British Journal of Education
Vol.9, Issue 2, pp.41-58, 2021
Online ISSN: 2054-636X
Print ISSN: 2054-6351

MANAGEMENT OF LEARNING RESOURCES IN JUNIOR HIGH SCHOOLS IN GHANA

Samuel Acquaah
Metro Education Office
Cape Coast
Ghana, West Africa
samuel.acquaah@yahoo.com
Phone +233(0)243355248

Isaac Atta Kwenin
Department of Business & Social Sciences Education
University of Cape Coast
Ghana, West Africa
isaac.kwenin@ucc.edu.gh
Phone +233(0)204445965

ABSTRACT*: This research is descriptive in nature. The main purpose was to find out the availability, adequacy and state of learning resources in the Junior High Schools (JHSs) in the Mfantseman Municipality in the Central Region of Ghana. The research design selected was partly qualitative (observation) and partly quantitative (questionnaire). In all 222 teachers and 73 head teachers were randomly selected to participate in this study. However, 202 teachers and 70 headteachers provided usable data for the study. The main findings were that available learning resources in most of the schools but were inadequate. School buildings, furniture, science equipment, textbooks and exercise books were in state of disrepair. It was therefore concluded that more learning resources should be supplied to schools to help eliminate the inadequacies in the schools. Both teachers and head teachers should constantly inspect and ensure effective use of learning resources in the schools.*

KEY WORD: learning resources, head teacher, resource management

INTRODUCTION AND BACKGROUND

School effectiveness and quality improvement have become important themes in educational policy-making (Barber & White, 1997). This is because education is regarded as a foundation for socio-economic and political development in the larger society. The main aim of education at all levels is to help the individuals to acquire knowledge, skills and attitudes to help them develop their potential and function well in order to fit into their societies. Agyeman (1996) states that the essence of basic education is to transmit to learners values, ideas, techniques of life, beliefs and knowledge accumulated and used by a particular group of people. Generally, the return from good quality education should enable individuals to contribute to national development and to ensure quality improvement in their lives through the use of the school learning resources. For the successful achievement of this, both the government and other stakeholders are employing

various strategies and methods to achieve the objective of giving quality education to Ghanaian children. For instance, the Anamuah-Mensah Committee 2007 affirmed the need for an improvement in learning resources as a way of bringing about a better change in the provision of education. This led to the refurbishment and renovation of old school structures for both basic and second cycle institutions. The Ministry of Education in 2007 collaborated with the District Assemblies and Non-Governmental Organizations in providing the necessary infrastructure for basic schools. This culminated in the upgrading of facilities in 31 and 25 senior secondary schools in 2006 and 2007 respectively.

Besides, the one computer for one child policy was also implemented under the Presidential Special Initiative (PSI). Other support from the Ghana Education Trust Fund (GETFund) was to compliment government efforts. The government in the 2010 budget statement initiated the School under Trees Project to remove schools under trees, eliminate school shift system and the provision of infrastructural facilities in schools.

Efforts from parents, philanthropists and non-governmental organizations such as Plan International and Action Aid have also lent extra support to the government in an attempt to provide good education to the citizenry. Danquah (2003) buttresses this stance that there were still visible signs and indeed various addresses from developmental partners to offer substantial support in the realms of educational infrastructure and instructional materials in the quest of providing quality education.

Regardless of all these efforts not much has been achieved in ensuring that quality education emanate from adequate and efficient use of learning resources. Yakubu (1996) asserted that though total enrolment at basic education level in Ghana had increased from 560,000 in 1960 to 2,300,000 in 1990, there had not been a corresponding growth in educational facilities and resources. Mfum-Mensah (2003) indicated that many junior secondary schools in Ghana are lack adequate facitilities, logistics, qualified teaching personnel and material inputs affecting the proper management of the schools. Furthermore, he asserts that the environment of the schools did not promote serious learning and the schools he taught and served as the school administrator lacked the standard resources. For instance, throughout his years of teaching in the school, the students never had access to basic scientific instruments such as beakers, test tubes, and burners, apart from seeing this equipment in science textbooks. Norhidayah, Kamaruzaman, Syukriah, Mokhtar, and Andin (2009) also highlighted that a hindrance to the delivery of quality education in most schools is dilapidated and inadequate infrastructure and overcrowded classrooms. He further adds that most schools lacked proper amenities and therefore needed urgent renovations. He stressed again that the greatest deficiencies were inadequate classrooms, non- existence of libraries, ICT facilities, science laboratories, sports court, toilets, and playing fields in the schools.

The ensuing result is children learn under unfavourable learning conditions in overcrowded uncompleted classrooms and tents. This confirms that there is still a yawning gap in terms of infrastructure, personnel, and teaching resources in Ghanaian schools (Ghana News Agency, 2017). A further report in this Ghanaian Times also noted with concern the continuing

inequalities in the distribution of educational facilities and infrastructure to schools. This situation leaves head teachers and teachers with no option than to make judicious use of the limited resources at their disposal. For this reason, prudent management of these resources is essential for the achievement of the stated educational objectives of ensuring quality education. The question therefore on adequacy of these resources, availability and their present state and how they are managed by heads and teachers certainly warrants further studies. So it is for a better understanding of this that the study was undertaken.

Purpose of the Study

The purpose of the study was to investigate the management of learning resources in the JHSs in the Mfantseman Municipality. Specifically the study sought to address these questions:

1. What learning resources are available in the JHSs to support teaching and learning in the Mfantseman Municipality?
2. How adequate are the learning resources in the JHSs adequate in the Mfantseman Municipality?
3. What is the current state of the learning resources in the JHSs in the Mfantseman Municipality?
4. How are the available learning resources in Public JHSs in the Mfantseman Municipality managed?

METHODS

Given the purpose of this study, the most appropriate research design selected was a mixed study; that is, partly qualitative (observation) and partly quantitative (questionnaire). The mixed method approaches was characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. The purpose of this design was to use qualitative results to assist in explaining and interpreting the findings of a primary quantitative study (Creswell, 2012). The target population was all JHSs headteachers and teachers within the Mfantseman Municipality of the Central Region. In all, a total of 90 headteachers and 524 teachers constituted the population of the study. However, 222 teachers and 73 head teachers were randomly selected to participate in this study. Two instruments used for the study were a questionnaire (for headteachers and teachers), and an observation checklist. The questionnaire for head teachers had 50 close-ended items and comprised three sections whilst the questionnaire for teachers had 49 closed-ended items in three sections. The questionnaires were pilot-tested in ten basic schools in the Komenda Edina Eguafo Abrem (KEEA) Municipality which shared common characteristics culturally (the location, occupation and type of schools in that Municipality) with the Municipality under study. On the analysis of the results, items which were ambiguous were re-written. Reliability coefficients of .71 and .78 (teachers and headteachers respectively) were achieved for both questionnaires using Cronbach Alpha. The instruments were therefore deemed reliable based on the rule of thumb that reliability should be at least .70 and preferably higher (Fraenkel & Wallen, 2000). In all 70 out of 73 headteachers and 202 out of 217 teachers completed and returned their questionnaires. The observation checklist covered 70 out of 73 JHSs. This was because the remaining three did not avail themselves to be observed. Data that were collected were organised into various themes and categories (five sections) based

on the research questions and the purpose of the study such that each section provided answers for each of the research questions. The responses to the questionnaires were then coded by assigning numbers to the various categories of responses for the purposes of analyses. This was followed by a preparation of a sheet showing the coding scheme. This was done to provide a guide for the interpretation of the variables in the analysis. After checking incomplete and inaccurate questionnaires, the questionnaires were transferred to a broad sheet (Statistical Product for Service Solution version 22.0). The data were then cleaned by examining them for any errors and were finally analysed using the SPSS. Percentages and tables were then employed.

FINDINGS AND DISCUSSIONS

This section dealt with the results and discussion of the results based on the study.

Learning resources available in the JHSs to support teaching and learning in the Mfantseman Municipality

The central government is expected to provide the essential learning resources in schools to support teaching and learning. There was, therefore the need to find out from the respondents the availability of learning resources in the JHS. It was based on this reason that research question one was formulated. Accordingly, items 5-14 on both teachers' and head teachers' questionnaires were designed to collect the relevant data. The responses are presented in Table 1.

From Table 1, 59 (30.6%) of teachers indicated that science equipment was available in their schools while 134 (69.4%) of them disagreed. On the part of the head teachers, 11 (15.7%) of them agreed that their schools are stocked with equipment to enhance effective academic exercise. The outcome of Table 3 also indicate that 155 (77.1%) and 32 (45.7%) teachers and head teachers respectively held the view that library books were available in their schools while 46 (22.9%) and 38 (54.3%) teachers and head teachers disagreed. Moreover, 191 (94.6%) teachers agreed that textbooks were available in their schools. In the same vein, 44 (62.9%) head teachers supported the stand of the teachers. In spite of this, 11 (5.4%) and 26 (37.2%) teachers and head teachers respectively disagreed.

With regard to the availability of classrooms that facilitate effective teaching and learning, 185 (91.6%) and 53 (75.7%) teachers and head teachers respectively were in support while 17 (8.4%) and 17 (24.3%) teachers and head teachers disagreed. Again, the results show that 139 (69.8%) teachers and 25 (35.7%) head teachers maintain that TLMs were available in their schools. Notwithstanding, 60 (30.2%) teachers and 45 (64.3%) head teachers disagreed. Also, 168 (84.4%) teachers agreed that their schools have toilet and urinal facilities while 31 (15.6%) of them indicated that those facilities are not available in their schools. However, while 46 (65.7%) head teachers supported the view that toilet and urinal facilities are not available in their schools, 24 (34.3%) indicated that those facilities are not available. Additionally, Table 3 shows that while 153 (76.1%) and 34 (48.6%) teachers and head teachers supported the view that playgrounds were available for recreational activities, three (1.5%) and 24 (34.3%) disagreed.

Table 1: Availability of Learning Resources in JHSs

	TEACHERS						HEAD TEACHERS					
	Available		Not Available		Total		Available		Not Available		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Equipment	59	30.6	139	69.4	193	100	11	15.7	59	84.3	70	100
Library books	155	77.1	46	22.9	201	100	32	45.7	38	54.3	70	100
Textbooks	191	94.6	11	5.4	202	100	44	62.9	26	37.2	70	100
Classroom	185	91.6	17	8.4	202	100	53	75.7	17	24.3	70	100
Teaching and Learning Materials	139	69.8	60	30.2	199	100	25	35.7	45	64.3	70	100
Toilet/Urinal	168	84.4	31	15.6	199	100	46	65.7	24	34.3	70	100
Play grounds	199	98.5	3	1.5	202	100	46	65.7	24	34.3	70	100
Clipboards	153	76.1	48	23.9	201	100	34	48.6	36	51.4	70	100
Students' furniture	194	96.0	8	8.0	202	100	58	82.9	12	17.2	70	100
Exercise Blocks	187	92.6	15	7.4	202	100	45	64.3	25	35.7	70	100

On the availability of cupboards in the various schools, the results show that while 153 (76.1%) and 34 (48.6%) teachers and head teachers admitted they are available. This was contrary to the views of 48 (23.9%) teachers and 36 (51.4%) head teachers who disagreed. In line with the availability of students' furniture, Table 3 reveals that while 194 (96.0%) teachers and 58 (82.9%) head teachers were in agreement, eight (8.0%) teachers and 12 (17.2%) head teachers disagreed.

Finally, 187 (92.650 teachers supported the view that their schools have exercise books for students while 15 (7.4%) of them were not in support. Also, while 45 (64.3%) head teachers maintained that exercise books were available, 25 (35.7%) of them disagreed.

The observation checklist on the availability of learning resources which took place in 70 schools indicated that 64 (92.8%) had science equipment. This was in contrast with 190 (78.4 %) of the responses on Table 3 as the respondents did not accept the only old measuring cylinders, test tubes and beakers found in most schools as available science materials. However, these were registered as part of the existing science equipment. Student furniture 69(99.0%), textbooks 69(98.5%), classrooms 69 (98.5%) and exercise books 69 (98.5%) were available in the schools. Most of them were provided by the government and others by the Parents Teacher Association (PTA). Schools used both new and old supplied materials. While some of the structures of the schools were cement blocks, others continue to learn under mud structures. In nine (12.9%) of the schools, there were no Teaching Learning Materials found in the classrooms and the offices while 60 (85.7%) of the schools had toilet and urinals. There were 63 (90%) cupboards in all the schools visited. These were mostly in heads' offices and classrooms for the storage of equipment, textbooks and exercise books of pupils. Dual desks were used with names of the schools written at the back of them. There were 67 (95.7%) exercises books used by the pupils in their classrooms. Money and Portia (2010) reported from the Kanda Cluster of Schools in Accra-Ghana, that the non- availability of learning resources forced majority of parents to withdraw about 400 of their wards from the school from 2000/2001 academic year. Also the Brong Ahafo Regional Director of Education disclosed in the April 23, 2010 edition of Ghanaian Times that, the achievement of the Millennium Challenge Goals for all by 2015 would not be successful if there are no available learning resources in the schools. Ampiah, Davis, and Munkoe (2006) report on studies on effectiveness school learning resources in Ghana by United States Agency for International Development (USAID) in 2005 and the World Bank in 2004 resulted in higher levels of pupils' achievement and therefore school learning outcomes depended significantly on the availability and adequacy of learning resources. Adebango (2007) reports that TLM's in teaching and learning makes students to learn more and retain better what they have been taught and sustains students interest. Asiedu-Akrofi (1981) is of the view that, schools can create their own simple libraries with cutting from new magazines, news papers, well charts, and pamphlets. The Ghana Education Service would make available learning resources to school after heads have officially reported to the office for supplies (GES, 1994).

Adequacy of learning resources in the JHSs in the Mfantseman Municipality

It is worthy of notice that adequate learning resources enhance effective teaching and learning thereby promoting the understanding of the given concept. In view of this, an attempt was made

to find out how adequate the learning resources in the JHSs. The responses are presented in Table 2.

According to Table 2, 14 (7.6%) teachers and head teachers agreed that equipment in their schools are adequate while 170 (92.450 and 60 (90.9%) teachers and head teachers indicated that the equipment in their schools are not adequate. Also, Table 2 shows that 85 (42.550 and 33 (47.15) of teachers and head teachers respectively agreed to the view that library books are adequate to enhance teaching and learning in their schools. On the contrary, 115 (57.5%) teachers and 37 (52.9%) head teachers disagreed to that view. Moreover, while 129 (64.2%) teachers and 43 (61.4%) head teachers held that they have adequate textbooks in their school, 72 (35.8%) teachers and 27 (38.6%) head teachers disagreed.

Table 2 also indicates that while 146 (72.6%) and 53 (75.7%) teachers and head teachers respectively supported the view that they had adequate classrooms in their schools, 55 (27.4%) and 17 (24.3%) teachers and head teachers disagreed. Furthermore, while 77 (38.5%) teachers agreed that there were adequate TLMs in their school, 123 (61.5%) disagreed. On the part of the head teachers, the results show that 23 (33.3%) stated that TLMs are adequate in their schools which was contrary to the views of 46 (66.7%) who disagreed. Additionally, Table 4 reveals that majority of the respondents agreed to the adequacy of toilet and urinal facilities in their schools. Thus, 123 (62.8%) and 44 (62.9%) teachers and head teachers were in agreement. However, 73 (37.2%) teachers and 26 (37.1%) head teachers disagreed.

British Journal of Education
Vol.9, Issue 2, pp.41-58, 2021
Online ISSN: 2054-636X
Print ISSN: 2054-6351

Table 2: Adequacy of Learning Resources in JHSs

	TEACHERS						HEAD TEACHERS					
	Adequate		Not Adequate		Total		Adequate		Not Adequate		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Equipment	14	76	170	92.4	184	100	6	9.1	60	90.9	66	100
Library books	85	42.5	115	57.5	200	100	33	47.1	37	52.9	70	100
Textbooks	129	64.2	72	35.8	201	100	43	61.4	27	38.6	70	100
Classroom	146	72.6	55	27.4	201	100	53	75.7	17	24.3	70	100
Teaching and Learning Materials	77	38.5	123	61.5	200	100	23	33.3	46	66.7	69	100
Toilet/Urinal	123	62.8	73	37.2	196	100	44	62.9	26	37.1	70	100
Play grounds	152	75.6	49	24.4	201	100	45	64.3	25	35.7	70	100
Clipboards	109	55.1	89	44.9	198	100	36	51.4	34	48.6	70	100
Students' furniture	153	75.7	49	24.3	202	100	59	84.3	11	15.7	70	100
Exercise Blocks	141	75.7	61	30.2	202	100	55	78.6	15	21.4	70	100

It is again revealed that while 152 (75.6%) teachers agreed that playgrounds were adequate in their schools, 49 (24.4%) disagreed. This was not different from the views of 45 (64.3%) head teachers who agreed although 25 (35.7%) head teachers disagreed. With regard to the adequacy of cupboards in the schools, the results show that while 109 (55.1%) and 36 (51.4%) teachers and head teachers were in support, 89 (44.9%) and 34 (48.6%) teachers and head teachers disagreed. More so, 153 (75.7%) teachers supported the view that students' furniture was adequate. This was contrary to the views of 49 (24.3%) teachers who disagreed. On the other hand 59 (84.3%) head teachers agreed that students' furniture was adequate. This contradicted the views of 11 (15.7%) head teachers who were not in support. Finally, the results show that while 141 (69.8%) and 55 (78.6%) teachers and head teachers were in support of the view that exercise books were adequate in their schools, 61 (30.2%) and 15 (21.4%) teachers and head teachers respectively held that students' exercise books were not adequate.

In the observation conducted in 70 schools, it was found that there were inadequacies. In eight (11.6%) schools we could not find any science equipment. There were textbooks, exercise books, classrooms and students desks in all the schools visited only that they were inadequate compared to school enrolments. In some of the classrooms, children were doing exercises on sheets of papers and in jotters. Forty-six (65.7%) schools had adequate textbooks while 53 (75.7%) had sufficient classrooms. Fifty-nine (84.3%) schools had enough dual desks but 11 (15.7%) of schools had broken desks, tables and chairs compelling children to place books on their laps and floor to read and write. Some teachers and pupils had no option than to visit nearby bushes because 27 (38.6%) schools had no toilet and urinal. Forty-three (61.4%) schools compounds for playing and conducting of morning assemblies. There were cupboard 37 (57.9%) adequate and 46 (65.7%) not adequate TLM's in the schools.

Clark (1996) says adequacy of learning resources has a major impact on the output of the school. School with insufficient resources undermines the pursuit of the focal task. On the other hand an over-abundance of resources leads to wastage. In Table 3, it was found that majority of the schools had enough learning resources except science equipment with 190 (78.4%) indicating that they were not available. In Table 4, there were a lot of inadequacies. Afolabi, Adeyanju, Adedapo and Falade (2006) are of the view that stakeholders and our education authorities are to provide in their numbers learning resources for the needs for the schools. Grant (1978) in his research has reported that teaching and learning could not be effective without adequate and relevant learning resource. The mission and goals of the school is achieved at the best combination with other resources (Shedding & Holmes, 1994). Robinson (2001) has stressed the adequacy and utilization of learning resource in school is a critical factor in bring productive change in students and influencing the quality of learning that takes place within the schools. It is clear from Table 5 that majority of schools shared textbooks. Ampiah, Davis and Munkoe (2006) emphasize that inadequacy in teaching and learning resources (TLRs) such as textbooks, equipments, furniture, and exercise books places pupils learning behind those who have Teaching and Learning Resources. Ampiah, Davis and Munkoe further report that the Ghana Education policy on Teaching and Learning Resources emphasize that each pupil at least must have individual Teaching and Learning Resources in all the core subjects at the junior high level. Prempeh (2005) is also in support that, educational institutions should be provided with the right

type of facilities and materials in adequate numbers to equip students and pupils with the necessary skills and knowledge to ensure rapid development of their communities. On the contrary, Hassan (2000) in a study of evaluation of availability and adequacy of learning resources reported a 100% in favour of inadequate learning resources and instructional materials for teaching and learning.

The current states of the learning resources in the JHSs in the Mfantseman Municipality

Provision of learning resources to boast teaching and learning is important but it is equally important to make sure that constantly the resources are in better condition for learning. It is for this reason that I sought answers from the JHSs on the current state of these learning resources on both item 25-34 of teachers' and head teachers' questionnaires. The responses are presented in Table 3.

From Table 3, 23 (15%) teachers revealed that science equipment in their schools are in good shape while 159 (85%) indicated that they are in poor condition. Seven (11.7%) head teachers supported the view that the equipment in their schools are in good state, although 53 (88.3%) of them held that the equipment were in poor state.

With regards to library books, 129 (64.8%) and 45 (67.2%) teachers and head teachers respectively agreed that the library books were in good state while 70 (35.2%) and 22 (32.8%) agreed that the books were in poor state. Also, 170 (84.2%) and 48 (69.6%) teachers and head teachers respectively agreed that the books are in good shape. This was contrary to the views of 32 (15.8%) and 21 (30.4%) of teachers and head teachers revealed that the textbooks were in poor state. The outcome of Table 3 also reveals that 158 (78.2%) teacher supported the view that classroom conditions were in good shape, although 44 (21.8%) maintained that were in poor condition. Again, 54 (78.3%) head teachers held that the classroom condition in their schools were in good shape while 15 (21.7%) of them showed that the classrooms are in poor state.

British Journal of Education
Vol.9, Issue 2, pp.41-58, 2021
Online ISSN: 2054-636X
Print ISSN: 2054-6351

Table 3: Current State of Learning Resources in the JHSs

	TEACHERS						HEAD TEACHERS					
	GOOD		POOR		TOTAL		GOOD		POOR		TOTAL	
	No	%	No	%	No	%	No	%	No	%	No	%
Equipment (Sci.)	28	15.0	159	85.0	187	100	7	11.7	53	88.3	60	100
Library books	129	64.8	70	35.2	199	100	45	67.2	22	32.8	67	100
Textbooks	170	84.2	32	15.8	202	100	48	69.6	21	30.4	69	100
Classroom	158	78.2	44	21.8	202	100	54	78.3	15	21.7	69	100
Teaching and Learning Materials	109	54.2	92	45.8	201	100	35	50	35	50	70	100
Toilet/Urinal	130	66.3	66	33.7	196	100	40	58.0	29	42.0	69	100
Play grounds	144	71.3	58	28.7	202	100	45	64.3	25	35.7	70	100
Clipboards	132	66.3	67	33.7	199	100	42	61.8	26	38.2	68	100
Shoved form	169	83.7	33	16.3	202	100	59	84.3	11	15.7	70	100
Ex. Blocks	166	82.2	36	17.8	202	100	65	92.9	5	7.1	70	100

Additionally, with respect to the current state of Teaching and Learning Materials, 109 (54.2%) and 35 (50%) teachers and head teachers agreed that the TLMs in their schools are in good state. Furthermore, 130 (66.3%) and 40 (58%) teachers and head teachers respectively agreed that toilet and urinal facilities in their school were in good condition. However, 66 (33.7%) and 29 (42.0%) of the teachers and head teachers disagreed that the toilet and urinal facilities were not in good state. The results also show that while 144 (71.3%) and 45 (64.3%) teachers and head teachers supported the view that playgrounds in their schools are in good condition, 58 (28.7%) and 25 (35.7%) disclosed that the playgrounds are in poor condition. Also, 132 (66.3%) and 42 (61.8%) teachers and head teachers were of the view that the cupboards in their schools were in proper state. This contradicted the views of 67 (33.7%) and 26 (32.2%) teachers and head teachers respectively who indicated that the cupboards conditions were in poor state.

It can also be observed from Table 3 that while 169 (83.7%) and 59 (84.3%) of teachers and head teachers agreed that students' furniture were in good condition, 33 (16.3%) and 11 (15.7%) declined by noting that the student furniture in their schools are in poor state. 166 (82.2%) and 65 (92.9%) of teachers and head teacher. Finally, 166 (82.2%) and 65 (92.9%) of teachers and head teacher held that the exercise books in their schools were in good shape. However, 36 (17.8%) and five (7.1%) teachers and head teachers showed that the exercise books in their schools were in poor shape.

During the observation in the 70 schools, it revealed that 53 (81.4%) schools had their science equipment in poor state with 11 (15.7%) schools with good science equipment. With the state of classroom, 13 (18.6%) exercise books eight (11.4%), textbooks 21 (30.0%) and student furniture 11 (15.9%) of the schools showed poor condition of the school teaching and learning resources. Some parts of the classrooms had leakages and cracks, others had parts of the structure broken. Some of the exercise books had broken spine and pages torn off and this was not different with the textbooks. Broken student furniture was packed on the veranda with those having loose joints still used by pupils. With the cupboards 43(61.4%), playground 42(60.0%) and toilet/ urinal 41(58.6%), proved that they were in good condition. In support of the outcome of Table 6, Mills (2009) has indicated that proper caring and maintaining of school learning resources in Ghana lies in the hands of government, heads, teachers, parents and the District or Municipal Assemblies. Commenting on the state of Teaching and Learning Resources, the GES (1994) has revealed that school funds must be used in purchasing nails, roofing sheets and cement to do minor repairs in the classrooms. For science equipment, Mills (2009) shares the opinion that, heads must first know the relevance of Teaching Learning Materials and science equipments and purchase quality ones at the lowest cost for the school. The GES (1994) further indicated that textbooks and library books should be stored in cupboards, bookshelves and in cartons. School compounds should be properly demarcated and fenced to check erosion. From the standpoint of Alcorn, Kinder and Schunert (1970) teachers are responsible to their students on how to locate and use accurately learning resources in the schools. Chairs and tables with loose nails, weak joints and wobbly legs these should be done at technical skills lessons (GES, 1994).

How the available learning resources in the JHSs are managed in the Mfantseman Municipality

Management of Learning Resources

Learning resources are key ingredients for the achievement of most of the goals of schools. Parker (2001) is of the view that collection of resources is important for teaching and learning in the schools. Therefore, it would be extremely difficult to manage school when there are no learning resources. Although the central government is the main supplier of school learning resources to the schools, this section sought to find out how teachers and head teachers help in managing learning resources for their schools. Key areas that were of interest to the researchers were inspection of the resources, places where the learning resources were kept, and records taking in the Schools. The responses are indicated in Table 4.

Table 4: Inspection of lesson Notes and Textbooks in the JHSs

Inspection of L. Resources	Teachers		Head teachers	
	No	%	No	%
Once a week	121	59.9	31	44.3
More than once a week	64	31.7	19	27.1
Termly	6	3.0	8	11.4
Never at all	11	5.4	12	17.1
Total	272	100.0	70	100

With regards to the inspection of lesson notes and textbooks, Table 4 shows that while 121 (59.9%) said that the resources are inspected once a week, 64 (31.7%) held that the resources are inspected more than once a week. Six (3.0%) also held that they are inspected termly while 11 (5.4%) maintained that the resources are not inspected at all. The head teachers also held that learning resources are inspected once a week. This represented the views of 31 (44.3%). Also, 19 (27.1%) indicated that the resources are inspected more than once a week. This was different from the views of eight (11.4%) who indicated termly. However, 12 (17.1%) held that the resources are not inspected at all.

In supporting the outcome In Table 4, Fullan (2005) has mentioned that principals with ill-developed visions in resources are likely to encounter difficulties which can affect the prospect of the school. This means that principal would achieve successes on inspection when teachers are told to abide by the norms and regulations governing the use of learning resources. Hall and Stephen (1998) in a study in eight schools in United States came out that schools where supervisors monitored the resources, performances were comparatively higher than schools less monitored, besides teachers of improved schools adequately prepared to teach. Opoku-Asare

(2006) shared the views of hall and Stephen that teaching and learning resources in schools are significantly affected by a powerful inspectorate that is mandated to ensure and maintain quality in resource allocation, curriculum delivery and educational standards. He continues that inspections are essential for sustaining teaching and learning effectiveness and maintenance of quality standards in the schools. Furlang (2002) suggest that inspections play a key role in the development and improvement of schools. He indicated that inspections are connected with accountability and its main purpose is to ensure that the standards in education are satisfied. Bame (1991) support Fulung that headteachers and other educational officials who always find fault and give unfair criticisms when resources are poorly managed should rather offer ideas which would aid teaching. Adepoju (1998), testify that inspections allow for the necessary information to be provided in order to improve schools.

Places that Learning Resources are Kept in the JHSs

The learning materials which are supplied by the government and other stakeholders to schools must be properly kept. It is the responsibility of schools to ensure that these learning resources are safe and stored. It is for this reason that item 49 of teachers' and item 51 of the head teachers' questionnaire were designed to find out where these learning resources are kept in the schools. The responses are presented in Table 5.

Table 5: Places where Learning Resources are Kept in the JHSs

Storing of Learning Resources	Teachers		Head teachers	
	No	%	No.	%
Head's Office	121	59.9	33	47.1
Cupboards	68	33.7	24	34.3
Staff rooms	11	5.4	9	12.9
No place of keeping	2	1	4	5.7
Total	271	100.0	70	100

Table 5 reveals that while 121 (59.9%) teachers and 33 (47.1%) head teachers held that learning resources in their schools are kept in the head's office, 68 (33.7%) teachers and 24 (35.3%) head teachers indicated that the resources are kept in the schools' cupboard. Also, while 11 (5.4%) teachers and nine (12.9%) head teachers disclosed that the resources are kept in the staff rooms, two (1%) teachers and four (5.7%) head teachers maintained that they had no place of keeping learning resources. In support of this Kor (2005) reports of the Minister of State in Charge of Basic, Secondary and Girls Child Education asserts that books can make little impact on reading learning abilities of pupils if they are hardly allowed access to them. De-Kiefer (1965) says school of today should be well planned to accommodate more students and make maximum use of learning materials available. Parajuassu (2008) reported that schools continue to suffer more basic problems. These problems include shortage in necessary materials and equipment and lack of regular maintenance and improvement of school facilities. In a similar view, the Department of Basic Education and Early Childhood (2011) indicated that records on learning resources

should be stored in an environment free from dangers such as water, excessive heat, vermin and insects. They continue that records on learning resources should be properly boxed and labelled so that they can be easily located when needed.

Records taking in the Junior High Schools

Head teachers' are solely responsible of stock taking and keeping records on supplied school learning resources. Item 50 of the head teachers' questionnaire was formulated to find how stock and records were taken in the schools. The responses are presented in Table 6.

Table 6: Records taking in the JHSs

Records on Learning Resources	Teachers		Head teachers	
	N	%	No	%
Receipt voucher & Inventory Books	38	55.1	29	41.4
Receipt vouches only	3	4.4	8	11.4
Waybills	12	17.4	12	17.1
Inventory Books Only	15	21.7	18	25.7
No records are taken	1	1.4	3	4.3
Total	69	100.0	70	100

It is evident from Table 6 that majority of the respondents 38 (55.1%) teachers and 29 (41.4%) used two books in keeping records on available learning resources in the schools. Also, while three (4.4%) teachers and eight (11.4%) teachers also indicated that only one record book was used, 12 (17.4%) teachers and 12 (17.1%) head teachers mentioned waybills. However, one (1.4%) teacher and three (4.3%) teachers indicated that no records are taken in their schools.

In view of this Chifwepa (n.d) is in support that records books including inventory, waybills and receipt vouchers helps to account for materials like equipments, furniture, textbooks and exercise books stored in head's offices, classrooms and workshops in schools. Furthermore records keeping constitute a vital task for every school and all school leaders are obliged to regularly and constantly keep proper records for evaluation purposes. The GES (1994) has indicated that receiving and borrowing of school materials should be recorded. The GES indicated further that textbooks must be stamped and numbered. In a similar view Mills (2009) indicated that resources can be kept in the headteachers' office, staff room or at the school library. However a study conducted by Gule and Makina (1993) showed a contrary outcome to that of the GES (1994). The study revealed that headteachers are unable to keep records in schools due to the absence of school facilities like furniture and equipment, lack of organizational management skills and lack of self- confidence. Shehu (2007) is of the view that keeping records in school is

not an end in itself; rather it is a means to an end. Durosaro (2000) revealed that a record keeping is an important tool for effective planning and administration of schools.

CONCLUSIONS

Though there were textbooks, they were inadequate in all the subject areas but some schools had no textbooks in subjects like French, Basic Design and Technology and Religious and Moral Education. There was non-existence of science equipment. The old existing materials found in schools included few beakers, measuring cylinders, litmus papers and chemical solutions. There were classrooms for teaching and learning only but some of the structures were in poor condition which needed building of new structures and repairs. Most schools had toilet and urinal facilities. As some had three separate ones each for boys, girls and teachers others had two for all males and females. In most of the schools, materials were kept in the cupboard in the head teachers offices but some had cupboards in their classrooms to keep their teaching and learning materials. Head teachers conduct regular inspection on teachers' writing of lesson notes and on the proper caring of textbooks every week. Most schools used old existing material learning material in the schools at the beginning of the new academic year when new materials are not supplied by the government.

Recommendations

The government should see education in Ghana as a major priority and provide as early as possible all the needed learning materials for all Junior High Schools before the beginning of the academic term to help eliminate the unavailability and the inadequacies of learning resources. Provision of learning resources must be seen to be different from the management of the learning resources. The Ghana Education Service should regularly organise in-service training for both head teachers and teachers to train them on management skills for the proper management of learning resources in the schools. To result in better performances of pupils head teachers are to make available textbooks and the other learning materials to teachers and pupils in the Junior High Schools. Constant visits should be done by the Municipal Directorate of education to the schools to identify problems encountered by head teachers and teachers and offer suitable solutions to them. The government should recognize all subjects as important in the basic schools. Therefore textbooks for French, Religions and Moral Education and Basic Design and Technology and their manual should be sent to all the Junior High Schools. Parents should be educated though community meetings to know the essence of supporting their wards in the schools with learning resources.

References

Adepoju, T. L. (1998). *Fundamental of school administration, planning and supervision in Nigeria.* Alafas Nigeria Company, Ibadana.

Afolabi A. O., Adeyanju. O.L., Adedapo.Y. A., and Falade A. A. (2006). Preparation and use of simple instructional materials. *Oyo-SUBEB Training manual for primary school teachers in Oyo State*, Oyo. Odumatt 29-36.

Agyeman, D. K. (1996). *Sociology of education for African students*. Accra: Black masks Ltd.

Alcorn, D. M., Kinders, S. J., and Schunert, R. J. (1970). *Better teaching in secondary schools* (3rd ed.). Holt Rinehart and Winston Inc, New York.

Ampiah, J. G., Davis, E. K., and Mankoe, J. O. (2006). *An investigation of provision of quality basic education in Ghana*. A case study of selected schools in the central region (Electronic version). Retrieved on 3rd January, 2011 from http://www.hiroshima u.ac.

Asiedu-Akrofi, K. (1981). *A living classroom: The challenge to primary school teachers.* George Allen & Unwin Publishers Ltd, London.

Bame, K. N. (1991). *Teacher motivation and retention in Ghana: The professional teacher in Africa*. Ghana University Press, Accra.

Barber, M., and White, J. (1997). *Introduction*. In White, J. & Barber, M. (Eds)

Chan, T.C., & Richaradson, M. R. (2005). *Ins and outs of school facility managementmore than Bricks and Mortar*. New York: The Rowmark Littlefield Publishing Group Inc.

Chifwepa, V. (n.d) *Managing records at the schools* (Electronic version). Retrieved on June 10, 2011 from http:// www.adeanet.org.

Clark, D. (1996). *Schools as learning communities: Transforming education.* Redwood Books, London.

Creswell, J. W. (2012). *Educational research* (4th ed.). Pearson Education Inc, Boston.

Danquah, E. (2003*). Factors for optimum teaching and learning outcomes: focus on teacher motivation*. Unpublished thesis dissertation, University of Cape Coast, Cape Coast.

Department of Education and Early Childhood (2011). *Records on learning Resources* (Electronic version).Retrieved on June 9, 2011 from http://www.Education.vicgov.au

Durosaro (2002). *Management of school records.* In F. Durosaro & S. Ogunsagjo (Eds). The craft of educational management (pp.138-152). llorin: indemac

Fraenkel, J.R., and Wallen, N.E. (2000). *How to design and evaluate research in education.* McGraw-Hill Publishing Company, New York.

Fullan, M. (2005). *Leadership and sustainability system thinkers in action.* Corwin Press California.

Furlang, J. (2002). Ideology and reform in teacher education in England: Some reflections on Cochran-Smith and Fries. *Educational Researcher, 31,* 23-25.

Ghana Education Service [GES] (1994). *Head teacher's handbook*. GES, Accra.

Ghana News Agency (2017). Infrastructural challenges in schools, a bane to access, equity and quality. *Ghana Web*, 22 October 2017.

Gule, J. M., and Makina, J. C. (1993). *Head teachers' management training programme*. Formative Evaluation Report (MOE), Swaziland.

Hassan, A. A. (2000). Evaluating secondary school mathematics in Nigeria. *Journal of the Science Teachers Association of Nigeria, 35* (2),71-79.

Kor, J. A. M.(2005). *Correlation between management of teaching and learning resources and pupils performance at the basic level in Tutuka Circuit Schools of Obuasi in the Ashanti Region*. Ghana. Unpublished master's thesis, University of Cape Coast, Cape Coast.

Mfum-Mensah, O. (2003). *The impact of non-formal basic education programs*: *A case study of northern Ghana.* Unpublished Ph.D. dissertation. University of Toronto.

Mills, C.A. (2009). *Teaching and learning resources management practices in deprived basic schools in the K.E.E.A. Municipality*. Unpublished master thesis, University of Cape Coast, Cape Coast.

Ministry of Education [MOE] (1996). *Basic education sector improvement programme policy document 1*. MOE, Accra.

Norhidayah, A., Kamaruzaman, J., Syukriah, A., Mokhtar, N. S., AND Andin, A. S. (2009). *The factors influencing students' achievement at Universiti Teknologi MARA Kedah, Malaysia*. Unpublished master's thesis, Canadian Research & Development Center of Sciences and Cultures, Universiti Teknologi MARA Kedah, Malaysia.

Opoku-Asare, N. A. A. (2006). *Quality control for effective basic education in Ghana.* Kwame Nkrumah University of Science and Technology, Kumasi.

Parker, W. C. (2001). *Social studies in elementary education.* Prentice Hall, Inc, New Jersey.

Prempeh, B. R. (2005). *The role of quips in the implementation of the FCUBE programme: A case study of the Tano District in the Brong Ahafo Region*. Unpublished master thesis University of Cape Coast, Cape Coast.

Robbins, S. (1991). *Organizational behavior: Concepts, controversies and applications.* Prentice-Hall, New York.

Robinson, V. M. J. (2001). Descriptive and normative research on organisational learning: Locating the contribution of Argyris and Schon, *International Journal of Educational Management*, *15* (2), 58-67.

Shedding, M. and Holmes, K. (1999). *Educational development in the small states of th Commonwealth. Retrospect and prospect*. Commonwealth Secretariat, London.

Shehu, R.A. (2007). *Data collection and analysis in schools.* Integrity Publications, Kwara State, llorin.

The Commonwealth Secretariat (1993). *Women in higher education management*. United Nations Educational, Scientific and Cultural Organization, Paris.

Yakubu, A. M. (1996). *Relationship between population growth and available educational facilities in Tamale.* Unpublished undergraduate project work, University of Cape Coast, Cape Coast.