TEACHING LOW RESOURCE CLASSES AT QUEENS COMPREHENSIVE COLLEGE IN KALIRO DISTRICT.

BY

DONIA EVALINE

BU/UP/2021/0648

A RESEARCH REPORT SUBMITTED TO THE FACULTY OF SCIENCE AND EDUCATION IN PARTIAL FULFILMENT FOR THE REQUIREMENTS OF THE AWARD OF BACHELOR'S DEGREE IN EDUCATION (ENGLISH LANGUAGE AND LITERATURE IN ENGLISH) OF BUSITEMA UNIVERSITY.

JULY, 2024

STATEMENT OF DECLARATION

I declare that this research report on **Teaching Low Resource Classes at Queens Comprehensive College in Kaliro District** is my original work, and its contents have not partially or wholly been presented for an academic award by any person in any university or institution of high learning.

Signature: ----------

Name: DONIA EVALINE

Date: 12TH AUGUST, 2024

ENDORSEMENT BY THE SUPERVISOR/MENTOR.

This research report has been prepared under my supervision/mentorship upon appointment by Busitema University.

Signature: ----------

Name: DR. TENDO SHIRA

Date: 12th / 08 / 2024

SUMMARY

The question of how the use of resources that are provided for both students and teachers can positively or negatively affect a classroom environment. We address this problem of practice by researching a variety of sources as well as by obtaining interviews with experienced professionals who work in the field of education. Findings lead to teachers that obtain a variety of resources, ranging from varied learning styles to teacher support can have a dramatic effect on student achievement in the classroom. Low resource schools are educational institutions that lack the necessary financial, material, and human resources to provide a high-quality education to their students. These schools often face challenges such as inadequate funding, outdated facilities, and limited access to technology, insufficient teaching staff, and a lack of educational materials. As a result, students attending low resource schools may not receive the same level of education and opportunities as those in more affluent schools.

This study was conducted on the aspect of teaching low resource classes at Queens Comprehensive College in Kaliro District. The data was collected using both qualitative and quantitative research methods.

The study was guided by the following objectives;

i. To establish how ordinary level classes are taught with low resources at Queens Comprehensive College in Kaliro District.
ii. To establish whether teaching resources are used during lessons at Queens Comprehensive College in Kaliro at District.
iii. To establish the impact of limited teaching resources on the students' academic performance at Queens Comprehensive College in Kaliro District.

The study was descriptive in nature and it included both qualitative and quantitative research methods. The data was collected through questionnaires that were administered to students, teachers and the head teacher.

The study sought to find out the possible methods used by the teachers to conduct lessons in the classrooms using low resources besides finding out the possible causes of inadequacy of teaching and learning resources in classrooms at Queens Comprehensive College in Kaliro District.

The study further sought to identify the effects of low resource in a classroom on the performance of learners thus suggesting possible measures to it, that could be implemented

through various educational urgencies in Uganda such as The Forum for Education NGOs in Uganda (FENU), Education Support and Health Organization (ESHO), Lindner Foundation Uganda, among others.

ACRONYMS

LRC	Low Resource Classes
TLR	Teaching and Learning Resources
ELA	English Language Arts
NGOs	Non Governmental Organizations

DEFINITION OF KEY TERMS

Low resource classes.

Low resource classes refer to educational settings that face significant challenges due to limited resources such as funding, infrastructure, teacher support, technology, materials, and community resources, among others. Low resource classes often serve students from disadvantaged backgrounds including low-income families, minority groups, English language learners and students with disabilities.

TABLE OF CONTENTS

Content. **Page.**

STATEMENT OF DECLARATION……..……..…..**i**

ENDORSEMENT BY THE SUPERVISOR……...…..…… **i**

SUMMARY……..…….**ii**

ACRONYMS……...……..**iv**

DEFINITION OF KEY TERMS……..…..…..……**v**

TABLE OF CONTENTS……....…….**vi**

LIST OF TABLES……..……....……...**ix**

CHAPTER ONE…….....……. 1

Introduction and Background to the Study…….……...……**1**

1.0 Introduction…….……..1

1.1 Background to the study……..……...……..**2**

1.2 Problem statement…….…….……....**4**

1.3 Purpose of the study……....…….…….……***5***

1.4Aim of the study…….……***5***

1.5objectives of the study……..……...***5***

1.6 Hypotheses/ Research questions……..……***6***

CHAPTER TWO……...……**7**

Review of related Literature…….**7**

2.0 Introduction……..…….……***7***

2.1 Key Term I……..…...***7***

2.2 Knowledge Gaps identified in the Literature……....***7***

CHAPTER THREE……..……..13

Research methods…….....…….13

3.0 Introduction……...…….13

3.1 Study area……..……..13

3.1 Study population……...……...13

3.2 Sample criteria……..……...13

3.3 Research tools and instruments……..……14

3.4Data analysis procedures…….……15

3.5Validity and reliability of methods proposed…….……...……...15

3.6Ethical considerations in the research……..……...15

3.7Limitation of the study…….……16

CHAPTER FOUR……17

Presentation of findings……...……17

4.0 Introduction…….…...……...……...17

4.1 Presentation of findings……..……17

4.1.1 Objective I…….……..……...19

4.1.2 Objective II……..……..20

4.1.3 Objective III……...21

CHAPTER FIVE…….……25

Discussion, Conclusion and Recommendations……..…..…….25

5.0 Introduction…….……...……..25

5.1 Discussion of findings……..25

5.1.1 Objective I…….……..……...26

5.1.2 Objective II…….…….……..28

5.1.3 Objective III……..……30

5.2 Conclusions and Recommendation……..…..……31

5.2.1 Conclusions…….……..……....31

5.2.2 Recommendations……..……..……..31

REFERENCES…….……...…….33

APPENDICES……..……37

LIST OF TABLES

TABLE **PAGE**

Table1: Demographic Information of respondents……...**17**

Table 2: To establish how ordinary level classes are taught with low resources at Queens Comprehensive College in Kaliro District……..…**19**

Table 3: To establish whether teaching resources are used during lessons at Queens Comprehensive College in Kaliro at District.....…..**20**

Table 4: To establish the impact of limited teaching resources on the students' academic performance at Queens Comprehensive College in Kaliro District……...……**21**

CHAPTER ONE

Introduction and Background to the Study

1.0 Introduction

This chapter provides insight into Background to the study, Problem Statement, purpose of study, aim of the study Objectives, of the study and Research Questions.

Low resource schools are educational institutions that lack adequate funding, facilities, staffing, and resources to provide a high-quality education to their students. These schools often serve disadvantaged communities with limited financial means, leading to various challenges in delivering effective education.

School is a place where children spend hours a day in different classrooms expecting to learn new ideas and topics. It is a place where the teachers are expected to teach kids history, math, science, or English. The students are expected to receive the information, and use it to decipher what it is they want to do when they get older; however, how are students meant to learn when their classrooms are not filled with the resources they need? All over the world, classrooms are not supplied with sufficient resources. Teachers must teach the students different subjects without the proper resources in their classrooms to do so. This problem is a wicked problem - a problem that has many solutions but will ultimately take a while to be solved (Rittel 1973). The wicked problem at hand is the lack of resources in classrooms. This problem affects students and teachers, which in turn can affect the parents of the children. The lack of resources in classrooms can cause extreme distress on the students and teachers. Not only are the students and teachers in distress, but they are unable to learn to their fullest potential because they are not being given the proper resources. Once we realize these problems, we then can investigate solutions for this wicked problem.

In different areas around the world, school districts are struggling to find enough money to spend on resources in their schools. Areas with high poverty rates are typically the areas where the schools are struggling the most. The people living around the school don’t pay as much for school taxes. The schools in high poverty areas are scrambling to find resources. The lack of resources affects the students in different ways. It means they are not getting the most out of their education. They are learning parts of topics and lessons, but they are not getting the full picture like they deserve. No parent wants to send their child to a school that can’t provide for them. They want to send their child to a school that will give them the best education possible. Every

parent wants what is best for their child, but they won't get the best education if they continue to let schools get away with this.

1.1 Background to the study

According to Owoko (2010), the term resources refers not only to teaching methods and materials but also the time available for instruction, the knowledge and skills of teachers acquired through training and experience.

Like many other schools around the world, low poverty schools in Virginia are struggling. Their schools have a lack of resources and a lack of highly educated teachers. The students in these schools are the ones receiving an education, but it's not the education that they deserve. Schools located in Virginia with high poverty rates have less experienced teachers. This results in the teachers getting lower salaries and not having the best education in order to teach students. This means that the school will not have advanced courses, and the students in the end are going to struggle in classrooms. (Duncombe, C. 2017) No parent wants to send their child to a school that can't provide for them. They want to send their child to a school that will give them the best education possible. Every parent wants what is best for their child, but they won't get the best education if they continue to let schools get away with this.

Teachers are being thrown into classrooms filled with students of different races, ages, genders, and abilities. Some teachers are not equipped to deal with children from different cultures or different disabilities. It takes a lot of training and learning to be able to know how to work with different students. If teachers are not getting the proper education to teach these students, the students will not be getting the proper education or attention they deserve. It takes a really strong and educated teacher to be able to teach students from all over and students with disabilities. On the other hand, it takes a really educated teacher to understand how to teach students with great abilities. There are going to be students who excel at school and students who don't do too well, and teachers need to be able to assist both types of students. However, this will not happen if the teachers aren't getting the proper education themselves. A lot of teachers who go into the field of education have a passion for teaching students. They want to make a difference, and they want to help those who need extra help; however, studies show that teachers can begin to feel burnt out after some time because of the stress that comes with teaching in a school with insufficient resources. "Even for teachers who are highly skilled and have a myriad of personal resources, decision making, and teaching practices may be hindered by stress and burnout arising from high

demands and low organizational resources." (Bottiani, J. 2019) Teachers stand in front of a class of around 20-30 students a day, and they have to deal with the children themselves, the lesson plan, and the lack of resources. The job itself can already take a toll on them, but if you add the stress of teaching in a classroom with not enough resources, it can lead the teachers to lose their passion. Once this happens, the students are the ones dealing with the consequences.

The lack of resources is not only evident in high poverty areas, but it's evident in middle class areas as well. It's hard for schools to be able to afford brand new laptops for each individual student, which then means that the teachers in the classrooms have to come up with a way to compensate for that. That could mean they turn to textbooks, if they have enough, or they turn to using a projector to allow the students to see the teacher's screen. Regardless of what it is they must do, the lack of resources in schools is extremely detrimental to the students learning and the teachers instructing a class. A majority of students learn better by being hands on in classrooms. Students will be able to focus more if they have a screen right in front of them. If the teachers are using projectors and screens to show students the work, many students will be either unable to see the screen or unable to understand what is going on. It's easier to have the screen at a table a few feet away rather than across the room at the board. The students then can work at their own pace, and they can take more time looking at the screen. Teachers are not the ones responsible for the computers, but they are the ones that feel as though they are. They have to deal with the consequences of not having enough computers. Teachers go through enough as it is, and dealing with teaching a classroom of 30 students on one screen can negatively affect how the students learn. Teachers do not get paid enough as it is, but if you add the lack of resources in a classroom onto that, they are going to lose their will to teach. Teachers spend their own money to supply books, pencils, paper, or any other supplies they can get their hands on for their students. "U.S. Department of Labor data reveal that ECE teacher salaries fall in the 19th percentile of all U.S. wages. ECE teachers also earn, on average, two-thirds of what comparably educated kindergarten teachers earn, and their wages have been stagnant for over two decades"(Johnson, A. D., 2021) ECE teachers are early care and education teachers who usually teach from preschool to third grade classrooms.

They are making two thirds of what other kindergarten teachers are making, and if they are in high poverty areas, they most likely will have to pay for the majority of the resources in their classrooms because the school is unable to do so.

This means that teachers must pay for resources, bills, clothing items, groceries, and other necessities. This stress will change the demeanor and the attitude of the teachers which will ultimately affect the students.

This wicked problem is evident all over the world, but it's also happening down the street. The severity of this problem may range, but regardless of how bad it is, the lack of resources is evident. Once something affects the students, it can have a domino effect onto the parents and family members. The parents are the people who deal with the students once they come home from school. After hearing about the insufficient number of resources at schools, the parents then can become stressed. They can question the reliability of the school, and they will begin to question if their child is getting the attention/help they need. The second guessing can lead to phone calls and emails to the school. The phone calls and emails to the school can lead to phone calls to the superintendent. The stress from the parents is only going to make matters worse.

This is happening all around the globe. It may not be realized right away, but it is happening in neighborhoods down the street.

This wicked problem does have solutions. The solutions can start within your community. Schools can't do a lot on their own, and the teachers surely can't help an entire school but the community can come together to recognize this and help.

1.2 Problem Statement

When a parent enrolls their child in an educational program, there is a reasonable expectation that this facilitator or teacher will have the tools needed to facilitate a learning environment. Unfortunately in a number of classrooms, teachers are not prepared to teach these children with the variety of resources they have available to them. This lack of preparation can stem from a variety of sources such as a lack of training coming from the administration when new tools become available and vital for students, or a lack of training from the teachers' professors when preparing them for their own classrooms. Multiple articles reflect that many teachers who have been in the classroom for years have very little formal training when it comes to taking advantage of the internet. This is a skill that is incredibly important when it comes to student achievement and resource availability. (Wallace, 2004).

This research therefore intended to examine the effectiveness of using low resources in classrooms during teaching and learning process and its impact on the students' academic performance at Queens Comprehensive College in Kaliro District.

1.3 Purpose of the study

The study on Teaching low resource classes at Queens Comprehensive College was purposed to establish the methods and techniques used in teaching and learning processes with low resources besides finding out the general impact of limited resources on students' academic performance at Queens Comprehensive College in Kaliro District.

1.4 Aim of the Study

Learning resources are invaluable in the teaching context as they enable teachers and teaching assistants to provide tailored support to individual students. Resources can accommodate diverse learning needs for both struggling students and those who highly excel through extra practice worksheets and advanced reading materials respectively. This study aimed at: examining the effective and efficient use of the available resources to cater for all learners through reliable strategies employed in teaching both low resource classes and assessing its impact on learner participation and general academic performance at Queens Comprehensive College in Kaliro District within the scope of Senior one to Senior four classes.

1.5 Objectives of the Study

This study was conducted on teaching low resource classes at Queens Comprehensive College in Kaliro District, thus it was guided by the following objectives;

i. To establish how ordinary level classes are taught with low resources at Queens Comprehensive College in Kaliro District.
ii. To establish whether teaching resources are used during lessons at Queens Comprehensive College in Kaliro at District.
iii. To establish the impact of limited teaching resources on the students' academic performance at Queens Comprehensive College in Kaliro District.

1.6 Hypotheses/ Research questions

i. Point out the methods used to teach low resource classes at Queens Comprehensive College in Kaliro District.
ii. Examine if teaching resources are used in classrooms at Queens Comprehensive College in Kaliro District.
iii. Discuss the impact of limited teaching resources on the students' academic performance at Queens Comprehensive College in Kaliro District.

CHAPTER TWO

Review of Related Literature

2.0 Introduction

This chapter contains the review of related literature to Teaching Low Resource Classes at Queens Comprehensive College in Kaliro District. It is arranged with literature related to the topic key term and the knowledge gap in the literature.

2.1 Key Term review of related literature:

Low resource classes:

Adequacy of TLR refers to satisfactory or acceptable quality and quantities of material resources, physical facilities and human resources. According to DFID (2007), adequacy of instructional materials such as textbooks which is the main instruction material is the most cost effective input affecting student performance. In this context adequate supply is usually assumed to be a minimum of one textbook per three students, and at primary level enough reading books so that every child has the opportunity to read at least one new book every week. Adequacy of TLR determines an educational system's efficiency, according to Padmanabhan (2001). For effective teaching and learning, textbook and resource materials are basic tools, their absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it a dry and non exciting. It is also important to have appropriate personnel plan for adequate instructional materials and physical facilities to support educational effort. Therefore Scarcity of textbooks, libraries and physical facilities according to Coombs (1970), will constraint educational system from responding more fully to new demands. In order to raise the quality of education, its efficiency and productivity, better learning materials (TLM), physical facilities and human resources are needed. This research will look into the adequacy of TLR in FDSS since the implementation of FDSE in public education.

The academic performance of pupils is impacted by many elements, including those that are personal, social, economic, and physical (Los-Santos et al., 2019). As per the research conducted by Budiharso and Tarman (2020), the availability of school facilities can significantly impact the standard of education provided by the institution and ultimately impact student test scores. Additionally, Eric and Ezeugo (2019) state that students' academic achievements are associated with the existence of resources such as laboratories, sports facilities, and libraries within the school.

The research conducted by Limon and Castillo (2016) in the Philippines revealed that the adequateness of the physical facilities is among the most important factors that directly affect students' educational outcomes. This is because it helps in the process that reinforces the skills and knowledge of the students. There are a variety of factors that are present and operate in the process of teaching and learning. It has been shown that students' academic achievement, just as performance, is negatively affected by the inadequacy of school facilities. Based on this, the school administration needs to strongly emphasize developing policies and procedures focused on prioritizing providing schools with facilities and the appropriate utilization or management of available resources.

Limn *et al.* (2022) showed that classroom application of physical resources is necessary for students' success in all areas of academic study. Learning and teaching can become more engaging when there is a range of learning facilities available. The quality of a learner's external environment, which includes the physical resources available to them, has also been revealed to be related to the quality of their academics.

According to Obiyo (2023), the acquisition of knowledge by students from their instructors involves more than just intellectual discussion between these two entities within the confines of a traditional classroom setting. The learning process has to comprise interaction, discovery, and enquiry of intellectual information in an atmosphere that is extremely favorable to the activity and free from distractions for it to succeed. Consequently, the education sector must do more than merely deploy class resources; it must also build and establish learning facilities that improve school settings, both external and internal, making it possible for students and instructors to engage with one another.

Public schools in rural areas, particularly those lacking physical resources, which include classrooms, restrooms, desks, and libraries, face significant challenges. As a result, these schools have recorded poor performance in national examinations (Okongo et al., 2015).

It is crucial to highlight that despite the efforts made by the government to give resources to public elementary schools through the Constituency Development Fund (CDF), the academic achievement of kids remains low. These resources include enhancements to classroom settings, furniture, playgrounds, and libraries, all essential for boosting students' learning experiences. It is, therefore, important to evaluate the effect of class resources on academic achievement in public elementary schools.

Extent studies of the classroom setting conducted for research have demonstrated that the physical organization of the space plays an essential role in teaching and learning. The term "classroom environment" refers to the overall state of the classroom, the physical space within the classroom and the educational resources included within it. The atmosphere in a classroom can influence the performance of both the students and the teachers. Learners, instructors, and the surrounding physical environment are the constituent parts that make up the learning setting (Lippman, 2010).

Ochwada (2021) conducted a study among primary school students in Bungoma, Kenya, exploring the association between the classroom environment and their academic performance. The research findings established that the existence of adequate physical facilities favorably affected the academic performance of pupils. Similarly, Wambua et al. (2018) examined school-based factors that affect the KCSE performance of students in Kenya and identified facilities as a crucial factor. However, their investigation was done in secondary schools, while the current research focuses on primary schools located in Belgut Sub County.

Owoeye and Yara (2011) asserted that the size of the class and the ratio of teacher to student play a crucial role in class management. According to the outcome of a study done in Botswana's elementary schools, kids who had access to an adequate number of classrooms had higher academic outcomes than their counterparts with less or no access. Owoeye and Yara (2011) stipulate that school buildings are very crucial in regards to the role that play in the system of education. They emphasize that although these facilities do not educate, the usage of these facilities can promote or increase learning. On the other hand, he did not believe that the school building was one of the primary factors that determined the level of academic achievement attained by students because he could not locate any evidence to suggest that a more expensive school building would automatically increase academic achievement.

Asad et al. (2015) also emphasize the importance of selecting appropriate educational equipment and instructional spaces for learning instead of just teaching. The presence of audio-visual aids in the classroom, for instance, charts, maps, radios, graphs, multimedia, globes, overhead projectors, mock-ups, computers, and the internet, should encourage better learning and make the classroom atmosphere more conducive. Alternatively, the utilization of these technologies in teaching and learning is frequently insufficient owing to inefficient classroom organization and surroundings that are not favorable to learning.

Yariv (2004) discusses, in an Israeli educational context, which teachers are performing more poorly than others and whether professional weakness is a universal problem. From Yariv's research, it was found that some constant characteristics of low performing teachers are as follows; poor teaching skills, discipline problems, low class achievement, low motivation, aggressive behaviors towards students, not flexible when it comes to curriculum modifications, not respectful of principal authority, as well as criticizing. These signs should be recognized by administrators, as well as other teachers, and resources should be made available to low performing teachers. These teacher failings lead to lower achievement in the classroom, as well prevent students from thriving in their classroom setting.

Wallace (2004) discusses how utilizing the internet is an important factor in children's education currently, and that many professionals did not enter the classroom with this training, specifically stating that "the lack of knowledge in internet use limits scope and substance" (p. 5). In my community partner interview, my partner discusses how a number of older educators unfortunately retired early because they were so intimidated by the use of technology. Wallace (2004) shares how the use of technology, specifically, the internet, can make or break a classroom tone. Because of a lack of training in certain fields, this lack of knowledge is negatively affecting both the students as well as the teachers.

Yari (2017) addresses what administration can do, and has done, for teachers who are not performing well in the classroom. Yari (2017) investigated how principals have assisted some of their struggling teachers through a supportive approach in comparison to an organizational approach. A successful principal lead intervention has typically consisted of enforced implementation of measures and resources, willingness from the teacher to change, as well as flexibility when it comes to managing the intervention (Yari, 2017). Programs such as these might require special professional development training for both teachers and principals. The evidence from this article proves to me that principals must be willing to help. Support options may include guidance when it comes to classroom management, organizational guidance, financial and human resources support for staff (Yari, 2017).

According to **Morgan Polikoff**. It's common for teachers to go looking for lessons and classroom resources online—digital marketplaces like Teachers Pay Teachers or Share My Lesson offer seemingly endless pages of user-created materials that teachers can use to supplement their schools' curricula, or in some cases, piece together one when none is provided.

Teachers rely on sites like these to save time and fill resource gaps. But many educators have argued that the materials available aren't high-quality.

Now, a new report from the Thomas B. Fordham Institute confirms some of those concerns. Reviewers evaluated more than 300 resources from three online platforms—ReadWriteThink, Share My Lesson, and Teachers Pay Teachers—for alignment to the Common Core State Standards and overall quality. Most of the materials, 64 percent, received an overall rating of very poor or mediocre.

In the years since the release of the Common Core State Standards, the nonprofit EdReports formed and began to evaluate curricular materials against new requirements.

For the most part, EdReports reviews comprehensive core offerings. But most teachers aren't just using the curriculum that their school or district provides (if teachers are provided a curriculum at all). A 2016 study from the RAND Corporation found that 98 percent of secondary math teachers and 96 percent of secondary English-language arts teachers were using materials that they had developed or selected themselves.

In many cases, these supplemental resources are coming from crowd sourced marketplaces, where teachers don't have access to independent reviews of the materials they're downloading. Therefore, researchers Morgan Polikoff, an associate professor of education at the USC Rossier School of Education, and Jennifer Dean, an educational consultant, created a rubric that could do this kind of vetting.

Their criteria look at how well these resources aligned to the shifts in instruction outlined in the Common Core State Standards—like requirements that materials build students' knowledge, give them opportunities to work with complex text, and ask them to cite textual evidence. They also considered other aspects of curriculum quality, like rigor, usability, and inclusion of diverse cultural perspectives. Reviewers looked at more than 300 of the most-downloaded resources for high school English-language arts, across three lesson-sharing platforms:

1. ReadWriteThink, a hub for free, peer-reviewed ELA lessons managed by the International Literacy Association and the National Council of Teachers of English;
2. Share My Lesson, another free lesson site, from the American Federation of Teachers; and
3. Teachers Pay Teachers, a for-profit marketplace where any former or current teacher can sell resources or list them for free.

Most of these units were book studies, with reading and writing comprehension tasks built around one or more anchor texts.

Most materials—56 percent—weren't aligned to the majority of the standards that authors said were covered in each resource. (Eight percent weren't aligned to any of the standards that the materials' authors claimed were covered.).

Adeogun (2001) discovered a very strong positive significant relationship between instructional resources and academic performance. According to Adeogun, schools endowed with more materials performed better than schools that are less endowed. This corroborated the study by Babayomi (1999) that private schools performed better than public schools because of the availability and adequacy of teaching and learning materials. Mwiria (1985) also supports that students performance is affected by the quality and quantity of teaching and learning materials. The author noted that institutions with adequate facilities such as textbooks stand a better chance of performing well in examination than poorly equipped ones. Therefore, poor performance could be attributed to inadequate teaching and learning materials and equipment.

CHAPTER THREE.

Research Methods

3.0 Introduction

In this chapter, the study area, study population, sample criteria, research tools and instruments, Data analysis procedures, validity and reliability of methods proposed, ethical considerations in the research and limitation of the study are explained.

3.1 The Study Area

This study was conducted in a selected privately sponsored secondary school (Queens Comprehensive College) in Eastern Uganda, Kaliro District. This school was selected randomly from one of the schools which have fair academic performance in Kaliro District. The learners considered were from ordinary level of education. (S.1, S.2, S.3 and S.4).

3.2 Study Population

The Study population was based on the learners (10), teachers (4) and the head teacher of the selected school (1) (Queens Comprehensive College) in Kaliro District.

3.3 Sample Criteria

Ordinary level students: Learners were enrolled in the ordinary level of secondary school in Eastern Uganda, Kaliro District at Queens Comprehensive College.

Category	Population	Recommended Sample	Actual Sample	Sampling Technique	Research Instrument
Students	82	20	10	Random	Questionnaire
Teachers	22	7	3	Random	Questionnaire
Head teacher	1	1	1	Purposive	Questionnaire

Teachers: The teachers were teaching all the examinable subjects at the ordinary level of secondary education at Queens Comprehensive College in Kaliro District.

The school: The school was located in Eastern Uganda, Kaliro District and the learners at the ordinary level of secondary education were in low resource classes.

Random selection: The school was randomly selected from a number of schools that had low teaching resources at Ordinary level to ensure a representative sample.

Proportional allocation: The number of respondents from the selected school were proportionally allocated based on the total number of students in the school for proper representation.

3.4 Research tools and Instruments.

The tools and instruments used in this study were;

Questionnaire: A questionnaire was administered to collect quantitative data from the purposively selected students and teachers. The questionnaire comprised of questions that were designed to collect data on teaching low resource classes at Queens Comprehensive College and its impact on learners' performance.

In-depth interviews: In-depth interviews were conducted with ten purposively selected teachers to assess the methods used to teach low resource classes. The interviews were both audio-recorded and semi-structured.

Focus Group Discussions: In this study, focus group discussions were conducted with ten purposively selected ordinary level students to obtain their perspectives on the effectiveness of the methods used to teach them with limited resources at Queens Comprehensive College in Kaliro District. The focus group discussions were both audio-recorded and transcribed for analysis.

The research instruments were chosen to collect quantitative data and qualitative data in order to provide a comprehensive understanding of the research problem. The questionnaire was designed to collect data from a large number of respondents to facilitate statistical analysis.

In-depth interviews and focus group discussions were selected to obtain a variety and detailed data on Low resource classes at Queens Comprehensive College in Kaliro District.

3.5 Data Analysis Procedures

3.5.1 Quantitative data analysis

The data collected through questionnaire was analyzed using descriptive statistics, which include mean, standard deviation, frequency and correlation analysis which was conducted to explore the relationship between teaching low resource classes and learners' performance.

3.5.2 Qualitative data analysis

Data collected through the in-depth interviews and focus group discussions was analyzed using thematic analysis, the data was transcribed, and transcripts were reviewed to assess the main themes and patterns from the data.

The data analysis procedures used in this study were chosen to ensure that the findings are credible and trustworthy.

3.6 Validity and Reliability of methods Proposed

Content validity: The questionnaire, interview guide, and focus group discussion guide were reviewed by the fellow teachers and researchers to ensure the questions were relevant and appropriate for the study.

Pilot testing: Questionnaire, interview guide, and focus group discussion guide were pilot tested with small groups of respondents to identify any potential issues with the questions and to ensure they are understandable and appropriate.

Data triangulation: The use of multiple data collection methods which include; focus group discussions, interviews, and questionnaires were to enhance the validity of the findings

To establish the validity of the instruments, the study administered questionnaires to the various respondents, computation was done by Microsoft excel including tables. This is basically for the case of questionnaire research instruments.

3.7 Ethical considerations in the research

Informed consent: The respondents were educated on the purpose of the study, their rights and the procedures involved in the study. The respondents were therefore required to provide informed consent before participating in the study.

Voluntary participation: The students and their teachers participated voluntarily and were free to withdraw from the study at will without any consequences.

Confidentiality: The respondents' identities were kept confidential and the collected data was only accessible to the researcher.

Respect for respondents: The respondents were treated with respect and dignity.

3.8 Limitation of the Study

3.8.1 The geographical limitation

The study was carried out in a selected school in Kaliro District, Eastern Uganda, and this makes the findings ungeneralizable to other Districts.

3.8.2 Content limitations

The study was focused on teaching low resource classes at Queens Comprehensive College in Kaliro District and the major focus was on the Ordinary level of secondary education therefore the findings may not apply to other areas and levels of education.

3.8.3 Limitations on the scale of impact

The impact of the study might be limited to the respondents involved in the study which makes the findings ungeneralizable to other populations.

CHAPTER FOUR

Presentation of finding

4.0 Introduction

This section provides summary of data collected. Data was collected by use of interview guides for students, teachers and the head teacher. In this chapter the findings are presented under headings per objective I, objective II, and objective III

This chapter contains two sections; the response rate and findings on the objective of study which are explained in tabula form by use of descriptive and inferential statistics.

4.1 Presentation of Findings

4.1.1 Demographic information of the participants

This section included the respondents' level of education, age, gender, class and experience on teaching low resource classes at Queens Comprehensive College in Kaliro District. The demographic information gathered from respondents was very vital in understanding and ascertaining their relevance in the study.

The demographic information of respondents by category is shown in table1.

Table 1

Characteristic	Category	N	Percentage %
Level of Education	**S.1**	**3**	**21.4**
	S.2	**3**	**21.4**
	S.3	**2**	**14.3**
	S.4	**2**	**14.3**
	Teachers	**4**	**28.6**
Age	**10-13**	**1**	**7.1**
	14-17	**7**	**50.0**
	18-21	**2**	**14.3**
	22-25	**2**	**14.3**
	25-50	**2**	**14.3**
Sex	**Male**	**2**	**14.3**
	Female	**12**	**85.7**

Do you often engage in effective learning with limited teaching resources?	**YES**	**8**	**57.1**
	NO	**6**	**42.9**

Source: Primary Data 2024.

A Pie Chart showing the response rate per category on teaching low resource classes at Queens Comprehensive College in Kaliro District.

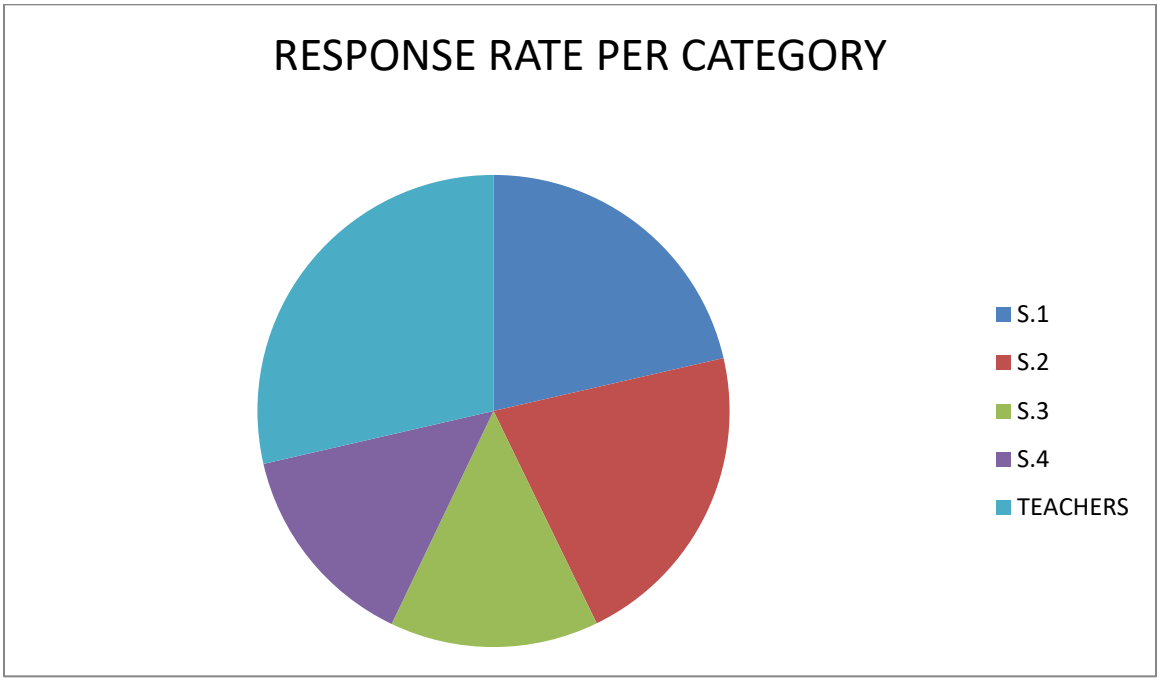


Fig 1.

Table 2

To establish how ordinary level classes are taught with low resources at Queens Comprehensive College in Kaliro District.

Response	Class	a		b		c		d		e	
Often		n	%	n	%	n	%	n	%	n	%
	S.1	0	0	0	0	0	0	0	0	0	0
	S.2	0	0	0	0	0	0	0	0	0	0
	S.3	0	0	0	0	0	0	0	0	0	0
	S.4	0	0	0	0	0	0	0	0	0	0
	Teachers	0	0	0	0	0	0	0	0	0	0
Sometimes	S.1	3	100	3	100	0	0	2	66.7	2	66.7
	S.2	3	100	3	100	0	0	1	33.3	2	66.7
	S.3	2	100	2	100	0	0	1	50	1	50
	S.4	2	100	2	100	0	0	1	50	1	50
	Teachers	4	100	4	100	0	0	2	50	2	50
Rarely	S.1	0	0	0	0	3	100	1	33.3	1	33.3
	S.2	0	0	0	0	3	100	2	66.7	1	33.3
	S.3	0	0	0	0	2	100	1	50	1	50
	S.4	0	0	0	0	2	100	1	50	1	50
	Teachers	0	0	0	0	4	100	2	50	2	50
Never	S.1	0	0	0	0	0	0	0	0	0	0
	S.2	0	0	0	0	0	0	0	0	0	0
	S.3	0	0	0	0	0	0	0	0	0	0
	S.4	0	0	0	0	0	0	0	0	0	0
	Teachers	0	0	0	0	0	0	0	0	0	0

Source: Primary Data 2024.

Table 3

To establish whether teaching resources are used during lessons at Queens Comprehensive College in Kaliro at District.

Response	Class	a		b		c		d	
Strongly agree		n	%	n	%	n	%	n	%
	S.1	0	0	0	0	0	0	0	0
	S.2	0	0	0	0	0	0	0	0
	S.3	0	0	0	0	0	0	0	0
	S.4	0	0	0	0	0	0	0	0
	Teachers	0	0	0	0	0	0	0	0
Agree	S.1	3	100	3	100	1	33.3	0	0
	S.2	3	100	3	100	1	33.3	0	0
	S.3	2	100	2	100	1	50	0	0
	S.4	2	100	2	100	1	50	0	0
	Teachers	4	100	4	100	2	50	0	0
Strongly disagree	S.1	0	0	0	0	0	0	1	33.3
	S.2	0	0	0	0	0	0	1	33.3
	S.3	0	0	0	0	0	0	1	50
	S.4	0	0	0	0	0	0	1	50
	Teachers	0	0	0	0	0	0	1	25
Disagree	S.1	0	0	0	0	2	66.7	2	66.7
	S.2	0	0	0	0	2	66.7	2	66.7
	S.3	0	0	0	0	1	50	1	50
	S.4	0	0	0	0	1	50	1	50
	Teachers	0	0	0	0	2	50	3	75

Source: Primary Data 2024.

Table 4

To establish the impact of limited teaching resources on the students' academic performance at Queens Comprehensive College in Kaliro District.

Response	Class	a		b		c		d	
Strongly agree		n	%	n	%	n	%	n	%
	S.1	0	0	0	0	0	0	0	0
	S.2	0	0	0	0	0	0	0	0
	S.3	0	0	0	0	0	0	0	0
	S.4	0	0	0	0	0	0	0	0
	Teachers	0	0	0	0	0	0	0	0
Agree	S.1	0	0	3	100	0	0	0	0
	S.2	0	0	3	100	0	0	0	0
	S.3	0	0	2	100	0	0	0	0
	S.4	0	0	2	100	0	0	0	0
	Teachers	0	0	4	100	0	0	0	0
Strongly disagree	S.1	0	0	0	0	1	33.3	1	33.3
	S.2	0	0	0	0	1	33.3	1	33.3
	S.3	0	0	0	0	1	50	1	50
	S.4	0	0	0	0	1	50	1	50
	Teachers	0	0	0	0	1	25	1	25
Disagree	S.1	3	100	0	0	2	66.7	2	66.7
	S.2	3	100	0	0	2	66.7	2	66.7
	S.3	2	100	0	0	1	50	1	50
	S.4	2	100	0	0	1	50	1	50
	Teachers	4	100	0	0	3	75	3	75

Source: Primary data 2024.

A Pie chart showing the age group of the respondents at Queens Comprehensive College in Kaliro District.

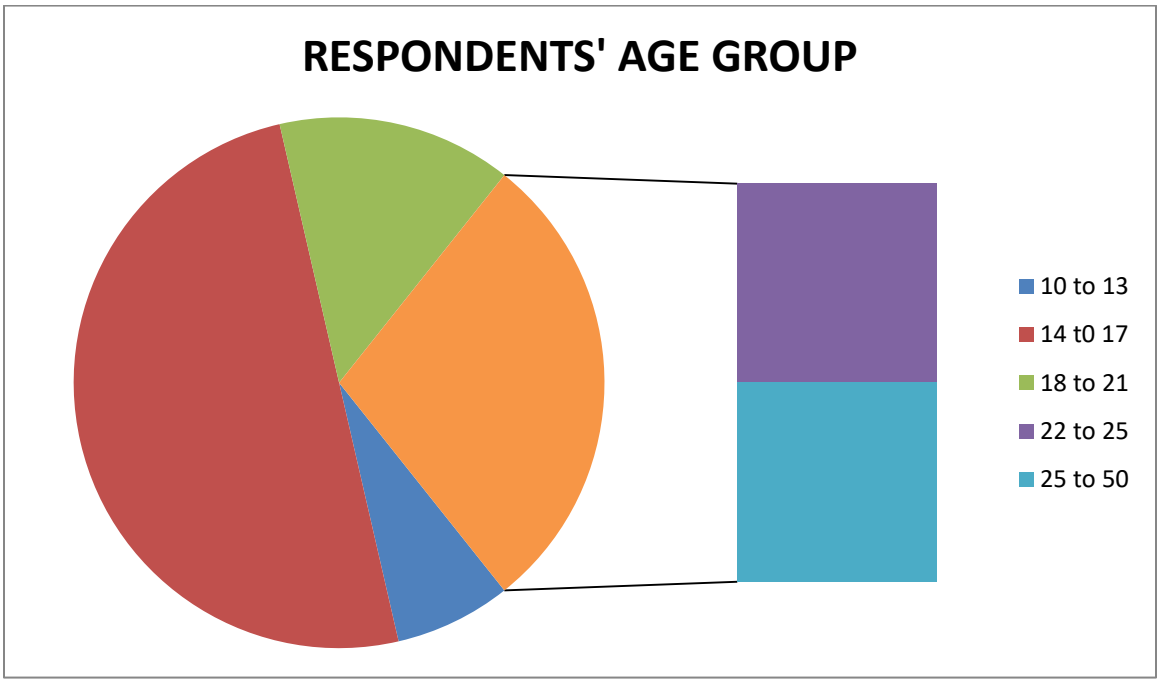


Fig 2.

A column presenting the respondents' age group against the respondents' level of education at Queens Comprehensive College in Kaliro District.

AGE GROUP AGAINST LEVEL OF EDUCATION

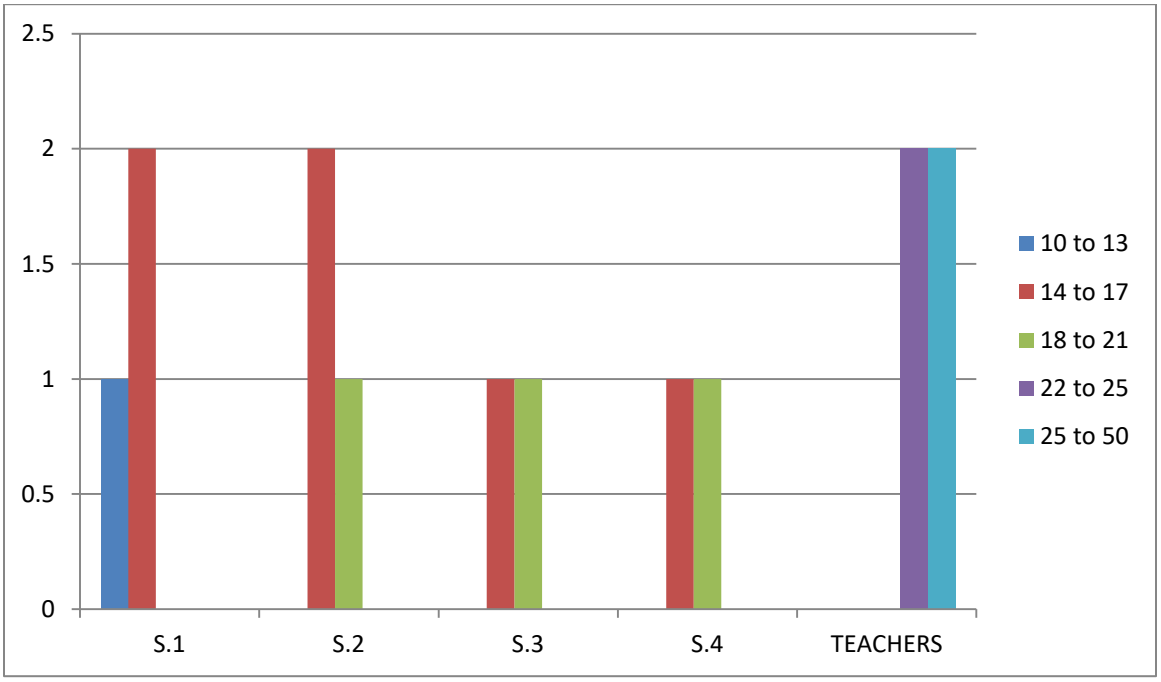
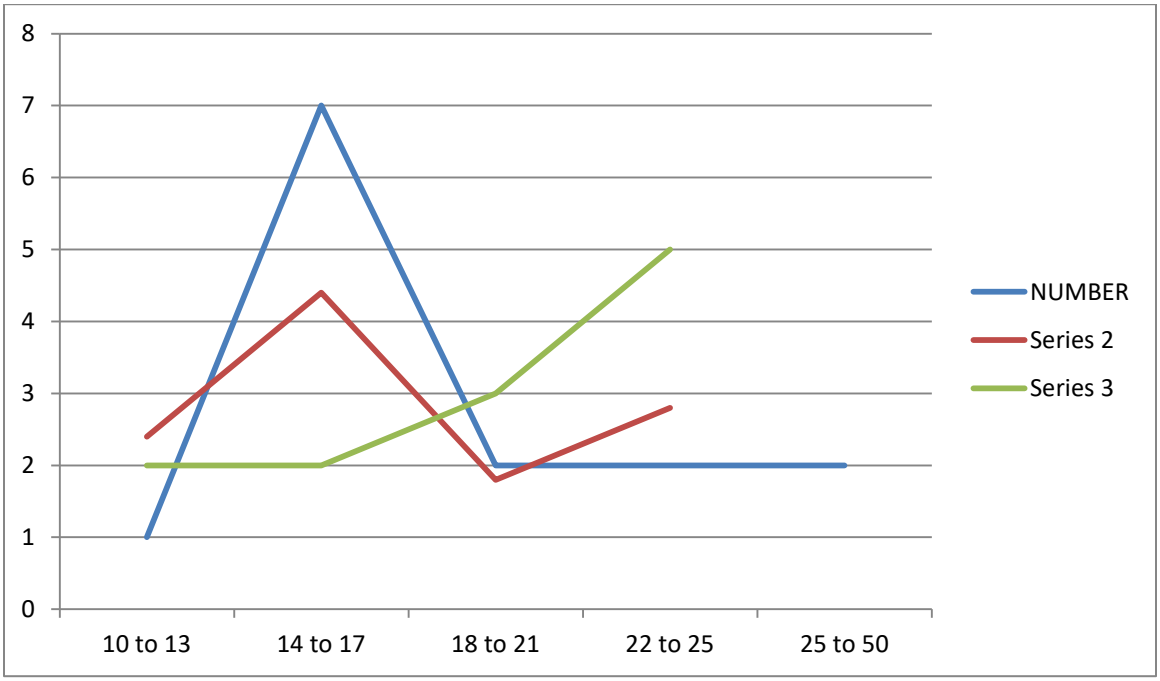


Fig 3.

A line graph showing the age of respondents against their number at Queens Comprehensive College in Kaliro District.

AGE AGAINST NUMBER.



CHAPTER FIVE

Discussion, Conclusion and Recommendations

5.0 Introduction

This section outlines the discussion of findings and discussions of the research findings.
This section also presents the conclusions of the study based on the findings and recommendations. The study was conducted to establish how low resource classes are taught at Queens Comprehensive College in Kaliro District.

5.1 Discussion of findings

The study determined how low resource classes were taught at Queens Comprehensive College in Kaliro District. Besides, the study sought how often teaching materials were used during the teaching and learning process thus evaluating the various impacts on the students' general academic performance at Queens Comprehensive College in Kaliro District.

The study was guided by three objectives;

i. To establish how ordinary level classes are taught with low resources at Queens Comprehensive College in Kaliro District.
ii. To establish whether teaching resources are used during lessons at Queens Comprehensive College in Kaliro at District.
iii. To establish the impact of limited teaching resources on the students' academic performance at Queens Comprehensive College in Kaliro District.

The demographic information of respondents

From the demographic or characteristics of the respondents presented in **table 1**, out of the 28 respondents picked, the researcher sampled 14 out of 28 giving 50%. 3 respondents were picked from S.1 Class, giving 21.4% 3 from S.2 Class giving 21.4% , 2 from S.3 Class giving 14.3% , 2 from S.4 Class giving 14.3% and 3 teachers plus 1 head teacher giving 28.6% summing up to a total of 14 respondents. By sex, the researcher identified males with the number of 2 giving 14.3% and female respondents with the number of 12 giving 85.7%.

It was found out that, 1 out of 14 of the respondents was between the age of 10-13 giving 7.1%, 7 out of 14 of the respondents were between the age of 14-17 giving 50.0%, 2 out of 14 of the respondents were between the age of 18-21 giving 14.3%, 2 out of 14 of the respondents were between the age of 22-25 giving 14.3% and lastly 2 out of 14 of the respondents were between the age of 25-50 giving 14.3%.

From the table, it was revealed that a higher number of the respondents had often engaged in effective learning with limited resources at Queens Comprehensive College in Kaliro District. That is; up to 8 out of 14 of the respondents giving a percentage of 57.1% while 6 out of 14 did not agree to effective learning with limited materials at Queens Comprehensive College giving a percentage of 42.9.

5.1.1 Objective I

To establish how ordinary level classes are taught with low resources at Queens Comprehensive College in Kaliro District

Data was collected from participants on how limited resources are used to teach ordinary level classes at Queens Comprehensive College in Kaliro District as presented in **table 2**.The respondents were tasked to give their views on the following arguments represented by letters (a), (b), (c), (d) and (e).

For item (a) which argued that, "all learners have access to teaching material", the response shows that, from S.1 class, none of the respondents said all learners often had access to teaching materials, 100% of the respondents said the resources were **sometimes** accessible to all learners, none of the respondents from S.1 class said resources were **rarely** as well as never accessible to all learners. From S.2 Class, all the respondents (100%) said teaching materials were **sometimes** accessible to all learners while none of them agreed to the aspects of resources being often, **rarely** or **never** accessible to all learners. From S.3 Class, all the respondents (100%) also confirmed that teaching materials were **sometimes** accessible to all learners while none of them as well agreed to the aspects of resources being often, **rarely** or never accessible to all learners. From S.4 Class, all the respondents (100%) said teaching materials were **sometimes** accessible to all learners while none of them agreed to the aspects of resources being **often**, **rarely** or **never** accessible to all learners. From among the teachers, all the respondents (100%) also confirmed

that teaching materials were sometimes accessible to all learners while none of them as well agreed to the aspects of resources being often, rarely or never accessible to all learners.

For item (b) which argued that, "learners are divided into smaller groups to ensure that the available materials cater for them all", the responses were as follows;

All the respondents under each category, ranging from S.1, S.2, S.3, S.4 and the teachers confirmed to 100% each that learners were sometimes divided into smaller groups to ensure that the available materials catered for them all. Whereas, none of the respondents from any category said if the learners were often, rarely or never divided into smaller groups to ensure they all had access to teaching materials.

For item (c) which stated that, "learners are trained to create their own learning materials", the response shows the following;

None of the respondents from any of the categories confirmed if learners were often, sometimes or never trained to create their own learning materials however all the respondents from each category that is; S.1, S.2, S.3, S.4 and the teachers confirmed to 100% that learners were rarely trained to create their own learning materials.

For item (d) which argued that, "teachers improvise online resources for teaching and learning", the response is as follows;

None of the respondents from any of the categories confirmed if teachers often improvised online resources for teaching and learning. From S.1 Class, 66.7% of the respondents said teachers sometimes improvised online resources for teaching and learning, 33.3% said teachers rarely improvised online resources for teaching and learning. From S.2 Class, 33.3% of the respondents said teachers sometimes improvised online resources for teaching and learning while 66.7 of them said teachers rarely improvised online resources for teaching and learning. From S.3 Class, the response rate between those who said teachers sometimes and rarely improvised online resources for teaching and learning was balanced at 50%. From among the teachers, the response rate between those who said teachers sometimes and rarely improvised online resources for teaching and learning was also balanced at 50%. None of the respondents from any of the categories confirmed to the researcher if the teachers never improvised online resources for teaching and learning.

For item (e) that stated, “Teachers do not care at all about the absence of teaching materials”, the following responses were found out;

None of the respondents from any of the categories did confirm how often teachers did not care about the absence of teaching resources. From S.1 Class, 66.7% of the respondents confirmed that sometimes teachers did not care about the absence of teaching and learning resources, while 33.3% of them confirmed that teachers rarely cared about the absence of teaching and learning resources. From S.2 Class, just as in S.1 Class, 66.7% of the respondents also confirmed that sometimes teachers did not care about the absence of teaching and learning resources, while 33.3% of them as well confirmed that teachers rarely cared about the absence of teaching and learning resources. From S.3, S.4 Classes and among the teachers, the response rate between those who said teachers sometimes did not care about the absence of teaching and learning resources and those who confirmed that teachers rarely cared about the absence of teaching and learning resources was balance at 50% each. However, none of the respondents from any of the categories confirmed if teachers never cared about the absence of teaching and learning materials.

5.1.2 Objective II

To establish whether teaching resources are used during lessons at Queens Comprehensive College in Kaliro at District.

Data was collected from participants on whether teaching resources were used during lessons at Queens Comprehensive College in Kaliro District as presented in **table 3**. The respondents were tasked to give their views on the following arguments represented by letters (a), (b), (c), and (d).

For item (a) that stated, “Teaching and learning materials are available”, the responses got were as follows;

None of the respondents from any of the categories strongly agreed, strongly disagreed or disagreed to learning resources being available however, all the respondents from S.1, S.2, S.3, S.4 Classes and among the teachers as well agreed to 100% that teaching resources were available.

For item (b) which stated that, "lessons are conducted with teaching and learning resources", the responses were as follows;

All the respondents from each of the categories that is; S.1, S.2, S.3, S.4 Classes and from among the teachers agreed to 100% that lessons were conducted with teaching and learning resources although none of them strongly agreed to the statement. On the same account, none of the respondents strongly neither disagreed nor strongly disagreed this aspect of lessons being conducted with teaching and learning resources.

For item (c) which argued that, "learners are fully engaged in creating their own resources", the response shows the following;

None of the respondents from any of the categories strongly agreed or strongly disagreed to learners being fully engaged in creating their own resources. From S.1, Class, 33.3% of the respondents agreed to the aspect of learners getting fully engaged in creating their own resources while 66.7% of them disagreed to this argument. From S.2 Class, 33.3% of the respondents also agreed to the aspect of learners getting fully engaged in creating their own resources while 66.7% of them disagreed to this argument as well. From S.3, S.4 Classes and among the teachers, the response rate between those who agreed to the augment of learners being fully engaged in creating their own resources and those who disagreed to the argument was balanced at 50% each.

For item (d) that stated, "teaching and learning takes place without resources", the following responses were found out;

None of the respondents from any of the categories agreed or strongly agreed to the statement on teaching and learning taking place without resources. From S.1 Class, 33.3% of the respondents strongly disagreed to this aspect of teaching and learning taking place without resources while 66.7% of them disagreed to it. Just as in S.1 Class, 33.3% of the respondents from S.2 Class strongly disagreed to the aspect of teaching and learning taking place without resources while66.7% of them disagreed to it. The response rate between those who disagreed and strongly disagreed to the act of teaching and learning taking place without resources was balance at 50% from S.3 and S.4 Classes. Meanwhile, from among the teachers, 25% of the respondents strongly disagreed to teaching and learning taking place without resources whereas, 75% of them disagreed to the argument.

5.1.2 Objective III

To establish the impact of limited teaching resources on students' academic performance at Queens Comprehensive College in Kaliro District.

Data was collected from respondents on the impact of limited teaching resources on students' academic performance at Queens Comprehensive College in Kaliro District as presented in **table 4**. The respondents were asked to give their view on the following arguments represented by letters (a), (b), (c) and (d).

For item (a) that argued, "all students perform very well, beyond the expectation of the school", the responses were as follows;

All the respondents from each category that is; S.1, S.2, S.3, S.4 Classes and from among the teachers disagreed to 100% to the argument on all students performing very well beyond the expectation of the school therefore, none of the respondents agreed, strongly agreed or strongly disagreed to this statement.

For item (b) that stated, "Most of the students perform well", the researcher discovered that all the respondents from each category (S.1, S.2, S.3, S.4 Classes and the teachers) agreed to this statement to 100%

For item (c) which argued that, "most of the students perform poorly", the researcher found out that 33.3% of the respondents from S.1 and 2 Classes strongly disagreed to this statement while 66.7% of them disagreed to it. From S.3 and 4 Classes, the response rate between those who disagreed and strongly disagreed to the above argument was balanced at 50% each. Meanwhile from among the teachers, 25% of the respondents strongly disagreed to this argument while 75% of them disagreed to it.

For item (d) that stated, "All students perform poorly", the researcher discovered that, 33.3% of the respondents from S.1 and 2 Classes strongly disagreed to this statement while 66.7% of them disagreed to it. From S.3 and 4 Classes, the response rate between those who disagreed and strongly disagreed to the above argument was balanced at 50% each. Meanwhile from among the teachers, 25% of the respondents strongly disagreed to this argument while 75% of them disagreed to it.

Conclusions and Recommendation

5.2.1 Conclusions

Having analyzed the data above, the study carried out reflects a number of challenges that are faced by Queens Comprehensive College among other schools with limited teaching and learning resources in Kaliro District. A number of solutions to avert these challenges that emerge from teaching in low resource classes are reflected in the study as well. In order to improve the academic excellence of the learners in large classes, teachers ought to carry on the implementation of such strategies cited in the study.

5.2.2 Recommendations

Basing on the findings of the study, I would love to make the following recommendations for further research, community development and policy respectively;

I. Recommendations for further research:

This study was conducted in the four classes of lower secondary school education; S.1, S.2, S.3 and S.4 at Queens Comprehensive College in Kaliro District as a selected privately sponsored school with low resource classes. Therefore, the study did not cover other levels of education and other areas of the district as well as the country at large. I would hence recommend that further studies be conducted on "Teaching Low Resource Classes" in advanced level of education, tertiary institutions and any other preferred levels of education in other parts of the country with the aim of improving and stabilizing Excellency in academic performance.

II. Recommendations for community development:

The researcher would love to recommend community-based sensitizations on the collectivity of efforts for learners' academic excellence. Parents, guardians and other stake holders within the community ought to take up the responsibility of assisting the teachers and other school authorities in equipping the school or providing the learners with various teaching and learning resources that aid the teaching-learning process ailing a better performance.

III. Recommendations for policy.

There is a burning need for the policy makers to devise means of averting the challenges that emerge from “teaching low resources classes.” The following is therefore recommended;

i Further training for the teachers on ground on how to handle classes with low resources in that every learner is catered for.

ii Provision of more teaching and learning equipment to all schools.

iii Teachers and head teachers should be guided to reconsider their profession in order to fulfill their responsibilities as per the code of ethics.

iv There is need to device mechanisms of motivating learners in order to get them committed to academics.

v There is need for constant inspection of schools to check the activities of both the teachers and the head teachers.

REFERENCES

Baker, B. (2018). How Money Matters for Schools. *Learning Possibility Institute*

Banna, J.; Lin, M.-F.G.; Stewart, M.; Fialkowski, M.K. Interaction Matters: Strategies to Promote Engaged Learning in an Online Introductory Nutrition Course. J. Online Learn. Teach. Merlot **2015**, 11, 249.

Berger, J.B.; Milem, J.F. The Role of Student Involvement and Perceptions of Integration in a Causal Model of Student Persistence. Res. High. Educ. **1999**, 40, 641–664

Bottiani, J. H., Duran, C. A. K., Pas, E. T., & Bradshaw, C. P. (2019). Teacher stress and burnout in urban middle schools: Associations with job demands, resources, and effective classroom practices. *Journal of School Psychology, 77*, 36–51

Chen, E.; Kaczmarek, K.; Ohyama, H. Student Perceptions of Distance Learning Strategies during COVID-19. J. Dent. Educ. **2020**.

Costin, F.1972. Lecturing versus other methods of teaching: A review of research. *British Journal of Educational Technology*, 3 (1): 4 – 30.
Design: Critical and Primary Sources.

Duncombe, C. (2017). » Unequal Opportunities: *Fewer Resources, Worse Outcomes for Students in* Schools *with Concentrated Poverty*

Duncombe, C. (2017). » Unequal Opportunities: Fewer Resources, Worse Outcomes for Students in Schools with Concentrated Poverty.

Duncombe, C. (2017). » Unequal Opportunities: *Fewer Resources, Worse Outcomes for Students in* Schools *with Concentrated Poverty*

Education Needs (Doctoral dissertation, University of St. Thomas (Houston)).

Fredricks, J.A.; Blumenfeld, P.C.; Paris, A.H. School Engagement: Potential of the Concept, State of the Evidence. Rev. Educ. Res. **2004**, 74, 59–109.

Johnson, A. D., Phillips, D. A., Schochet, O. N., Martin, A., & Castle, S. (2021). To Whom Little Is Given, Much Is Expected: ECE Teacher Stressors and Supports as Determinants of Classroom Quality. *Early Childhood Research Quarterly*, *54*, 13–30.

Lippman, P. C. (2010). Can the physical environment have an impact on the learning environment?

Los Santos, D., Bain, S., Kupczynski, L., & Mundy, M. A. (2019). Determining Academic Success in Students with Disabilities in Higher Education. *International Journal of Higher Education*, *8*(2), 16-38.

Neves de Jesus, S.; Lens, W. An Integrated Model for the Study of Teacher Motivation. Appl. Psychol. **2005**, 54, 119–134.

Obiyo, C. (2023). Mixed-Methods Study on the Role of Nigerian Teacher Self-Efficacy in Classroom Inclusiveness and Academic Outcomes of Students with Special and General

Ochwada, Y. (2021). Influence of school environmental factors on the teaching-learning process in public primary schools: a case of Bungoma County, Kenya (Doctoral dissertation, University of Eldoret).

Okongo, R. B., Ngao, G., Rop, N. K., & Wesonga, J. N. (2015). Effect of availability of teaching and learning resources on the implementation of inclusive education in pre-school centers in Nyamira North Sub-County, Nyamira County, Kenya.

Owoeye, J. S., & Yara, P. O. (2011). Class size and academic achievement of secondary school in Ekiti State, Nigeria. *Asian Social Science*, *7*(6), 184-189.

Rittel, H. W., & Webber, M. M. (1973). Dilemmas in a General Theory of Planning.

Rizzotto, J. S., & França, M. T. A. (2022). Indiscipline: The school climate of Brazilian schools and the impact on student performance. *International Journal of Educational Development*, *94*, 102657.

Ruthven, K., Hennessy, S., & Deaney, R. (2005). Incorporating Internet resources into classroom practice: pedagogical perspectives and strategies of secondary-school subject teachers. *Computers & Education*

Saeed, M., & Wain, K. U. R. (2011). Status of Missing Physical Facilities in Government Schools of Punjab. *Journal of Research & Reflections in Education (JRRE)*, *5*(2).

Sephania, N., Too, J. K., & Kipng'etich, K. J. (2017). Perception of teachers on availability of instructional materials and physical facilities in secondary schools of Arusha District, Tanzania. *Journal of Teachers*, *4*(28), 68-102.

Suleman, Q., & Hussain, I. (2014). Effects of classroom physical environment on the academic achievement scores of secondary school students in Kohat Division, Pakistan. *International Journal of Learning & Development*, *4*(1), 71-82.

Wambua, M. M., Murungi, C. G., & Mutwiri, C. (2018). Physical facilities and strategies used by teachers to improve pupils' performance in social studies in Makueni County, Kenya. *Int J Pregn & Chi Birth*, *4*(6), 241-245.

Weimer M.G. 1992 Improving higher education: Issues and perspectives on teaching and learning In *To improve the academy: Resources for faculty, instructional and organizational development* D.W. Wulff J.D. Nyquist 13 23 Stillwater, OK New Forum Press, the Professional and Organizational Development Network in Higher Education

Wenglinsky, H. 2000. *How teaching matters: Bringing the classroom back into discussions of teacher quality*, Princeton: Educational Testing Service.

Wright, S.P., Horn, S.P. and Sanders, W.L. 1997. Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11: 57 – 67.

Zhong, R. The Coronavirus Exposes Education's Digital Divide. N. Y. Times **2020**.

Zimmerman, B.J.; Kitsantas, A. Developmental Phases in Self-Regulation: Shifting from Process Goals to Outcome Goals. J. Educ. Psychol. **1997**, 89, 29.

APPENDICES

Appendix A

QUESTIONNAIRE FOR STUDENTS.

Dear respondent,

My name is DONIA EVALINE. I am a final year student of Bachelor of Education Languages (English Language and Literature in English) at Busitema University and as part my course, I am carrying out a study on the topic "Teaching Low Resource Classes at Queens Comprehensive College in Kaliro District."

You have been identified to greatly contribute to this study by giving responses which honestly reflect your views.

The researcher assures you that the information obtained will be exclusively confidential and will be used for this study only.

Please answer all the questions in all the sections by ticking the response of your choice.

Your co-operation is highly applauded.

Thank you in advance for your anticipated response and taking your time to fill in this questionnaire.

Sincerely,

Donia Evaline

Researcher.

SECTION: A

(*Tick in the boxes provided*)

Demographic information

What is the level of your education?

Ordinary level of secondary education ☐ Advanced level of secondary education ☐

Tertiary ☐ University ☐ None ☐

What is your age range?

10-13 ☐ 14-17 ☐

18-21 ☐ 22-25 ☐

25-50 ☐

What is your gender?

Male ☐ Female ☐

In which class are you?

S.1 ☐ S.2 ☐

S.3 ☐ S.4 ☐

None ☐

Do you often engage in good methods for teaching and learning in large classes with low resources**?**

YES ☐ NO ☐

SECTION B

(Tick under the option most appropriate to you)

RESEARCH QUESTION 1: Point out the methods used to teach low resource classes at **Queens Comprehensive College in Kaliro District.** The following are some of the methods that can be used to teach low resources classes

S/NO	ARGUMENT	OFTEN	SOMETIMES	RARELY	NEVER
01	All learners have access to teaching material				
02	Learners are divided into smaller groups to ensure that the available materials cater for them all				
03	Learners are trained to create their own learning materials				
04	Teachers improvise online resources for teaching and learning				
05	Teachers do not care at all about the absence of teaching materials				

RESEACH QUESTION 2: Examine if teaching resources are used in classrooms at Queens Comprehensive College in Kaliro District. The following are the indicators that show whether or not teaching resources are available at Queens Comprehensive College.

S/NO	ARGUMENT	OFTEN	SOMETIMES	RARELY	NEVER
01	Teaching and learning materials are available.				
02	Lessons are conducted with teaching and learning resources.				
03	Learners are fully engaged in creating their own resources.				
04	Teaching and learning take place without resources.				

RESEARCH QUESTION 3: Discuss the impact of limited teaching resources on the students' academic performance at Queens Comprehensive College in Kaliro District.

S/NO	ARGUMENT	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
01	all students perform very well, beyond the expectation of the school				
02	Most of the students perform well				
03	most of the students perform poorly				
04	All students perform				

	poorly",				

END

THANK YOU FOR YOUR CO-OPERATION

Appendix B

QUESTIONNAIRE FOR TEACHERS

Dear respondent,

My name is DONIA EVALINE. I am a final year student of Bachelor of Education Languages (English Language and Literature in English) at Busitema University and as part my course, I am carrying out a study on the topic "Teaching Low Resource Classes at Queens Comprehensive College in Kaliro District."

You have been identified to greatly contribute to this study by giving responses which honestly reflect your views.

The researcher assures you that the information obtained will be exclusively confidential and will be used for this study only.

Please answer all the questions in all the sections by ticking the response of your choice.

Your co-operation is highly applauded.

Thank you in advance for your anticipated response and taking your time to fill in this questionnaire.

Sincerely,

Donia Evaline

Researcher.

SECTION: A

(*Tick in the boxes provided*)

Demographic information

What is the level of your education?

Ordinary level of secondary education ☐ Advanced level of secondary education ☐

Tertiary ☐ University ☐ None ☐

What is your age range?

10-13 ☐ 14-17 ☐

18-21 ☐ 22-25 ☐

25-50 ☐

What is your gender?

Male ☐ Female ☐

In which class are you?

S.1 ☐ S.2 ☐

S.3 ☐ S.4 ☐

None ☐

Do you often engage in good methods for teaching and learning in large classes with low resources**?**

YES ☐ NO ☐

SECTION B

(Tick under the option most appropriate to you)

RESEARCH QUESTION 1: Point out the methods used to teach low resource classes at **Queens Comprehensive College in Kaliro District.** The following are some of the methods that can be used to teach low resources classes

S/NO	ARGUMENT	OFTEN	SOMETIMES	RARELY	NEVER
01	All learners have access to teaching material				
02	Learners are divided into smaller groups to ensure that the available materials cater for them all				
03	Learners are trained to create their own learning materials				
04	Teachers improvise online resources for teaching and learning				
05	Teachers do not care at all about the absence of teaching materials				

RESEACH QUESTION 2: Examine if teaching resources are used in classrooms at Queens Comprehensive College in Kaliro District. The following are the indicators that show whether or not teaching resources are available at Queens Comprehensive College.

S/NO	ARGUMENT	OFTEN	SOMETIMES	RARELY	NEVER
01	Teaching and learning materials are available.				
02	Lessons are conducted with teaching and learning resources.				
03	Learners are fully engaged in creating their own resources.				
04	Teaching and learning take place without resources.				

RESEARCH QUESTION 3: Discuss the impact of limited teaching resources on the students' academic performance at Queens Comprehensive College in Kaliro District. The following are the indicators that show the impact of limited resources on students' academic performance;

S/NO	ARGUMENT	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
01	all students perform very well, beyond the expectation of the school				
02	Most of the students perform well				
03	most of the students perform poorly				

04	All students perform poorly",				

END

THANK YOU FOR YOUR CO-OPERATION

Appendix C

QUESTIONNAIRE FOR THE HEADTEACHER.

Dear respondent,

My name is DONIA EVALINE. I am a final year student of Bachelor of Education Languages (English Language and Literature in English) at Busitema University and as part my course, I am carrying out a study on the topic "Teaching Low Resource Classes at Queens Comprehensive College in Kaliro District."

You have been identified to greatly contribute to this study by giving responses which honestly reflect your views.

The researcher assures you that the information obtained will be exclusively confidential and will be used for this study only.

Please answer all the questions in all the sections by ticking the response of your choice.

Your co-operation is highly applauded.

Thank you in advance for your anticipated response and taking your time to fill in this questionnaire.

Sincerely,

Donia Evaline

Researcher.

SECTION: A

(*Tick in the boxes provided*)

Demographic information

What is the level of your education?

Ordinary level of secondary education ☐ Advanced level of secondary education ☐

Tertiary ☐ University ☐ None ☐

What is your age range?

10-13 ☐ 14-17 ☐

18-21 ☐ 22-25 ☐

25-50 ☐

What is your gender?

Male ☐ Female ☐

In which class are you?

S.1 ☐ S.2 ☐

S.3 ☐ S.4 ☐

None ☐

Do you often engage in good methods for teaching and learning in large classes with low resources**?**

YES ☐ NO ☐

SECTION B

(Tick under the option most appropriate to you)

RESEARCH QUESTION 1: Point out the methods used to teach low resource classes at **Queens Comprehensive College in Kaliro District.** The following are some of the methods that can be used to teach low resources classes

S/NO	ARGUMENT	OFTEN	SOMETIMES	RARELY	NEVER
01	All learners have access to teaching material				
02	Learners are divided into smaller groups to ensure that the available materials cater for them all				
03	Learners are trained to create their own learning materials				
04	Teachers improvise online resources for teaching and learning				
05	Teachers do not care at all about the absence of teaching materials				

RESEACH QUESTION 2: Examine if teaching resources are used in classrooms at Queens Comprehensive College in Kaliro District. The following are the indicators

that show whether or not teaching resources are available at Queens Comprehensive College.

S/NO	ARGUMENT	OFTEN	SOMETIMES	RARELY	NEVER
01	Teaching and learning materials are available.				
02	Lessons are conducted with teaching and learning resources.				
03	Learners are fully engaged in creating their own resources.				
04	Teaching and learning take place without resources.				

RESEARCH QUESTION 3: Discuss the impact of limited teaching resources on the students' academic performance at Queens Comprehensive College in Kaliro District.

S/NO	ARGUMENT	STRONGLY AGREE	AGREE	STRONGLY DISAGREE	DISAGREE
01	all students perform very well, beyond the expectation of the school				
02	Most of the students				

	perform well				
03	most of the students perform poorly				
04	All students perform poorly”,				

END

THANK YOU FOR YOUR CO-OPERATION