UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL RESOURCES AND STUDENTS' ACADEMIC PERFORMANCE: THE CASE OF SELECTED BASIC SCHOOLS IN THE GOMOA EAST DISTRICT.

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A THESIS IN THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT, FACULTY OF EDUCATIONAL STUDIES, SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF EDUCATION, WINNEBA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY (EDUCATIONAL ADMINISTRATION & MANAGEMENT) DEGREE

SEPTEMBER, 2018.

DECLARATION

Student's Declaration

I, BERNICE BAIDEN, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and that it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: ……

DATE: ……

Supervisor's Declaration

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

DR. KWAME ODIE-TETTEY (Principal Supervisor)

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DATE …….

DR. CHARLES ASUAH (Co-Supervisor)

SIGNATURE ……

DATE ……

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DEDICATION

This work is dedicated to my lovely family.

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GLOSSARY

Abbreviation/Acronym	Full Meaning
BECE	Basic Education Certificate Examination
EFA	Education for All
FCUBE	Free Compulsory Universal Basic Education
GET Fund	Ghana Education Trust Fund
GSS	Ghana Statistical Service
ISSER	Institute of Statistical, Social and Economic Research
MDGs	Millennium Development Goals
MoE	Ministry of Education
NFER	National Foundation for Educational Research
OECD	Organisation for Economic Co-operation and Development
PTA	Parent Teachers Association
SPSS	Statistical package for social sciences
UN	United Nations
USAID	United States Agency for International Development

ABSTRACT

The purpose of this study was to find out the impact of school resources on students' academic performance in the Gomoa East District. The study employed descriptive survey research design. Simple random and purposive sampling techniques were used to sample 130 participants for the study. Questionnaires were used to gather data for analysis. Data gathered were analysed descriptively using frequencies and percentages. Inferential statistics such as linear regression was used to test the hypotheses. The study revealed that the physical resources that were available to schools were school buildings, library blocks and classroom furniture. Human resources was mainly teachers and financial resource has been the sole responsibility of government found limited. The study revealed that school resources do not predict the academic performance of students in the Gomoa East District. The study recommended that governments should allocate more funds for schools to acquire the physical facilities they need. In-service training programmes should also be initiated to address manpower needs as a result of changing times to enable teachers embrace new ways of teaching through the use and access to resources. Head teachers should involve all education stakeholders to aid in school development programmes and projects.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The chapter details the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypothesis, significance of the study, delimitations and limitations of the study, organisation of the study and operational definition of terms.

1.1 Background to the study

The study is based on the theory that school resources have effect on students' academic performance. Education is undoubtedly an important element in the overall development of every country. According to Ugwuanyi (2003), education is the process by which society assists the young to learn and understand the heritage of the past, participate productively in the society and contribute meaningfully for the development of the society. Carr (2011) sees education as a process by which any society through schools, colleges, universities and other institutions deliberately transmit knowledge, values and skills from one person to another. It is a social enterprise demanding efforts and contribution from all stakeholders, especially if it is to benefit the whole society (MoE, 2010). According to Todaro (2004), a country which is unable to invest in education to develop knowledge and skills of her people and utilise them effectively in national economy will be unable to develop anything else. Hallack (1990) states that education has been identified worldwide as an important component that determines character and socio-economic development of any nation. Developed countries like USA and Japan have a large pool of highly skilled human resources. This has enabled

them to not only exploit local natural resources but also to identify and negotiate for other countries resources. According to Coombs (1970), education consists of two component-inputs and outputs. Inputs consist of human and material resources and outputs are the goals and outcomes of the educational process. Both the input and output form a dynamic organic whole and if one wants to investigate and assess the educational system in order to improve its performance, effects of one component on the other must be examined.

Provision of good quality education requires adequate resources such as classrooms, laboratories, human resources in form of teachers and support staff. These are acquired based on availability of financial resources in schools (Mbati, 2004).

Ayodele (2005) and Ajayi (2007) have shown that school resources aid students' academic achievement. In other words, availability of school resources in a school has the propensity to influence the retention power of the students. Thomas (2013) posited that, those who work in school as teachers and associate staff, school premises, furniture and books provide some of the means by which schools transform the hopes and aspirations of communities for children's education into daily learning opportunities.

The performance of students is considered a vital indicator of good schooling whiles the performance of education is evaluated based on examinations given and attainments of students in such examinations. As stated by Mbatia (2004), examinations now have been accepted by educationists and other stakeholders as an important aspect of any education system. The education system in Ghana is largely an examination oriented. The quality of education tends to be evaluated in terms of the number of students passing national examinations (Eshiwani, 2003). But there has been a decline in academic performance among students in the world over. Odei-Tettey (2017) citing

Banerjee (2007), Ige (2011) and Duze (2011) has argued that, all over the world there are complaints about falling standards in education. In an exploratory study conducted by MoE (2001) on what quality education entails, the key stakeholders in education (especially parents) stated that they wanted their children to be able to progress through the education system to do well in examinations and live with employable skills.

However, governments in various countries in relation to their education sector are committed to and always putting in efforts to improve the academic performance of students. This is because, provision of good quality education has been the concern of all governments. Several strategies have been implemented to ensure that students perform well at every stage in their academic life. Such strategies include, Achieving Universal Primary Education by the United Nations (UN), Education for All (EFA) in 1990 at Jomtien, Thailand (Baaden, 2002). Millennium Development Goals (MDGs) in April 2000 at Dakar by the UN to assist developing countries in their efforts to increase the living standards of people. In Ghana, the government has put in place useful strategies to encourage enrolment, daily attendance and retention of students in basic schools across the country in an attempt to realise the objectives of the Free Compulsory Universal Basic Education (FCUBE) policy as well as the provision of Education for All (EFA) agenda. In spite of these strategies, the education sector continues to face many challenges. In Ghana most districts are faced with lots of challenges. Teachers complain of increased pupil-teacher ratios; many basic schools are understaffed. Many school management committees are of the opinion that, as a result of the ban on PTA levies, they are unable to expand the available school resources through the PTAs. This has gone a long way to negatively impact the quality of education delivery at that level due to unavailability of learning facilities such a library, computer laboratory etc.

According to Anamuah-Mensah, Asabere-Ameyaw and Dennis (2007), the performance of many children is failing to meet the minimum learning requirements and to acquire basic skills and competencies. The poor performance in most Junior High School has been attributed to a number of factors (Government of Ghana, 2007). For example, Diaz (2003) attributed the phenomenon to factors such as intellectual ability, poor study habit, achievement motivation, lack of vocational goals, low self-concept, low socioeconomic status of the family, poor family structure and anxiety as contributing to educational performance. The present scenario of low-quality basic education has provoked the discontent of both students and their parents against teachers and education officers. It has also ignited passionate discussions (Tettey, 2003) in both the print and electronic media as to what the future holds for numerous young people especially Ghanaians, who leave basic school semi-literate.

The government of Ghana together with other stakeholders provide infrastructure, human and material resources to improve education in Ghanaian schools (Odei-Tettey, 2017). The problem however, is that these poor performances are occurring in a time when there are abundance of educational resources that can be mobilised to reverse the failing trend in the BECE (MoE, 2016). This is a contradiction because at a time that there are abundance of resources such failures are not expected to happen. The Chief Examiner's report stated a significant decline in the performance of some specific subjects such as English Language, Social Studies and I.C.T (Chief Examiner's Report, 2017). Basic schools within Gomoa East District is of no exception. This became my impetus for studying the impact of resources including the physical resources, human resources and financial resources on students' academic achievement and ways of improving these resources to enhance students' academic achievement in public basic schools in the Gomoa East District.

1.2 Statement of the problem

The quality of education continues to remain central to every government. This phenomenon is typical in the world over as there are complaints about falling standards in education (Banerjee, 2007; Duze, 2011; Ige, 2011) of which Ghana is no exemption.

Studies done on the impact of school environment and students' academic attainment attest to the fact that there is significant relationship between school-based factors and students' performance (Mayama, 2012; Lumuli, 2009). Several researchers have identified factors that contribute to quality of education in schools. These factors are classified under; school-based factors and non-school based factors that are not within school control. Among the school-based factors that contribute to students' academic performance is school resources. Provision of good quality education require adequate physical facilities such as classrooms, laboratories, human resource in form of teachers and support staff which are acquired based on availability of financial resources in schools. This makes financial resource to be a key resource in education provision (Mbati, 2004).

Literature states that a strong link exists between the school resources and learning process (Blair, 1998). Earthman and Lemasters (2009) have pointed out that students who are surrounded by a safe, modern and controlled environment experience a positive effect on their learning. But the state of physical facilities in public schools today appear to be of great concern to students, parents and educators. There seems to be inadequate provision of this facilities, while some of the existing ones seems to be in a dilapidated state, while some others seem to lack good maintenance and do function at all. A closer observation of student performance seems to indicate lack of physical facilities and enabling learning environment that could motivate students towards learning (Agi &

Anthony, 2016) and Gomoa East district is of no exception. There has been evidence that majority of public schools in Gomoa East do not perform well in the Basic Education Certificate Examination (MoE, 2015).

Below is the statistics of the outcome of the 2015, 2016 and 2017 B.E.C.E results in the District, showing the details of the positions of public schools.

Table 1.1: Results of 1st public schools for BECE from 2015 – 2017

Year	Schools registered	Position of 1st Public School
2015	127	25
2016	145	21
2017	167	29

Source: Field work data (2018).

The details show that in 2015, 127 schools were registered to write the examination, the best public basic school placed 25th position of all the schools. In 2016, out of 144 schools who were registered, the best public school was ranked at the 21st position. In 2017, the total number of schools registered for the B.E.C.E were 167 and the best public school were seen at the 29th position. This situation has created a dilemma among parent, teacher, community members, opinion leaders and educational authorities in the district. However, an interaction between the researcher, students and school heads of some selected schools on the poor performance of students revealed that the district lacks adequate resources and also skilled personnel to use the little resources available to the benefits of the students. This according to the heads has caused the poor academic performance of the students. There is therefore the need to investigate into the effect of school resources on students' academic performance. This is because, without this

investigation schools would continue the same way without improvement in the students' performance while jeopardising national effort geared at having skilled and competent citizens.

1.3 Purpose of the study

The purpose of the study was to investigate the effect of school resources on student academic performance and to find out ways of improving school resources to enhance students' academic performance in the selected basic school in the Gomoa East District.

1.4 Objectives of the study

The specific objectives that guided the study were to;

1. To investigate the kind of school resources available in the selected basic schools in the Gomoa east District.
2. To investigate ways school resources can be used to improve students' academic performance in the selected basic schools in the Gomoa East District.
3. Find out the effect of school resources on students' academic performance in the selected basic in the Gomoa East District.
4. Find out ways school resources can be improved to enhance students' academic performance in the selected basic schools in the Gomoa East District.

1.5 Research questions

The under-listed questions were used to focus the study. They are:

1. What kinds of school resources are available in the selected basic schools in the Gomoa east District?
2. What ways can school resources be used to improve students' academic performance in the selected basic schools in the Gomoa East District?

3. What is the effect of school resources on students' academic performance in the Gomoa East District?
4. What ways can school resources be improved to enhance students' academic performance in the selected basic schools in the Gomoa East District?

1.6 Hypothesis

The study tested the following hypothesis

H_o1: School resources would not statistically predict students' academic performance in the Gomoa East District.

H_a1: School resources would statistically predict students' academic performance in the Gomoa East District.

1.7 Significance of the study

The study will be useful to the stakeholders in the Ministry of Education and policy makers to establish areas that have knowledge and skill gap. It will also help the policy makers in human resource planning, allocation and disbursement of funds to public schools in the country.

The findings of the study may assist in providing data and information for proper planning and decision at the Ministry of Education, leadership and NGOs. Researchers will apply the recommendations of this study in adding new knowledge in the area of study.

1.8 Delimitation of the study

The main purpose of the study encompasses an investigation into the effect of school resources and students' academic performance in the Gomoa East District. One

ostensible delimitation was that, the study was done in the Gomoa East District only and not the whole Central Region of Ghana. The scope of the study was also restricted to only headteachers, teachers and students of Gomoa East District. Also, data were collected using questionnaire and students' Mock Examination results. Statistical tools used in the analysis of data were delimited to (Descriptive and Inferential Statistics) frequency counts, percentages and linear regression for the research questions where possible.

1.9 Operational definition of terms

i. **School resources**: School resources refer to human efforts, funds and materials used in the school.

ii. **Human resources:** This refers to personnel or a workforce in the school setting for the purpose of achieving set goals

iii. **Physical resources**: Physical resources are the essential materials that can be seen and be used by the personnel of the school to meet set objectives and goals in consideration of a school system.

iv. **Financial resources:** Is a term covering all monetary aspect of the school.

v. **Academic performance:** Academic performance refers to the capacity to achieve when one is tested on what one has been taught which based curriculum content.

1.10 Organisation of the study

The rest of the study are organised as follows: Chapter Two discusses literature related to the study which is organised under theoretical and empirical reviews. The third chapter describes the methodology used in the study; the research design, the

population, sample and sampling procedures, research instruments, validity and reliability of instrument, pre-testing of the instrument, data collection and data analysis procedures are considered. In Chapter Four, the analysis of data and the discussions of the findings are presented. The final chapter presents the summary, conclusions, recommendations and implications of the findings.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter discusses the theoretical framework of the study which is established on the assumption that school resources have major effect on students' academic performance. The discussions are based on the under listed four themes which are obtained from the research questions. These themes are:

a. Kinds of school resources available to basic schools
b. Ways school resources can be used to improve students' academic performance
c. Effect of school resources on students' academic performance
d. Ways of improving school resources to enhance students' academic performance.

The education production theory was used to support the theoretical framework for the study. The production model lies behind much of the analysis in the economics of education by the Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld and Robert (1966). Education production function is an application of the economic concept of a production function to the field of education. It is a mathematical equation representing the relationship between educational resources (inputs) and the resultant outcomes Hanushek (2003). That is, the relationship between school inputs and measure of school output. The common inputs are things like school resources, teacher quality, and family attributes, and the outcome is student achievement (Coleman et al., 1966). In this study measures such as teachers (human resources), physical facilities (physical resources), and all finances (financial resources) used in promoting students'

academic performance are used as inputs while specific measures of outputs are grades attained by the students in examinations.

2.1 Kinds of school resources available to basic schools

The discussion made under this theme pertains to research question one which seeks to investigate the kinds of resources available to basic schools in the Gomoa East district.

The school as a form of production is undoubtedly viewed as a factory that requires men, money and material resources to aid production. Their activities require a combination of two or more resources if effectiveness and efficiency is to be ensured. School resources are critical components in the running of every school and this subject has been widely researched by scholars hence the discussion centres on the subject the concept of school resources and types of school resources available to basic schools.

2.1.1 The concept of school resources

Generally, resources have been defined as something material or abstract that can be used to satisfy some human want or deficiency (Goodall, 1987 as cited in Resource Perception & Management, 2011). Arguing in the same vein, Johnston (1994) defines the word resource as a concept employed to denote sources of human satisfaction, wealth or strength (Resource Perception & Management, 2011).

Shelley and Clarke (1994) also see resources as substances that can be transformed into artefacts. The business dictionary (2018) on the other hand sees resources as an economic or productive factor required to accomplish an activity, or as means to undertake an enterprise and achieve desired outcome. A typical analysis of the various definition cited above here deductively indicates that, resource is anything that can be used for the benefit of human beings or as the inputs used in the production of those things that we desire. In the case of academia, the kind of resources needed for the

achievement of academic purposes is school resources. This is the type of resources the study seeks to investigate.

Before addressing the issue of school resources, a school is an institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers. It is a place for intellectuals to gather to discuss issues," and other similar concepts (Bernstein, 2014). According to Oxford Dictionary (2018), the school is an institution for educating children. Historically, the modern English word "school" is derived from an old English word, "scol", that is derived from the Latin word, schola, meaning "a break from work", "leisure dedicated to learning". The Latin word, in turn, derived from the Greek word, skhole. Despite its vague meaning originally, the word was incorporated into most Western languages: French (école), Spanish (escuela), Italian (scuola), German (Schule), Swedish (skola), Gaelic (sgiol), Welsh (ysgol), and Russian (shkola), (Bernstein, 2014). The concept of grouping students together in a centralised location for learning has existed since ancient times. Formal schools have existed at least since ancient Greece. In the middle Ages, it took on the sense of a group of students attending a place of learning. In the late Renaissance, the word was identified with a physical building which has led formal education which corresponds to a systematic, organised education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology which necessarily involves the teacher, the students and the institution (Dib, 1988). This shows that Formal schooling takes place at places endowed with resources.

Most countries have systems of formal education, which is commonly compulsory. In these systems, students' progress through a series of school stages in an orderly manner. Students normally start from the kindergarten next to primary school then progress to,

secondary school and university. There are also non-government schools, called private schools these are normally owned by individuals, organisations and religious groups. The defining distinction between public and private schools is their different sources of support. Public schools depend primarily on local, state, and federal government funds, while private schools are usually supported by tuition payments and sometimes by funds from other non-public sources such as religious organisations, endowments, grants, and charitable donations. In some states, private schools receive public funds for certain services (National Centre for Education Statistics, 1997).

Schools differ in terms of resources, number of enrolments, location and many others. School resources are materials used to support education that may be freely accessed, reused, modified and shared by anyone (Foerster, 2011). Similarly, Heathfield (2016) has opined that school resources include full course, course materials, modules, textbook, streaming videos, test software, and any other tools, materials or techniques used to support access to knowledge. School Resources refer to the information asset of board application media, people, place or ideas that have the potential to support learning (Hill & Hannafin, 2001). In an economic sense, school resource is something that requires effort to create or recreate, and which produces a flow of services (OECD, 2013).

From policymakers and administrators' points of view, school resources could include school facilities and public libraries that can be freely accessed for educational purposes (OECD, 2013). In terms of the outcome, the beneficiaries are the learners. It also depicts that school resources are freely accessible to learners. Another core element identified in the above definitions is that school resources are normally associated with materials. Again, it covers reuse, repurposing and modification of the resources. The above definition also exposes some of the tensions that exist. In terms of the nature of the

resources, several of the definitions above limit school resources to physical resources. Considering the above authorities, the researcher defines School resources as the total inputs into an educational programme in terms of human efforts funds and equipment.

2.1.2 Types of Resources in schools

There are several elements which serve as resource inputs to education. However, the kind of school resources available to basic schools which serve as inputs to education in this study includes physical human and financial resources.

a. Physical Resources

One of the most important resources needed for the running of a school is the physical resources. The word physical to the researcher means to see. Physical things are real things that can be touched and be seen. In the school environment, certain resources must be seen for effective learning to take place. This is because learning involves collaboration of students with their environments. Thus, the environment consists of the things around human beings. In the school setting, classrooms, administrative block, libraries, laboratories, workshops, play grounds, assembly halls, and special rooms, computers, textbooks and other instructional materials among others constitute some of the physical resources of a school. "The physical school environment encompasses the school building and all its contents including physical structures, infrastructure, furniture, and the use and presence of chemicals and biological agents; the site on which a school is located; and the surrounding environment including the air, water, and materials with which children may come into contact, as well as nearby land uses, roadways and other hazards" (WHO, n.d). Physical resources of a school include the physical space that supports multiple and diverse teaching and learning programmes and pedagogies, including current technologies; one that demonstrates optimal, cost-

effective building performance and operation over time; one that respects and is in harmony with the environment; and one that encourages social participation, providing a healthy, comfortable, safe, secure and stimulating setting for its occupants OECD (2007). In its narrowest sense, a physical learning environment is seen as a conventional classroom and in its widest sense, as a combination of formal and informal education systems where learning takes place both inside and outside of schools (Manninen et al., 2007). Physical facilities are connected to effective learning and academic performance of students. Adeboyeje (1999) defines of physical facilities as the essential materials that must be put in place and into consideration for the objectives of the school system to be accomplished. Adeboyeje (1999) has stressed further that the availability of these facilities determines the quality of instruction and performance of students in the school. Examining the definitions above, Mnnienen (2007) and OECD (2007) agree to the fact that physical resources are connected to spaces and contented environment. The above definition does not specify what group of materials fall under physical resources. Adeboyeje (1999) on the other hand limited his definition to the school setting where as others extended it to the widest sense.

Addressing the limitation in the definitions, physical resources can be categorized under the headings of people, equipment, physical and economic resources (Savasci & Tomul, 2013).

Similarly, Oyedeji (2000) classified physical resources into site, building and equipment, which includes permanent and semi-permanent structures such as machines, laboratory equipment, the chalkboard and office assistant's tools such as brooms and clearing materials. Comparing the above categorisation by (Savasci & Tomul, 2013) and Oyedeji (2000), Oyedeji's classification is appropriate for this study. This is because the element of physical resources has been broken down to it simplest form

and every resource can find itself in one identified group as compared to the classification of Savasci and Tomul (2013).

The school site according to Asikhia (2010) is where the school is located determines to a very large extent the patronage such a school will enjoy. To Mbipom (2000), schools are either situated in one geographical location or the other. These geographical locations are either termed rural (remote) where modern facilities such as leisure, easy transportation, cultural heterogeneity, and cosmopolitan population are lacking, or urban (city) where there are adequate facilities such as leisure, cinema, easy transportation, cultural heterogeneity, and cosmopolitan population. The school site also determines the lighting system of the school, the degree of temperature and humidity of the school and the school size and class sizes.

School building in the school environment are tangible structures which serve as shelter for educational activities. They include among others classroom, laboratories, workshops, and teacher's common rooms/offices, reading rooms, libraries, dormitories and dining hall.

According to Oyedeji (2000), school equipment includes permanent and semi-permanent structures such as machines, laboratory equipment, the chalkboard and office assistant's tools such as brooms and clearing materials. In addition, instructional materials such as textbooks, charts, maps, audio-visual and electronic materials such as radio, tape recorder, television and video tape recorder all fall under school equipment.

b. Human Resources

Another vital resource in terms of school resources is the human resources. They are seen as the greatest and most precious asset or factor in the production process. Ndiomu (1992) stressed that the indices for measuring national growth and development hinged

on the conditions of the human resources that a nation possess. Frankie-Dolor (2002) also asserted that of all the prerequisites for effective management of an organisation, the most vital is the human resources. The success of any type of organisation, be it social, political religious or economic, depends to a large extent on the human beings that make up the organisation. William as cited in Heathfield (2016) defines human resources as: The people that staff and operate an organisation, as contrasted with the financial and material resources of an organisation. Similarly, the term human resource is used to describe both the people who work for a company or organisation and the department responsible for managing resources related to employees (Kaufman, 2008). From a business perspective, the personnel of a business or organisation, regarded as a significant asset in terms of skills and abilities, (Mangaus, 2015). Human resource refers to personnel or a workforce of an institution that implements a school program so as to meet set goals. Every educational institution's human resources consist of teachers and other support staff who engage in the process of teaching and learning. There should be optimum use of the available human resource especially teachers if good performance is to be achieved.

In the field of education, the human resources of a school include board of education, superintendent, and school heads/principals, counsellor, the library and other school support staff such as school nutritionist, nurse and cook (Meador, 2017). However, for the purpose of this study the most recognisable human resources within a school district are the teachers. This is because teachers are those who carry out the main work of what is needed to be known to students. Teachers may include those who are well trained and have undergone schooling in recognised institution with accurate qualification. Teachers are essential resources for learning. It is important to know that the quality of a school system cannot exceed the quality of its teachers (OECD, 2013). Teachers are

responsible for providing the students they serve with direct instruction in the area of content in which they specialise. The teacher is expected to use the district-approved curriculum to meet state objectives within that content area. The teacher is responsible for building relationships with parents of children which they serve, (Meador, 2017).

Teachers interact with students daily and help them acquire the knowledge that they are expected to have by the time they leave school. There should be optimum use of the available human resource especially teachers if good performance is to be achieved. These teachers need to be well trained and must have mastery on what they teach. That is, they must be qualified teachers. Darling-Hammond (1998) defines well qualified teacher as one who was fully certified and held the equivalent of a major in the field being taught. Teachers have been shown to have an important influence on students' academic achievement. They also play a crucial role in educational attainment because they are ultimately responsible for translating education policy into action and principles based on practice during their interaction with the students (Afe, 2001). Both teaching and learning depends on teachers. In Ghana, there is considerable concern among both policy makers and headteachers surrounding the employment of "untrained" teachers often individuals employed through the National Youth Employment Program by District Assemblies. These, untrained teachers often begin teaching at schools with minimal or no formal training in pedagogy. A lack of formal training may constitute not only less training in teaching practices, but also lower overall educational attainment (USAID, 2009).

c. Financial Resources

Financial resource is one of the main resources needed to run every organisation. It is a term covering all financial funds of the organisation. Financial resources are the

money available to a business for spending in the form of cash, liquid securities and credit lines (Ragupathi, 2013). Financial resource is a key element among educational resources. Financing of education may be viewed as the provision of money and physical inputs such as school building, textbook, teaching and learning materials and in-service training for education personnel in order to ensure a proper functioning of the education sector (Anamuah-Mensah, 2002). No educational system can survive and function without adequate funding. Human capital theories suggest that investment in education has a very high socio-economic return for a country such as Ghana which has limited resources (Anamuah-Mensah, 2002).

Financial resources are used for acquisition of other resource such as physical facilities, and human resources. The Ghanaian State has dedicated 23% of its expenditure into education. More than 90% of this budget is spent by the Ministry of Education and its agencies: Primary education (31% of the expenditure) and tertiary education (21.6%) are the most provided (MoE, 2012).

Financial resources can be allocated to salaries paid to teachers, administrators and support staff; maintenance or construction costs of buildings and infrastructure; and operational costs, such as transportation and meals for students (OECD, 2013). There are different ways of transferring and distributing school funding across the system and to individual schools. At the central level, funding may be concentrated in the Ministry of Education or be spread across a range of central agencies. How financial resources are distributed across the school system depends on the governance of the school sector and the respective resource management responsibilities at different levels of the administration. It is also related to the structure of the school system itself, including the size and importance of different sectors and programmes. The way funding is allocated to individual schools further depends on the funding formulae used to

calculate costs per student. Financial resources distributed at school, sub-system and system levels are further allocated to programmes and priorities at the respective level. In addition, similar distribution mechanisms also exist in relation to resources levied at the local level and Gomoa East District is of no exception.

Financial resources enable putting up of physical facilities and acquisition of human resource. The quality of physical and human resource that affects teaching and learning will be determined by availability of financial resources. In Ghana some of the financial sources available for basic schools include;

i. Government of Ghana as a Sources of Fund

Government allocate approximately 30% of the budget to education (Mankoe, 2006). Mankoe further states that, the central government finance over twenty-five (25) sectors of the economy. Among these sectors, education sector has received a strategic priority in terms of the nation's resource allocation. Consequently, education accords for about 34% of the total recurrent expenditure. The bulk of the money goes into the payment teachers' salaries. In the same vain teachers in the district are also paid by the government. Government also through G.E.S has been supplying text books furniture exercise books etc.

ii. Ghana Education Trust Fund

In order to generate more funds to support education the government of Ghana has set aside two and half percent of the revenue from the value added taxed (VAT) to support education. This fund is used to expand infrastructure like school building, and places of convenience etc. (Mankoe, 2006). Sekyere (2010) explained that GET Fund was established in 2000 to supplement government effort to provide quality education for all. In the Gomoa East district the GET Fund has put ups basic schools in the district.

iii. District Assembly as a Source of Funding

The district assembly through common fund provides infrastructure such as building, places of convenience, urinals, books etc. Accordingly, the guidelines for the utilisation of the District Assembly Common Fund stipulate that 2% of the district total share of the fund goes into education to take activities at the GES level. It the same time, in the preparation of the District Assembly supplementary budget, appreciable amount is captured for sports, culture, science and technology, and mathematics education. The District Assembly Common Fund comes from national level, internally generated fund to the districts for disbursement.

iv. Non-Government Organisation (NGOs)

There are quite a great number of NGOs in Ghana such as Action aids, Plan Ghana, and World Vision that support in funding basic education through the provision of infrastructure, curriculum materials and capacity building (Mankoe, 2002).

v. Parent Teacher Associations (PTA)

Parents are arguably the greatest influence on the child since the child start learning from the family setting. P.T.A is a voluntary association of parents whose wards are in a school and teachers of the school. It aims at establishing good relationship between parents and teachers to ensure a collaborative effort between home and the school to provide quality education for the child (Sekyere, 2010).

vi. Members of Parliament

Members of parliament commit at least 10% of their common fund to finance education in their constituency (Anamuah-Mensah, 2002).

2.2 Ways school resources can be used to improve students' academic performance

The discussions made under this theme are associated with research question two which seeks to explore ways school resources can be used to improve students' academic performance. The current writer believes that a school productivity level is a reflection of its success and depends on the level of resources available which links student performance. The primary purpose of using resources is to encourage greater productivity from school staff and hence increase the level of performance of students. The researcher believes that if the limited resources are effectively utilised student academic performance will be increased. The issue under consideration is how these resources can be used to improve student academic performance.

a. School Buildings

School resources are less utilised in most schools. This supports the argument that; the fact remains that school buildings in this country by and large are substantially under-utilised (Lyons, 2002). Modern educational buildings are required to achieve strict performance targets, such as acoustic, thermal or ventilation requirements and also must provide flexible spaces to suit a variety of uses. These building types can vary significantly in terms of form, function, scale, layout, and location. The quality of school building plays a vital role in students' academic achievement. School building can be used as classroom, laboratories, workshops, and teachers' common rooms/offices, reading rooms, libraries, dormitories and dining halls. There is evidence that the quality of a school building affects students' academic achievement. Earthman (2004) opined that the building in which students spend a good deal of learning does influence how well they learn. Mgbodile (2004) and Mugenda and Mugenda (2003) have pointed out that for effective teaching and learning situation, school building and

educational goals, should be viewed as being interwoven. Apart from protecting the students from the sun, rain, heat and cold, school buildings represent learning environment which has great impact on the comfort, safety and performance of children.

b. School Library

School library is a room or building in a school where books, magazines, journals, periodicals, cassettes, computers among others are kept for students' use. In other words, it is the central laboratory of the whole school, where all books in all subject areas, taught in the school and non-book materials are stocked. Dike (2001) sees school library as a learning laboratory par excellence where learners find the world of knowledge, interact directly with resources, acquire information and develop research skill for lifelong learning. The purpose of having the school library is to serve the school's need and to make possible the purpose and methods of education which the school undertakes. The school library enables students to look to new ways of learning, and with its resources can play a programme of work that aims at new ambition's education result which would be impossible if learning were restricted to the use of direct teaching and textbook alone. Students should be motivated to visit the library to read materials for their academic growth. Teachers must also give exercises that will encourage the students to visits the library.

c. Classroom Environment

School resources in terms of the classroom environment can be used to improve academic performance in several ways. Research studies on the classroom environment have revealed that physical arrangement plays a vital role in teaching and learning process. It can affect the performance of both teachers and students (Savage, 2009;

Sulaiman, 2011). Physical classroom environment is a combination of different things such as lighting, temperature, ventilation system, size of the room, floor, walls, desks, chairs, rugs, whiteboards, and computers. Hay (1996) believed that a classroom should be inviting, tidy and be displayed with good quality children's work on walls and marshalled resources bring prestige and attention from people who matter, especially the students. He further asserted that the level of resourcing can make a considerable difference to the quality of teaching and learning. Despite this assertion, he believed that a good supply of resource makes life easier for everyone and smartens the appearance of school. According to the manual of the Ministry of Education, the length and width of a classroom should be 7.5 meters by 5.85 meters or 7.5 meters by 6 meters. The classes should accommodate a maximum of 30 learners for one seater desks or 40 learners in two-seater desks in line with the Ministry of Education circular on health and safety standards. Classrooms should be properly lit and ventilated; the floors should be level and clean always. For cemented floors, any cracks should be repaired in good time. Mud walls and floors regularly smeared with dung. According to the same circular, efforts should be made to cement all floors. The floors should be design to serve as teaching and learning materials for some subjects. Educational Patterns can be made on the floors to serve this purpose.

Proper arrangement of the classroom environment plays a remarkable role in making instructional process more effective and establishes an atmosphere favourable and encouraging to learning. The quality of the physical classroom setting significantly affects academic achievement of the students. Physical facilities in classrooms ensure effective and successful teaching learning process. In regard of this the sitting arrangement of students should be made easy for teachers to move around the classroom to supervise activities in the classroom, learning materials should be placed at the right

position and used when necessary to prevent student from being distracted. Without these facilities, effective and fruitful teaching learning process is not possible. Students get more information from their teachers in well facilitated classrooms and consequently they show good performance. On the other hand, if students feel uncomfortable in classroom then they will fail to get more information from their teachers.

d. School furniture

School resource such as furniture in classrooms, especially the desks, should be appropriate for use by both male and female learners. Poorly constructed or inappropriate desks can lead to physical deformities such as curvature of spine, contraction of chest, confirmed stoop among others. This can cause tension among learners and become a hindrance to academic performance. The class teachers should ensure that desks are arranged in a manner that facilitates or allows easy and orderly movement of learners in the class. Each desk should have no more than 3 learners and the space between any two desks should be at least two feet. furniture should be easily to turned around in any position for various activities, furniture's can serve as a writing board for students, it can also be design to have certain features like space for students' instructional materials etc.

e. Curriculum implementation

Another strategy in terms of using school resources effectively to enhance student academic performance is considering the curriculum implementation at school. Hattie (2009) identified that subjects such as mathematics programmes, science programmes, and social skills development programmes improve academic performance. Also, vocabulary programmes repeated reading programmes creativity programmes and

phonics instruction emphasised improve student academic performance. Therefore, these subjects should be taught by specialists in the field and on regular basis. Again, these subjects should involve activities that are practical and endorsed with several challenging works.

f. Instructional Materials

School resource such as Instructional materials provide information, organise the scope and sequence of the information presented, and provide opportunities for students to use what they have learned (Lockheed & Verspoor, 1991). Instructional materials like books should be made readily available for use. Students usually perform better when they have books or study aids to foster their learning. These study aids or material resources could be textbooks, teachers' guides, wall pictures, maps, atlases and many others. Altbach (1983) had the opinion that, nothing has ever replaced the printed word as the key element in the educational process and, as a result, textbooks are central to schooling at all levels. Squire (1992) writing on teachers' reliance on textbooks, stated that those seeking to improve the quality of education believed that improvements in instructional materials would inevitably lead to changes in actual teaching. For many teachers, textbooks can provide an excellent and useful resource, without assuming the position of the teacher. There should be enough textbooks for all students during teaching and learning. However, Odulaja and Ogunwemimo (1989) have argued that while the selection of a textbook has been adjudged to be of vital to academic achievement, it is sad to say that relevant textbooks are 30 not always available for teaching and learning activities. Lack of textbooks could be identified with the high costs. In view of this, Altbach (1983) emphasises that these materials should be made readily available to schools at all times to be used. Teachers are also supposed to be abreast with current usage of these instructional materials.

g. Instructional Technology

Instructional technology plays a vital role in the teaching and learning process and makes it more successful, interesting and fruitful. Therefore, it is imperative to arrange instructional technology in the classroom to ensure effective and conducive environment for teaching and learning. Iqbal (2010) has stated that the arrangement of classroom educational facilities and instructional spaces might be selected for learning rather than teaching. Besides, it helps teachers to create atmosphere where quality learning may be promoted. Audio visual aid, that is, charts, graphs, maps, globes, radio, mock up, multimedia, computers, overhead projectors and internet are the part of the classroom environment. These technologies must be used during teaching and learning. Notes, images and complex concept being taught must be displayed using overhead projectors, all computers should have internet access to search for wold wide information on concept taught. However, Weiss (2007) noted that these technologies are not being utilised in instructional programmes as were expected because the design of classroom physical environment does not support the integration of technology (Oliver & Lippman, 2007; Suleman, 2011; Weiss, 2007). Mbipom (2000) has observed that a school environment that is handicapped by the non-availability of these teaching and learning facilities may strongly affect the level of students' academic performance. This then implies that learning equipment and materials have their own effects on the academic performance of the students. Inyang-Abia (1998) has opined that if physical resources are adequately made available for studies, they will facilitate the teaching and learning process, thereby increasing performance for both the students and teachers.

Balogun (2002) arguing in the same vein submitted that no effective science education programme can exist without equipment for teaching. This is because facilities enable the learner to develop problem-solving skills and scientific attitudes. In their

contribution, Ajayi and Ogunyemi (1990) have reiterated that when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own paces. The effect of this is increased overall academic performance of the entire students. The above instructional materials should be made available to students to use through guided instruction of teachers

h. Teachers as Educational Resources

School resources such as teachers can be used to improve student academic performance in diverse ways. The teacher is a very important resource in any educational system. According to Boyd, Landford, Loeb, Rockoff and Wyckoff (2008), the most important educational resources is the teacher. Good buildings, good environment and equipment, special services and others can provide favourable learning but the learning experiences must be directed by competent teachers (Oluremi, 2013). The success of any teaching and learning process which influences students' academic performance depend on how effective and efficient the teachers are (Nurudeen, 2010). Teachers influence is always felt in every aspect of the society. No nation ever rises above the quality of its teacher illustrates the pivotal position the teacher occupies in the society (Ogoduhmwa & Ugwuanyi, 2003). The quality of a teacher has a positive correlation with student achievement in school (Darling-Hammond, 2000). Thomas (2013) has said that teachers touch the lives of children with varying ability levels, including those with significant disadvantages. Teachers use several techniques to assist students improve their academic achievement. They evaluate, assess and provide for students with special needs. Teachers are evaluators at classroom level for quality standard. They attend to students work during lessons, provide tutorials, mark students' homework and give feedback. If a disability is

identified in a student, a teacher will work around the clock to assist the child to build confidence and recommend a remedy. This builds students' competence and their academic performance improves. In addition, teachers evaluate the curriculum, materials, education programs or initiatives that are in place for their suitability to students learning.

Teaching strategies employed by teachers can be used to improve on student performance. Farrant (1994) in a study of teaching method used by teachers' state that for pupil to get a better understanding of what a teacher teaches, the teaching method employed should be able to convey the right message in an appropriate environment. Teachers should employ teaching methods that suit the nature of lesson taught. Gray et al. (2005) also assert that strategies and methods of teaching have a great influence on student achievement. The theory of multiple intelligences and concept of learning styles (Gardner, 1999 as cited in Agbenatoe, 2011) make it clear that learners vary in the way they acquire new information or skill. Thus, no single strategy or teaching method can satisfy all learners' needs (Downes, 2010). Consequently, Armstrong (2009) recommends that teachers endeavour to identify the intelligence strengths of their students so that they can teach to reinforce the students' specific strengths of intelligence and learning styles when teaching new materials to meet their students' learning needs, which can lead to higher student achievement. As learning has more to do with one's ability to organise and use ideas and skills to address a problem, teachers ought to teach what students need to know, understand, and be able to do. Nonetheless, teaching will be in vain if students are not actively involved in the learning experience (Ankomah, Koomson, Bosu & Oduro, 2005; Rana & Singh, 2004).

Again, teachers through class management and management of teaching have direct impact on student learning. International research has shown that learners can attain

higher level of achievement through their engagement in the teaching and learning process. Kay (1991) sees that teaching aids as things which are intended to help the teacher to teach more effectively or better still, they enable students to learn more readily.

Guskey (2007) advocate using assessment as a means to determine how well a teacher has taught a specific concept or skill. The assessment process can inform the teacher about what students have learnt and which concepts have to be re-taught. Thompson (2003) also opines that continually monitoring and assessing students learning ability can help improve their academic performance. Henderson and Map (2002) argue that improvement in the attendance and the involvement of pupils in a lesson are important factors in the achievement of student academic performance.

Similarly, human resources can be used to improve students' academic performance through good of teacher-student relationship. There is a great deal of literature that provides substantial evidence that strong relationships between teachers and students are essential components to the healthy academic development of all students in schools (Engin-Demir, 2009; Hamre et al., 2012; Martin & Thomas, 2012). There is credible evidence that the nature and quality of teachers' interactions with children has a significant effect on their learning (Brophy-Herb, Lee, Nievar & Stollak, 2007). Classrooms are multidimensional – they are crowded with people, tasks, and time pressures; they have people with differing goals, preferences, and abilities, inhabitants must share resources, and actions can have multiple effects and influence student participation (Darling-Hammond, 2000; Martin & Thomas, 2012). The social context created within the classroom, the ways in which communication occurs, teachers' and students' roles, and how opportunities for collaboration are structured influence students' understanding and construction of knowledge, and hence affect learning and

achievement (Hammond, Austin, Orcutt & Rosso, 2001, as cited in Dorleku, 2013). Hamre, et al (2012) posit that "teachers need to be actively engaged in interactions with children in order for learning to occur". They contend that strong student-teacher relationships "provide a unique entry point for educators working to improve the social and learning environments of schools and classrooms". While researching the effects teachers have on student learning, Good, Biddle and Brophy (1976) determined that teachers do make a difference. Downey's (2008) analysis were that, students need teachers to build strong interpersonal relationships with them, focusing on strengths of the students while maintaining high and realistic expectations for success. These interactive relationships should be based on respect, trust, caring, and cohesiveness. This in turn boost learners' sense of belongingness which is one of the powerful tools in ensuring quality education. Cazden (2001) states that children's intellectual functioning, at school, as at home, is intimately related to the social relationships in which it becomes embedded. McCombs and Whisler (1997) posit the need for the teacher to show a personal interest in their students is vital to their learning. All agree that the interaction between the teacher and student has a significant impact on the students' learning in the classroom. Heynanen, Baker, Weiss and Wroclawski (1999) posit that because elementary students spend such significant amounts of time with one teacher, the opportunity to build relationships between students and teachers is enhanced at this level. She concludes that students' interactions with teachers and the quality of the interactions are potential influences on school performance.

i. Financial Resources

School resources in terms of financial resources can be used to improve student academic performance through several ways for the benefit of student. Financial

resources are used for acquisition of other resource such as physical facilities, textbooks and human resources. Financial resources can be allocated to salaries paid to teachers, administrators and support staff; maintenance or construction costs of buildings and infrastructure; and operational costs, such as transportation and meals for students (OECD, 2013). Arguing in the same vein, school financing is most frequently collected by object of expenditure, divided into categories such as professional salaries, classified salaries, employee benefits, materials and supplies, and capital expenditures (Odden, Picus, Griffith, Odden, Knight & Oden, 2015).

Akinsolu (2003) opines that financial resource has been recognised as a major resource in the development of any education system because resources allotted for secondary education service delivery hinges on finances.

2.3 Effect of school resources on students' academic performance

Research efforts in recent times have helped broaden our understanding of the roles of school resources in learning outcomes. Consequently, the relationship between school resources as input and student achievement as output is of particular interest to policy-makers. This relationship is one of the most debated issues in education (e.g., Hanushek, 2003, 2011; Hanushek & Woessmann, 2008; Krueger, 2003). The argument that school resources are related to student achievement is supported by evidence from quantitative studies (e.g., Krueger, 2002; Dustmann, Rajah, & Soest, 2003) and qualitative studies (Bonanno & Timbs, 2005; Chan, 1996; Koechlin & Zwaan, 2008; Oberg & Tornstam, 2001). Hanushek (2003) postulates that significant relationships between school resources and student achievement result from misapplication of sampling and methodological procedures.

Other studies, however, conclude that school resources are not related to student achievement. Hoxby (2000), using exogenous population variation in the size of class cohorts, concludes that class size does not significantly increase student achievement. Also, the Programme for International Student Assessment [PISA] (2009) concludes that between countries, school resources are not significantly related to student achievement (OECD, 2007).

It has to be noted that research on resource allocation and student achievement has been largely conducted in western, English-speaking contexts although a growing international body of research explores this relationship. Hanushek and Kimko (2000) have argued that international differences in student achievement are not related to differences in educational expenditures including resources. Likewise, Woessmann (2000) concludes that international differences in student achievement are not significantly related to differences in school resources, but rather to institutional differences. However, Ilie and Lietz (2010) in a re-examination of the Heyneman-Loxley effect for 21 European countries conclude that school resources were not more likely to have an effect on student achievement in economically more developed countries than economically less developed countries.

2.3.1 Effect of Physical Resources on Students' Academic Performance

Physical resources as said early include all the school materials we see in the school. The quality of school building plays a vital role in students' academic achievement. WHO (n.d) synthesis of earlier studies correlated student achievement with better building quality, newer school buildings, better lighting, better thermal comfort and air quality, and more advanced laboratories and libraries. Earthman and Lemasters (1996, 1998) report similar links between building quality and higher test scores. For example, researchers studying Georgia's primary schools found that fourth-grade students in non-

modernised buildings scored lower in basic skills assessments than students in modernised or new buildings (Plumley, 1978). Similarly, Chan (2008) found that eighth-grade students scored consistently higher across a range of standardised tests if housed in new or modernised buildings. Bowers and Burkett (1987) found that students in newer buildings outperformed students in older ones and posted better records for health, attendance, and discipline.

In more recent work, Phillips (1997) found similar improvements in newer facilities, and Jago and Tanner (1999) also found links between building age and student achievement and behaviour. Clearly, there is consensus that newer and better school buildings contribute to higher student scores on standardised tests (Cash, 1994; Earthman & Lemasters, 1998; Hines, 1996).

Maxwell (1999) found a correlation between newer facilities and student performance levels and a significant relationship between upgraded facilities and higher math scores. But her study also found lower student performance during the renovation process, since classes can be disrupted during renovation. In at least one case (Claus & Girrbach, 1985), reading and math scores improved among the better students when buildings were renovated, but the scores fell among the lowest-performing students.

Rasbash et al. (2000) identified an independent effects of school quality in a study of test scores from 139 schools in Milwaukee and found that good facilities had a major impact on learning. Research does show that student achievement lags in shabby school buildings – those with no science labs, inadequate ventilation, and faulty heating systems (Stricherz, 2000). But it does not show that student performance rises when facilities go from decent buildings to those equipped with fancy classrooms, swimming pools, television-production studios, and the like.

With temperature and humidity, Wyon (1969) showed that student performance at mental tasks is affected by changes in temperature, and Fang et al. (2012) found that office workers are most comfortable in the low end of temperature and humidity comfort zones. However, the same condition applies to students in schools.

These findings support the idea that students will perform mental tasks best in rooms kept at moderate humidity levels (forty to seventy percent) and moderate temperatures in the range of sixty-eight to seventy-four degrees Fahrenheit (Wyon, Andersen & Lundqvist, 1979).

The school ventilation as a very important component of the school site. Schools need especially good ventilation because children breathe a greater volume of air in proportion to their body weight than adults do (McGovern, 1998) and because schools have much less floor space per person than found in most office buildings (Crawford & Howell, 1998). Myhrvold et al. (1996) found that increased carbon dioxide levels in classrooms owing to poor ventilation decreased student performance on concentration tests and increased students' complaints of health problems as compared to classes with lower carbon dioxide levels. Inadequate ventilation is often a cause of IAQ problems. A 1989 study by the National Institute for Occupational Safety and Health found that more than half of the IAQ problems in the workplace were caused by inadequate ventilation (NIOSH, 1989). Again, it was found that the two greatest causes of poor IAQ were inadequate maintenance of heating, ventilation, and air conditioning (HVAC) systems and a lack of fresh air.

In terms of location, Owoeye and Yara (2010) submitted that students in urban areas had better academic achievement than their rural counterpart. Harbison and Hanushek

(1992) stated that the quality of the physical facilities is positively related to student performance.

2.3.2 Human resources on student academic performance

Human resources who are involved in the learning process in the school include head teachers and teachers. Teachers have great influence on student academic performance. Studies have shown that educational level of teachers has positive effect on student academic achievement. Additionally, some studies point to the effect of teacher qualifications on academic achievement. According to Rivkin, Hanushek and Kain's (2005) study, the professional experiences of teachers have a significant effect on mathematic achievement of students. On student achievement, attitudes and behaviours of teachers are other criteria to think over. The values, attitudes and experiences of teachers affect students, societies, their careers and colleagues, and, naturally, teachers form their personal and professional existence by being affected the same factors (Sama & Tarim, 2007). In this sense, Engin-Demir (2009) found that the education level of teachers, length of service, and participated in-service trainings have a significant effect on the academic achievement of students. On the other hand, some studies state that length of service is not a good predictive of learning outcomes for teachers (Goldhaber & Brewer, 2000; Rivkin et al., 2005). To sum up, the educational resources of schools play an important role in order to diminish the effect of socioeconomic features on academic achievement, and create equal opportunities for students.

Schools with effective supervision of teaching and learning activities have high performance rates than those with minimal supervision. Etsey, Amedahe and Edjah (2005) in a study found that academic performance was better in private schools than

public schools because of more effective supervision of work. Effective school leadership will lead to creating a better teaching and learning environment.

2.3.3 Effects of Financial Resources on Students' Academic Performance

In terms of financial resources, Hanushek following the findings of Colemans report (1966) found that assessing teacher variable associated with expenditure indicated no positive relationship with students' outcomes. A review of cross-country studies indicated a week relationship between per-spending and test score (Fuchs & Woessman, 2006; Hanushek & Kimko, 2000). Also teaching expenditure has had an insignificantly positive impact in Finland, where student GPA and parents' education had bigger impacts with boys performing better than girls (Hakkinon, Kirjavainainen & Uusitalo, 2003). Other studies have shown that financial resources such as school expenditure were found to have positive impact on student achievements (Barro & Lee, 2001). Findings from Pan, Rudu and Smith-Hanson (2003) also demonstrated a strong relationship between school resources and student academic achievement. Specifically, the study found that, high performing district showed different resources allocation pattern in specific fiscal and staffing categories than low- performing districts. A general pattern emerged where higher performance was associated with higher spending for instruction, core expenditure, and number of teachers and with lower spending for general administration for general administration and number of administrative staff.

Coopers (2001) and Frankie-Dolor (2002) have linked capital investment to academic achievement and other outcomes such as teacher motivation, school leadership, and student time spent on learning. The study's surveys found a stronger link between capital expenditures and motivation and leadership in terms of the capital expenditure.

2.4 Ways school resources can be improved to enhance students' academic performance

School resource improvement is one of the most important business of the school. It is one of the process that schools use to ensure all students are achieving at high levels.

Efficient management of school resources is mandatory in order to make the school a pleasant, safe and comfortable centre for the community activities.

To improve school resources to enhance academic performance, there is the need to investigate the adequacy of resources in the various schools. Schools may have resources but are the resources adequate? Do the resources serve the needs of the student? In terms of shortage how is it address? This is supported by Pan, Rudo and Smith-Hansen (2003).

a. which also highlighted that, States should investigate whether adequate funds are available to schools to support instructional goals. If shortages exist, district and state policymakers need to work together to determine how to increase spending in priority areas and whether reallocation of existing resources is a viable option.
b. School resources can be improved to enhance academic performance through effective leadership. Studies of school effectiveness affirm that leadership is a key element in determining school success (Ubben, Hughes & Norris, 2011). Recently, studies of leadership in schools have moved away from the identification of this function exclusively with the head teacher, and begun to address how leadership can be made available throughout the management structure and at all level in the school. This shift in emphasis has been accompanied by a shift in thinking about leadership itself. Schools that are successful with their improvement efforts not only regarded leadership as distributed function, they also deliberately set out to promote discussion about leadership style and to help staff from different levels in the school

to share perceptions about how leadership operates. In improving quality education for all schools, such discussion tends to identify a number of key aspects of the leadership role (Ubben et al., 2011).

c. District directors and school heads of education as leaders should be trained on how to utilise resources since resources are limited in nature this will enable their district schools to improve. States need to provide guidance to districts in ways that best support staff through strategies such as building capacity in all staff, prioritising resources towards professional development, realigning staffing structures to accommodate the strengths and weaknesses of existing staff, and finding ways to recruit and retain quality staff through compensation and support systems ((Pan et al., 2003).

d. Again, there is the need to provide training and guidance to low performing schools to address their limitation and how to overcome them. States should provide training and guidance so that poor performing schools and districts are able to (1) use student performance data to identify needs and priorities, (2) examine research-based information in order to identify the strategies and practices that would best address their needs, (3) communicate the goals and strategies in their improvement plan to all stakeholders, and (4) evaluate the effectiveness of reform strategies and modify both strategies and resources that support them if needed. These strategies will help to ensure that implementing an improvement planning process is critical to successful resource allocation (Pan et al., 2003).

e. Schools should integrate a resource allocation strategy that is based on identified needs. School and student needs should be established using input or collaboration from parents, teachers, and administrators who have access to achievement data. Once clear goals and objectives for student success are identified, they must be

clearly communicated so that appropriate district resources can be allocated to support them at the classroom, school, and district levels. Districts must also realise that one size does not fit all with respect to approaches to effective resource allocation. District decision makers should consider the specific circumstances of students, schools, and the district as a whole in planning an approach to allocating resources.

f. School resources can be improved through the support of the community. Schools are responsive to community expectations, value diversity and encourage contribution. Positive futures and cultures of success are promoted as educational outcomes (ACT, 2009).

The community in which a school is located can provide assistant to the school in terms of donations. Head of schools can also make the needs of the school known to the public in order to gain support to address the resources situation in the school. Districts should support school level efforts to build parent and community support and develop district-wide programs that encourage the participation of these outside resources. District leaders can also play an important role in increasing public support by effectively communicating the district's goals and accomplishments, establishing district linkages to the local business community, and partnering with local initiatives and agencies that serve the needs of children and families Schools do not exist apart from the society to be served. A high-performing school requires broad-based community support and support that will come from communities that are well informed and well engaged in the educative processes that go on in the school" (Ubben, Hughes, & Norris, 2011).

g. Districts should find opportunities to interact with their peers to communicate successful resource allocation practices or seek guidance on barriers or challenges

they face. States can also support this effort by providing mechanisms for districts to share information and practices, and states should identify and consider practices in other states within their region or nationally (Pan et al., 2003). School resources can be improved through Policy Issue**.** It is clear that, for success of school resource improvement initiatives the existence of a clear policy and intervention strategy will have a paramount importance. Thus, the school internal conditions, classroom practices and the policy context should support each other. According to Marzano (2003), in the context of school, improvement policy can be viewed as the implementation framework that guide the action of all involve in the life of school.

h. Ubben et al. (2001) described that for its practicality a policy that developed at all levels needs to be coherent practical acceptable and implementation oriented. Therefore, the implication is that policy implementation needs care and continuous follow up in order that its impact can be measured. Moreover, they suggest that in promoting school improvement, policy has to keep relating focus on student achievement and learning, pay attention to context build capacity and strengthen know capacity, research and dissemination. Hence for success of school resources improvement it needs to provide schools a wide range of policy options so as they can make choice and policy should be aligned with system policy.

2.5 Summary of literature review

From the discussion above, theme one discussed the concept of school resources and the types of school resources available to schools. Theme two discussed ways school resources can be used to improve students' academic performance. The third theme, effect of school resources on students' academic performance. The proposition in here was that school resources predict students' academic performance. Theme four aimed at ways school resources can be improved to enhance students' academic performance.

The proposition that school resources can be improved irrespective of it cost. Finally, the focal theory that binds the assumption that underpinned these themes and thus the study as whole is that school resources predict students' academic performance.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This covers the research design, researchers' methodological position, research setting, population, sample and sampling techniques, research instruments, issues of validity and reliability, pre-testing, data collection procedures, data analysis procedures, and ethical consideration**.**

3.1 Researcher's methodological position

A researcher's choice of methodology is underpinned by his or her philosophical position regarding knowledge and how it can be accessed (Kusi, 2012). Kusi (2012) further argued that these positions influence decisions regarding the research approach, choice of method and frame for analysis, and guide his or her research design at all stages. Research paradigm shows a whole system of thinking which includes the basic assumptions, the important questions to be answered and the research techniques to be used (Anderson, 1998). According to Bryman (2008), three distinct paradigms that guide research are Positivism, Interpretivism, and Mixed Method. Therefore, the approach that researchers adopt in a study is underpinned by the paradigm they subscribe to base on a set of beliefs, assumptions, and the questions to be answered.

The positivist paradigm was adopted for the study. Researchers of the positivist tradition argue that social reality is "out there", external and independent of the researched, and therefore it can be accessed through natural scientific approaches in physics, chemistry and biology that are objective in nature (Cohen et al., 2011). This study sees leadership styles and commitment as social reality that could be investigated

through the scientific approach. Researchers who subscribe to the positivist tradition are seen as adopting quantitative approach to research.

Dampson and Mensah (2012) posit that quantitative research methodology adopts mathematical and statistical methods to measure results. This implies that quantitative approach entails the use of measurement, testing and the use of numerical data to describe, explain and test relationships where computer programmes like the Statistical Package for the Social Sciences (SPSS) could aid the analysis of data.

3.3 Research design

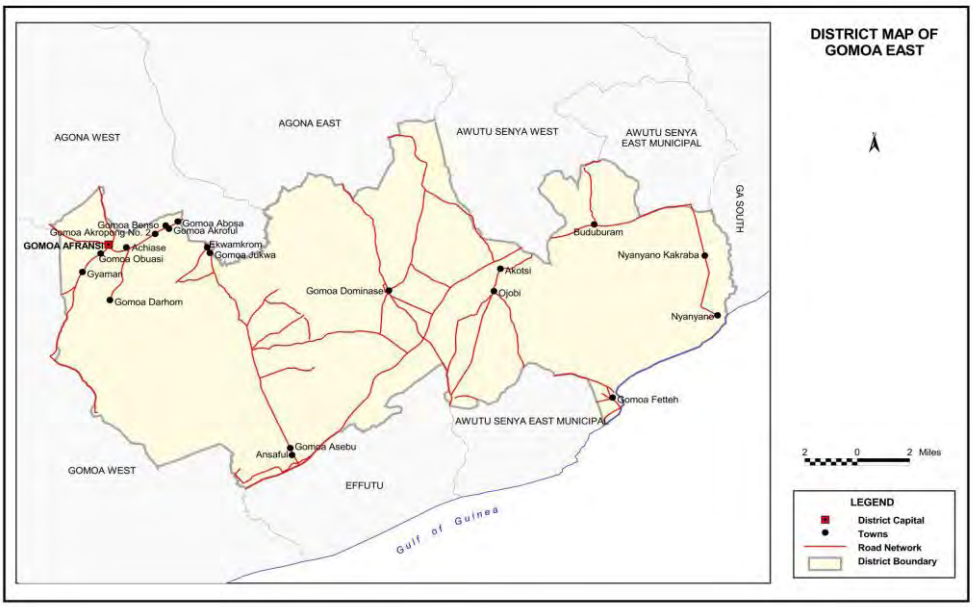
A quantitative approach (non- experimental research) was used for this study using a descriptive survey design. The researcher utilised descriptive methods in conducting the study because descriptive research is a method used to obtain information relating to the existing status of an issue or phenomenon to describe "what exists" within the variables or conditions of the situation. Descriptive survey research involves the collection of data for the purpose of describing existing situation (Christensen, Johnson, & Turner, 2010). Again, this design was deemed appropriate for the study because information gathered from descriptive research can be meaningful or useful in diagnosing a situation since it involves describing, recording, analysing and interpreting conditions that exist. The survey design was further chosen because survey permitted the researcher to gather information from a large sample of people relatively quick and inexpensively (Ary, Jacobs & Rezavieh, 2002).

Creswell (2003) also noted that a survey study can be done in a short time in which the investigator administers a survey to sample or to the entire population of the people in order to describe the attitudes, opinions, behaviours or characteristics of the population. Similarly, Christensen, Johnson, and Turner, (2010) have argued that descriptive

research is designed to obtain pertinent and precise information concerning the current status of a phenomenon and where possible draw valid conclusions from facts discovered. It is restricted not only to fact finding but also results in the formulation of important principles of knowledge and solutions to significant problems. Survey was therefore deemed appropriate for the study as it has the potential to provide a lot of information that will be gathered from the respondents.

3.4 Research setting

The site for the study was Gomoa East District. The rationale for choosing this site was based on Berge's (2007) assertion that when selecting a site for a study, it should be reasonable in size and complexity so that the study can be completed within the time and budget available. Gomoa East District is one of the seventeen (17) districts in the Central Region of Ghana. The district is situated between latitudes 5°14' North and 5°35' North and longitude 00°22' West, and 00°54' West. It is located in the South-Eastern part of the Central Region. It occupies an area of 539.69 square kilometres with a total population of 207,071, comprising 47.5 percent males and 52.7 percent females (Ghana Statistical Service, 2014). The district has 78 public basic schools and 45 private schools. Of the employed population, about 25.6 percent are engaged as skilled agricultural, forestry and fishery workers, 25.8 percent in service and sales, 21.0 percent in craft and related trade, and 10.2 percent are engaged as managers, professionals, and technicians (See map below).



Source: Ghana statistical service (2014)

Figure 3.1 District map of Gomoa East District

3.5 Population

Ofori and Dampson (2011) define population as the total collection of sample element in which inferences are drawn. The total population for the study consisted of 21,042 JHS pupils, 1,336 teachers and 167 head teachers from all the basic schools in the Gomoa East District.

The target population for the study was all the JHS 3 pupils comprising 7,348 pupils in the Gomoa East District.

The study population comprises 111 JHS students, 17 teachers and 2 headteachers from the 2 selected JHS schools in the Gomoa East district.

3.6 Sample

A sample is a small portion of the accessible population. Sampling means selecting a given number of subjects from a defined population as a representative of that

population (Kothari, 2004). Kothari, has said that the size of the sample should neither be excessively too large nor too small and generally it must be optimum. He further argues that the sample size depends on size of population, kind of study as well as the nature of the population. A sample size of 130 participants was used for the study. This sample size consisted of 111 students, 17 teachers and 2 headteachers from the two selected basic schools. Moreover, Glenn (1992) has said that if descriptive statistics are to be used e.g. mean, frequencies, then nearly any sample size will suffice. Therefore, in order to get the sample size for the study, simple random was used in selecting the schools and purposive sampling technique was in selecting participant.

3.7 Sampling technique

Simple random and purposive sampling techniques were the two-technique used for the study. Simple random technique was used in selecting the circuit through lottery method. The researcher obtained the list of all the ten (10) circuit in the district from the education office. The names of all the ten (10) circuits in the district were written on pieces of papers which were folded and put in a bowl for a selection. After the circuit selection, two schools were selected from one circuit for the study. This was done by the use of simple random lottery method, where all the schools in the selected circuits were written on a piece of papers for selection. This was done to prevent the researcher from being bias.

At the school level, purposive sampling techniques was used in selecting the students, teachers and headteachers for the study.

According to Kumekpor (2002), in purposive sampling, the sampling units are selected not by a random procedure, but they are intentionally picked for study because of their characteristics or because they satisfy certain qualities which are not randomly

distributed across all units in the universe but they are typical or they exhibit most of the characteristics of interest to the study.

All the form three students were purposively select for the study. This was based on the fact that they were been in the school for long and as a result they were more familiar with the school environment than students of the other classes of students.

All the Junior High Schools teachers in the two basic schools were also selected for the study since they have been teaching the form three as well as the form one and two's.

All the two headteachers in the two selected schools were considered for the study because they are the managers of the school resources

3.8 Instrumentation

Since the study was hinged on positivism, questionnaire was used. The questionnaire was the principal instrument for data collection. A questionnaire is a research instrument consisting of series of questions that is administered to generate information about the trends in attitude, opinions, behaviour or characteristics of a group of respondents (Creswell, 2012).

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Questionnaire is widely used especially in descriptive survey studies (Borg & Gall, 2003). This is because; it can reach a large number of people relatively easily and economically. It also provides quantifiable answers, relatively easy to analyse and less time consuming than interview or observation (Bailey, 1982). It also serves as a means of minimising bias and requires less time to administer. Similarly, most research

participants feel more comfortable responding to pre-determined response than items that require them to express their views and feeling (Kusi, 2012).

The questionnaires incorporated closed-ended questions; one set for head teachers and teachers and another set for students. The questionnaires (See Appendices) comprised 4 sections of which 3 section (B, C & D) were to be measured on 5-point Likert scale such that A =agree, SA= strongly agreed, U =undecided, D=disagreed and SD= strongly Disagree. Section 'A' sought information on demographic data of participants. Section 'B' on the kinds of school resources available in the selected basic schools. Section 'C' on the ways school resources can be used to enhance student academic performance and Section 'D' on the ways school resources could be improved to enhance student academic performance. The examination results for the study was student mock examination. However, three subjects were selected, specifically Mathematics, integrated science and English language. The mean for these subjects was calculated and were used as the academic scores of the students.

3.8.1 Validity and reliability of instruments

If the results of quantitative research are to be considered useful and trust worthy, there are several key issues that must be considered and addressed as part of the analysis. The following is a description of these issues: Validity and reliability.

a. Validity

Validity is how relevant the items in the questionnaire are to the content of the study. Leedy and Ormrod (2005) explain that validity is the ability of the research instrument to measure what was intended to be measured. Validity of instrument was establishing through face and content validation procedures. Face validity of the questionnaire

instrument, was ascertained through the discussion of the questionnaire items with my colleagues.

Content validity focuses on how much a measurement tool represents every single element of a specific construct and ask whether a specific element enhances or detracts from a test or the research question (Dzakadzie, 2015). Onivehu and Asare (2002) deepened the picture that content validity is when test instrument contains content such as theme, wording and format of test task being measured. In this study, the content validity was established through the review of the instrument by the researcher's supervisor who is familiar with the construct being measured and later submitted to senior lectures handling statistics for clarity of language and for interpreting the meaning behind the questions. The questionnaires were revised based on the comment and suggestions of the experts.

b. Reliability

According to Polit, Hungler and Berck (2001), reliability is the extent to which results are consistent over time. In other words, if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. The reliability of the questionnaires was ensured by pilot testing. Internal consistency was established to determine the reliability of the questionnaire through pilot test. Cronbach's alpha was calculated for all items to measure the consistency of the instrument. The reliability was estimated on scaled items using SPSS version 20.0. From the analysis, a reliability coefficient 0.79 was attained which is considered reliable because according to Coolican (1994) ideally, the Cronbach alpha coefficient of a scale should be above 0.7. For this reason, the items could be said to be internally consistent to what it seeks to measure.

c. Pre-testing of the instrument

The pilot test of the instrument provided the basis for refining the items and also for the development of the final version. According to Bell (2010), all data gathering instruments should be piloted to test how long it takes participants to complete them, and to check that all questions and instructions are clear and to enable the researcher remove any items which do not yield usable data. The instrument was pilot tested on a sample of 30 students and 7 teachers in Kwami Adwir basic school which is within the same district but were not included in the study. In order to do this the investigator sought permission from each respondent that is the headteacher, teachers and the students to partake in the pilot study. Respondents were sampled using the accidental sampling technique and data was collected using the questionnaires. The questionnaires were distributed to the respondents, clear instruction was given to enable respondents to give their responses meaningfully and the researcher waited for the questionnaires to be completed and returned. The basis for carrying out the pre-test was to establish the reliability of the instrument.

In this study, internal consistency was measured on the questionnaire by calculating Cronbach alpha coefficient of the various sections. Tayakol and Dennick (2011) suggest Cronbach alpha to be the best means of testing internal consistency of a research questionnaire instrument. In effect, Cronbach's alpha measures how closely related a set of items are as a group. Cronbach's alpha values for each sub-scale under sections B, C and D of the questionnaire were as follows: Kinds of school resources available ($\alpha = 0.74$), Ways school resources are used ($\alpha = 0.73$), and Ways school resources can be improved ($\alpha = 0.70$). However, an overall Cronbach's alpha reliability co-efficient of 0.76 was obtained for the internal consistency of the questionnaire instrument (See Appendix "D"). According to Tayakol and Dennick (2011), this value indicates a good internal consistency of the items in the scale. As a rule of thumb for interpreting alpha, Tayakol and Dennick explain the values to mean: $\alpha < 0.50$ (unacceptable), $0.50 \leq \alpha < 0.60$

(poor), $0.60 \leq \alpha < 0.70$ (questionable), $0.70 \leq \alpha < 0.80$ (acceptable), $0.80 \leq \alpha < 0.90$ (good), $\alpha \geq 0.90$ (excellent).

3.9 Data collection procedure

Creswell (2002) recommends that respecting the site where the research takes place and gaining permission before entering it is very paramount in research. Therefore, the researcher obtained an introductory letter from the Department of Educational Administration and Management of the University of Education, Winneba to seek for participants' consent and to carry out the research work. After permission was granted, the researcher explained the purpose of the study to the participants and gave them reasons for their full participation and cooperation. To ensure high-return rate, questionnaires were personally administered to teachers and also assured them of their confidentiality. This was done because participants were expected to give reasonable and honest responses. Questionnaires administered were collected on the same day except for those head teachers who needed more time because of their busy schedule.

3.10 Method of data analysis

The field data were collated, examined and edited in order to address questions that were answered partially or not answered. The questionnaires were coded (i.e., the assignment of numbers or codes to responses to make them computer readable). After coding, the data were entered into the Statistical Package for Social Sciences (SPSS) software version 20.0. Before performing the desired data transformation, the data were cleaned by running consistency checks on every variable. Corrections were made after verification from the questionnaires and then generated the database. The data were analysed using descriptive statistics involving mainly frequency distributions and percentages. To guard against drawing unjustified conclusions in some stages, linear

regression was carried out to consider whether school resources predict on student academic performance.

3.11 Ethical considerations

According to Babbie (1992), participants' psychological well-being and dignity must be preserved while they should be protected from harm. The researcher obtained consent from the headteachers before meeting the students. After that, a consent statement was read out to each participant for acceptance before administration of questionnaires. For teachers, the researcher also obtained informed verbal consent from them before commencement of the questionnaire. Each participant was permitted to ask question relating to the completion of the questionnaire, and concerns clarified. The participants were made aware that their participation is voluntary, and that they are free to decline or end their participation any time during the study. Participants were assured that their responses would be kept confidential and that no one known to them would be able to have access to the information provided and none of the respondent's name were recorded. Additionally, the questionnaires were packed in an envelope and locked in a cabinet to prevent the loss of any of the questionnaires.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction

The chapter presents the findings and discussions of the study. The data presented include the kind of resources available to schools in the Gomoa East District, ways school resources are used to improve student academic performance in the Gomoa East district, the effect of school resources on student academic performance in the Gomoa East district and ways school resources can be improved to enhance academic performance in the Gomoa East district. The data were analysed using frequency distribution and percentages to guard drawing unjustified conclusions. Statistically, linear regression was carried out to consider whether school resources had a significant effect on students' academic performance.

4.1 Response rate

The respondents for the study were students, teachers and head teachers. Out of the 130 questionnaires administered to the 2 head teachers, 111 students and 17 teachers, all the questionnaires were filled and returned. This represented a 100% response rate, which is considered satisfactory to make conclusions for the study because Mugenda and Mugenda (2003) have said a 50% response rate is adequate, 60% good and above 70% rated very good. Based on this view, the response rate of 100% in the study is considered very good.

4.2 Demographic information

The demographic data in the study sought information on general profile of the study's respondents with regards to gender, age, professional qualification, duration of position. Demographic information on student, included gender and age. While demographic

information on teachers included gender, age, level of qualification and teaching experience that of the head teachers included level of education and duration of being in the headship position.

4.2.1 Students' demographic information

The demographic characteristics of the 111 students that were considered in the study included gender and age of the respondents.

Table 4.1: Descriptive statistics of student respondents

Gender	Frequency	Percent (%)
Male	44	39.6
Female	67	60.4
Total	111	100.0

Source: Field work data (2018).

The results in Table 4.1 showed that out of the 111 students who participated in the study, 67 which represents 64.4% were female and 44 respondents representing 39.6% were male. From this it can be deduced that although the study sampled both gender, majority of the respondents were female. This implies that the females are embracing education of late in the district and therefore enrolment is increasing.

Table 4.2: Age of student respondents

Gender	Frequency	Percent (%)
10-15 years	60	54.1
16-20 years	51	45.9
Total	111	100.0

Source: Field work data (2018).

The results in table 4.2 showed that out of the 111 students who participated in the study, 60 (54.1%) were within the age 10-15 years whiles 51 (45.9%) were within the age 16-20 years. The age distribution shows that all the respondents were of school going age.

4.2.2: Teachers' demographic information

The demographic characteristics of the 17 teachers who were used in the study included gender, educational qualification and years of teaching.

Table 4.3: Gender categorisation of teacher respondents

	Frequency	Percent
Male	8	47.1
Female	9	52.9
Total	17	100.0

Source: Field work data (2018).

The results from Table 4.3 shows that out of the 17 teachers, 9 (52.9%) were females and 8(47.1 %) males, indicating that there are more female teachers than male teachers in Gomoa East J.H.S schools. This finding concurs with Anamuah-Mensah, Ameyaw and Dennies (2007) who revealed that more female teachers are in urban areas in Ghana. This could partly be due to female teachers joining their husbands who work in urban areas and therefore manage to avoid working in rural schools. It could also be that some unmarried female teachers avoid working in the rural areas because of the fear of remaining single for the rest of their lives or getting married to rural husbands with little potential.

Table 4.4: Highest educational qualification of the teachers

	Frequency	Percent
Diploma	5	29.4
Bachelor's Degree	12	70.6
Total	17	100.0

Source: Field work data (2018).

The results in Table 4.4 explained the level of education of the teacher respondents with 5 (29.4%) having diploma, and 12 (70.6%) with bachelor's degree. This implies that majority of the respondents sampled had first degree education which revealed that they have studied related courses in relation to school resources during their years of study.

Table 4.5: Teachers' years of teaching experience

	Frequency	Percent
1-5 years	5	29.4
6-10 years	2	11.8
16 years and above	10	58.8
Total	17	100.0

Source: Field work data (2018).

Teacher quality is normally peroxided by such variables as experience in the profession. According to USAID (2009), students perform better at school when taught by teachers who have more than 10 years" experience in the lower elementary school grades. From the results, the number of years of teaching experience ranged from 16 and above years. According to the data 10 (29.4%) of the teachers have 1 to 5 years of teaching experience. Ten (10) representing 58.8 % have more than 10 years of teaching experience. It can be assumed that most of the teachers have adequate work experience

and knowledge about their schools and thus were able to provide reliable information about the schools.

4.2.4 Headteachers' demographic information

The demographic characteristics of the headteachers that were considered in the study included gender, educational qualification and years of heading the school.

Table 4.6: Highest educational qualification of head teachers

	Frequency	Percent
Bachelor's degree	1	50.0
Master's degree	1	50.0
Total	2	100.0

Source: Field work data (2018).

The results in Table 4.6 above explained the level of education of the headteachers with 1(50%) having bachelor degree, 1(50%) with Master's Degree. This implies that they have studied related courses and have knowledge of leadership positions as well as school resources during their years of studies.

Table 4.7: Years of heading a school

	Frequency	Percent
1-5 years	0	00.0
6-10 years	2	100.0
16 years and above	0	00.0
Total	2	100.0

Source: Field work data (2018).

The results in Table 4.7 above explained the number of year's school heads have been in the position. Two (2) representing 100% shows that both head teacher has been in position for quite some time now and have adequate experiences when it comes to the administration and management of school.

4.3 Kinds and levels of school resources available in the schools

In order to answer the first research question ''what are the kinds of school resources available to the selected basic schools in the Gomoa East District'' the researcher gathered data on the availability of physical resources which incorporated (usable school buildings, capacity library, furniture's, and instructional materials), financial resources and human resources (teachers).

Table 4.8: Availability of adequate school buildings

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	40	36.0	47	42.0	4	3.6	17	15.3	3	2.7
Teachers	7	41.2	8	47.1	0	0.0	2	11.8	0	0.0
Head teachers	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0
Total	47	77.2	57	189.1	4	3.6	19	27.1	3	2.7

Source: Field work data (2018).

From table 4.8, 40 students representing 36% strongly agreed that they have useable school buildings; 47 students representing 42% were also in agreement; 4 students representing 3.6% were indecisive; 17 students representing 15.3% disagreed that there are useable school buildings and 3(2.7%) strongly disagreed to the item. This shows that in all 87 students, representing 78% of the students sampled were of the view that

the school has useable School buildings whiles 20 representing 18% of the students disagreed.

Concerning that of the teachers, 7 representing 41.2% strongly agreed that their schools have usable school buildings and 8(47.1%) also agreed. However, none of the teachers were uncertain, 2(11.8%) disagreed and none of the teachers strongly disagreed. In all 15 teachers representing 88.3% agreed that they have useable school building whiles 2 (11.8%) disagreed. With the headteachers, none strongly agreed, 2(100%) agreed whiles none was uncertain, none disagreed and none strongly disagreed.

The findings in Table 4.8 shows that when the students, teachers and headteachers were asked about the availability of usable school buildings their results indicated that majority of schools in the district have usable school buildings. This implies that there are few classroom blocks available for use therefore none is left unused in the schools. Suggesting that there was a gross lack of school building. This was probably brought about by limitations of funds necessary for construction of more school buildings by the government.

Table 4.9: School resource capacity (including library)

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	14	12.6	37	33.3	5	4.5	32	28.2	23	20.7
Teachers	4	23.5	9	52.9	1	5.9	3	17.6	0	0.0
Head teachers	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0
Total	18	36.1	48	186.2	6	10.4	35	45.8	23	20.7

Source: Field work data (2018).

From table 4.9, 14 students representing 12.6% strongly agreed that the school has spacious and equipped school library with relevant materials whiles 37 students representing 33.3% were also in agreement that the school has spacious and equipped school library with relevant materials, 5 (4.5%) were indecisive. Thirty-two students (32) 28.2% disagreed, whiles 23 students representing 20.7% strongly disagreed to the item. This shows that in all 51 students representing 45.6% of the students' population were of the view that the school has spacious and equipped library whiles 55 representing 48.9% of the students disagreed that in their schools there is a spacious and well-equipped school library.

With the teachers, 4(12.6%) strongly agreed that their schools have spacious and equipped library whereas 9 (52.9%) agreed. Then one teacher representing 5.9% was indecisive about if the school library was spacious and well equipped with relevant materials. Whiles 3 teachers representing 17.6% disagreed, none of the teachers strongly disagreed to the item. Concerning the head teachers, none strongly agreed, 2 representing 100% agreed. None was undecided, none disagreed and none also strongly disagreed.

The findings on the availability of capacity and resourced library from the head teachers indicated that most schools have libraries as depicted in Table 1.1 where all the headteachers conceded that they have spacious and equipped school library. Similarly, teachers who were participants also sided with the views of the head teachers that they have library with relevant materials. But the results from the students' responses indicated that majority of them were of the view that the schools do not have spacious and equipped library with relevant materials. This suggests that there are books in the library but these books are of aged and do not serve the needs of the students This indicated that schools lacked a variety of textbooks and other reading materials, perhaps

teachers do not visit the library to see the quantity and dates of books available at the library. This emphasises that students usually perform better when they have books or study aids to foster their learning. These study aids or material resources could be textbooks, teachers' guides, wall pictures, maps, atlases and many others. Altbach (1983) had the opinion that, nothing has ever replaced the printed word as the key element in the educational process and, as a result, textbooks are central to schooling at all levels. Squire (1991) writing on teachers' reliance on textbooks, stated that those seeking to improve the quality of education believed that improvements in instructional materials would inevitably lead to changes in actual teaching.

Table 4. 10: Availability of adequate furniture's and learning aids in classrooms.

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	15	13.5	28	25.2	7	6.3	44	39.6	17	5.3
Teachers	1	5.9	10	58.8	2	11.8	3	17.6	1	5.9
Head teachers	1	50.0	0.0	0.0	0	0.0	1	50.0	0	0.0
Total	17	69.4	38	84	9	18.1	48	107.2	18	21.2

Source: Field work data (2018).

From table 4.10, 15 students representing 13.5% strongly agreed that their classrooms were furnished with enough furniture and learning aids, and 28 students representing 25.2% were also in agreement that their classrooms were furnished with enough furniture and learning aids. Seven (7) students representing 6.3% were indecisive; 44 students representing 39.6% disagreed, and 17 students representing 15.3% strongly disagreed to the item. This shows that in all 43 students representing 38.7% of the

students' population were of the view that classrooms were furnished with enough furniture and learning aids whiles majority of 61 student representing 54.9% of the students disagreed that Classrooms were furnished with enough furniture and learning aids.

Also, that of the teachers, one teacher representing 5.9% strongly agreed that his classrooms were furnished with enough furniture and learning aids, 10 teachers representing 58.8% also agreed that their classrooms were furnished with enough furniture and learning aids. Then 2 teachers representing 11.8 % were indecisive about if their classrooms were furnished with enough furniture and learning aids. Whiles 3 teachers representing 17.6% disagreed to the item, none of the teachers strongly disagreed. This shows that in all 11 teachers representing 64.7% agreed that their classrooms were furnished with enough furniture and learning aids whiles 3 teachers representing 17.6% disagreed. With the headteachers, whiles none strongly agreed that their classrooms were furnished with enough furniture and learning aids, one headteacher representing 50% agreed that their classrooms are furnished with enough furniture and learning aids. None were undecided, one representing 50% disagreed and none strongly disagreed. When students were asked on the availability of furniture's in classrooms majority of them representing 54.9% of the students disagreed that Classrooms were furnished with enough furniture and learning aids. Majority of the teachers on the other hand agreed that there were enough furniture's in the class rooms. The head teachers were neutral.

Comparing these findings shows that students prefer to have individual furniture rather than sharing with others. This result indicated that the schools have not given priority to the comfort of learners in terms of arrangement of seat which is essential for good academic performance. This concedes with the manual of the Ministry of Education

(2001) which depicts that the classroom should accommodate a maximum of 30 learners for one seated desk or 40 learners in two seated desks. It also shows that class teachers should ensure that desk are arranged in a manner that facilitate easy movement and each desk should be two feet apart. Also, the research by Cash (1993) on effect of physical facilities on learning found out that the condition of classroom furniture correlated with students' achievement at a significant level hence influences their performance.

Table 4.11: Adequacy of instructional materials (textbooks, audio-visual and visual) for teacher to use

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	6	5.4	19	17.1	12	10.2	48	43.2	26	23.4
Teachers	0	0.0	5	29.4	4	23.5	7	41.2	1	5.9
Head teachers	0	0.0	1	50.0	0	0.0	1	50.0	0	0.0
Total	6	5.4	25	96.5	16	33.7	56	134.4	27	29.3

Source: Field work data (2018).

Table 4.11 indicates that 6 students representing 5.4% strongly agreed that there are enough instructional materials (textbooks, audio-visual and visual) for teacher to use in the school and 19 students representing 17.1% were also in agreement that there are enough instructional materials for teachers to use. Again, 12(10.2%) of the students were indecisive; 48(43.2%) of them disagreed that there are enough instructional materials for teachers to use in the school and 26 of them representing 23.4% strongly disagreed to the item. This shows that in all 25 students representing 22.5% of the students' population were of the view that there are enough instructional materials for

the teachers to use in the schools, but 83 students representing 66.6% of them disagreed that there were enough instructional materials for teacher to use in the school.

Results in the Table 4.11 show that whiles 5 teachers representing 29.4% agreed that there were enough instructional materials for the teachers to use in the schools none of them strongly agreed. Four (4) teachers representing 23.5% were indecisive; 7 (41.2%) disagreed; and one (5.9%) strongly disagreed. This shows that in all, 8 teachers (47.3%) disagreed that there are enough instructional materials (textbooks, audio-visual and visual) for teacher to use in the school. With that of the headteachers, 1(50%) agreed that there were enough instructional materials for the teachers to use in the school, none strongly agreed; none of the heads were undecided; and one (50%) disagreed.

The finding shows that many of the students and teachers disagreed that there are enough instructional materials available but the headteachers were neutral. This implies that instructional materials are important resources in teaching and learning because they help in enhancing clarity of content and they give learners and teachers a wide range of ideas. Again, the head teachers were neutral on the availability of instructional materials. This indicated that headteachers also overlook the importance of instructional materials, they perhaps rely more on only textbooks and reference books in preparation of their teaching. They may also not have the ability to fund it but solely depend on the government. The importance of instructional materials should not be overlooked. According to Lyons (2002), using instructional materials in the teaching learning process help to facilitate the learning of abstract concepts and ideas and discourage rote learning and helps to stimulate and motivate learners. Again, instructional materials provide information, organise the scope and sequence of the information presented, and provide opportunities for students to use what they have learned (Lockheed & Verspoor, 1991).

Table 4.12: Adequacy of teachers

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	49	44.1	36	32.4	5	4.5	12	10.8	9	8.1
Teachers	6	35.3	8	47.1	2	11.8	1	5.9	0	0.0
Head teachers	0	0.0	2	100	0	0.0	0	0.0	0	0.0
Total	55	79.4	46	179.5	7	56.8	13	16.7	9	8.1

Source: Field work data (2018).

Table 4.12 shows that 49 students (44.1%) strongly agreed that there are enough teachers to handle the students' academics comfortably, 36(32.4%) of them were also in agreement that to the statement, 5(4.5%) of them were indecisive; 12 (10.8%) of them disagreed; 9 representing 8.1% strongly disagreed to the item. This shows that in all majority of the student that is, 85 students (76.5%) of the students' population were of the view that there are enough teachers to handle the student's academics comfortably whiles 21 students, representing 18.9% of the students disagreed.

Six (6) teachers representing 35.3% strongly agreed that there are enough teachers to handle the students' academics comfortably, 8 (47.1%) also agreed and 2 (11.8%) were indecisive about whether there are enough teachers to handle the student's academics comfortably. One (1) teacher representing 5.9% disagreed there are enough teachers to handle the students' academics comfortably, none strongly disagreed. This shows that a high percentage of the teachers 14 (82.4%) agreed that there are enough teachers to handle the students' academics comfortably.

Results from the table also shows that none of the head teachers strongly agreed, all the 2 head teachers representing 100% agreed there are enough teachers to handle the student's academics comfortably.

Analytically the finding suggests that most of the schools in the district have teachers in the schools. This shows that schools in the district do not lack teachers which is very important in terms of achieving good academic performance. USAID (2009) asserted that of all the prerequisites for effective management of an organisation, the most vital is the human resources. According to Engin-Demir (2009), teacher factors that have effect on academic achievement include the number of teachers on post, teacher pupil ratio; teacher qualifications and the personal characteristics of the individual teacher. The personal characteristics include academic qualifications, pedagogical training, content training, aptitude, and years of service/experience. A teacher brings these characteristics to class to facilitate the teaching- learning process.

Table 4.13: Well trained personnel

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	59	53.2	35	31.5	4	3.6	5	4.5	8	7.2
Teachers	0	0.0	10	58.8	4	23.3	0	0.0	3	17.9
Head teachers	0	0.0	2	100	0	0.0	0	0.0	0	0.0
Total	59	53.2	47	193.3	8	26.9	5	4.5	11	25.1

Source: Field work data (2018).

Table 4.13 shows that 59 students representing 53.2% strongly agreed that the school workers were trained on their job, 35(31.5%) were also in agreement to the statement. Then 4 students representing 3.6% were undeceive. Whiles 5(4.5%) disagreed that the school workers are trained on their job, 8 students representing 7.2% strongly disagreed

to the item. This shows that in all 94(84.7%) of the students' population were of the view that the school workers were trained on their job whiles 13 students representing 11.7% of the students disagreed.

A closer look at table also reveals that out of the 17 teachers, none strongly agreed. 10 (58.8%) agreed that the school workers are trained on their job, 4 (23.3%) were indecisive whiles 3 teachers representing 17.9% disagreed that the school workers are trained on their job none strongly disagreed. This shows that a high percentage of teachers 14 (82.4%) agreed that the school workers are trained on their job. With the headteachers, none strongly agreed, 2 (100%) agreed that there are enough teachers to handle the student's academics comfortably. None was undecided, none disagreed and none strongly disagreed.

Results from the Table 4.13 shows that most of the teachers were trained on their job. This suggest that the teachers have had training about how to teach through attending educational programmes. This then bring to mind the question how are teachers committed to their jobs in the school? Are they also trained in the subject they are asked to teach in the schools? Therefore, Darling-Hammond (1998) sees well qualified teacher as one who was fully certified and held the equivalent of a major in the Field being taught. It is therefore important to note know that the quality of a school system cannot exceed the quality of its teachers (OECD, 2013). This indicated teachers who are now being posted have been to school and are not S.H.S graduate.

Table 4.14: Availability of adequate financial source

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	4	3.6	9	8.1	7	6.3	38	34.5	53	47.7
Teachers	0	0.0	4	23.5	0	0.0	3	17.6	10	58.8
Head teachers	0	0.0	1	50.0	0	0.0	1	50.0	0	0.0
Total	4	3.6	14	81.6	7	6.3	42	102.1	63	106.5

Source: Field work data (2018).

Table 4.14 shows that 4 students representing 3.6% strongly agreed that the school has adequate financial sources 9 (8.1%) of them were also in agreement to the statement; 7 students, representing 6.3% were indecisive; 38 students representing 34.5% disagreed that the school has adequate financial sources while 53 students representing 47.7% strongly disagreed to the item. This shows that in all 13 students representing 11.7% of the students' population were of the view that their school has adequate financial sources whiles majority of 92 student representing 82.2% of the students disagreed that the school has adequate financial sources.

Concerning the teachers, none strongly agreed that the school has adequate financial source, 4 (23.5%) agreed that the school has adequate financial sources; none was undecided; 3 teachers representing 17.6% disagreed, 10 teachers representing 58.8% strongly disagreed. This shows that a high percentage of teachers 13 (76.4%) disagreed that the school has adequate financial sources. None of the head teachers strongly agreed that the school has adequate financial source, one (50%) head teacher agreed whereas none was undecided. One (50%) of the head teachers disagreed that the school has adequate financial but none strongly disagreed.

The findings suggest that schools in the district do not have adequate financial sources. This may be that students are asked to purchase items often for their academic work. While the head teachers were neutral this therefore suggest whiles some district schools can afford certain things others cannot. There are therefore disparities in terms of financial background of students, the educational background of teachers and parent interest in the education of their wards. No educational system can survive and function without adequate funding. Human capital theory suggests that investment in education has a very high socio-economic return for a country such as Ghana which has limited resources (Anamuah-Mensah, 2002).

Table 4.15: Availability of projects to support school's finance

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	13	11.7	29	26.1	5	4.5	25	22.5	39	35.1
Teachers	1	5.9	1	5.9	1	5.9	9	52.9	5	29.4
Head teachers	1	5.0	0	0.0	0	0.0	1	50	0	0.0
Total	15	67.6	30	32.0	6	10.4	35	125.4	44	64.5

Source: Field work data (2018).

Results in Table 4.15 revealed that 13 (11.7%) students strongly agreed that there are projects that support the school finances; 29 (26.1%) of them agreed whiles 5 (4.5%) of them were indecisive. Twenty-five (22.5%) of the students disagreed that there are projects that support the schools' finances while 39 (35.1%) of them strongly disagreed to the item. This shows that in all 42 (37.8%) of the students sampled were of the view that there are projects that support the school's finances whiles the majority of 64

representing 57.6% of the students were of the view that there are projects that support the school's finances.

From Table 4.15 one (5.9%) of teachers strongly agreed that that there are projects that support the schools' finances; one (5.9%) of them also agreed that there are projects that support the schools' finances whiles one (5.9%) of them was indecisive. Nine (52.9%) of the teachers disagreed and 5 (29.4%) strongly disagreed. This shows that in all 2 teachers agreed that there are projects that support the school finances and 14 teachers disagreed.

Whiles 1(50%) of head teacher strongly agreed that that there are projects that support the schools' finances, none was undecided. One (1) (50%) of the head teacher disagreed that there are projects that support the schools' finances.

The findings suggest that teachers and student do not see any projects that support the school financially. However, the head teachers were neutral, this suggest some head teachers in the district devise ways to acquire other source of fund to support their school whiles others only rely on the government only for their finances. This also suggest that some school finance is not utilised well for the purpose of the needs of the student and the teachers. Again, some head teachers are also not aware about some of the sources of fund available to them.

Table 4.16: Affordability of school needs by students.

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	10	9.0	19	17.1	14	12.6	43	38.7	25	22.5
Teachers	0	0.0	4	23.5	1	5.9	7	41.2	5	29.4
Head teachers	1	50.0	0	0.0	0	0.0	1	50.0	0	0.0
Total	11	59.0	23	40.6	15	71.6	51	129.9	30	51.9

Source: Field work data (2018).

The results in Table 4.16 indicated that 10 students representing 9.0% strongly agreed that the students can purchase schools needs comfortably; 19 representing 17.1% were also in agreement that the students can purchase schools needs comfortably. Then 14(12.6%) were indecisive. Forty-three (43) students representing 38.7% disagreed that the students can purchase schools needs comfortable and 25(22.5%) strongly disagreed to the item. This shows that in all 29(26.1%) of the students' population were of the view that the students can purchase schools needs comfortable whiles majority of the students 68 representing 61.2% of the students disagreed that the students can purchase schools needs comfortably.

Results in Table 4.16 also indicated that 4 teachers representing 23.5% agreed that the students can purchase schools needs comfortably, one teacher representing 5.9% was indecisive; seven (7) teachers representing 41.2% disagreed that the students can purchase schools needs comfortably. This shows that a total of 5 teachers representing 29.4% agreed that the students can purchase schools needs comfortably.

From Table 4.16, none of the head teachers strongly agreed that students can purchase school needs comfortably; one headteacher representing 50% also agreed that the students can purchase schools needs comfortably; none was undecided and one (1) head teacher representing 50% disagreed that the student can purchase school needs comfortably.

The findings suggest that whiles most teachers and student can't purchase school needs comfortable, head teachers where neutral. This implies that students and teachers normally find it difficult to earn and collect money, some head teachers do not teach but the teachers usually encounter such difficulties when students are asked to purchase certain things for academic work.

4.4 Ways of using school resources to enhance academic performance

There are various ways of using school resources in the schools. This theme therefore sought information on how schools in the district uses their resources. It was guided by the research question; what ways are school resources used to enhance student's academic performance?

Table 4.17: Inviting classroom environment

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	10	9.0	17	15.3	4	3.6	31	27.9	49	44.1
Teachers	2	11.8	4	23.5	1	5.9	4	23.5	6	35.3
Head teachers	0	0	0	0	0	0	2	100	0	0.0
Total	12	20.8	21	38.8	5	9.5	37	151.4	55	79.4

Source: Field work data (2018).

Table 4.17 shows that 10 (9.0%) of students strongly agreed to the statement that, the classrooms are inviting with good environmental qualities; 17 (15.3%) of them also agreed whereas 4 (3.6%) of them were indecisive. Thirty-one (27.9%) disagreed to the statement that classrooms are inviting with good environmental qualities whiles 49 (44.1%) remaining students strongly disagreed. This shows that in all 90 students representing 80.1% of the student participants disagreed

Two (11.8%) of the teachers strongly agreed that classroom is inviting with good environmental qualities; 4 (23.5%) of them agreed; one (5.9%) was undecided; 4 (23.5%) of them also disagreed whereas 6 (35.3%) remaining teachers strongly disagreed. This indicates that majority of the teachers were of the view that classroom is inviting with good environmental qualities. None of the head teachers strongly agreed and none also agreed that classroom is inviting with good environmental qualities. None was indecisive. However, 2(100%) disagreed but none strongly disagreed that classrooms are inviting with good environmental qualities. This suggest that majority of the participant are of the view that their classrooms are not inviting enough to enhance academic performance. This opposes the view of Hay (1996) who believed that a classroom should be inviting, tidy and be displayed with good quality children's work on walls and marshalled resources bring prestige and attention from people who matter, especially the students. He further asserted that the level of resourcing can make a considerable difference to the quality of teaching and learning.

Table 4.18: Inefficient usage of instructional technologies

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	59	53.2	39	35.1	2	1.8	5	4.5	6	5.4
Teachers	7	41.2	10	58.8	0	0.0	0	0.0	0	0.0
Head teachers	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0
Total	69	144.4	50	143.9	2	1.8	5	4.5	6	5.4

Source: Field work data (2018).

Table 4.18 shows that 59 students representing 53.2% strongly agreed that instructional technologies are not used in the schools to aid effective teaching and learning; 39 (35.1%) are also in agreement with the statement; 2 (1.8%) were indecisive; 5 (4.5%) disagreed while 6 students representing 5.4% strongly disagreed to the item. This shows that in all 98 students representing 88.3% of the students' population agreed that instructional technologies are not used in the schools to aid effective teaching and learning.

Seven (7) teacher representing 41.2 % strongly agreed that Instructional technologies are not used in the schools to aid effective teaching and learning; 10 teachers representing 58.8% agreed. None was undecided none disagreed none strongly disagreed. This indicates that majority of the teachers were of the view that instructional technologies are not used in the schools to aid effective teaching and learning.

One (1) representing 50% of the head teachers strongly agreed and 1 (50%) also agreed that instructional technologies are not used in the schools to aid effective teaching and learning. None was indecisive. None disagreed and none strongly disagreed that

instructional technologies are not used in the schools to aid effective teaching and learning. the results indicated that instructional technologies are not used in the schools to aid effective teaching and learning the results were supported by Weiss (2007) that these technologies are not being utilised in instructional programmes as were expected because the design of classroom physical environment does not support the integration of technology (Oliver & Lippman, 2007; Sulaiman, 2011; Weiss, 2007). The finding is consistent with Mbipom (2000) who observed that a school environment that is handicapped by the non-availability of these teaching and learning facilities may strongly affect the level of students' academic performance. This then implies that learning equipment and materials have their own effects on the academic performance of the students. Inyang-Abia (1998) has opined that if physical resources are adequately made available for studies, they will facilitate the teaching and learning process, thereby increasing performance for both the students and teachers.

Table 4.19: Techniques and strategies in teaching

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	35	31.5	32	28.8	5	4.5	20	18.0	19	17.1
Teachers	5	29.4	7	41.2	0	0.0	3	17.6	2	11.8
Head teachers	0	0.0	2	100	0	0.0	0	0.0	0	0.0
Total	40	60.9	41	170	5	4.5	23	35.6	21	28.9

Source: Field work data (2018).

Table 4.19 reveals that 35 (31.5%) of the students strongly agreed that teachers use different strategies and techniques to teach; 32 (28.8%) of them were also in agreement; 5 (4.5%) were indecisive; 20 (18.0%) of them disagreed whiles 19 (17.1%) remaining

students strongly disagreed to the statement. This shows that in all 67 students representing 64.3% of the students 'population were of the view that teachers use different strategies and techniques to teach whiles; 39 representing 35.1%.

With the teachers 5 (29.4%) of the teachers strongly agreed that teachers use different strategies and techniques to teach; 7 (41.2%) of them agreed; none was indecisive; 3 (17.6%) of them disagreed whereas 2 (11.8%) of the teachers strongly disagreed to the statement. This shows that majority of the teachers that is 12 of them representing 70.3% agreed that they use different strategies and techniques to teach but 5 representing 29.4%) disagreed.

Concerning the head teachers, none strongly agreed, 2 representing 100% agreed. None was undecided, none disagreed and none also disagreed that teachers use different strategies and techniques to teach. This suggest that teachers in the district do not use varied strategies when teaching. This position is consistent with Farrant (1994) that for pupil to get a better understanding of what a teacher teaches, the teaching method employed should be able to convey the right message in an appropriate environment. Teachers should employ teaching methods that suit the nature of lesson taught. Results are also supported by the findings of Gray (2005) that strategies and methods of teaching have a great influence on student achievement. (Gardner, 1999 as cited in Agbenatoe, 2011) make it clear that learners vary in the way they acquire new information or skill. Thus, no single strategy or teaching method can satisfy all learners' needs (Downes, 2010).

Table 4.20: Teachers -pupil relationship

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	10	9.0	21	18.9	7	6.3	42	37.8	31	27.9
Teachers	2	11.8	3	17.6	0	0.0	7	41.2	5	29.4
Head teachers	0	0.0	2	100	0	0.0	0	0.0	0	0.0
Total	12	20.8	26	136.5	7	6.3	49	79	36	57.3

Source: Field work data (2018).

Table 4.20 indicated that 10 students representing 9 .0% strongly agreed that teachers and students have strong pupil-teacher relationship and 21 students representing 18.9% were also in agreement. Then 7 students representing 6.3% were indecisive. Whiles 42 students representing 37.8% disagreed teachers and student have strong pupil-teacher relationship; 3(2.7%) strongly disagreed to the item. This shows that in all 31 students, representing 27.9% of the students' sampled population were of the view that teachers and student have strong pupil - teacher relationship, majority of 73 (65.7%) of the students disagreed.

Concerning that of the teachers, 2 representing 11.8% strongly agreed and 3 (17.6%) also agreed that teachers and student have strong pupil - teacher relationship. However, none of the teachers were uncertain, 7 (41.2%) disagreed and 5 (29.4%) of the teachers strongly disagreed. In all 13 teachers representing 29.4% agreed that teachers and student have strong pupil - teacher relationship but 2 representing 70.6% disagreed.

With the headteachers, none strongly agreed, 2 (100%) agreed whiles none was uncertain, none disagreed and none strongly disagreed. This shows that teacher pupil relationship is weak among schools in the district. This is contrary to the findings that,

there is credible evidence that the nature and quality of teachers' interactions with children has a significant effect on their learning (Brophy-Herb, Lee, Nievar & Stollak, 2007). The finding also opposes that of Hamre, et.al (2012) who posited that "teachers need to be actively engaged in interactions with children in order for learning to occur". They contend that strong student-teacher relationships "provide a unique entry point for educators working to improve the social and learning environments of schools and classrooms.

Table 4.21: Proceeds from school garden are used to support school resources

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	2	1.8	6	5.4	1	0.9	15	13.5	87	78.4
Teachers	0	0.0	0	0.0	2	11.8	0	0.0	15	88.2
Head teachers	0	0.0	2	100.0	1	50.0	1	50.0	0	00
Total	2	1.8	8	105.4	4	62.7	16	13.5	102	166.6

Source: Field work data (2018).

Table 4.21 shows that 2 students representing 1.8% strongly agreed that proceeds from school garden are used to support school resources; 6 (5.4 %) were also in agreement; one (0.9%) were indecisive; 15(13.5%) disagreed and 87 students representing 78.4% strongly disagreed to the item. This shows that in all 103 students representing 77.5% of the students' population disagreed that proceeds from school garden are used to support school resources whiles 18 (16.2%) of the students agreed. None of the teacher strongly agreed that proceeds from school garden are used to support school resources; none also agreed to the item. Two (11.8%) were indecisive; one disagreed whereas 15 (88.2%) of them strongly disagreed to the statement. This indicates that majority of the

teachers disagreed that proceeds from school garden are used to support school resources. None of the head teachers strongly agreed and none also agreed that proceeds from school garden are used to support school resources. However, one headteacher representing 50% was indecisive and 1(50) disagreed but none strongly disagreed.

This postulate that schools in the districts do not have school farms of which they can use the proceeds to supplement their financial needs.

4.5 Effect of school resources on students' academic performance

The study sought to find out if school resources predicts academic performance in the in Gomoa East District. One hypothesis was formulated.

i) **Ho1** School resources would not statistically predict student's' academic performance in the Gomoa East District.

ii) **Ha1.** School resources would statistically predict student's academic performance in the Gomoa East District.

To test the hypothesis, parametric assumption of normality, linearity and equal variances assumption were checked for multiple regression with academic scores.

Table 4.22 shows the normal distribution of the dependent variable.

Table 4.22: Tests of normality for students' scores in examination (n = 111)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Students' scores	0.07	111	0.20*	0.99	111	0.41

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source**:** Field work data (2018)

From Table 4.22, scores are approximately normally distributed for students after the examination. Using Kolmogorov-Smirnov test, it can be seen that p = 0.20 for students academic scores. Also, in the Shapiro-Wilks test, p = 0.41 for the same students' scores. With the criterion of p >0.05, statisticians often accept the null hypothesis that the data comes from a normally distributed population (Field, 2006). Therefore, the assumption of normality has been sufficiently met for the use of multiple regression.

According Garth (2008), the use of multiple regression also requires linearity testing. He further argues that the scores on the dependant variable should mimic a straight; an important assumption that reveals variations in scores. Therefore, Figure 4.1 shows the P-P plot for the dependant factor (academic performance) sufficiently depicting a straight line in this study. In effect, the linearity test for the multiple regression was not violated.

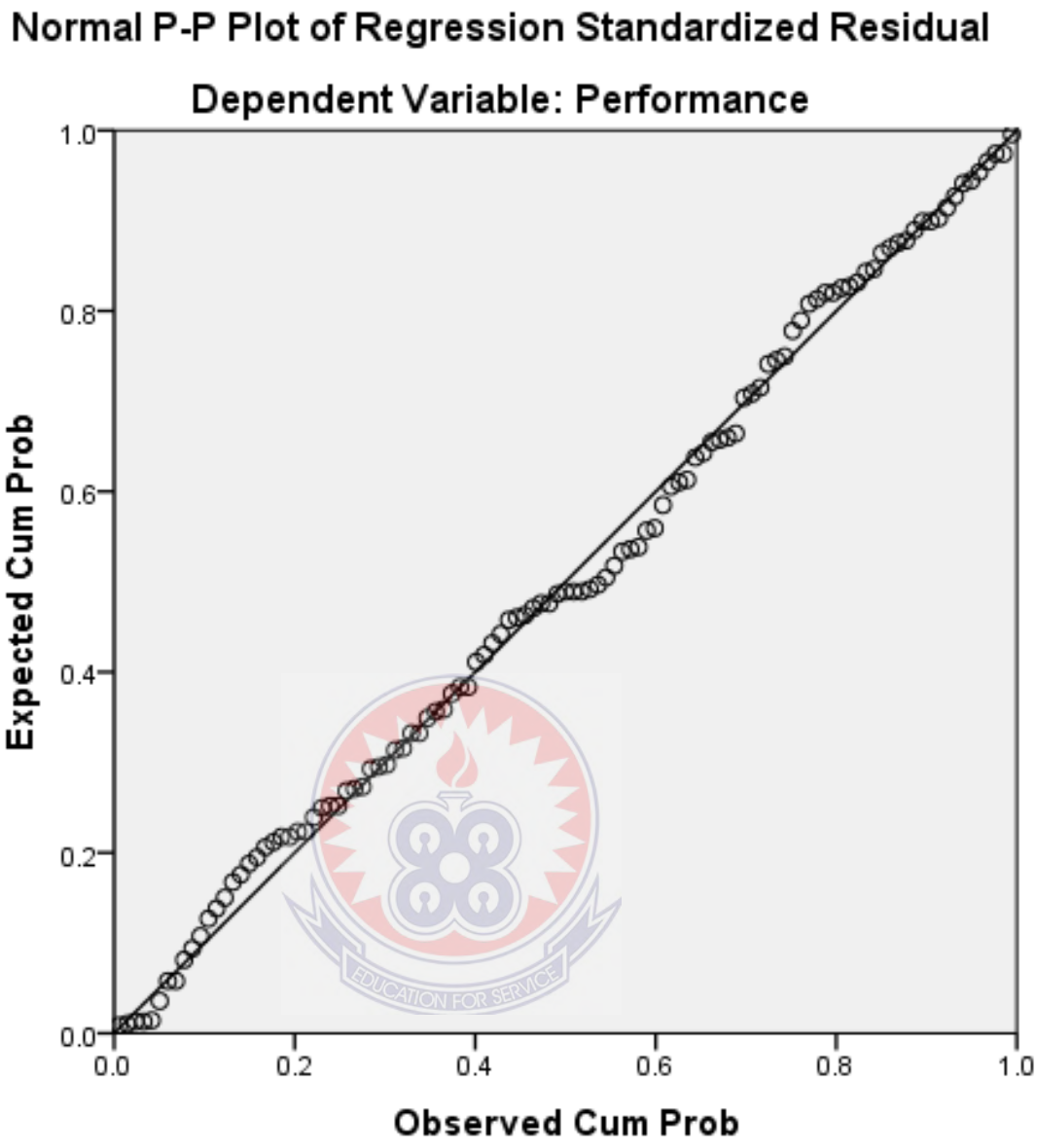


Figure 4.1: Linearity Between the School Resources and Students' Academic Performance

Upon meeting the normality and linearity assumptions for the multiple regression analysis, school resources such as human, physical and financial were used as predictors of students' academic achievement in this study.

The results are presented in Table 4.23.

Table 4.23 Multiple regression and ANOVA results for school resources and academic achievement of students

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	233.92	1	233.92	1.22	0.27[b]
	Residual	20991.18	109	192.58		
	Total	21225.10	110			

R = 0.11
R^2 = 0.01
Adjusted R^2 0.00
Std. Error of the Estimate = 13.88

a. Dependent Variable: Academic Achievement
b. Predictors: (Constant), Overall School Resources
Source: Field work data (2018)

The multiple regression results in Table 4.23 showed that school resources collectively accounted for 1.0% (R^2 =0.01) variance in academic achievement which was found to be statistically non-significant [F (1, 109) = 1.22, p = 0.27] at 0.05 alpha level. Therefore, the results suggested that school resources were not a good predictor of students' academic achievement. Other factors that were not included in this study could contribute 99% to students' academic achievement. Based on this, the researcher failed to reject the null hypothesis and concluded that there was no significant effect of school resources on students' academic performance among students of the Gomoa East District.

The study further examined various kinds of school resources including physical, financial and human resources.

Table 4.24 presents the details of the results for each of the school resource variables as below:

Table 4.24: Standardised and unstandardised coefficients for school resources and students' academic achievement

Model		Unstandardised Coefficients		Standardised Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	41.90	11.14		3.76	0.00
	Physical Resources	0.73	0.98	0.07	0.75	0.46
	Financial Resources	0.29	0.84	0.03	0.34	0.73

a. Dependent Variable: Academic Achievement
b. Predictors: (Constant), School Resources
Source: Field work data (2018)

The results in Table 4.24 disclosed that human resources as a reference point to physical resources (β = 0.07, p = 0.46) and financial resources (β = 0.03, p = 0.73) did not individually contribute significantly to students' academic achievement. It could be inferred that physical and financial resources were not good predictors of academic achievement in the Gomoa East District.

Table 4.25: Standardised and unstandardised coefficients for school resources and students' academic achievement

Model		Unstandardised Coefficients		Standardised Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	41.90	11.14		3.76	0.00
	Human Resources	0.81	0.89	0.09	0.92	0.36
	Financial Resources	0.29	0.84	0.03	0.34	0.73

a. Dependent Variable: Academic Achievement
b. Predictors: (Constant), School Resources
Source: Field work data (2018)

The results in Table 4.25 disclosed that physical resources as a reference point to human resources (β = 0.09, p = 0.36) and financial resources (β = 0.03, p = 0.73) did not individually contribute significantly to students' academic achievement. It could be

inferred that human; physical and financial resources were not good predictors of academic achievement in the Gomoa East District.

Table 4.26: Standardised and unstandardised coefficients for school resources and students' academic achievement

Model		Unstandardised Coefficients		Standardised Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	41.90	11.14		3.76	0.00
	Human Resources	0.81	0.89	0.09	0.92	0.36
	Physical Resources	0.73	0.98	0.07	0.75	0.46

a. Dependent Variable: Academic Achievement
b. Predictors: (Constant), School Resources
Source: Field work data (2018)

The results in Table 4.26 showed that financial resources as a reference point to human resources ($\beta = 0.09$, $p = 0.36$) and physical resources ($\beta = 0.07$, $p = 0.46$) did not individually contribute significantly to students' academic achievement. It could be inferred that human; physical and financial resources were not good predictors of academic achievement in the Gomoa East District.

The overall results indicated that there was no significant relative relationship between school resources and academic performance. Thus, the null hypothesis was accepted and the alternative rejected. The results from the effect of school resources on students' academic performance revealed an insignificant and negative relationship. These results tally with the findings of the Programme for International Student Assessment (PISA, 2009) which concluded that school resources are not significantly related to student achievement.

Inconsistent to these findings is that of Hanushek (2003) study which conceded that, there is a significant relationship between school resources and student achievement.

The result also disagrees with the findings of researchers (Krueger, 2002; Dustmann, Rajah, & Soest, 2003) who argued in a quantitative study that school resources are related to student achievement

4.6 Ways of improving school resources to enhance students' academic performance

The researcher also sought information on ways of improving school resources to enhance student academic performance this was done by seeking information on the adequacy of resources in various schools, distribution of resources, training and guidance of poor performing schools, inter-district schools' relationship, professional development for staff, school community relationship, mentoring and coaching by educational authorities and institution of alumni groups.

Table 4.27: Investigating the adequacy of resources improves school resources

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	65	58.6	40	36.6	3	2.7	3	2.7	0	00
Teachers	4	23.3	10	58.8	1	5.9	2	11.8	0	00
Head teachers	0	0.0	2	100	0	0.0	0	0.0	0	00
Total	69	81.9	52	195.4	4	8.8	5	14.5	0	0

Source: Field work data (2018).

From table 4.27, 65 students representing 58.6% strongly agreed that investigation into the adequacy of resources in the various schools by state can improve school resources and 40 students representing 36.6% were also in agreements; 3 (2.7%) were indecisive, while another 3 (2.7%) disagreed and none strongly disagreed to the item. This shows

that in all 95 students, representing 95.2% of the students' sampled population were of the view that investigation into the adequacy of resources in the various schools by state can improve school resources whiles (2.7%) disagreed.

Also, that of the teachers, 4 representing 23.3% strongly agreed and 10(58.8%) also agreed that investigation into the adequacy of resources in the various schools by state can improve school resources. However, 1 of the teachers was uncertain, 2(11.8%) disagreed and none of the teachers strongly disagreed. In all 14 teachers representing 82.1% agreed whiles 2 representing 11.8% disagreed that Investigation into the adequacy of resources in the various schools by state can improve school resources. With the headteachers, none strongly agreed, 2(100%) agreed whiles none was uncertain, none disagreed and none strongly disagreed.

Deductively the findings show that most of the participant are of the view that when investigation is made into the adequacy of resources in various schools there is going to be improvement in school resources. This implies that check and balances are not done on the adequacy of school resources in schools in the district. This finding is consistent with literature of Pan, Rudo and Smith- Hansen (2003). That, states should investigate whether adequate funds are available to schools to support instructional goals.

Table 4.28: District directors of education trained on how to distribute resources will enable their district schools to be improved

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	63	56.8	39	35.1	5	4.5	3	2.7	1	0.9
Teachers	6	35.3	8	47.1	3	17.6	0	0.0	0	0.0
Head teachers	0	0.0	2	0.0	0	0.0	0	0.0	0	0.0
Total	69	992.1	49	82.2	8	22.1	3	0.0	1	0 .9

Source: Field work data (2018).

Table 4.28 shows that 63 (56.8%) of the students strongly agreed that district directors of education trained on how to distribute resources will enable their district schools to be improved, 39 (35.1%) were also in agreement to the statement; 5 (4.5%) were undeceive; 3 (2.7%) disagreed whiles one (9%) of them strongly disagreed to the item. This shows that in all 102 (91.9%) of the students' population were of the view that district directors of education trained on how to distribute resources will enable their district schools to be improved whiles 4 students representing 7.2% of the students disagreed.

A closer look at Table 4.26 also reveals that out of the 17 teachers, none strongly agreed. Eight (8) representing 58.8% agreed but 3 teachers representing 23.3% were indecisive about the fact that school workers are trained on their job. Whiles none teachers disagreed to the items none strongly disagreed. This shows that a high percentage of teachers 14 (82.4%) agreed that district directors of education trained on how to distribute resources will enable their district schools to be improved.

With the headteachers, none strongly agreed, 2 (100%) agreed, none was undecided, none disagreed and none strongly disagreed.

It could be realised that school resources are not evenly distributed in the district. Some schools in the district have more resources than others in the district. This implies that when district directors of education are trained on how to distribute resources it will enable their district schools to be improved this finding support the argument that states need to provide guidance to districts in ways that best support staff through strategies such as building capacity in all staff, prioritising resources towards professional development, realigning staffing structures to accommodate the strengths and weaknesses of existing staff, and finding ways to recruit and retain quality staff through compensation and support systems (Pan et al., 2003).

Table 4.29: Training and guidance for district schools on how to utilise resources can improve student academic performance

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	53	47.7	38	34.2	8	7.2	10	9.0	2	1.6
Teachers	4	23.5	11	64.7	2	11.8	0	0.0	0	0.0
Head teachers	0	0.0	2	100	0	0.0	0	0.0	0	0.0
Total	57	71.2	51	198.9	10	19.0	10	9.0	2	1.6

Source: Field work data (2018).

Table 4.29 shows that 53 students representing 47.7% strongly agreed that providing training and guidance to district schools especially the poor performing schools on how to utilise resources can improve student academic performance; 38 (34.1%) were also

in agreement to the statement; 8 (7.2%) of them were indecisive; 10 (9.0%) disagreed, and 2 students, representing 1.6% strongly disagreed to the item. This shows that in all 91 % of the students' population were of the view that providing training and guidance to district schools especially the poor performing schools on how to utilise resources can improve student academic performance. Whiles 12 students representing 10.6 % of the students disagreed.

A closer look at Table 4.30 also reveals that out of the 17 teachers, 4 (23.5%) strongly agreed. Also, 11 representing 64.7% agreed, but 2 teachers representing 11.8% were indecisive. Whiles none of the teachers disagreed to the items. None strongly disagreed. This shows that a high percentage of teachers 15 % agreed. Whiles none disagreed.

With the headteachers, none strongly agreed, 2 (100%) agreed that providing training and guidance to district schools especially the poor performing schools on how to utilise resources can improve student academic performance. None was undecided, none disagreed and none strongly disagreed. The results of the findings indicate that when states provide training and guidance to district schools especially the poor performing schools on how to utilise resources, school resources can improve student academic performance. This finding supports the argument that when states provide training and guidance to poor performing schools and districts, they will be able to:

1. use students' performance data to identify needs and priorities,
2. examine research-based information in order to identify the strategies and practices that would best address their needs,
3. communicate the goals and strategies in their improvement plan to all stakeholders, and

4. evaluate the effectiveness of reform strategies and modify both strategies and resources that support them if needed. These strategies will help to ensure that implementing an improvement planning process is critical to successful resource allocation (Pan et al., 2003).

Table 4.30: Inter-district schools' communication can improve school resources

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	28	25.2	42	37.8	10	9.0	17	15.3	14	12.6
Teachers	8	47.1	9	52.9	0	0.0	0	00	0	00
Head teachers	0	0.0	1	50	1	50.0	0	00	0	00
Total	36	72.3	52	140.7	11	59	17	15.3	14	12.6

Source: Field work data (2018).

Table 4.30 indicates that out of 113 students, 28 (25.2%) of the students strongly agreed that creating opportunities for district schools to interact with their peers about successful resource allocation practices can improve school resource; 42 (37.8%) of them were also in agreement that to the statement; 10 (9.0%) were indecisive; 17 (15.3%) disagreed and 14 students representing 12.6% strongly disagreed to the item. This shows that in all 70 (63%) of the students' population were of the view that creating opportunities for district schools to interact with their peers about successful resource allocation practices can improve school resources whiles 31 of student representing 27.9% of the students disagreed to the statement.

On the part of the teachers, 8 of them representing 47.1% strongly agreed, 9 representing 52.9% also agreed to the statement none were undecided; none disagreed and none strongly disagreed. In all 17(100%) agreed whiles none disagreed.

Considering the headteachers, none strongly agreed, one (50%) agreed; one (50%) was undecided about the statement and none of the head teachers disagreed that creating opportunities for district schools to interact with their peers about successful resource allocation practices can improve school resources. The result therefore implied schools in the district do not care to know what is happening in other district schools. It therefore suggests that creating opportunities for district schools to interact with their peers about successful resource allocation practices can improve school resources This position supports the finding that the government can also support this effort by providing mechanisms for districts to share information and practices, and states should identify and consider practices in other states within their region or national (Pan et al., 2003).

Table 4.31: Professional development for staff improve school resources

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	52	46.8	37	33.3	4	4.6	10	9.0	8	7.2
Teachers	3	17.6	12	70.6	1	5.9	1	5.9	0	0.0
Head teachers	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0
Total	55	64.4	50	153.9	6	60.5	11	14.9	8	7.2

Source: Field work data (2018).

From table 4.31, 52 students representing 46.8% strongly agreed that organising professional development for the staff is way to maximise students' learning outcome

and 37 (33.3%) of the them were also in agreement that to the statement. However, 4(4.6%) of them were undecisive. Whiles 10 (9.0%) of the students disagreed, 8 representing 7.2% strongly disagreed to the item. This shows that in all, 89(80.1%) of the students' population were of the view that organising professional development for the staff is way to maximise students' learning outcome. While 18 (16.2%) of them disagreed; 3 (17.6%) strongly agreed; 12 (70.6%) also agreed. One teacher representing 5.9% was indecisive about whether organising professional development for the staff is way to maximise students' learning outcome. One (1) teacher representing 5.9% disagreed, none strongly disagreed. This shows that a high percentage of teachers 15 (88.2%) agreed that organising professional development for the staff is way to maximise students' learning outcome.

Results from the table also shows that none of the head teachers strongly agreed, 1 head teacher representing 50% agreed there are enough teachers to handle the student's academics comfortably. One (1) teacher was undecided none strongly disagreed. It could be deduced from the data that in-service training is hardly conducted for the school staff of the district, which as a result, teachers are not abreast with new ways of teaching. This therefore implies that professional development contributes a lot to student academic performance

Table 4.32: Upsurge of staff improve students' academic achievement

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	58	52.3	39	35.1	4	4.6	8	7.2	1	0.9
Teachers	2	11.8	9	52.9	6	35.2	0	0.0	0	0.0
Head teachers	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0
Total	60	71.1	48	88.0	11	89.8	9	57.2	1	0.9

Source: Field work data (2018).

Table 4.32 shows that 58 students representing 52.3% strongly agreed that increasing the number staff in the school is a means to improve students' academic achievement, 39 (35.1%) of the students were also in agreement that to the statement. However, 4 (4.6%) of the students were indecisive. Whiles 8 (7.2%) of the students disagreed that increasing the number staff in the school is a means to improve students' academic achievement, 1 representing 0.9% strongly disagreed to the item. This shows that in all majority of the student that is, 97 students (87.4%) of the students' population were of the view that increasing the number staff in the school is a means to improve students' academic achievement whiles 9 students, representing 8.1% of the students disagreed. Two (2) teachers representing 11.8% strongly agreed that increasing the number staff in the school is a means to improve students' academic achievement, 9 teachers representing 52.9% also agree that increasing the number staff in the school is a means to improve students' academic achievement. Six (6) teachers representing 35.2% were indecisive about whether increasing the number staff in the school is a means to improve students' academic achievement. None of the teachers disagreed and none strongly disagreed. This shows that a high percentage of teachers 11 (64.7%) agreed.

Whiles none disagreed increasing the number staff in the school is a means to improve students' academic achievement.

Results from the Table also shows that none of the head teachers strongly agreed, none agreed. However, 1 headteacher was undecided. One (1) disagreed there are enough teachers to handle the student's academics comfortably. The data therefore suggest that some districts are under staff and therefore the work load on some teachers are too much. This implies that adequate number of teachers are needed in a school to enhance students' academic performance.

Table 4.33: Schools-community relationship helps improve school resources

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	62	55.9	35	31.5	4	3.6	6	5.4	3	2.7
Teachers	4	23.5	12	70.6	1	5.9	0	00	0	0.0
Head teachers	0	0.0	2	100.0	0	00	0	00	0	0.0
Total	66	79.4	49	202.1	5	9.5	6	5.4	3	2.7

Source: Field work data (2018).

Table 4.33 indicates that, 62 (55.9%) of the students strongly agreed that schools involving the community in issues concerning the needs of the schools can help to improve students' academic achievement; 35 (31.5%) were also in agreement with the statement; 4 (3.6%) were indecisive and 6 students representing 5.4% disagreed, 3 students representing 2.7% strongly disagreed to the item. This shows that in all 97 students representing 87.4% of the students' population were of the view that schools involving the community in issues concerning the needs of the schools can help to

improve students' academic achievement, whiles 9 students representing 8.1% of the students disagreed.

About the teachers, 4 teachers representing 23.5% strongly agreed, 12 teachers representing 70.6% also agreed that Schools involving the community in issues concerning the needs of the schools can help to improve students' academic achievement. One teacher representing 11.8 % were indecisive. Whiles none of the teachers disagreed, none of the teachers strongly disagreed that Schools involving the community in issues concerning the needs of the schools can help to improve students' academic achievement. In all 16 (94.1%) teachers agreed whiles none disagreed. With the head teachers, whiles none strongly agreed that their classrooms were furnished with enough furniture and learning aids, all 2 headteachers representing 100% o agreed that their classrooms are furnished with enough furniture and learning aids. None were undecided, disagreed and none strongly disagreed.

The data suggests that when there is a proper inter-relationship between a school and the community where the school is located, the school stands the chance of enjoying a lot of privileges. The data therefore implies that the schools in the district should strive towards the idea of involving the community in decision making especially concerning school resources. On this result, Ubben, Hughes and Norris (2011) argue that schools do not exist apart from the society to be served and a high-performing school requires broad-based community support and support that will come from communities that are well informed and well engaged in the educative processes that go on in the school.

Table 4.34: Mentoring and coaching help to improve school resources

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	56	50.5	48	43.2	4	3.6	1	0.9	1	0.9
Teachers	3	17.6	9	52.9	5	29.4	0	0.0	0	0.0
Head teachers	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0
Total	59	68.1	60	196.1	9	33	1	0 .9	1	0.9

Source: Field work data (2018).

Results in Table 4.34 reveal that 56 students (50.5%) strongly agreed that mentoring and coaching as part of a formal arrangement that is recognised or supported by the school or educational authorities is a way of improving school resources, 48(43.2%) were also in agreement to the statement. Then 4 students representing 3.6% were undecisive. One (1) student representing 0.9% disagreed and one (0.9%) also strongly disagreed to the item. This shows that in all 105 students, representing 93.7% of the students' population were of the view that mentoring and coaching as part of a formal arrangement that is recognised or supported by the school or educational authorities is a way of improving school resources whiles 2 representing 18% of the students disagreed. From the Table 4.32 teachers representing 17.6% strongly agreed, 9 teachers representing 52.9% also agreed but 5 teachers representing 29.4 % was indecisive none of the teachers disagreed and none strongly disagreed. This shows that in all 12 (47%) teacher agreed that mentoring and coaching as part of a formal arrangement that is recognised or supported by the school or educational authorities is a way of improving school resources and none of the teachers disagreed.

Whiles none of head teacher strongly agreed that all 2 representing 100% agreed that mentoring and coaching as part of a formal arrangement that is recognised or supported by the school or educational authorities is a way of improving school resources, none was undecided, none disagreed and none strongly disagreed.

Deductively, it could be seen from the data that there is no proper monitoring and coaching arrangement in the district and even if there is, it is not done in the right direction or supported by the school or educational leaders. It therefore suggests that effective monitoring and coaching concerning school resources that is acceptable by the school and educational authorities can help improve school resources in the district. This is reinforced by the National Foundation for Educational Research & TDA (2008) that mentoring and coaching enhances better problem-solving skills including decision-making, promote positive attitudes towards professional and career development which led directly to a return on investment for the organisation

Table 4.35: Alumni group can help improve school resources

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Students	67	60.4	38	34.2	3	2.7	2	1.8	0	0.0
Teachers	4	23.5	10	58.8	3	17.6	0	0.0	0	0.0
Head teachers	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0
Total	71	83.9	50	193	6	20.3	2	1.8	0	00

Source: Field work data (2018).

Table 4.35 indicated that out of 113 students, 67 students representing 60.4% strongly agreed that Setting up alumni group for the school in support of students and other developmental projects can go a long way to improve students' academic achievement; 38 students representing 34.2% were also in agreement that to the statement while 3 (2.7%) of them were undecisive. Two students representing 1.8% disagreed but none of the students strongly disagreed to the item. This shows that in all 105 (94.6%) of the students' population were of the view that setting up alumni group for the school in support of students and other developmental projects can go a long way to improve students' academic achievement. With that of the teachers, 4 of them representing 23.5% strongly agreed that setting up alumni group for the school in support of students and other developmental projects can go a long way to improve students' academic achievement, 10 representing 58.8% also agreed, 3 were undecided. However, none of the teachers disagreed, none strongly disagreed in all, 14(82.3%) were in agreement to the item whiles none disagreed.

Considering the headteachers, none strongly agreed, 2 (100%) agreed. None was undecided about the statement. None disagreed and none strongly disagreed setting up alumni group for the school in support of students and other developmental projects can go a long way to improve students' academic achievement.

It could be inferred from the data that, the schools in the district do not have a trace of their past students' records and therefore do not communicate to them for the improvement of the school and for other assistance. This suggests that alumni groups have not been properly instituted in the district and as way of improving school resources in the district, setting up these associations for the various schools can be a powerful tool for the acquisition of usable school resources in the district. It is believed that Old Students' Association renders assistance to their old schools in varying

degrees. Some affluent ones are those whose membership includes rich individuals who sponsor intelligent students to further their education. Ragupathai (2013) notes that, the nature of assistance rendered by the old students' associations differ. It could be in helping the school in the area of building additional classroom blocks, construction of administrative blocks, and the provision of school vehicles, teaching and learning materials as well as the provision of class and office furniture and most recently provision of scholarship to brilliant students. Banka and Bua (2015) maintained that government, private individuals and organisations especially Old Students' Associations should be encouraged through policies to contribute to the provision of quality schools, human resources and maintenance of discipline for the safety of the students, since they are beneficiaries from the products of education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter comprises the summary of the study, key findings emerging from the study, the conclusions drawn based on the findings, and the recommendations of the study. The chapter also dealt with the suggested areas for future research.

The purpose of the study was to investigate the effect of school resources on students' academic performance and to find out ways of improving the resources to enhance students' academic performance in the selected basic schools in the Gomoa East District. To achieve this purpose, the following objectives were formulated to guide the study:

a. To investigate the kinds of school resources available in the selected basic schools in the Gomoa East District
b. Investigate ways school resources are used to improve students' academic performance in the selected basic schools in the Gomoa East District
c. Find out the effect of school resources on students' academic performance in the selected basic schools in the Gomoa East District
d. Find out ways school resources can be improved to enhance students' academic performance in the selected basic school in the Gomoa East District.

Based on these objectives, the study adopted the descriptive survey design. All Junior High School students in the Gomoa East District, teachers and head teachers formed the population for the study. Simple random was adopted to select two schools out of the 167 JHS in the district. Purposive sampling technique was used for the selection of 111 JHS 3 students, 17 teachers and 2 head teachers. Questionnaire was used to gather

data for analysis. Data gathered was analysed descriptively using frequency counts and percentages. Linear regression was used to test the effect of school resources on student's academic performance.

5.1 Summary of key findings

The following emerged from the data as the key findings of the study.

a. **Under the research question one (1): "What are the kinds and levels of school resources available in the selected basic schools of the Gomoa East District?"**

   The study revealed that the physical resources that were available to schools were school buildings, library blocks and classroom furniture. These resources were found to be inadequate. Instructional materials which included technological equipment, scientific apparatus and many others were not available to schools. On human resource, the findings revealed the availability of teachers in schools. The findings also showed that there was inadequate financial source to the schools.

b. **On research question two (2): "What ways can school resources be used to enhance students' academic performance?"**

   It emerged from the study that teachers are not using their classroom walls to aid their teaching through pasting of posters relating to subject areas. The study revealed that teachers use different strategies and technique when teaching. Again, it was found out that teachers do not use their interpersonal relationship to aid teaching and learning as it was indicated from the responses that teacher–student relationship was poor. It also emerged from the study that in terms of financial resource, proceeds from school gardens are not being used to support

the purchasing teaching and learning materials this was as a result of schools not having gardens. Also, instructional technologies were not included in the teaching and learning process this was because of its absence in the schools.

c. **Under research question three (3): "Do school resources predicts students' academic performance?"**

The study projected that school resources do not predict students' academic performance. This was depicted by the results from the analysis that there was no statistically significant relationship between school resources and student's academic performance.

d. **On research question four (4): "What ways can school resources be improved to enhance students' academic performance?"**

The study suggested that in order to improve upon school resources in schools, district directors of education should be trained on how to distribute school resources to various schools. Poor performing schools should be guided on how to utilise their limited resources. District to district communication should be encouraged concerning the use of resources, professional development of staff should be encouraged to maximise learning, and community involvement should be encouraged especially concerning school resources. Mentoring and coaching by educational authorities must be encouraged. Alumni groups should be considered when school needs resources.

5.2 Conclusion

The following conclusions were drawn based on the findings of the study:

a. Physical resources that were available to schools were school buildings, library blocks and classrooms furniture's. This shows the absence of instructional materials in schools. Human resources included only teachers but with the financial resources it has been the sole responsibility of the government since the study indicates that most schools are having financial problems and that they do not have alternative financial resources to support their school. It can be concluded that school resources are not well developed in most of the public basic schools in the Gomoa East District.

b. The human resources that is being use effectively was the teachers, since they employ varied techniques in the teaching and learning process the classroom is only used as a sitting place for the teacher and the students, instructional technologies were absent than even to talk about it use. Teaching and learning materials tend to be inadequate and minimally utilised especially in the classrooms. Human resource is also a serious concern, since enrolment in the schools increase yearly leading to inadequate curriculum supervision and implementation in schools. In term of financial resources no one seems to know what it is used for. The study also established that the funds released by the government to finance schools were inadequate, of the schools' head teacher respondents forcing schools to procure goods on credit or shelve some projects and this resulted to charging levies on parents to meet purchase of certain school resources.

c. However, the study concluded that school resources do not predict students' academic performance on students of the Gomoa East District.

d. The findings have shown that to improve school resources there is the need to investigate into the adequacy of resources in various schools. Again, when district directors of education are trained on how to distribute resources it will enable their district schools to be improved. Provides training and guidance to district schools especially the poor performing schools on how to utilise resources can improve students' academic performance. Also, district schools interacting with their peers about successful resource allocation practices can improve school resources. It was also seen that when there is a proper inter-relationship between a school and the community where the school is located, the school stands the chance of enjoying a lot of privileges.

Bringing the purpose of the study which sought to investigate the effect of school resources on students' academic performance and ways school resources can be improved to enhance students' academic performance, it could be argued that the research objectives have been achieved as a result of these findings. Finally, the thesis of this research is that, school resources has effect on students' academic performance but results from the study proved that school resources do not have effect on students' academic performance.

5.3 Recommendations

Based on the findings, analysis and conclusions of the study, the following recommendations were made:

a. It emerged from the study that schools in the Gomoa East District do not have enough school resources. Therefore, the government should allocate more funds to equip physical facilities to schools which are either inadequate or completely lacking. School library should be equipped with relevant and current materials to enhance effective teaching and learning. Also, head teachers should involve all educational stakeholders to aid in school development programmes and projects. The schools should also initiate income-generating projects to subsidise government funding.

b. The study revealed that classrooms as a resource was not being used effectively in the Gomoa East District. Therefore, the directorate of Quality Assurance and Standards within the ministry of education should be empowered with resources to enable them carry out their advisory work more effectively in schools. It is expected that their regular visits to school would be beneficial to schools as through their guidance, schools would be able to maintain the expected standards for effective learning to take place. This will assist heads of schools as well to ensure that all school resources are utilised effectively. Again, head teachers and teachers should ensure that classroom are made more attractive, inviting, organised and be displayed with good quality students work on walls as well as posters of subjects being pasted.

c. The study projected that teachers in the District employ varied techniques during teaching and learning process. Therefore, teachers need to be encouraged by head teachers to enhance proper understanding of concepts among students in all subject areas.

d. It was seen from the study that instructional technologies were not used in teaching and learning process therefore in-service training programmes should

also be initiated to address manpower needs as a result of changing times to enable teachers embrace new ways of teaching through the use and access to resources. Where the resources are unavailable school heads should lease with the community to see how best they can support their local school.

5.5 Suggested areas for further research

The researcher suggests that:

a. The study was conducted in Gomoa East District in the Central region of Ghana, a similar study should be done in other Districts of the country to establish the status of resources in schools.
b. Further studies should be done on the influence of other factors that can affect students' academic performance since this study focused only on the school resources.

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APPENDICES

APPENDIX A

QUESTIONNAIRE GUIDE FOR STUDENTS

Dear Respondent, I am a student at the University of Education, Winneba. Perusing Master of philosophy in Educational Administration and management. I am undertaking this study on "the effect of school resources on student academic performance: The case of selected basic school in the Gomoa East District" as a partial fulfilment of the course. I assure you that your responses will be kept confidential and your identities anonymous. Consequently, you are entreated to freely express your opinion on the subject. Therefore, kindly provide the most appropriate answer(s) to the following questions.

The questionnaire has been grouped into five: Section **A**, **B, C, D,** and **E**. Please fill it as accurately as possible by putting a tick to indicate the one that fits your opinion.

Section A: Background Demographic Data

School:…… Date:……

1. Which class level do you teach?

(i) JHS 1 ☐ (ii) JHS 2 ☐ (iii) JHS 3 ☐

2. Gender

(i) Male ☐ (ii) Female ☐

3. Highest Educational Qualification

(i) Cert "A" ☐ (ii) Diploma ☐ (iii) Bachelor's Degree ☐ (iv) Master's Degree ☐ (v) Others ☐

4. As a teacher choose the range of years for which you have been teaching?

(i) 1-5 years ☐ (ii) 6-10 years ☐ (iii) 11-15 years ☐ (iv) 16 years and above ☐

Section B: Kinds and level of School Resources available

Indicate your level of agreement about the kind of resources available in the school using the scale below:

1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree 5=Strongly Disagree

S/N	STATEMENT	1	2	3	4	5
	Physical Resources					
1.	Are all your school buildings in use					
2.	The school has spacious and equipped school library with relevant materials					
3.	There are enough textbooks to aid instruction					
4.	Classrooms are furnished with enough furniture and learning aids					
5.	There are enough instructional materials for teacher to use					
	Human Resources					
6.	There are enough teachers to handle the students academics comfortably					
7.	The school have non-teaching staff who are trained on their job					
8.	School workers are trained on their job					
	Financial Resources					
9.	The school has adequate financial sources					
10.	There are projects that support the schools finances					
11.	Students can purchase school needs comfortable					

Section C: Ways school resources are used to improve student academic performance

Indicate your level of agreement about ways of using school resources using the scale below:

1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree 5=Strongly Disagree

S/N	STATEMENT	1	2	3	4	5
1.	Teachers who are specialised in a given field are used as peer teaching during professional events.					
2.	Proceeds from school garden are used to buy teaching and learning materials to supplement the already existing ones.					
3.	There are posters relating to topics being studied on the notice board.					
4.	Capitation grants are used to support both curricula and co-curricular activities.					
5.	School electricity are used to power technological equipment like computers for learning.					
6.	Students are instructed to read reference materials from the library facility to enhance their understanding of some concepts taught during class hours.					
7.	In the school, the external environment are normally used as teaching aids to support students' comprehension of concepts.					
8.	There is good inter personal relationship between teachers and students					

Section D: Ways school resources can be improved to enhance student academic performance

Indicate your level of agreement about the ways school resources can be improved using the scale below:

1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree 5=Strongly Disagree

S/N	STATEMENT	1	2	3	4	5
1.	Investigation into the adequacy of resources in the various schools by state can improve school resources.					
2.	District directors of education trained on how to distribute resources will enable their district schools to be improved.					
3.	States providing training and guidance to district schools especially the poor performing schools on how to utilise resources can improve student academic performance					
4.	Creating opportunities for district schools to interact with their peers about successful resource allocation practices can improve school resources					
5.	Seeking guidance on challenges they face can improve school resources.					
6.	Organising professional development for the staff is way to maximise students' learning outcome.					
7.	To increase the number staff in the school is a means to improve students' academic achievement.					
8.	Schools involving the community in issues concerning the needs of the schools can help to improve students' academic achievement.					
9.	Mentoring and coaching as part of a formal arrangement that is recognised or supported by the school or educational authorities is a way of improving school resources.					
10.	Setting up alumni group for the school in support of students and other developmental projects can go a long way to improve students' academic achievement.					

APPENDIX B

QUESTIONNAIRE GUIDE FOR TEACHERS

Dear Respondent, I am a student at the University of Education, Winneba. perusing Master of philosophy in Educational Administration and management. I am undertaking this study on "the effect of school resources on student academic performance: The case of selected basic school in the Gomoa East District" as a partial fulfilment of the course. I assure you that your responses will be kept confidential and your identities anonymous. Consequently, you are entreated to freely express your opinion on the subject. Therefore, kindly provide the most appropriate answer(s) to the following questions.

The questionnaire has been grouped into five: Section **A**, **B, C, D,** and **E**. Please fill it as accurately as possible by putting a tick to indicate the one that fits your opinion.

Section A: Background Demographic Data

School:…… Date:……

1. Which class level do you teach?

(ii) JHS 1 ☐ (ii) JHS 2 ☐ (iii) JHS 3 ☐

2. Gender

(ii) Male ☐ (ii) Female ☐

3. Highest Educational Qualification

(ii) Cert "A" ☐ (ii) Diploma ☐ (iii) Bachelor's Degree ☐ (iv) Master's Degree ☐ (v) Others ☐

4. As a teacher choose the range of years for which you have been teaching?

(ii) 1-5 years ☐ (ii) 6-10 years ☐ (iii) 11-15 years ☐ (iv) 16 years and above ☐

Section B: Kinds and level of School Resources available

Indicate your level of agreement about the kind of resources available in the school using the scale below:

1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree 5=Strongly Disagree

S/N	STATEMENT	1	2	3	4	5
	Physical Resources					
1.	Are all your school buildings in use					
2.	The school has spacious and equipped school library with relevant materials					
3.	There are enough textbooks to aid instruction					
4.	Classrooms are furnished with enough furniture and learning aids					
5.	There are enough instructional materials for teacher to use					
	Human Resources					
6.	There are enough teachers to handle the student's academics comfortably					
7.	The school have non-teaching staff who are trained on their job					
8.	School workers are trained on their job					
	Financial Resources					
9.	The school has adequate financial sources					
10.	There are projects that support the school's finances					
11.	Students can purchase school needs comfortable					

Section C: Ways school resources are used to improve student academic performance

Indicate your level of agreement about ways of using school resources using the scale below:

1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree 5=Strongly Disagree

S/N	STATEMENT	1	2	3	4	5
1.	Teachers who are specialised in a given field are used as peer teaching during professional events.					
3.	Proceeds from school garden are used to buy teaching and learning materials to supplement the already existing ones.					
3.	There are posters relating to topics being studied on the notice board.					
4.	Capitation grants are used to support both curricula and co-curricular activities.					
5.	School electricity are used to power technological equipment like computers for learning.					
6.	Students are instructed to read reference materials from the library facility to enhance their understanding of some concepts taught during class hours.					
7.	In the school, the external environment is normally used as teaching aids to support students' comprehension of concepts.					
8.	There is good inter personal relationship between teachers and students					

Section D: Ways school resources can be improved to enhance student academic performance

Indicate your level of agreement about the ways school resources can be improved using the scale below:

1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree 5=Strongly Disagree

S/N	STATEMENT	1	2	3	4	5
1.	Investigation into the adequacy of resources in the various schools by state can improve school resources.					
2.	District directors of education trained on how to distribute resources will enable their district schools to be improved.					
3.	States providing training and guidance to district schools especially the poor performing schools on how to utilise resources can improve student academic performance					
4.	Creating opportunities for district schools to interact with their peers about successful resource allocation practices can improve school resources					
5.	Seeking guidance on challenges they face can improve school resources.					
6.	Organising professional development for the staff is way to maximise students' learning outcome.					
7.	To increase the number staff in the school is a means to improve students' academic achievement.					
8.	Schools involving the community in issues concerning the needs of the schools can help to improve students' academic achievement.					
9.	Mentoring and coaching as part of a formal arrangement that is recognised or supported by the school or educational authorities is a way of improving school resources.					
10.	Setting up alumni group for the school in support of students and other developmental projects can go a long way to improve students' academic achievement.					

APPENDIX C: QUESTIONNAIRE GUIDE FOR HEADTEACHERS

Dear Respondent, I am a student at the University of Education, Winneba. perusing Master of philosophy in Educational Administration and management. I am undertaking this study on "the effect of school resources on student academic performance: The case of selected basic school in the Gomoa East District" as a partial fulfilment of the course. I assure you that your responses will be kept confidential and your identities anonymous. Consequently, you are entreated to freely express your opinion on the subject. Therefore, kindly provide the most appropriate answer(s) to the following questions.

The questionnaire has been grouped into five: Section **A**, **B, C, D,** and **E**. Please fill it as accurately as possible by putting a tick to indicate the one that fits your opinion.

Section A: Background Demographic Data

School:…… Date:……

1. Which class level do you teach?

(iii)JHS 1 ☐ (ii) JHS 2 ☐ (iii) JHS 3 ☐

2. Gender

(iii)Male ☐ (ii) Female ☐

3. Highest Educational Qualification

(iii)Cert "A" ☐ (ii) Diploma ☐ (iii) Bachelor's Degree ☐ (iv) Master's Degree ☐ (v) Others ☐

4. As a teacher choose the range of years for which you have been teaching?

(iii)1-5 years ☐ (ii) 6-10 years ☐ (iii) 11-15 years ☐ (iv) 16 years and above ☐

Section B: Kinds and level of School Resources available

Indicate your level of agreement about the kind of resources available in the school using the scale below:

1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree 5=Strongly Disagree

S/N	STATEMENT	1	2	3	4	5
	Physical Resources					
1.	Are all your school buildings in use					
2.	The school has spacious and equipped school library with relevant materials					
3.	There are enough textbooks to aid instruction					
4.	Classrooms are furnished with enough furniture and learning aids					
5.	There are enough instructional materials for teacher to use					
	Human Resources					
6.	There are enough teachers to handle the student's academics comfortably					
7.	The school have non-teaching staff who are trained on their job					
8.	School workers are trained on their job					
	Financial Resources					
9.	The school has adequate financial sources					
10.	There are projects that support the school's finances					
11.	Students can purchase school needs comfortable					

Section C: Ways school resources are used to improve student academic performance

Indicate your level of agreement about ways of using school resources using the scale below:

1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree 5=Strongly Disagree

S/N	STATEMENT	1	2	3	4	5
1.	Teachers who are specialised in a given field are used as peer teaching during professional events.					
3.	Proceeds from school garden are used to buy teaching and learning materials to supplement the already existing ones.					
3.	There are posters relating to topics being studied on the notice board.					
4.	Capitation grants are used to support both curricula and co-curricular activities.					
5.	School electricity are used to power technological equipment like computers for learning.					
6.	Students are instructed to read reference materials from the library facility to enhance their understanding of some concepts taught during class hours.					
7.	In the school, the external environment is normally used as teaching aids to support students' comprehension of concepts.					
8.	There is good inter personal relationship between teachers and students					

Section D: Ways school resources can be improved to enhance student academic performance

Indicate your level of agreement about the ways school resources can be improved using the scale below:

1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree 5=Strongly Disagree

APPENDIX "D"

S/N	STATEMENT	1	2	3	4	5
1.	Investigation into the adequacy of resources in the various schools by state can improve school resources.					
2.	District directors of education trained on how to distribute resources will enable their district schools to be improved.					
3.	States providing training and guidance to district schools especially the poor performing schools on how to utilise resources can improve student academic performance					
4.	Creating opportunities for district schools to interact with their peers about successful resource allocation practices can improve school resources					
5.	Seeking guidance on challenges they face can improve school resources.					
6.	Organising professional development for the staff is way to maximise students' learning outcome.					
7.	To increase the number staff in the school is a means to improve students' academic achievement.					
8.	Schools involving the community in issues concerning the needs of the schools can help to improve students' academic achievement.					
9.	Mentoring and coaching as part of a formal arrangement that is recognised or supported by the school or educational authorities is a way of improving school resources.					
10.	Setting up alumni group for the school in support of students and other developmental projects can go a long way to improve students' academic achievement.					

RELIABILITY COEFFICIENTS

Reliability Statistics of Kinds of School Resources Available		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.741	0.750	11

Reliability Statistics of Ways School Resources are Used		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.734	0.740	8

Reliability Statistics of Ways School Resources can be Improved		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.702	0.720	10

Reliability Statistics of the Overall Items		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.762	0.766	30

APPENDIX "E"

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT
P. O. Box 25, Winneba, Ghana
deam@uew.edu.gh

UEW/EAM/INT/24

5th February, 2018.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

We write to introduce Bernice Baiden a student on the M.Phil. Educational Administration and Management programme of the Department of Educational Administration and management.

*Ms. Bernice is working on a research project titled "**School Resources and Students' Academic Performance: the Case of Selected Basic Schools in the Gomoa East District**"*

Please give her the necessary assistance and co-operation

Thank you.

Dr. Hinneh Kusi
Head of Department

cc: Dean, School of Graduate Studies