

UNIVERSITY OF EDUCATION, WINNEBA

MANAGEMENT OF LEARNING RESOURCES AMONG HEADS OF SENIOR
HIGH SCHOOLS AT ATWIMA MPONUA DISTRICT AND ATWIMA
NWABIAGYA MUNICIPALITY IN THE ASHANTI REGION



**A Dissertation in the Department of Educational Leadership, Faculty of Education
and Communication Sciences, submitted to the School of Graduate Studies,
University of Education, Winneba, in partial fulfilment of the requirements for
award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2020

DECLARATION

STUDENTS DECLARATION

I, DIANA AGYAPONG, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my original research and that no part of it has been presented for another degree in this university or elsewhere.

SIGNATURE:

DATE:



SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines on supervision of dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. LYDIA OSEI AMANKWAH

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DEDICATION

To my husband Mr. Emmanuel Kusi Asiedu and my children Peniel Akyede Serwaa Kusi
Asiedu and Phoebe Ayeyi Pokuaa Kusi Asiedu



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ABSTRACT

The study investigated management of learning resources among heads of Senior High Schools at Atwima Mponua and Atwima Nwabiagya Municipality of the Ashanti Region. The objectives of the study were to find out how heads manage learning resources in Senior High Schools, identify challenges associated with heads' management of learning resources and adopt measures to improve heads' management of learning resources. The study used descriptive survey design. The population for the study was heads of Senior High Schools. Purposive sampling technique was used to select the respondents. Questionnaire was the main instrument used to gather data. The pilot test yielded reliability co-efficient of 0.81. Data were analysed using descriptive statistics. The study found that heads replaced teaching and learning resources that were obsolete. Heads were found to have inadequate knowledge and skills on the proper management of learning resources. Storage facilities for learning resources were found to be lacking. It was recommended that District Directors of education should provide heads of schools with quality learning resources. Ghana Education Service should organize training for heads to equip them with knowledge and skills on management of learning resources. Ghana Education Service should provide the schools with adequate storage facilities to enable the heads store the learning resources safely.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The success or failure of any educational institution depends to a large extent on heads' leadership in the instructional process in the school. Schools are set up for the purpose of offering formal education to their learners. The broad objectives of the schools are meant to prepare the present and future manpower requirements for the nation and bring about societal change. To this end, heads are made to manage schools by making the necessary teaching and learning resources available for effective and efficient teaching to achieve educational goals.

Ubben, Hughes and Norris (2001) asserted that management is characterized by maintaining standards and an extremely steady environment. That is, ensuring that things are going on precisely according to the existing pattern. Thus the manager is preoccupied with activities that will help to maintain the existing situation in the organisation.

Consequently, the organisation almost always has a predictable atmosphere. According to Ubben, Hughes and Norris (2001), the manager's belief is that the existing standard is good enough and there are no reason for changes and when things are not running as expected; the manager puts things back on track. Management focuses on problem solving and maintenance. Thus, it can be assumed that the primary job of a manager is the maintenance of the current model.

According to Owen (2010), the job of a head of an institution is extremely challenging, and there is the need for the Ministry of Education to develop viable strategies and mechanisms on teacher motivation and morale which would cater for the

following: induction of new teachers, continuous in-service training of teachers to update their competence, commitment and capability, specialized in-service to cope with curriculum changes and reforms, retirement preparation as part of succession management plan, status recognition, personal safety and security in the work environment and protection against losses and risks at the workplace. Institutional management system should enhance and support the work of the teacher in the class, the system should have structures and resources which ensure the following dynamic and progressive aspects: bringing about humanization of the teachers' work and environment, democratize the decision-making process, ensure effective implementation of approved conditions of service; addressing of grievances, provide socioeconomic emancipation of the teaching profession through systematic and continuous teacher education and staff development programmes and empowerment of women teachers including the non-teaching staff.

There are a lot of challenges confronting heads in the management of senior high schools which needs to be understood as a prerequisite to be able to decrease any associated consequence. Armstrong (2006) argued that the challenges heads face exists because of the complexity of educational institutions. Wichenje, Simatwa, Okuom and Kegode (2012) noted that what is required for heads is to set a clear vision for their schools, communicate this vision to students and staff, support it by giving instructional leadership resources and being visible in every part of the institution that account for students performance.

These issues have provided the motivation to research into heads challenges in the management of learning resources in senior high schools at Atwima Mponua and Nwabiagya districts.

1.2 Statement of the Problem

Management of learning resources is a vital tool in the teaching and learning process but heads seem not to give it the necessary attention. Heads in senior high schools seem to ignore the resources that are supplied to schools, and only leave them in the care of Store Keepers to supply to teachers. Heads perhaps do not have the knowledge and skills to manage learning resources.

Literature searches indicate that the effective management of learning resources determines the effectiveness and efficiency of headmasters, (Mankoe, 2007). Jeptanui (2011) indicated that the use of a variety of instructional resources in the teaching/learning process are not well managed leading to inadequate teaching and learning resources in schools.

The questions that arise are: How do heads manage learning resources? What challenges do heads face in the management of learning resources? There is the need to answer these and other questions. This has motivated the researcher who works in Atwima Mponua District to investigate management of learning resources among heads of Senior High Schools at the Atwima Mponua District and Atwima Nwabiagya Municipality.

1.3 Purpose of the Study

The purpose of the study was to investigate management of learning resources among heads of Senior High Schools at the Atwima Mponua District and Atwima Nwabiagya Municipality of the Ashanti Region.

1.4 Objectives of the Study

The study was intended to:

1. find out how heads manage learning resources in Senior High Schools at Atwima Mponua District and Atwima Nwabiagya Municipality.
2. identify challenges associated with heads' management of learning resources in Senior High Schools at Atwima Mponua District and Atwima Nwabiagya Municipality.
3. adopt measures to improve headmasters' management of learning resources in Senior High Schools at Atwima Mponua District and Atwima Nwabiagya Municipality.

1.5 Research Questions

The following questions were formulated to guide the study:

1. How do heads manage learning resources in Senior High Schools at Atwima Mponua District and Atwima Nwabiagya Municipality?
2. What challenges are associated with heads' management of learning resources in Senior High Schools at Atwima Mponua District and Atwima Nwabiagya Municipality?

3. What measures could be adopted to improve heads' management of learning resources in Senior High Schools at Atwima Mponua District and Atwima Nwabiagya Municipality?

1.6 Significance of the Study

The findings of the study will contribute to knowledge on management of learning resources in the schools. The study will serve as reference material for future researchers who may carry out similar study. The outcome of the study will also help heads to manage schools in an efficient manner. The result of the study will also inform Ghana Education Service of the challenges that confront heads, and provide appropriate measures to redress the issue. The outcome of the study will also enable teachers to have the needed learning resources to enhance teaching and learning process.

1.7 Delimitation of the Study

The study was delimited to only heads of Senior High Schools. The study was delimited to challenges in managing learning resources in the Atwima Mponua District and Atwima Nwabiagya Municipality.

1.8 Limitations of the Study

The study population did not include students and teachers who work closely with the heads. They could have provided vital information to facilitate the study and this place a limitation on the outcome of the study. The use of questionnaire prevented respondents from providing further responses which could have enhance the validity of

the research findings. Some respondents were reluctant to respond to the questionnaire items and this might have affected the reliability of the information some of the respondents provided.

1.9 Definition of Terms

Instructional Materials: These are materials of visual, audio and audio - visual category that facilitate teaching/learning process.

Challenges: Problems which confront headmasters in the discharge of their duties as resource managers of the school.

Resource: Support or aid that can be drawn upon when needed and utilize to achieve specific goals.

Management: The process of selecting, acquiring, utilizing and maintaining of teaching and learning resources in order to accomplish the institutional goals and standard.

Learning Resources: The needed materials for use in the teaching and learning process.

Learning Resources management: Ensuring effective and efficient usage of teaching and learning resources available to teachers.

1.10 Organization of the Study

The study is organized in five major chapters, chapter one deals with the background to the study which includes statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation, limitations, definition of terms and organization of the study.

Chapter two reviewed relevant literature on what other researchers and authorities have written on the subject matter. Chapter three describes the methodology of the study which includes the research design, population, sample and sampling techniques, data collection instrument, validity, pilot-testing of instrument, data collection procedure, data analysis plan and ethical considerations.

Chapter four presents the results and discussions of the data. Chapter five contains overview of the study, summary of the study, findings, conclusions, recommendations and suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter presents the review of related literature on what other writers have done which on challenges of headmaster in managing learning resources in senior high schools. In the context of this study learning resources and instructional materials are used interchangeably to mean the same. The literature is reviewed under the following headings:

1. Leadership Behaviour
2. Concept of Learning Resources
3. Categories of Teaching Materials
4. Importance of Teaching and Learning Resources
5. Selection and Usage of Instructional Materials
6. Management of learning resources
7. Challenges of managing learning resources
8. Strategies to Manage the Challenges
9. Summary of Literature Review

2.1 Leadership Behaviour

For heads to be effective in educational management, management in educational practices must be of good quality. Common causes to failures are numerous but the leading one is insufficient staff development especially the head of the institution who is usually promoted to the position by the virtue of long service. The Headmaster of the

school who happens to be the leader of the school should be one who takes the position on competence and not by virtue of long service. Rebores (2007) revealed in a research conducted that there are two sets of behaviours associated with effective leadership. The first set, “initiating structure”, refers to leaders behaviour in delineating the relationship between the leaders and the members of the work group and in endeavouring to establish well defined patterns or organisation, channels of communication and methods of procedures. The second Rebores (2007) terms “consideration“, involves the expression of friendship, mutual trust , respect and a certain warmth between the leader and the group. Rebores’s concept of leadership stresses that the leader who wishes to be a leader must engage in both types of behaviour in order to meet the achievement goals of the school, while maintaining positive and satisfying relationships with others.

The behaviour approach involves the “style” the head uses in dealing with subordinates. Many different labels have been generated to describe essentially two types of leadership: task oriented and person oriented (Harris, 2015). It is worth noting that while considerate behaviour by heads did generally lead to increase satisfaction, the converse is not necessarily the case. Early studies indicated that neither personal characteristics nor leadership styles could predict leadership effectiveness across situations. The school head may find it difficult to develop among its staff the feelings of cohesiveness and collaborative effort that facilitates productivity. Harris argued that the key developing interactive and cohesiveness in a group is the development and maintenance of high level of trust among the members of the group. This can be entrenched if the school head realizes that not all leadership functions are to be performed by him. The head’s leadership behaviour should also reveal that he is much aware of the

axiom that a vision without a strategy is an illusion and as such the school's culture should be strongly emphasized. Becker (1994) contended that the school head should realize that aims inspire hard work and focus effort objectives translates the aims into achievable activities.

Heads of educational institutions are called upon every now and then on how they should operate. It is a known fact that whatever goes on in a school, the headmaster is normally held accountable. It is also a fact that the success of any headmaster to a large extent depends on a number of factors. However his relationship with staff tells a lot. This therefore means that, though leadership is important in school administration, collegiality is less a force to second with. There is a persistent acceptance of schools hierarchical organization requiring top-down management and leadership. On the other hand the value of involving teachers in the decision-making process is being promoted (Cole, 2004).

It is therefore not surprising that both are being advertised at the same time. The head is always in law as well as in fact responsible for the situation in his or her school. Successful heads have interpreted these considerable powers and duties wisely. They have not been authoritarian, consultative or participative as well and as a matter of principle, they are three different times as the condition seemed to warrant though most often participative. Heads' success has often come from choosing well, from knowing when to take lead and when to confirm the leadership offered by their colleagues (ILEA, 2005). This means that leadership and collegiality can be synthesized, compatible and that there is little conflict between them.

Neagley and Evans (2001) stated that to each position is ascribed a status which is seen as simply a collection of right and duties attached to a position irrespective of the individuals who occupies it. When the individual puts right into effect, it means that a role is being performed. A role does not refer to the actual behaviour of the individual but the behavior standards including attitudes, values and behaviours that are stipulated by that culture for whoever occupies the position. It is thus a normative pattern for what people occupying social positions should do. In the schools system for instance, the teacher, supervising headmaster of schools in that hierarchical order have some right, duties or obligations stipulated for the position.

Neagley and Evans (2001) indicated that the roles are defined as expectation- (role expectations) normative rights and duties prescribed through job titles and descriptions in work manuals, and the way people actually behave in this positions depend partly on the way they think, they are expected to behave (role expectation). It may also depend on whoever perceives these expectations as legitimate or illegitimate. Any person having that expectation has a right to hold that expectation, sees it as legitimate and tries to satisfy it, otherwise, it will be regarded as illegitimate and can be ignored. Thus, the variations in the role enactment of an individual are influenced by the accuracy of his role perception, his skill in enacting that role and his cognitive structure. Role expectations very often are complementary, so that when prescribes behaviour for any position incumbent, it gives reference to people in reciprocal positions.

2.2 Concept of Learning Resources

There are teaching and learning resources that teachers use in the teaching and learning process. Makori and Onderi (2014) indicated that there are teaching and learning resources that are available to schools. The following section highlights some of the teaching and learning resources heads use in managing schools.

The immediate benefit of access to reading resources is the promotion of reading culture which in turn underpins the growth and strengthening of literacy skills. The positive outcomes of reading culture is a marked increase in reading fluency, vocabulary acquisition and usage, ability to express ideas and concepts more clearly and accurately (Busayo, 2011 cited in Makori & Onderi, 2014). In a school setting, a functional school library system fulfills a number of purposes (Busayo, 2011; Krolak, 2005), they are: Provision of material resource to enhance academic growth and development; Guidance of students on the choice of relevant materials for study; Provision of support to the teaching programme of school; Provision of assistance to pupils in terms of developing of skills in the use of books and libraries; Acquisition of the relevant books and other reading materials relevant to the school curriculum. In other words libraries provide access to supplementary materials that complement and enhance the learning provided by prescribed textbooks. The library helps to guide students in all aspects of their academic endeavour including developing research skills.

Makotsi (2011 cited in Makori and Onderi, 2014) observes that regular access to books while at school and developing the habit of reading for pleasure have dramatic results in terms of increased vocabulary, text comprehension, and improvement in writing skills and self-expression.

Libraries in general also contribute to other areas such as: lifelong learning, literacy enhancement, informed citizenship, recreation, creative imagination, individual research, critical thinking and ultimately empowerment in an increasingly complex world (Krolak, 2005). Mji and Mkagato (2006) also add that library usage contributes to the improvement of the learners' higher order of learning skills such as analysis, problem solving and evaluation.

According to Gichura (2003), the importance of textbooks in the teaching and learning process has been widely recognised in the literature. Textbooks provide structure and order in the teaching and learning process (Johansson, 2006; Triyoga, 2010) and in the classroom, they are considered as useful and effective tools or instruments whose purpose is to facilitate the work of the teacher on a daily basis (Johansson, 2006) observes that textbooks give students stability and confidence. Textbooks also provide security and confidence to inexperienced teachers (Triyoga, 2010). However, Glennerster, Kremmer, Mbiti and Takavarasha (2011) observe that an average child does not benefit from textbooks. Triyoga (2010) observes that there is no ideal textbook, ideal for every teacher, ideal for every group of learners and ideal for every teaching situation. And for that matter it is advisable to use them carefully and alongside other aids or other materials (Triyoga, 2010). In support, Mudulia (2012) also argues that the use of textbooks among other materials raises academic standards and efficiency of a school system. Triyoga (2010) further identifies a number of limitations associated with the use of textbooks. They include authenticity, distorting content, may not reflect students' needs and may deskill teachers.

Worse cases of textbook- Pupil ratios have been reported in the literature, for instance in some schools in Macia the ratios are between 1:40 and 1:100 (World Bank, 2008). In Cameroon the ratio of textbook- pupil is 1:13 (UIS, 2011). In Fiji Islands, the textbooks were either outdated or not available in sufficient number in some rural schools (Lingam & Lingam, 2013).

In the words of Kibirige and Hodi (2013), the importance of laboratories in providing learners with opportunities to experience science by employing scientific research procedures. One such opportunity is engaging learners in the inquiry processes through which they can acquire research skills. Also learners gain in terms of understanding the nature of scientific problem solving. Owolabi and Oginni (2012) observed that one of the activities in science is experimentation because it provides a forum for practicing the theoretical knowledge gained in the classroom and for demonstrating the psychomotor skills of a teacher and learner, thus reinforcing the fact that students' engaging in laboratory equipment and processes is key to achieving the learning objectives. Students who are not engaged in the laboratory equipment see science as abstract and irrelevant (Owolabi & Oginni, 2012).

According to Kibirige and Hodi (2013), learners who use laboratory investigation improve their understanding of physical sciences. Mudulia (2012) also reports on a relationship between availability of resources and achievement of science, arguing that high performing schools have higher availability of laboratory equipment and chemicals or consumables than low performing ones. However, acute shortages of laboratory equipment and consumables have been reported in Zambia, Nigeria, South Africa and Fiji among other countries (World Bank, 2008). There are also reports of poor quality science

materials in Fiji (Lingam & Lingam, 2013). Lack of proper use of laboratories has also been reported in South Africa and Portugal (Kibirige & Hodi, 2013). Other issues highlighted in the literature in relations to teaching science include science teachers lack teaching skills and competency and professional development is absent (Kibirige & Hodi, 2013).

The World Bank (2008) indicated that, in many countries, furniture is either lacking or poor. In some situation the shortage has been described as acute. For instance, in the Fiji islands, school furniture was reported as poor and inadequate to the extent that in some schools furniture shortage was acute and students and/or pupils had to sit on the floor (Lingam & Lingam, 2013).

In Culcutta, India, a study involving head teachers of primary schools, identified lack of electricity, space and furniture as major challenges facing the schools. In Kenya, many schools in the Nairobi inner-city have inadequate furniture; they are either broken or lost (Dierkx, 2003). Learners need physical comfort when sitting, reading and writing and furniture plays a key role in ensuring the comfort of learners. Four key areas in relation to furniture and the learning process: Well designed and constructed, correctly sized, Fit for its purpose, If possible made and repairable locally. Poor furniture design has been associated with back pain and more especially in girls (Higgins, Hall, Wall, Woolner, & McCaughley, 2005).

The classroom physical environment is one of such other resource. Quality physical environment is very important because studies have shown that it can significantly affect student achievement (Victoria Institute of Technology, n.d.). Similar views are echoed by Siddhu (2011) observed that quality of classroom conditions have

strong positive effects on girls. Adedeji and Olaniyan (2011) note that many rural schools across African countries lack essential infrastructure thus making the learning environment less safe, less efficient and less effective. In Kenya in 1999 a government commission of inquiry on education system in part linked declining standards of primary education to inadequate and unsuitable physical facilities (Dierkx, 2003). Schools with poor physical environment are less likely to attract both teachers and students (Alhassan & Adzalilie-Mensah, 2010).

Bell (2008) contributing to factors that influence positively academic performance, stressed the role books or study aids play in fostering effective teaching and learning. These study aids or material resources could be inputs like textbooks, laboratories and libraries facilities. As far as this study is concerned, materials resources are those that enhance teaching and learning.

Sekyere (2010) stated that teaching materials are what the teacher uses to make students understand the lesson taught easily. Tamakloe (1991) also stated that teaching resources involve the materials that the teacher prepares and uses to make learning easier. The learning materials are those which the student prepares and uses to make learning easier than it would have been without them. Teaching learning materials are therefore the materials and resources which facilitate the learning, understanding and acquisition of knowledge, concepts, principles or skills and ideas by students. Tamakloe stated that generally teaching-learning materials and resources are classified as visual, audio-visual with examples as books/pictures, tape recorders and video recording systems respectively. Again, the importance of learning resources cannot be over-stressed. Commenting on the same issue, Sekyere (2010) viewed the use of learning materials and

resources as aids which “Form a focal point and attract attention, arouse the interest, invoke co-operation, challenge within the limits of a learner’s ability, supplement description and help to explain words, give an accurate impression of the concept, illustrate relationships, promote retention and memory, stimulate imagination, consolidate what has been learned and save teaching time” (p. 262).

Instructional Materials are materials of visual, audio and audio - visual category that helps to make concepts abstracts and ideas concrete in the teaching/learning process. They are also materials which the teacher uses in supplementing his teachings (Olawale, 2013). Instructional materials include materials used to facilitate learning for better results. Likewise, it is the use of the chalkboard, charts, models, overhead projectors, films, television and computers in teaching process (Olawale, 2013). Hence, it is not just the use of tools of technology alone but a systematic, integrated organization of machines hard wares and soft wares and man, teachers etc. for the solution of problems in education.

Olawale (2013) postulated that, the instructional materials at a distal level may be only represented by the availability and presence of textbooks in classrooms; whereas, at the proximal level, attainment of the grade level and skills required by the materials may be more critical for the teacher and student. For parents, it may be that having "portable" instructional materials, that are visible, durable, and easy to carry may be a significant determinant of the utilization of materials.

The concepts of teaching aids have gone beyond simple aids, instructional technology, and media to communication and educational technology. Instructional aids include those objects that are commercially acquired or improvised by the teacher to

make conceptual abstraction more concrete and practical to the learner hence the relevant materials utilized by the teacher during an instructional process for the purpose of making the contents of the instructions more practical and less vague (Iwu, Ijioma, Onoja & Nzewuihe, 2011). In order to ensure an effective teaching learning process, it is important for the teacher to be thoroughly acquainted with the teaching resources and services available to him/her.

The components of instructional materials available to teachers and students are in large numbers and also vary according to the functions of each of them. Pictures (motion and still) graphics, maps, radio - recording and play back and the equipment used to get some of these utilized can be regarded as the components of Audio Visual Aids, or Instructional Aids. Examples of instructional materials are charts, maps, diagrams, comics, models, globes, slides, film strips, television, radio cassettes, video, recorders, cinema, public address system, laboratories and museums, flash cards, flannel boards, card boards, calendar, computers, and others (Olawale, 2013).

As stated by Orakwe (2000), instructional media are gradually finding their ways into the classroom where modern and versatile teachers are exploiting new ways of transferring learning to the younger generation through the use of prints, visuals and audios or the various combinations of these trios which make up all we have in instructional media. Thus instructional media are the information dissemination devices used in the classroom for easy transfer of learning. Ema and Ajayi (2004) opined that instructional materials creates change and progress only when the teacher is knowledgeable and knows how to make use of it thus portraying the professional

attributes of the teacher and the general knowledge or his creativity in selecting, developing and using instructional materials effectively.

Effective communication is the outcome of careful selection of appropriate medium or combination of media available by an effective teacher. Hence an instrument for accelerating the pace of all human transformation, to shake – off inertia in people, achieve mobilization and direct their productive forces in improving their living condition. This shows the impact of the teacher in influencing the future development and growth of a learner. The success of using teaching aids to meet the teaching objectives demands effective use and communication skills of the teacher to satisfy instructional delivery (Iwu, Ijioma, Onoja, & Nzewuihe, 2011).

Eshiwani (1986) states that lending institutions in the education sector in Africa that is, the World Bank, the African Development Bank, etc. seem to be convinced that the provision of instructional materials, especially textbooks, is perhaps the most cost effective way of increasing the quality of education in Africa. These institutions are concerned with the scarcity of learning materials in the classrooms in Africa. For example, in a recent major policy paper, the African Development Bank observed that the supply of appropriate teaching materials is particularly inadequate in large part of Africa. While this is to some extent a question of finance, the issue of producing and distributing adequate teaching materials for African schools goes much beyond the question of funds. As there is an urgent need not just for any teaching materials and text- books, but for materials that are more closely in tune with the realities and needs of African societies, a major field of lending activity opens up here.

Among the studies reviewed from Eastern, Central and Southern Africa on instructional materials indicated that there is a scarcity of teaching materials in most schools due to fiscal stringency experienced by most countries in the region. The scarcity seems to go beyond the availability of funds. Most countries in the region have yet to develop a national capacity for the development of low-cost teaching materials that are pedagogically sound. Some of the reasons that have led to inefficiency in the production of teaching materials in most countries in Africa are: lack of expertise in the design, preparation and evaluation of materials; inadequate training of teachers in the use of these materials; lack of production capability, and poor organization of distribution (Eshiwani, 1986). However, in Ghana, the Ghana Education Service has developed a national capacity for the development of low-cost teaching materials that are pedagogically sound for distribution to schools but they are sometimes inadequate.

2.3 Categories of Teaching Materials

There are so many kinds and categories of teaching aids. Different instructional materials are available to be used in teaching any subject effectively, but not all topics require the same type and quality of materials. These materials can be purchased, locally made, or improvised or even imported when necessary for effective instructional delivery.

Adekeye (2008) listed four major categories of instructional materials; visual aid, Audio-visual aids, auditory aids and printed materials. The criteria for classifying instructional materials or teaching aids include the degree of expertise/technical skills needed for production, nature of the material, physiological parameter or sensory

modality, the place the material is produced and miscellaneous characteristics. For effective instructional delivery, instructional materials are summarized under the following categories: Projected and electronic materials, Non-projected materials, Phenomenal and manipulative materials (Iwu, et al., 2011).

Projected and electronic materials are forms of media which could be visual, audio and audio-visual in nature that requires projection and electricity in their use for teaching and learning situation. This can be categorized into tape recorders/recording, radio, slide projectors, overhead projectors, Episcopo video cassette/video disc machine and computer instructional system (Iwu, et al., 2011). The computer has been found to be the most suitable and versatile medium for individualized learning because of its immense capacity as a data processor used for different games by children. Nwoji (2002) acknowledge three broad ways by which computer contributes to teaching and learning situation, these are mass instruction, individualized information and group learning.

More so, the computer technology has made it possible for teachers and students to avail themselves of interest facilities where they can obtain needed information. The audio (deal with sound only) the visual (as in sight) and audio-visual (a combination of audio and visual (sound and vision) for instance: Audio includes such things as Radio, Record players, cassettes, gramophone etc. These aid teaching through the sense of hearing. They can be used in teaching of and at the same time programmes can be expertly presented via them.

Visuals consist of maps, Film strips, specimen, pictures, charts, Blackboard, posters etc. This category appeals to the pupils through the sense of sight, the saying that

seen, is believed applies to some extent in this context. Until facts are presented in form of visual aid, pupils may not readily grasp the meaning of ideas, concepts and facts.

Audio-Visuals consists of a combination of both audio and visual materials. They are therefore things like Television films and projector etc, the use of these aids learning greatly (Iwu, et al., 2011).

There are community based resources that promote teaching-learning of moral values and cultural activities of the learners.

Phenomena are instructional situations such as features, resource persons and other community resources that are directly apprehended by the learner in direct contact with experiences that far transcends volumes of recorded literature (Iwu et. al., 2011). Phenomena are under-utilized because of time, finance, knowledge of the teacher, inflexibility of the school time table and other infrastructural problems. This class of teaching aids or instructional materials deals mostly with the affective domain but do not preclude the psychomotor and cognitive domains.

Manipulate materials are those instructional materials which the learner handles skillfully and expertly to bring about the desired behavioral changes. They are very important in the development of skills in professional training (Iwu et. al., 2011). Manipulative materials promote complete mastery of the content materials and the specific objectives. They form part of instructional and performance evaluation. The greatest significance of these materials is that they express the channel through which the required learning takes place, hence cutting across all aspects of skills development and mastery learning. They are also vital for effective instructional delivery because skills

such as communication, patience and assertiveness are easily demonstrated, learnt and observed through instructional games.

2.4 Importance of Managing Teaching and Learning Resources

According to Olawale (2013), many educationists agree that instructional materials or teaching and learning resources bring about improvement in the teaching/learning process as well as permit teachers and students to interact as human beings in a climate where people control their environment for their own best purposes. Also, most educators generally and equally agree that the creative use of variety of instructional materials or teaching and learning resources will increase the probability that student would learn more, retain better and bring about the skills they are expected to perform. Apart from their ability to process meaningful sources of information, instructional materials or teaching and learning resources help the teacher with the means for extending his horizon of experience as well as providing the teacher with rich sources of procuring communicative materials which could be produced jointly by the teacher and the students. Several studies have been conducted to test the value of instructional materials or teaching and learning resources and other sensory devices. These researches have proved that instructional materials when properly used in teaching learning situations can accomplish a lot of complex tasks (Olawale, 2013). According to Alorvor and El Sadat (2011), the importance of teaching and learning materials or resources is as follows: It helps to remove dullness during lesson delivery, It makes learning easy and enjoyable for pupils, It makes pupils develop interest in the lesson, It creates a link

between what is real and what is abstract so that concepts are more easily understood, It also serves as a useful tool for lesson evaluation.

Instructional materials or teaching and learning resources also offer real experiences in giving the teacher basis for thinking and understanding. They supply concrete basis for conceptual thinking and therefore reduce meaningless responses of students. At the same time, they overcome the limitations of time, space and size by helping the students to understand things that are too small or too big, or too slow or too fast. Therefore instructional materials or teaching and learning resources can provide members of a group with a common or joint experience. They also break language barriers and ease difficulties and in the end make the lesson more meaningful. They save time and thus enable students grasp ideals more effectively and faster. Likewise, they help to simplify and emphasize facts and clarify difficulties. They reinforce other teaching methods and materials. They improve the efficiency of other method and effectiveness of teaching process (Olawale, 2013). However, before a teacher selects his instructional materials, he should consider the following which will serve as his criteria for selection.

As much as possible, teachers should make sure that the Instructional Materials selected can be used to achieve the objective of the particular lesson. It is wrong for a teacher teaching pilgrimage to come into the class with an apparatus required to teach ablution. In this case, the Instructional Materials cannot be relied upon to achieve the objective of the lesson.

Care must be taken to ensure that only instructional materials that relate to the topic are used while teaching.

The instructional materials should be within the reach of the teacher or the school. The cost of the instructional materials will determine whether it can be bought and used or not; otherwise the teacher selects only that instructional material that costs less. In an event of the inability of the school and age limit. It is wrong to bring into the class instructional materials that cannot be easily used to convey meaning of facts, ideas and concept to the pupils because of the limit of the pupils. A primary one school child may not be interested in a lesson in which telescope is used to present facts. This means teaching instructional materials are not just selected on the basis of their attractiveness but on the basis of certain criteria that will ensure their effectiveness in the teaching and learning processes (Olawale, 2013).

2.5 Selection and Usage of Instructional Materials

Olawale (2013) stated that the utilization to a large extent judges the value of teaching aids by the degree in which it singly or collectively satisfies the derived instructional needs. Teaching aids are not ends in themselves but means of attaining specific instructional functions. The ability of the teacher to effectively utilize the available media optimizes the attainments of instructional situation; this varies with the level of utilization. The teacher who wants to use instructional materials should consider the following variables to guide him in the selection of the types to be used in the teaching learning exercise (Olawale, 2013).

The teacher should ensure that the instructional materials to be used are easily available for use before the date of use. It means that the materials should be in store and the teacher should look at it and test it before the day of the lesson. If the teacher has to

prepare it himself, he should do so at least a day before the lesson. No instructional materials that are not available or not easy to prepare should be noted by the teacher in his lesson plan (Olawale, 2013).

It is the duty of the teacher to ensure that the materials to be used as instructional materials are not only available but also accessible to him. If they are already made materials they should be within reach of the teacher on the date and time of use. There should be no excuse that the materials are readily available but locked up in the store because the store-keeper is nowhere to be found or the keys to the store have been misplaced (Olawale, 2013).

The instructional materials to be used should not be expensive, the cost should be such that either the teacher or the school can afford. It is no use to say that something is available but not affordable due to high cost. There should be a budget for instructional materials and when this is done the cost should not be outrageous; it should be within the budget of the school (Olawale, 2013).

The teacher using the instructional materials should ensure the appropriateness of the materials for his intended learners. The materials should be suitable for their age, experience and intelligence. The legal, safety and ethical aspects of the materials to be used should equally be considered. The materials should not portray any anti-social attitude. They should also be free from any bias, distortion or prejudice. If the materials would need electric power then an alternative should be sought to avoid disappointment from electricity.

The instructional materials to be used should be simple to operate or manipulate. The teacher should test the materials and ensure their workability before the actual date

of use. There should not be any technical problem and where electricity is to be used provision should be made for an alternative power. No teacher should use electric failure as an excuse for non-performance. In a situation where an instrument demands the hands of a technician, he (the technician) should be on hand and the teacher should have an insight into the operation of the instructional materials (Olawale, 2013).

The instructional materials should be the best or nearest to the best; it should not be out of date. The instructional materials should reflect current and original thought. Bozimo (2002) advocated the following criteria in the selection of teaching aids: Appropriateness of the materials to instructional objectives, Freedom of the content from bias, Quality of the format, print, sound or photography, Degree of the quality and variety of the materials, Availability of the materials and how to operate the materials, How reasonable the time and effort are for both the students and the teachers.

Anyawu (2003) also identify three ways by which the teacher should prepare for the use of teaching aids; by previewing the material before they are brought to the class, the operational level of the intended materials and actual presentation. Thus, the basic guidelines and requirements for utilization and use of instructional materials in effective instructional delivery include the following: Specification of objectives, Maximal fit with instructional tasks, Preparation and preview, Multidimensional presentation, Environmental situation and Measure of outcomes.

2.6 Management of Learning Resources

Babalola and Ayeni (2009) in Nwafor (2011: 2) as cited in Asodike and Jaja (2014:355) stated that “resource management is the organization of the resources existing

in the education sector with the aim of producing eminent graduates in the system”. It therefore implies that resource availability and management is crucial for maintaining quality and improved standard in every educational sector so that the goals of education will be achieved.

Nwankwo (1979) in Nwankwo (2014:4) attempted to define management (in education) in a resources/results context as “the organization of resources (human, material and information) available for education and, judiciously using them methodically to achieve educational objectives”. Management in education can be seen as the utilization and systematic coordination of available resources (human, material, finances, time and information) towards the achievement of stated educational objectives. Management exists in any institute to make resources fruitful in order that the organization may achieve its objectives (Ezeani, 2012). Management stimulates actions, arranges, coordinates people and material resources for the accomplishment of institutional visions. Onwuchekwa in Ezeani (2012) defined management as the organization and utilization of all human and material resources in a particular system for the attainment of acknowledged objectives in the system. From the above views, management of resources can be explained as the process of planning and deciding on how resources could be provided, managed, used and as well maintained for the improvement and realization of predetermined objectives.

Material resources are tangible facilities such as school plant and facilities like furniture, buildings, play-ground, modern educational electronic gadgets, teaching aids, computers, projectors, sports and musical equipment and many more, which can be used to accomplish educational goals. The school plant and facilities (materials) management

involves the proper arrangement, maintenance and utilization of these material resources for the services of the school and in accordance with the objectives of the school. However, Asodike and Jaja (2014) stated that the effective realization of set goals of an educational institution depends wholly on how effective the physical facility resources are allocated, utilized and managed in its production of goods and services. Facility and materials management requires the school manager working with a professional and planning team that will develop sound safety emergency procedures and policies that states the procedures for usage of the school material resources. Also, effort should be made for proper maintenance of the school facilities so as to enhance its longevity.

Other resources are unproductive if not directed and coordinated by human resource. The human element at work in education are the human resources. They consist of the students, teachers, administrative staff, non-academic staff, etc. These categories of human resources in the school are gifted with a range of abilities, talents and attitudes to encourage efficiency and maximize profit (Bratton & Gold, 2012). Their needs and the organizational needs should be properly managed to create an equilibrium that will yield maximum output for the organization. Adesina in Asodike and Jaja (2014) averred that human resource management involves the recruitment of adequate and qualified staff, development and maintenance of the staff who would be able to willingly render effective and efficient educational services to the institution and society as a whole.

Training and retraining exercises should be organized for them with the use of latest technological equipment's (computers and projectors) and relevant teaching tools. This insufficiency of resources according to Kosemani in Maduagwu & Nwogu (2006), can make the most brilliant education plan useless and of no effect. Shortages in the

supply of school resources could be as a result of school managers in their inability to make appropriate demand for resources needed in their schools.

A school manager plans for virtually all the resources that are used in the institution, because failing to plan is planning to fail. Government budgetary allocation to education still falls below 26% recommendation by UNICEF for developing countries like Nigeria. This can be caused by so many reasons such as the economic situation of the nation and state, the relative importance attached to secondary education, the number of institutions being managed by the government and the various population of learners in public secondary schools across the nation (Maduagwu & Nwogu, 2006).

2.7 Challenges of Managing Learning Resources

Teaching aids are sometimes available in large quantity but how to make the best instructional use of those available with the modern innovation are grossly lacking and faced with a lot of problems in its use by teachers (Iwu et al., 2011). Among these problems are that some of the materials are very expensive to be provided by teachers. Examples are projected, electronic mass media and media that are retaining permanent knowledge to the students.

Many of the school teachers are ignorant of using those instructional materials and induction course, lecture and seminars are not organized in teaching profession as they are organized in the civil services to up-grade knowledge and to facilitate the use of sophisticated instructional materials. Teachers also do not make maximum use of the few instructional materials at their disposal, because many of them do not have the knowledge of operating them.

Teachers do not leave instructional materials in the classroom because students are fond of stealing the material while teachers are not in the classroom. This has become a challenge since many schools have no good building to store materials for safety (Iwu et al., 2011).

Another problem has to do with lack of library facilities. In Sub-Saharan Africa which includes Ghana, school libraries are either not available or in poor condition or both (Etsey, 2005). However, availability of libraries is one thing and utilising them effectively is another; for instance, Seniwoliba (2013) reports that in Ghana libraries are not fully utilised by either teachers or pupils.

The success of teaching learners to internalize whatever they have been taught must be done with the great deal of caution so that the learning resources should be effectively used by teachers who are well versed in the use and maintenance of such resources. However, Farrant (2008) noticed that most teachers in Africa lacked practical training in the use of simple teaching resources.

Olawale (2013) also indicated that the quality of the kind of learning resource or instructional material selected for use is another challenge. The instructional materials selected for teaching by the teacher should be of good quality. Teachers should avoid the idea of "managing" with poor quality materials because he might not achieve the desired aim (Olawale, 2013).

According to Mudulia (2012), poor performance in schools in Sub-Saharan Africa has been associated with shortage or lack of core textbooks cited in Makori & Onderi, (2014). In this case, Eshiwani (2001) argue that poor performance of students in Kenya is attributed to poor teaching methods and acute shortage of textbooks. Shortage of

textbooks may often result in students or pupils sharing textbooks. In some cases one textbook is shared between 6 or more pupils or sometimes no textbook at all (Makotsi, 2011; UIS, 2011). The whole situation of inadequate textbooks is exacerbated by the lack of supplementary instructional materials (Seniwoliba, 2013). Shortage of textbooks therefore put pressure on teachers and also affects the amount of homework they assign to pupils or students.

2.8 Strategies to Manage the Challenges of Managing Instructional Materials

There are a number of strategies, which can be used in order to minimize the challenges in using instructional materials. According to studies done in different parts of the world including Africa of which Ghana is part, one of the strategies is improvisation of instructional materials. In support, Iwu et al. (2011) indicated that some of the instructional materials are very expensive to provide by teachers, therefore the provision of adequate financial resource can enable teachers to improvise the needed instructional materials for effective lesson delivery. According to Udosen (2011), studies done in different parts of the world including Africa of which Ghana is part, one of the strategies is improvisation of instructional materials and the provision of storage facilities. Iwu et al. (2011) stated that many of the school teachers are ignorant of using those instructional materials and therefore regular induction course, lecture and seminars should be organized to up-grade teachers' knowledge to facilitate the use and maintenance of sophisticated instructional materials in the teaching and learning process.

Eshiet (1996) states that improvisation involves sourcing, selection and deployment of relevant instructional materials into the teaching-learning focus in the

absence or shortage of standard materials for a meaningful realization of specified educational goals and objectives.

According to studies done by Abodelraheem and Al-Rabane (2005), Udosen (2011) and Ibe-Bassey (2012) some creation of improvised media of low technological materials and resource-centred learning can enlarge the limited knowledge base of any course of study and enrich instruction to a guaranteed quality. It can also promote strategies that ensure the integration of technology in the teaching and learning process. Their findings are in agreement with the findings of Dodge (1997) who observed that using technologies like simulation devices open new horizons for individual learning tools, the environment resources and services. Also, the provision of electricity generating plants is another strategy to minimize the challenges in the use of instructional media that uses electricity like computers and projectors.

2.9 Summary of Literature Review

The study has so far reviewed relevant literature on management of learning resources among heads.

It came out of the review that in order to achieve effective teaching and learning to materialize, there is the need for heads to put in place appropriate measures to manage the challenges associated with the management of learning resources which is geared towards achievement of school and students. Effective management of instructional materials or teaching and learning resources bring about improvement in the teaching/learning process as well as permit teachers and students to interact as human beings in a climate where people control their environment for their own best purposes.

Also, the creative use of variety of instructional materials or teaching and learning resources increases the probability that student would learn more, retain better and bring about the skills they are expected to perform.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

The chapter presents the methodology used to conduct the study. It encompasses the research design, population, sample and sampling techniques, data collection instrument, validity and reliability of the instrument, pilot-testing of the instrument, data collection procedure, data analysis procedure and ethical considerations.

3.1 Research Design

Research design as an important aspect of research and essentially, the most appropriate to measure what is being measured and obtain the data that will lead to a valid conclusion (Levin, 2006). The researcher used descriptive survey design using the quantitative approach for the study. The design is concerned with conditions that exist, practices that prevail, beliefs and attitude that are held, processes that are on-going and trends that are developing as the study sought to achieve (Creswell, 2007).

One of the strengths of descriptive design is that it provides researchers with a lot of information from respondents and the data collected are easily analyzed (Adrian & Saunders, 2011). On the other hand, a weakness of descriptive survey design is how to retrieve all questionnaires distributed (Babbie, 2005). In spite of this weakness, the researcher considered descriptive design most appropriate because it is concerned with conditions that exist, practices that prevail, beliefs and attitude that are held, processes that are on-going and trends that are developing as the study sought to achieve.

3.2 Population of the Study

Population in research work is defined as a group of individuals or people with the same characteristics and in whom the researcher is interested (Creswell, 2007). Kusi (2012) on his part define population as a group of individuals or people with the same characteristics and in whom the researcher is interested. White (2005) also defined population as the total number of subjects or the total environment of interest to the research.

The target population comprised all senior high school heads and assistants at Atwima Mponua District and Atwima Nwabiagya Municipality. The accessible population comprised 30 heads and assistants in the eight Senior high schools of the Atwima Mponua District and Atwima Nwabiagya Municipality.

3.3 Sample and sampling procedure

Gall and Borg (2007) posited that sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research. The Senior High Schools were purposely selected.

Purposive sampling technique was used to select all the 30 heads and assistants. In purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2007). The heads were purposively selected because they were considered to have the needed information for the study. A total of 8 heads and 22 assistants formed the sample size for the study.

3.4 Data Collection Instrument

Leedy and Ormrod (2010) postulates that, a research instrument is a specific mechanism or strategy, the researcher uses to collect, manipulate, or interpret data. The researcher used questionnaire as the main instrument to collect data for the study. Questionnaire is a series of questions, each one providing a number of alternative answers from which the respondents can choose (White, 2005).

Questionnaire was the main instrument used to gather data. The likert-type scale was used to provide uniformity of response. The questionnaire was efficient at getting information from the respondents in a short time and at relatively low cost. It also allowed anonymity which encourages frankness in responses on sensitive issues (Robson, 2002). One weakness of the questionnaire is how to retrieve the questionnaire administered. The questionnaire was mostly likert- typed scale.

A structured questionnaire consisted of four sections. Section A demanded responses on background information of respondents, section B dealt with how headmasters manage learning resources. Section C sought to identify challenges associated with headmasters' management of learning resources. Section D covered measures to improve headmasters' management of learning resources.

The use of the questionnaire enabled the researcher to achieve a high response rate. It provided a relatively simple and straight forward approach to data collection with regards to challenges of headmasters in instructional management in Senior High Schools.

3.5 Validity

Validity is the degree to which the instrument measures what it is intended to measure (White, 2005). To ascertain the validity of the instrument, the researcher prepared the instrument in close consultation with her supervisor who evaluated the relevance of each item with reference to the research objectives.

3. 5.1 Pilot Testing

The questionnaire was piloted to determine its reliability. According to White (2005) the reliability of the instruments refers to the consistency of an instrument to give similar results whenever it is administered. Reliability is also defined as a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials.

Questionnaire was administered to 30 heads randomly selected from Senior High Schools at Kwadaso Municipal and Asokwa Municipal which were outside the study area but have similar characteristics as the study area. The purpose of the pilot-test was to enable the researcher to determine the level of ambiguity and the appropriateness of the questions for corrections.

Cronbach Alpha was used to analyse data from the pilot- test because the items were multiple scores. The pilot -test yielded reliability coefficient of 0.81. The result therefore meant that the instrument was highly reliable (Sarantakos, 2005). Ambiguous and inappropriate items were either modified or deleted.

3.6 Data Collection Procedure

The researcher collected an introductory letter from the Head of Department of Educational Leadership to seek permission from the various school heads to conduct the study. After permission was given, the researcher visited the school to brief the various heads on the purpose of the study and also established rapport with them to feel at home to answer the questionnaire. Unclear items were explained. The questionnaire was thereafter administered to the respondents. The respondents were given two weeks to fill the questionnaire before they were collected. The researcher was able to retrieve all the questionnaire administered, thereby, achieving 100% response rate.

3.7. Data Analysis Plan

The data collected were coded and fed into the computer. The data were cleaned with the aim of identifying mistakes and errors which might have been made. Statistical Package for Social Science (SPSS) version 2.0 was used to facilitate the analysis. The data collected were analyzed using descriptive statistics such as percentages and frequencies to answer all the research questions.

3.8 Ethical consideration

This research work was conducted within the code of ethics prescribed by the University of Education, Winneba, using the guidelines for writing thesis. The following ethical issues were addressed. The researcher did not in any way coerce the respondents to participate in the study. The researcher personally explained the intent and purpose of the study to the respondents. Names or any form of identification were not used.

Respondents were assured of confidentiality of the responses. The respondents were also assured that they could opt out of the study if they so wish.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This section of the study presents the results on issues relating to the management of learning resources among heads of senior high schools. This chapter therefore discusses the analysis of data that were gathered in relation to the study. A total of thirty questionnaire was distributed to the heads of senior high schools.

Table 4.1: Gender of Respondents

Gender	Frequency	Percentage
Male	19	63.33
Female	11	36.67
Total	30	100

Source: Field Data, (2020)

As indicated in Table 4.1, all the 30 heads provided information in relation to their gender. 63.33% of the respondents were males while, 36.67% were females. This results means that majority of the heads in Atwima Mponua and Atwima Nwabiagya Municipality are males.

Table 4.2: Educational Level of Respondents

Educational Level	Frequency	Percentage
Bachelor's Degree	17	56.67
Master's Degree	13	43.33
Total	30	100

Source: Field Data, (2020)

On the issue of educational background, 56.67% majority of respondents indicated that they were holders of the Bachelor's degree certificates and 43.33% were holders of masters' degree. The level of education of these heads is considered adequate regarding management of learning resources.

Table 4.3: Length of Service of Respondents

Length of service	Frequency	Percentage
1-5yrs	5	17.24
6-10yrs	7	24.14
11-15yrs	11	37.93
Above 16yrs	6	20.69
Total	30	100

Source: Field Data, (2020)

From Table 4.3, the least percentage, 17.24 of respondents had been in the education service for 1-5 years. About 24.14% had spent 6-10 years. Over 37.93% had spent 11-15 years, and 20.69% had spent more than 16 years. This means that most of the respondents has been in the education service for a very long time, hence, it was deemed worthwhile sharing their experiences in relation to heads' management of learning resources.

Research Question 1: How do heads manage learning resources in Senior High Schools at Atwima Mponua District and Atwima Nwabiagya Municipality?

Information in Table 4.4 shows how heads manage learning resources in schools.

Table 4.4: How heads manage Learning Resources

Items	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%
Damage learning resources are replaced.	2	3.49	9	31.03	15	51.72	4	13.79	30	100
Provide safety measure for the learning resources	2	6.67	3	10	19	63.33	6	20	30	100
Provide storage facilities for learning resources.	2	6.67	3	10	18	60	7	23.33	30	100
Ensure that sufficient resources are supplied to the school.	5	16.67	7	23.33	7	23.33	11	36.67	30	100
Plan for all the resources.	2	6.67	6	20	16	53.33	6	20	30	100

Source: Field Data, (2020)

From Table 4.4, majority of the heads indicated that obsolete learning resources are replaced. The result indicated that 51.72% majority agreed that teaching and learning resources that are damaged are replaced. Only two participants strongly disagreed that damaged learning resources are replaced. This result means that in managing learning resources, heads replace damage learning resources. This enhances effective learning process as quality resources are available to teachers. This result supports Olawale's (2013) assertion that the teaching and learning materials should be the best or nearest to

the best. The instructional materials should reflect current and original thought (Bozimo, 2002).

As to whether heads provide safety measures for the learning resources, majority (63.33%) of the respondents agreed with the statement that heads provided safety measures for the learning resources. Only two respondents representing 6.67% strongly disagreed that heads provided safety measures for the learning resources. The implication of this finding is that, in the management of learning resources, heads provide safety measures for the resources. Asodike and Jaja (2014) stated that the effective realization of set goals of an educational institution depends wholly on how effective resources are allocated, utilized and managed. Facility and materials management requires the school manager working with a professional and planning team to provide safety measures for usage of the school material resources.

With regards to storage facilities for the resources, majority of the respondents 18 (60%) agreed that storage facilities are provided. Only two of the respondents representing 6.67% strongly disagreed that heads provided storage facilities for the resources. This findings implies that heads manage resources by providing storage facilities. This is considered worthwhile as it helps proper keeping of the materials and make them last longer. This finding is in support of Bernstein's (2003) statement that when materials are supplied or purchased for use in the school, there is the need for proper storage.

On sufficiency of learning resources needed in schools, only 16.67% of the respondents strongly disagreed that heads ensured that sufficient resources are supplied to school. Majority of the respondents (36.67%) strongly agreed to the statement. This result

showed that in managing learning resources, heads ensure that sufficient resources are provided. This result is in consistency with Maduagwu & Nwogu's (2006), statement that the insufficiency of resources can make the most brilliant education plan useless and of no effect.

Again, a large proportion of the respondents 53.33% agreed that heads planned for the resources in the schools. Only 6.67% of the respondents strongly disagreed that heads planned for the resources in the schools. The implication of this finding is that in the management of learning resources, heads plan for the resources in the schools. This result is in line with Nwankwo's (2014) statement that school managers must create plans for resources in schools.

Research Question 2: What challenges are associated with head's management of learning resources in Senior High Schools at Atwima Mponua District and Atwima Nwabiagya Municipality?

The second research objective sought to identify challenges associated with head's management of learning resources. Information in Table 4.6 showed responses of heads in the management of learning resources.

Table 4.5: Challenges of Managing Learning Resources

Items	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%
Inadequate knowledge and skills on the proper management of learning resources	2	6.67	9	30	15	50	4	13.33	30	100
Lack of storage facilities for learning resources	4	13.33	10	33.33	11	36.67	3	10	30	100
Improper handling of teaching and learning resources	4	13.33	8	26.67	13	43.33	5	16.67	30	100
Delay in supply of learning resource	3	10	1	3.33	15	50	11	36.67	30	100
Low quality of learning resource supplied to the schools	4	13.33	5	16.65	20	66.67	1	3.35	30	100
Inadequate training in the management of learning resource	3	10	3	10	21	70	3	10	30	100
Lack of finance to manage learning resource	4	13.33	2	6.67	15	50	9	30	30	100
Insufficient number of learning resource	3	10	1	3.33	16	53.33	10	33.34	30	100

Source: Field Data, (2020)

Result in Table 4.5 revealed that majority of the respondents (50%) agreed that inadequate knowledge and skills on the proper management of learning resources was a challenges to managing learning resources. The least percentage (6.67%) of the respondents strongly disagreed that inadequate knowledge and skills on the proper management of learning was a challenge of heads to managing learning resources. The

result implies that heads have inadequate knowledge and skills on management of learning resources. The result is in line with Earley's (1999) assertion that school head teachers are not trained to manage and supervise school resources.

On lack of storage facilities for learning resources, majority of the respondents (36.67%) agreed that the school lacked storage facilities for the learning resources. Only three of the respondents representing 16.67 strongly agreed that there was lack of storage facilities for learning resource. This result implies that the challenge of heads in managing learning resource is lack of storage facilities to keep learning resources. Olawale (2013) confirms this assertion in a statement that storage spaces for instructional resources are mostly limited. The finding is in support of Iwu, Ijioma, Onoja and Nzewuihe's (2011) statement that many schools have no good building to store materials for safety.

On improper handling of the teaching and learning resource, 43.33% majority agreed that improper handling of teaching and learning resource posed a challenge to heads' management of learning resource. About 13.33% of the respondents strongly disagreed that improper handling of teaching and learning resource posed a challenge to heads' management of resources. The result implies that heads are faced with a challenge of handling learning resource. The finding is consistent with Ejiogu's (2009) assertion that one of the problems in school system with regards to material resource management is not quite the non-availability or inadequate provision of good quality facilities but the inability to take good care of what is already available.

On delay in supply of learning resources, half of the respondents (50%) agreed that there was delay in supply of learning materials. Only one of the respondents

disagreed that there was delay in supply of learning materials. This result implies that supply of learning resources is delayed. The finding is in support of Olawale's (2013) statement that instructional resources should be within reach of the teacher on the date and time of use.

As to whether there was low quality of learning resources supplied to the schools, the result indicated that 66.67% of the respondents agreed that there was low quality of learning materials supplied to the school. Only one person, representing 3.35% strongly agreed that there was low quality of learning resources. This result implies that low quality of resources is a challenge to management of learning resources. This finding is consistent with the report of Lingam and Lingam which indicates that poor –quality materials are prevalent amongst schools found in Fiji. Thus, teaching and learning resources need to be of high-quality.

Regarding inadequate training in the management of learning resources, 70% majority of the respondents agreed that there was inadequate training in the management of learning resource. Only three respondents representing 10% also strongly agreed that there was inadequate training in the management of learning resources. This result implies that heads have inadequate training on management of teaching and learning resources. The finding is in line with Eshiwani (1986), Farrant (2008) and Iwu et al.'s (2011) finding that among the numerous challenges confronting schools in Africa is inadequate training in the use of the materials.

Table 4.6 showed that 15 (50%) of the respondents agreed that lack of finance to manage learning resources was a challenge. Two representing (6.67%) of the respondents disagreed that lack of finance to manage learning resource was a challenge. This implies

that heads lack funds to manage learning resources. Inadequate funding has the potential to make heads not being able to adequately manage learning resources. This is because, maintenance of these resources requires adequate funding to achieve this desired result and it becomes relatively difficult to effectively manage learning resources. This result is in consonance with Eshiwani's (1986) statement that the challenges of management of teaching and learning resources to some extent are the issue of finance.

On insufficient number of resources, the study indicated that 53.33% majority of the respondents agreed that there was insufficient number of learning resources in their respective schools. . Only one respondent (3.33%) disagreed that there was insufficient number of learning resource. This result implies that heads face the challenge of insufficient number of learning resources supplied to the schools which could make teaching and learning very difficult. This finding is in support of Nwagwu in Maduagwu and Nwogu's (2006) statement that the resources in our schools are grossly insufficient.

Research Question 3: What measures could be adopted to improve heads' management of learning resources in Senior High Schools at Atwima Mponua District and Atwima Nwabiagya Municipality?

This research question sought to find out measures to improve management of learning resources. Tables 4.6 provide the responses.

Table 4.6: Measures to Improve Management of Learning Resources

Items	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%
Provision of quality learning resources	1	3.57	3	10.71	12	35.72	14	50	30	100
Provision of sufficient training for proper use of learning resources	0	0	7	17.86	10	35.71	13	46.43	30	100
Provision of adequate storage facilities for learning resources	1	3.33	3	10.71	11	36.67	15	50	30	100
Provision of sufficient number of learning resources	1	3.45	5	17.24	9	31.03	14	48.28	30	100
Provision of financial resource to maintain learning resources	3	10	2	6.67	14	46.66	11	36.67	30	100
Improvisation of learning resources that are inadequate	3	10	2	6.67	14	46.66	11	36.67	30	100

Source: Field Data, (2020)

The result in Table 4.6 portrayed that 14 (50%) of the respondents strongly agreed that the schools should be provided quality learning resources. This finding is in consistency with Olawale's (2013) view point that the quality of the kind of learning resources should be of good quality.

About 13 (46.43%) majority of the heads strongly agreed that there should be provision of sufficient training for management of the teaching and learning resources. This finding is in line with Sallis' (1997) statement that a school head teacher needs to be well prepared to manage the school resources effectively, because inadequate knowledge on school management methods would lead to inefficiency

On provision of adequate storage facilities for learning resources, majority of the heads 15 (50%) strongly agreed that there should be adequate storage facilities for learning materials. The finding supports Udosen's (2011) statement that one of the strategies to manage learning resource is the provision of storage facilities.

The responses from the heads revealed that 14 (48.28%) of them strongly agreed that there should be sufficient number of resources in their respective schools. In the same vein, Lingam & Lingam (2013) advocated for a sufficient supply of teaching and learning resources after finding out that textbooks were either outdated or not available in sufficient number in some rural schools (Lingam & Lingam, 2013).

On provision of financial resources, 14 (46.66%) of the majority of respondents indicated this strategy to improve management of resources. Iwu et al. (2011) indicated that provision of adequate financial resource can enable heads to improvise the needed instructional materials for effective lesson delivery.

On improvisation of learning resources that are inadequate, 14 (46.66%) majority of the respondents agreed that improvisation of learning resources that are inadequate was a strategy to improve learning resources. The finding is consistent with Udosen's (2011), finding that one of the strategies to manage learning resource is improvisation of instructional materials.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Overview of the Study

This study aimed at investigating how heads manage learning resources, challenges faced by heads in managing learning resources. Descriptive survey design was used. The study used all the eight senior high schools at Atwima Mponua and Atwima Nwabiagya District. Purposive sampling technique was used to select all the 30 heads in the Senior high schools. The study used questionnaire as the main instrument to gather data from the respondents. The overall reliability coefficient from the pilot test was 0.871. Data were analysed using descriptive statistics such as frequencies and percentages.

5.1. Summary of findings

The following findings came out of the study:

1. On management of learning resources, the study found that heads managed learning resources by providing safety measures of the schools' learning resources. They also provide storage facilities for learning resources and then plan for all the resources that are used in schools. Heads were found to replace obsolete materials for teaching.

2. On challenge, the finding showed that heads have inadequate knowledge and skills on proper management of learning resources, lack of storage facilities, improper handling of the resources, delay in supply of learning resources, low quality of learning resources, inadequate training in management of the resources, lack of finance and

insufficient number of learning resources were found to impede heads effective management of learning resources.

3. On measure to improve management of learning resources, it was revealed that provision of adequate storage facilities for learning resource, provision of sufficient number of learning resource and the provision of financial resource to maintain learning resource could help to improve management of learning resources in Senior high schools.

5.2 Conclusions

The findings from the study proved that heads manage learning resources in senior high schools which promote effective teaching and learning. However, certain challenges affect heads' management of learning resources. These challenges make the senior high schools unable to achieve their academic goals which result in poor performance of students.

It could therefore be concluded that the suggestions on measures to improve heads' management of learning resource, if implemented, would go a long way to promote head's management of learning resources in senior high schools to improve academic performance of schools.

5.3 Recommendation

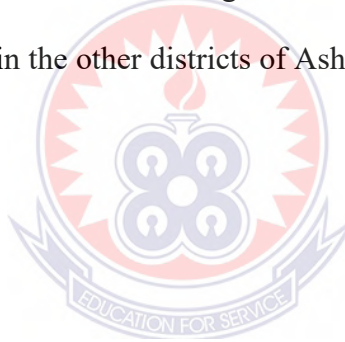
Based on the finding, the following recommendations are made:

1. The District and Municipal Director of Education should ensure that heads' role in the management of learning resources are encouraged and sustained.

2. The District and Municipal Director of Education should organize regular educational trainings and seminars for heads on how to manage the challenges of learning resource management.
3. Heads should ensure that resources are adequately provided by making their demands known to the District and Municipal Directors.

5.4 Suggestions for Further Study

The study was conducted to investigate challenges of heads in the management of learning resource in Senior High Schools at Atwima Mponua District and Atwima Nwabiagya Municipality of the Ashanti Region, it is therefore suggested that the same study should be replicated in the other districts of Ashanti Region to confirm or refute the findings of the study.



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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP

LEARNING RESOURCES QUESTIONNAIRE FOR HEADS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. What is your gender?

(a) Male ()

(b) Female ()

2. What is your highest Academic qualification?

(a) Bachelor's Degree ()

(b) Master's Degree ()

3. For how long have you been teaching?

(a) 1 – 5 years ()

(b) 6 –10 years ()

(c) 11 – 15 years ()

(d) 16 years and above ()



SECTION B: MANAGEMENT OF LEARNING RESOURCES

The following are the statements on learning resources heads use in managing senior high schools. Read each statement carefully and indicate your agreement or disagreement.

Tick [√] as appropriate. 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

	Items	4	3	2	1
5	Damage learning resources are replaced				
6	Provide safety measure for usage of the learning resources				
7	Provide storage facilities for learning resources				
8	Ensure that sufficient resources are supplied to the school.				
9	Plan for all the resources				

SECTION C: CHALLENGES OF MANAGING LEARNING RESOURCES

The following are the statements on challenges of managing learning resources. Read each statement carefully and indicate your agreement or disagreement. Tick [] as appropriate. 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

	Items	4	3	2	1
10	Inadequate knowledge and skills on the proper management of learning resources				
11	Lack of storage facilities for learning resources				
12	Improper handling of teaching and learning resources				
13	Delay in supply of learning resource				
14	Low quality of learning resource supplied to the schools				

15	Inadequate training in the management of learning resource				
16	Lack of finance to manage learning resource				
17	Insufficient number of learning resource				

SECTION D: MEASURES TO IMPROVE MANAGEMENT OF LEARNING RESOURCES

The following are the statements on measures that could be adopted to improve management of learning resources. Read each statement carefully and indicate your agreement or disagreement. Tick [✓] as appropriate. 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

	Items	4	3	3	1
18	Provision of quality learning resources				
19	Provision of sufficient training for proper use of learning resources				
20	Provision of adequate storage facilities for learning resources				
21	Provision of sufficient number of learning resource				
22	Provision of financial resource to maintain learning resource				
23	Improvisation of learning resources that are inadequate				