розміщувати учнів на уроці у залежності від їхнього віку та статі – ближче один до одного – для забезпечення взаємодії, наприклад, в одному ряді посадити учнів першого класу, в іншому – третього класу тощо; також рекомендовано забезпечувати тіснішу взаємодію слабких старших студентів із молодшими учнями задля того, щоб вони у взаємодії проходили матеріал; слід залучати відповідальних людей до забезпечення таких шкіл необхідним приладдям для реалізації освітнього процесу; рекомендовано накопичувати та використовувати успішний досвід інших країн у проведенні мультикласових занять.

**Ключові слова:** виклик, проблеми, мультикласове навчання, вчителі, якісний аналіз.

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## **RELATIONSHIP BETWEEN SENIOR HIGH SCHOOL TEACHERS' MEDIA AND INFORMATION LITERACY, EMOTIONAL INTELLIGENCE AND TEACHING QUALITY**

*The research aims to investigate the relationship between media and information literacy, emotional intelligence and teaching quality of senior high school teachers. The research was performed by means of the correlation research method. The statistical population of the study included all high school teachers in Zarinshahr region (n=460). The sample size (n=130) was determined on the basis of Krejcie & Morgan table (1970) using random multistage cluster sampling method. In order to assess the teaching quality of the surveyed, 3 students per a teacher were selected. Data collection was carried out using the following three scales: Ashrafi-Rizi Media & Information Literacy Questionnaire (2014), The Modified Teaching Quality Scale developed by Safdarian (2015) and Khosrowpour (2015) as well as Schutte Self-Report Emotional Intelligence Test (1998). Using Cronbach's alpha, the reliability of the three used scales were found to be 0.925, 0.925 and 0.924, respectively. In addition, data were analyzed by applying SPSS 22 and AMOS 23 software in two levels of descriptive and inferential statistics with Pearson's correlation coefficient tests, simultaneous regression, one-way analysis of variance (ANOVA) test and two independent groups T-test as well as structural equation modeling. As per the results of the study, there was a paired direct and statistically significant relationship between media and information literacy, emotional intelligence variables and teaching quality variable ( $P \leq 0.01$ ). The structural equation model obtained from the quantitative, predictor and criterion variables indicated that the three variables in question including information literacy and emotional intelligence could explain 34.6% of the variance obtained for the teaching quality variable which can be considered as a very good explanation percentage revealing the acceptable fitness of the model with the study data. Furthermore, it has been found that the difference between the mean scores obtained for the main variables of the study (i.e. emotional intelligence, media and information literacy and teaching quality) in terms of the demographic characteristics (including gender, field of study, level of education and teaching experience) is not statistically significant.*

**Keywords:** media and information literacy, teaching quality, teachers, high school, emotional intelligence.

### **Introduction**

In the modern complex world, education plays an increasingly critical role. Due to the rapid development of all the nations and communities in the present time, the significance of the role of education has become evident more than ever. It is obvious that a teacher is considered to be the most active member of the educational process so that paying due attention to the teaching

quality would certainly improve the educational system. Along with its current quantitative progress, teachers, as the most significant influential factor, are capable of improving the educational system qualitatively. Nowadays, the quality of education has become an extremely significant issue like other fields including industry and health. This can be justified by the fact that the efficiency of the educational system provides the basis for the