THE MANAGEMENT OF TEACHING AND LEARNING RESOURCES IN PRIMARY SCHOOLS

BY

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ABSTRACT

This study sought to explore the management of teaching and learning resources in the context of free primary education in Lesotho primary schools. In addressing this purpose the qualitative methods of data production were used. The participants were the principals and teachers from three schools. Qualitative data was collected through individual semi structured interviews, observations and document analysis. This was analyzed using qualitative thematic approach. The findings showed that the schools studied had functional resource management committees. However the schools experienced a high shortage of resources. These resources largely come from the government but they are delivered late in most cases. Therefore teachers find themselves having to improvise and to use resources in turns. The study concludes that schools cannot rely on government alone in terms of teaching and learning resources.

DECLARATION

I, **'**M'apaballo Jeanette Mohono hereby declare that "The management of teaching and learning resources in the context Free Primary Education in Lesotho", is my work and that all the sources used have been acknowledged by means of references. In the case of failure to comply completely with the mentioned declaration, I apologise and confirm that it was not my intension to do so. This dissertation was not previously submitted by me for a degree in another university.

…………………………………………   ………………………………….

Signed   date

The statement by the supervisor:

This dissertation is submitted with / without my approval.

Prof. Vitalis Chikoko

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Signed   date

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This study is dedicated to my mother 'Maboiketlo and my late daughter Paballo. I know she would appreciate her mother's achievement, may her soul rest in peace.

CHAPTER ONE

INTRODUCING THE STUDY

1.1 Background and purpose of the study

This study sought to explore the management of teaching and learning resources in three primary schools in Lesotho in the context of Free Primary Education**.** Lesotho primary schools are classified into four categories based on the proprietorship. There are government schools which are wholly owned and funded by the government. There are Church schools owned by and subsidized by the government. Community schools which are owned by community and subsidized by the government. Private schools are owned by individuals, groups of individuals, or organizations, and not subsidized by the government.

In the year 2000, the government introduced Free Primary Education (FPE). It was introduced in stages between 2000 and 2006 when all the classes were included. "Implementation of free primary education means that the government of Lesotho provides basic education to all Basotho children. In implementing the Free Primary Education, the government guarantees access to primary education without fees charged to parents" (Ministry of Education 2000 p.2).

The programme's main goal is to provide minimum and basic resources and facilities to enable Basotho children to enter and complete the primary education cycle. FPE is aimed at:

- Making basic education accessible to all Basotho children.

- Making education equitable in order to eliminate disparities and inequalities;

- Giving children right to contribute to the development of their nation and to be the worthwhile citizen of Lesotho.

- Providing basic and necessary resources to enable every Mosotho child to enter and complete the primary cycle of education.

- Rescuing the parents of the burden of fees which were deterrents to the education of their children (Ministry of education, 2000, p.2).

FPE was meant to reduce poverty, by providing pupils with opportunities to develop literacy and numeracy, basic life skills and basic general knowledge of health and nutrition. FPE lays a foundation for skills training and further education (Mosisili 1999). Even though the government has passed this policy, and as much as FPE is good, it brought about some challenges which in my experience principals and teachers encounter in its implementation. For example, FPE brought about large classes since everyone could come to school without having to pay fees.

After the introduction of FPE some schools opted out of FPE. In most schools that have opted for FPE, teaching and learning resources still need to be supplemented by fund raising activities that rely on donations from parents and community groups. The subsidy from government is allocated towards the end of the academic year. The books and stationery are very limited; sometimes three learners share a book. This has a negative impact on learners. Morojele, (2004), is of the opinion that, in recent years schools have been experiencing problems related to the implementation of the policy of Free Primary Education (FPE). The problems include overcrowding in classrooms, shortages of teachers, text-books and the material, (Avenstrup, Liang, and Nellemann, 2004).

Since the inception of free primary education I have observed in many cases allocation of teaching and learning resources to primary schools were done very late, that is, after the schools have long opened. These resources include among others, textbooks, exercise books, maths kits and science kits, as well as money calculated at the rate of

R8.00 per child per anum.This places a lot of stress on teachers, children and parents as teachers are still expected to produce good results. Parents are required to buy some stationery and books for their children even though education is free. The scarcity of teaching and learning resources in most Lesotho schools suggests that resources need to be well managed. This problem has also worried me as a teacher and a deputy principal in one of the schools under study. Having been exposed to topics in Education Leadership, Management and Policy, and the literature I became aware that management of teaching and learning resources is one of the major tasks of a school principal and teachers. The success of any school depends very much on the way the resources are managed (Idiaghe, 2004 as cited by Oghuvbu, 2009). These in turn affect the overall performance of a school. I therefore found it worthy exploring how primary schools manage teaching and learning resources.

I have taught in a school that has numerous instances of shortage of books and stationery due to problems such as overcrowding in classrooms. Parents in meetings show dissatisfaction on how the stationery is given to their children. Moreover these overcrowded classrooms cause a lot of stress on teachers when competing over limited resources. Available literature tends to focus on the management of human and financial resources and not much on teaching and learning resources (Hansraj, 2007; Mohr & Zoghi, 2007; Khuswayo, 2007). This justifies why I decided to focus on the management of teaching and learning resources.

 On the basis of the above discussion the implication is that the school should manage the resources effectively. The government is responsible for supplying teaching and learning resources to schools through the School Supply Unit (SSU). The schools supply the SSU with the enrolment of pupils so that it gives the teaching and learning resources which are also determined by the government. Given the apparent scarcity of

teaching and learning resources in Lesotho primary schools, the study sought to investigate how schools manage them.

The purpose of this study was to investigate how schools managed teaching and learning resources. Managing resources is one of the major tasks of a school principal. The effective and efficient management of resources is crucial for schools to achieve their goals (Ministry of education, 2005).The Resources management is a cycle involving obtaining resources, allocating resources, using resources, and evaluating resources. Every the stage are important since they complement each other (Anderson, Briggs, & Burton 2001). However, resource management is one of the areas where many practising principals have neither pre-service, nor in-service training prior to their appointment and this has contributed to failures of many schools (Ministry of education, 2005). The study aimed at exploring the experiences of teachers in managing the teaching and learning resources. Focus was on the kind of challenges teachers faced in implementing the FPE programme, and how they responded to such challenges.

1.2 Statement of the problem

Since the year 2000 when FPE was implemented, I have learned from my personal experience that most parents want their children to go to school. The number of children in schools is more than the number of facilities such as classrooms, furniture, teaching and learning resources (Avenstrup, Liang, & Nellemann 2004). It is clear then that this scarcity of resources impacts negatively on the quality implementation of FPE, hence this study sought to investigate how schools managed resources. This study was guided by three research questions outlined below.

1.3 Research questions

1. How do school principals and teachers experience the managing of teaching and learning resources in the context of Free Primary Education?

 2. What challenges do schools face in managing teaching and learning resources?

3. How do schools respond to these challenges?

1.4 Research setting

The study was conducted in three schools in Maseru, the capital city of Lesotho. The schools selected opted for free primary education. Being in Maseru and being members of FPE the schools have large classes of an average of 100 learners per class. Enrolments tend to continue to rise as parents come to look for jobs in the capital and thereby bring their children with them (Lerotholi, 2001). Therefore the schools selected are examples of schools whose resources are highly stretched. This made the management of resources to be an important matter in these schools.

1.5 Significance of the study

The study hopes to contribute knowledge about how schools try to cope with the limited teaching and learning resources. Such knowledge may be useful to other schools since resources are likely to be always limited. Therefore every school principal and teacher needs knowledge and understanding of how to manage resources

1.6 Definition of terms

In order to ensure a common understanding of terms a definition of key terms is used in this study follows.

Experiences: This term refers to what teachers and principals face and do in managing teaching and learning resources.

Management: the process of planning, organising, motivating and guiding (Bateman & Snell2007). According to Davidoff and Lazarus (2002) management holds the school, maintain the well-being of the school and ensure that the systems set in place are working well. Management is the art and science of getting things done through others, generally by organizing, directing activities on the job. Miles referred to in Fullan (1991) states that management involves designing and carrying out plans, getting things done, and working effectively with people.

Teaching and learning resources: refers to everything that helps the teacher to do her/his class work effectively and that help learners to learn (Farrant 1993). Clarke, (2007), also defines teaching and learning resources as information presented and stored in a variety of media and formats that assists students learning as defined by national, provincial or local curricula.

1.7 Limitations

This study is restricted to three types of schools that have opted for FPE that is, a community school, a church school and a government school. The focus of the study was on the management of resources in the primary schools and the strategies that schools apply to manage the resources. It is multiple case studies of three schools. The limitation of case studies is briefly described by Nieuwenhuis (2007) and Cohen, Manion and Morrison (2007) that findings cannot be generalized unless other readers see the application and transfer it. With this study information might be distorted because participants are familiar with the researcher and the status that the researcher has in one of these schools as they are very close to each other, they may want to

impress the researcher rather than give the reality. Therefore, the use of three data production methods (interview, observation, documents) helped to validate data and to reduce the distortion as they complemented one another.

1.8 **Organisation of the study**

This chapter has introduced the study. It provided the background of the study, the purpose of the study, the statement of the problem, the research questions, and the significance of the study and its limitations. Chapter Two reviews relevant literature on the management of teaching and learning resources. It includes the following issues: concept of teaching and learning resources, the importance of teaching and learning resources, the role of leadership and management in managing teaching and learning resources in schools, the role of organization structure in managing teaching and learning resources, the role of culture in managing teaching and learning resources, and the role of management functions in managing teaching and learning resources. Chapter Three explains the research design and methodology of the study. This study takes the form of a multiple case study of three schools using interviews, observation and document analysis for data collection. The chapter also explains the selection of the participants. Chapter Four focuses on data presentation and discussion. The discussion is based on the findings from the interviews, observations and document analysis. Chapter Five presents a summary of the research findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This study sought to investigate principals and teachers' experiences of managing teaching and learning resources in the context of free primary education in Lesotho. It explored some of the challenges principals and teachers faced in the process and how they responded to them. In this chapter, I review relevant literature.

The review of literature covers several aspects on management of teaching and learning resources. Firstly, I explore the concept of teaching and learning resources. Secondly, I discuss the importance of teaching and learning resources. Thirdly, I examine the role of leadership and management in managing teaching and learning resources. Fourthly, I move on to the role of organisational structure in managing teaching and learning resources. This is followed by the role of organisational culture in managing such resources. Next, I explore the role of key management functions in managing teaching and learning resources, namely, planning, organizing, directing, and controlling. In this study my theoretical framework is three-fold, organisational structure, organisational culture and the four key management functions mentioned above. Lastly I close the chapter with a brief section on the emerging issues.

2.2 Exploring the concept 'teaching and learning resources'

Teaching and learning resources are the many things that contain the course content and that help learners to acquire knowledge (Farrant 1993). Reid, Bullock, and Horwarth (1988), on the other hand define teaching and learning resources as everything that promotes learning experiences. Clarke, (2007), takes this view further by defining teaching and learning resources as information presented and stored in a variety of media and formats that assists students learning as defined by national,

provincial or local curricula**.** They include text- books, journals, CD-ROMs, videos, audiotapes, guest speakers, excursions, work experience, learning guides, broadcast, television, radio, and teachers (Coelho, 1998; Farrant, 1993). In other words, teaching and learning resources are everything that helps the teacher to do her/his class work effectively and that help learners to learn. These resources are an important component in designing a course for flexible learning. Davidoff and Lazarus (2002), state that the following are the resources that are needed if the educational objectives are to be achieved;

- Accessible facilities for all students and staff (including people with disabilities) including school buildings, classrooms, toilets and sports fields.

- Library resources

- Teaching and learning resources such as text- books and other teaching resources such as, chalkboards, overhead projectors, tape recorders, science equipment,

- Learning equipment such as workbooks, computers, and assertive devices (for those students with disabilities who need them).

- Music and art equipment

- Sports equipment.

In addition to the above mentioned teaching and learning resources, specific resources relating to particular goals and plans developed by a school would also be identified and would need to be accessed if the aims and objectives concerned are to be met. These teaching and learning resources need to be available to the school and need to be appropriate to the school in terms of schools vision and aims. For example, a school that

has committed itself to the inclusion of learners with disabilities must ensure that buildings accommodate their particular needs such as wheel chairs (Davidoff & Lazarus, 2002). In Lesotho, learners with multiple and severe disabilities who require extensive additional support are taught within special units depending on the existing level of external support being provided.

Though these are the examples of the teaching and learning resources many of them are not available in many Lesotho primary schools especially library resources, music and art equipment, overhead projectors, and computers. Assertive devices for students with learning disabilities are only available in schools which are specifically dealing with learners who are disabled. For this study therefore, the teaching and learning resources include books, stationery, science and mathematics kits, learning guides and syllabi. This study is about the management of these teaching and learning resources, in the context of Free Primary Education.

2.3 The importance of teaching and learning resources

In a study conducted by Hurd, Dixon, and Oldharm (2006), one of the aims was to raise the standard of reading and in so doing to improve children's ability to use the textual sources to enhance their wider learning and enjoyment. They propose that the success of achieving these is likely to be affected by the way in which teaching and learning resources are allocated, in particular books and textual media. Furthermore, their study investigated school policies toward book provision. They argue that book provision is a significant factor in the success of a literacy strategy. The findings also indicate that appropriate decisions, that is good management on the allocation, and organizing the teaching and learning resources is an important component of curriculum policy. This

therefore implies that teachers are unable to work effectively without adequate teaching and learning resources.

International evidence from the teaching of English as an additional language suggests that language acquisition can be substantially enhanced when teaching takes place within a book rich environment (Mangubhai, 2001). In Fiji, schools were invited to take part in a 'Book Flood' experiment where new story books for children were brought into experimental schools every six weeks, with each school receiving up to 250 new books per year. The books were used to support both reading aloud and silent reading. Regular reading from a range of books chosen by children showed first year improvements in listening and reading comprehension compared with control groups. After two years of the project, there were further significant gains extending to the improvements in grammar and writing.

When the Book Flood project was implemented in South Africa a doubling in children's progress was reported (Elley & Cutting, 2001). A similar project in Sri Lanka produced a threefold improvement in language acquisition in comparison with a control group using standard reading schemes alone (Kuruppu, 2001). In reviewing the entire Book Flood programme Elley & Cutting, (2001) conclude that:

> The common denominator is a flood of high interest, readily accessible books in the classroom, and teaching method that ensures that children interact with them daily in   interesting ways …..If the effect of good books is to raise children's interest in reading, and in learning, then that is exactly what is recommended with a nationwide book-based policy.

Rowe, (1996) shows that research on key factors influencing student's outcomes have tended to focus on teacher quality and socioeconomic student characteristics. Other scholars show that more recent analysis of the performance of students on the Third

International Mathematics and Science Study (in the US) analyzed curriculum and school textbooks as factors in explaining student performance. On the other hand, researchers such as Boyle, Borg, Falzon, and Baghoni (1995) identified shortage of teaching and learning resources as one of the greatest sources of stress on teachers as they are expected to perform well and produce good results.

However, Levin (1993) argues that instructional materials are often in short supply and availability does not guarantee that they will be used; sometimes text- books quality is often poor and / or too difficult for the age- group at which it was aimed. From my own experience this is also happens in Lesotho where some books have the content that is very difficult for the learners to understand especially in lower classes. In my school teachers do not use these books, they leave them in boxes or send them to upper classes. Another problem is that, books are in short supply, on many occasions pupils share books.

Oghuvbu (2009) conducted an empirical research on an analysis of resources management in primary schools in Nigeria. She was greatly concerned with the planning, monitoring and control of the facilities for the achievement of the objectives of primary education. The study found that teachers' qualifications and adequate teaching and learning resources are the determinants of assessing academic performance of learners hence, the availability or non-availability of teaching and learning resources affect the academic performance of learners. Mwangwu (1997) conducted a study on analysis of space dimensions and physical facilities in schools; his study showed that teaching and learning resources result in effective teaching and improved academic performance. He further indicated that school climate is determined by the resources especially class-room under which teachers operates which influences attitudes in teaching and learning.

On the relationship between educational resources and students' academic performance, Idianghe (2004), concluded that teachers' qualifications and adequate resources are determinants of assessing academic performance of students in secondary schools, hence the availability or non-availability of facilities in schools affects the academic performance of students. Even in Lesotho, the books are still the best teaching and learning resources. According to the Lesotho Government (2009, p.6)

> There is a declining quality of education as reflected by increasing class repetition and dropout rates in primary grades. These problems are due to shortage of lack of teaching and learning resources among other things.

The quotation above implies that if these problems are controlled the quality of education is likely to improve. In order to achieve this local resource allocation should be rationalised and resources spread across the education system (Elley & Cutting, 2001). Improving learning resources is critical and deserves a high priority in Lesotho. The Government policy is to reduce overcrowding and improve pupil teacher ratios as this is likely to result in teacher's motivation and the creation of conditions that are conducive to teaching and learning (Ministry of Education and Training, 2001).

Elley and cutting (2001), argue that although books wear out and require constant renewal, due to the greater effectiveness of book-based literacy strategy, they remain a highly cost effective learning resource. An international study of children literacy in 32 countries found that New Zealand and Singapore, the two countries that followed a book –based policy in teaching reading both had very high reading scores and relatively low per capita costs in terms of learning resources inputs (Elley, 1994). Similarly in Lesotho, books are still regarded as most effective teaching and learning resources. The worn out books are replaced after five years. The old books are kept in classrooms for class libraries.

A number of authors have emphasised the distinction between being able to read and reading comprehension and the importance of finding a way to motivate children to use informational text in purposeful ways. For example, Beard and McKay (1998) argue that reading is not a 'natural' behavior of a child, and so there is a need for carefully structured strategies to introduce children to a rich array of reading, including 'real' books. Success requires a rich reading environment, physical arrangement like reading corners, large numbers of books in classrooms and library areas, and the development of a learning community ethos (Aarnoutse & Schellings, 2003). In order to improve the reading skills within Lesotho learners, since most of them are from disadvantaged families, schools must provide them with a variety of reading materials. Well considered selection and use of resources will contribute importantly to achieving educational purposes (Farrant, 1993). Teachers are motivated if they have teaching and learning resources to use in their teaching.

2.4 Role of leadership and management in managing resources in schools

Dimmock and Walker (2005) define leadership as an influence process between leaders and followers.The influence amounts to getting staff to agree to act in ways that they may not otherwise have been inclined to choose. In other words, leadership is viewed as capable of inspiring performances and achievements among staff to an extent beyond what might reasonably have been expected. Dimmock and Walker (2005) continue by saying that, consequently, leadership is culturally influenced that is leadership and management are responsible for developing a school culture conducive to learning. In line with Dimmock and Walker (2005), Leithwood, Jantzi and Steinbach (1999, p.7) define leadership to be "the reflection of assumptions that it involves a social influence process whereby intentional influence is exerted by one person or group over other

people to structure the activities and relationship in a group or organization." This is also confirmed by Bush and Middlewood (2005) who argue that leadership is about influencing others' actions to achieve desirable ends. In addition, Alay and Kocak (1999) mention that organisations through their leadership hire employees to reach their organisational goals. In the case of the school, the leaders are the principals, and, as a result, they have the power of influence on the subordinates that is, to other members of the organization (school). Therefore leadership is necessary to influence teachers to see the importance of teaching and learning resources. It is also important to inspire people to use and maintain such resources.

According to Bush and Midlewood (2005) management is an activity involving responsibility for getting things done through other people. Bush (1995) on the other hand states that management is a set of activities directed towards efficient and effective utilization of resources in order to achieve organisational goals. As a manager of the school the principal's role is implementing all measures necessary for ensuring effective functioning of all activities connected with teaching. The managerial activities the principal is required to carry out include resource management.

The term "management" can be referred to as a process of designing and maintaining an environment in which individuals, working together in groups, accomplish effectively selected aims (Koontz & Weihrich, 1988). According to Bolam (1999) "Educational Management" is defined as an executive function for carrying out agreed policy. Educational management is also a field of study and practices that is basically concerned with the operations of educational organization such as management of teaching and learning resources. The concept educational management includes leadership and emphasis is placed on vision, mission and purpose coupled with a capacity to inspire people to work towards accomplishment of these aims (Bush &Bell,

2002). Management according to Chuck (2005) is "the process of planning, organising, motivating and guiding". Davidoff and Lazarus (2002) see management as the discipline required to ensure that the school is operating effectively and structures are in place to support forward movement, in other words management is about doing things right. This shows that, management do things according to the rules and regulations of the school.

In the school the principal is the leader and she /he is responsible for making sure that human are functioning well for the improvement of the school. The human resources include other teachers and the ancillary staff. Educators are the ones who are playing an important part in the teaching of pupils and so they should be managed and led well so that they can work to their level best to achieve the educational goals .The principal should delegate some of his/her duties, managerial functions to his subordinates, such as the deputy principal or other teachers whom she finds fit to carry out such managerial tasks. Any educator who may be required to carry or perform such managerial or leadership tasks complements the principal leadership role (Lipham, 1964). Educational leadership and educational management are closely related concepts and therefore cannot be separated as effective learning largely depends on quality leadership and effective management in schools. If the school does not perform well especially at the end of the year (external examinations) the principal is obliged to come with strategies to improve the academic performance of the pupils, depending on the type of style used, the principal has to come with the strategic plan, and she, can do with the help of the deputy or all the staff.

2.5 The role of organisation structure in managing teaching and learning resources

Structures are defined as the formal patterns of relationships between the people in an organization. It expresses the ways in which people relate to each other in order to achieve organizational objectives (Bush and Middlewood, 2005). According to Bennet, Crawford,and Cartwright (2003) structure implies that tasks and responsibilities are allocated and that resources reach the right place at the right time. Davidoff and Lazarus (2002), also view structures as the ways in which individuals and team contributions are combined within organisational units and departments and committees. Basson, Van der Westhuizen,. & Neimann (1995) typifies an organisation as a purposive, functional and hierarchical grouping of people under the guidance of an authority figure. From this definition, it emerges that schools reveal certain organisational traits. One of the traits, for instance is hierarchical grouping of people for example there are teachers who are guided by the deputy principal, and the principal provides guidance to the deputy and teachers. It is within the framework of this guidance that the management of resources occurs in the school.

The teachers need to be supported by a team whose task is to ensure that there are resources in classrooms and that these resources are fully used to meet the needs of the learners. Bush, (1995) states that structure is usually expressed in two distinctive features of the organization, that is, the individual roles are established and there is a prescribed or recommended pattern of relationships between role holders, in other words, structures are patterns of responsibilities in an organization formed in order to improve and maintain school effectiveness. This includes the proper management of teaching and learning resources. Where organisational structure is not clear members

may not know their roles. In that situation, organisational goals are not likely to be achieved.

In Lesotho, schools have unit structures such as school advisory committees (SAC's), (a group of people whose work is to advice the management committee) and school management committees (SMCs) (people in the school who are responsible for recommending, hiring, promoting, demoting of teachers). All these units relate to each other and have lines of responsibility and accountability within a school (Lesotho Government, 1995). In essence Education Act 1995 mandates the principal to be accountable to SMCs for management of the schools. It, therefore, follows that the principal is also accountable to SMCs for effective and efficient management of resources. All teachers have different positions with different responsibilities. Among the responsibilities that the teachers have is that one of managing resources in schools. That is they   form a particular pattern (structures). Mullans (1998) in Bush and Middlewood (2005) confirms by saying that structures provide a means of improving organisational performance. As result Mullans (1998) identified the objectives of organizational structures as monitoring the activities of the organization. For example, in Lesotho the management committee is tasked to ensure that there is teaching and learning resources in schools, they enable staff to contribute in the management of the school, they also allocate time to meet with the staff and discuss the work of the school, and   for   example,in   allocating   the   resources   there   are   committees, which are responsible. The central role of the structure is to ensure the implementation of school policies is followed. This study is sought to investigate how the school structure influenced the management of teaching and learning resources.

2.6 The role of organization culture in managing teaching and learning resources

According to Hoy (1994), an organisational culture is a vehicle to understand the character of an institution. Culture is a way of doing things in an organization. This study is about the management of resources. As this study is based on three different schools this means that each school under study has its own culture in as far as the management of teaching and learning resources is concerned. As this Organisational culture includes the beliefs, values, traditions, practices, policies norms held by people within the organization. In other words organizational culture focuses on the internal arrangements of the school situation to which always reflects to a larger environment of the school situation to some degree. Organizational culture influences the behavior of learners and teachers and affects the way of doing things within a school. In this way organizational culture is also likely to influence the way in which teachers and principals manage resources. Deal & Peterson (1999) contend that school culture is the set of norms values and beliefs, rituals and ceremonies, symbols and stories. They further state that these unwritten expectations built up overtime as teachers, administrators, parents and students work together solve their problems, deal with challenges and even cope with failures, for example, at the beginning for the year parents come to school to cover books for learners.

According to Thurlow, Bush and Coleman (2003), culture is summed up in the phrase 'the way we do things here' the way in which a school is managed is the most significant expression of its culture Hopkins as cited in (Thurlow et al., 2003). This therefore means that different schools are going to have different cultures. Thurlow et al. (2003) identified the four features as; values and believes, shared norms and

meanings, rituals and ceremonies, and heroes and heroines. Schools have different cultures due to different contexts for example, the way in which teaching and learning resources are managed in school A differs with school B. The common goal of culture of every school is teaching and learning. It is the duty of every leader to influence the culture leading to the development of effectiveness of school. The principals and teachers who do not know their culture may not effectively manage the teaching and learning resources effectively. Leaders should create commonly accepted culture that enable everyone in the school to flourish in the task allocated (Moloi, 2002). For example, team work, shared responsibility, a culture of collaboration and willingness workplace democratisation and the like. Morgan in Thurlow et al. (2003) is of the view that when culture is widely known and understood, the organisation members constantly reinforce it through their discussion and actions. Events and behaviours are interpreted using cultural norms and actions.

2.7 The role of key Management functions

According to Clarke 2007, management is an activity involving responsibility for getting things done through other people. In schools management therefore refers to daily running of educational activities which involve learning by learners and teaching by teachers. It is therefore important that each individual school as an organisation has its own structure which is in line with the constitution of the country and all the relevant National Acts, policies, and directives.

Being a manager involves many different tasks. Planning, organizing, guiding, and controlling are the four main functions that must be considered in any management position (Allen, 1998). A manager must organize these functions in order to reach the organization goals and maintain a competitive advantage. Putting these plans into action

requires forming groups and the groups must be directed to complete the plan, and the plan's development must be directed by control. In order for these practices to succeed in an operational manner, an understanding must be reached concerning the basics in which these practices are in relationship to the organizational structure (Bateman, Snell 2007).

Any organization whether new or old, big or small, needs to run smoothly and achieve the goals and objectives which it has put forth. For this they have developed and implemented their own management concepts. Therefore management functions do allow any organization to handle the tactical, planned and set decisions. Figure 1 below shows the basic four functions of management.
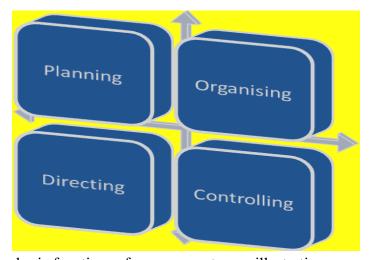

Figure 1 Four basic functions of management, own illustration

2.7.1 Planning

Planning is the first tool for the four functions of in the management process. The literature refers to management as a reflection of a theoretical manner to achieve aims and objectives (Bateman & Snell, 2007). It is therefore an intellectual activity. It involves investigation to obtain information and forms the basis of other management tasks (Bateman & Snell, 2007). Van der Westhuizen (2002, p. 138), says "through

planning , the educational leader is forced to look ahead and see what can and what will happen, from the point of view of existing information". It is in the nature of planning that it comes after the identification of objectives, that which must be achieved. These objectives are prioritised in terms of their importance. This serves to clarify how time will be utilised. All the plans that exist ultimately assist in the attainment of set objectives. According to van der westhuzien (1999), planning is important because it forces us to think ahead and provides time for reflection. It should be under taken in accordance with formulated policy from various authorities, such as those from the National Department of Education. Also, it can lead to better utilization of people and resources such as time, money and equipment.

The principal should use the participatory techniques of management; he should discuss the plans with the management committee and the staff. They should clearly write the schedule of the activities of the year difference between a successful and unsuccessful manager lies within the planning procedure. Planning is the foundation area of management. It is the base upon which all areas of management should be built. Planning requires administration to assess where the organization is presently set, and where it would be in the future. From there an appropriate course of action is determined and implemented to achieve the organization's goals and objectives. According to Bateman & Snell (2007) managers use this process to plan for the future. It is acknowledged that it is not possible to know the exact teaching and learning resources available when planning takes place. It is therefore, necessary to work on predicted resources as a guide.

Under the FPE programme the Ministry of Education (MoET) provides schools with some teaching and learning resources which include classroom stationery, textbooks, and custom-made teaching kits for Sesotho, Mathematics and Science. While stationery

items procured and distributed are used within one school year period, textbooks and the other non- stationery resources are expected to be used for at least five years before they can be replaced (Moloi, Morobe & urwick 2008). Nevertheless, replacement quantities of text-books to cater for increasing enrolments and replacements are procured from book publishers every year. In planning for the teaching and learning resources at school level, school principals are required to provide the Ministry of Education with rolls, so that at the beginning of the academic year the ministry supplies the schools with adequate teaching and learning resources. This is done collaboratively with teachers as they are the ones who work directly with the learners on daily bases and they know the needs of their classes. Even though the schools plan and give the Ministry of Education the information in time the challenges are that, books are always inadequate and do not reach schools in time. Therefore schools have a lot of planning to do. First they have to project their enrolments for the coming year; second, they need to plan ways of catering for the resource needs of large classes against the background of the few resources they will get. Third they need to plan ways of ensuring that long term resources such as books last for the period specified for by the MOET. Thus this study sought to investigate how successful the selected schools were in planning their teaching and learning resources.

2.7.2 Organising

"Organizing is a task which is performed to initiate planning and to establish connections with the various parts, so that goals may be realised and attained effectively" (Allen, 1998,p. 173) The task involves the establishment of relationships through communication and negotiation amongst people or around ideas.Organising is the process of identifying and grouping of the work to be performed, defining and delegating responsibility and authority and establishing relationships for the purpose of

enabling people to work most efficiently (Allen, 1998). Organising aims to bring order by arranging or coordinating all activities and resources of the organization. In other words organizing means getting prepared, getting organised. This task fosters collaboration in the execution of tasks and in the process. It promotes good relationships between people. However, this can happen only if the channels of communication are open. Clarke, (2007) sees organizing as making sure that everyone knows what is expected. Policies of the school form an important part of effective management. When the policies are put in place it is important that management committees delegate individuals or groups the responsibility for ensuring that the plans, policies, and procedures are adhered to. In the case of Lesotho primary schools the principals are responsible to see that there are committees responsible for the teaching and learning resources. In this case committees sit together in staff meetings, to decide on how to allocate and use the teaching and learning resources. Organising is a matter of appointing individuals and groups to assignments or responsibilities to blend together to develop one purpose, to accomplish goals. These goals will be reached in accordance with the organisation values and procedures. It is therefore important that the manager must know his subordinates and what they are capable of in order to organize the most valuable resources an organisation has, its employees (Bateman, Snell, 2007).

In schools that are under FPE policy there are committees responsible for the teaching and learning resources. Their role is to see that there are resources in every class, to report the shortages, and to see to it that the resources are taken good care of. This study sought to investigate the functions of such committees in the schools studied. It also sought to understand other ways through which schools organise themselves to manage teaching and learning resource. Management must therefore organise all its resources well before putting to practice. Through this process, management determine the inside

organisational arrangement; establish and maintain relationships and also assign required teaching and learning resources (Clarke, 2007).

2.7.3 Directing

Directing is another function of management. Working under this function helps the management to control and supervise the actions of the staff (Bateman, Snell, 2007). Directing is the heart of management process and therefore is the central point around which accomplishment of goals take place (Van der Westhuizen, 2007). This helps them to assist the staff in achieving the organization's goal. Those in the leadership role must be able to influence/ motivate workers to an elevated goal and direct them to the duties or responsibilities assigned during planning process (Allen 1998). According to Van der Westhuizen (2007), directing provides many benefits to a concern this include the following ; it initiates actions that is, directing is a function which is a starting point of the work performance of subordinates, it is from this function that action takes place, subordinates understand their jobs and do according to instruction laid. Whatever the plans laid can be implemented only once the actual work start it is there that direction becomes beneficial. Directing integrate efforts; through direction the principals are able to guide, inspire and instruct other teachers to work. Another benefit of directing is that it gives motivation. Direction function helps in achievement of goals. Principals make use the element of motivation to improve performances of other teachers. Motivation is helpful to teachers to give the best of their abilities. Furthermore directing help the principals and teachers to cope with the changes. It is human behavior that nature beings show resistance to change, it is the directing function which is of use to meet the changes in an organization both internal and external, effective communication helps in coping with the changes, it is the role of the principal the nature of the contents of changes clearly to other teachers .the last benefit of directing is that one of effective

utilization of resources. Direction help helps in clarifying the role of every subordinate in an organization towards his work. The resources can be properly utilized through good direction and the role of subordinates become clear as manager makes use of his supervisory, the guidance, the instructions and motivation skill to inspire the subordinates. This helps in maximum possible utilization of resources which helps in increasing effectiveness.

The School Supply Unit (SSU) which is the department responsible for teaching and learning resources has the guidelines for the committees to follow when requesting for stationery, which is the government direction on how the resources should be allocated. For example, how many exercise books should be given per learner and per class, which textbooks should be used for which class. This study therefore sought to investigate the forms of directing that schools adopt to manage teaching and learning resources and how these processes influenced the success of their work.

2.7.4 Controlling

Controlling has to do with all the measures that relate to the planning and organization of resource functions (Batemann & Snell 2007)). Controlling includes establishing performance standards which are based on the organization's objectives. According to Allen, (1998) controlling is the final link in the functional chain of management activities and brings the functions of management cycle full circle. Control allows for ease of delegating tasks to team members. Managers may be held accountable for the performance of subordinates. Controlling involves evaluating and reporting of actual job performance. The controlling of teaching and learning resources includes among other things drawing a criteria to ensure that the school's resources are mobilized effectively, monitoring and evaluating the school's progress, and initiating corrective

action, if needed. The principal has to ensure that all planned programmes are implemented.

Evaluation involves assessing the strengths and the weakness of programs, policies, personal products and organizations to improve their effectiveness. Evaluation or assessing the value of people, departments, and programmes, is a major activity in almost every organisation. Organisations need to make evaluations if they are to be viewed as responsible, serious and well-managed, even though the results are rarely used for decision making (Bolman, & Deal, 1991, p.283). Evaluation persists primarily because it serves significant symbolic purposes. Without it, external constituencies and benefactors would worry about the efficiency and effectiveness of activities in the organization. Evaluation produces "magic numbers to help people believe that things are working" (Bolman & Deal 1991, P. 283). An evaluation shows that organization takes goals seriously; it demonstrates that an organization cares about its performance and wants to improve itself. In this study the management of resources is evaluated. Evaluation provides opportunities for participants to share their opinions and to have them publicly heard and recognized (Bolman & Deal, 1991, p.285). In Lesotho, new books are piloted to see how high a book is; how well are pupil personal qualities, attitudes and values are developed   how effective the teaching and learning resources focus on the teaching and learning, how well are pupils guided and supported by the teaching and learning resources, and how well the resources are managed, and above all the highest class in primary school writes the external examination, and this is where the effectiveness of management of teaching and learning resources is observed, this is determined by good performance of the learners in schools.

Security systems are also necessary. Security strategies range from simple locking system to major security patrols where necessary. The schools hire security guards to

take care of resources. Management of resources also entails managing the distribution of resources. One way to ensure fairness in this regard is to include the school community in decisions relating to the allocation of teaching resources, the school community is represented by the SAC and the SMC as this issue causes conflict in schools and need to be managed sensitively.

In the context of FPE it is the responsibility of the principal and the school management committee to see that there are adequate teaching and learning resources and that the resources are used effectively. There are committees in schools, they are responsible for receiving, allocating, and to report shortages to the department of education. The committees are accountable to the principal and the entire staff. At the end of the year the committees give the report to the principal and the staff.

Management of resources entails having an effective 'stocktaking' system that enables the management and administrative bodies to keep in touch with what is available in the school. This is crucial for the purposes of ensuring that school are adequately resourced at any time, and also control theft. Managing resources includes identifying, accessing and controlling resources in the school. The school needs to identify what resources it needs, with an understanding of the resources that are needed to achieve the aims of the curriculum. Once the resources have been identified they need to be accessed (Davidoff and Lazarus, 2002).

2.8 Emerging issues

In this chapter, I have attempted to show that teaching and learning resources are everything that helps the teacher to do his class work effectively and help learners to learn. Teaching and learning resources are important in that they lead to learners' good academic performance. I also attempted to show that managing teaching and learning

resources entails planning, organizing, guiding and controlling. Organisational structure help us to understand the way a school manages its resources in that it expresses the ways in which people relate to each other in order to achieve organizational objectives. Organisational culture helps to explain how relationships in a school and the way things are done. Overall, the literature shows that leadership and management is necessary to influence teachers to see the importance of teaching and learning resources.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In the previous chapter I reviewed literature related to the management of teaching and learning resources. In this chapter I present the study's research design and methodology. Secondly, it describes participants and reasons for their selection. Thirdly, it examines data production methods. Finally it explains the data analysis as well as trustworthiness and ethical issues.

3.2 Research design

This study is located in the interpretive paradigm which views knowledge as negotiated truth whereby the researcher works together with the participants to create knowledge. An interpretive paradigm treats knowledge as a social construction (Henning, van Rensburg and Smit 2004). According to Denzin and Lincoln, (2000):

> An interpretive paradigm is used to collect a variety of material, personal experiences, life story, interviews questionnaires and non detailed non-participant observations in their natural setting, with the purpose of understanding the social interactions within that context.

In this study, the interpretive paradigm was used with the intention of understanding the social meaning of actions on how principals and teachers manage teaching and learning resources.

This study is a qualitative study. Qualitative research, according to Hakim (2000, p. 34) "offers richly descriptive reports of individuals perceptions, attitudes, beliefs, views and feelings, meanings and interpretations given to events, things as well as their behavior". Along similar lines, Henning et, al , (2004) view qualitative research as a term that

denotes the type of enquiry in which qualities, characteristics or properties of a phenomenon are examined for better understanding and explanation. The qualitative research approach was suitable for this study as I sought to understand how teaching and learning resources are managed in three primary schools. Qualitative research is concerned with meanings and the way people understand things. It is also concerned with patterns of behaviour, hence, the focus of this study was on activities of managing teaching and learning resources in schools. Within the qualitative research approach, people are studied by interacting with and observing the participants in their natural setting and focuses on their meanings and interpretations (Nieuwenhuis, 2007).

Within the qualitative research approach, this study adopted a multiple case study research design involving three schools. A case study is defined by Yin, in Nieuwenhuis (2007, p.75) as "an empirical inquiry that investigates a contemporary phenomenon within a real-life context, when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used". In this study the phenomenon of interest was the management of teaching and learning resources. A case study is further defined by Denscombe (2003) as a study that focuses on just one instance of the thing that is to be investigated; it studies things in detail in their natural setting. In other words, it investigates things that already exist. It allows the researcher to use multiple sources and multiple methods. It does not only allow but, it actually invites and encourages the researcher to do so. Hence, interviews, observations, and document analysis are used in this study. Teachers' experiences and challenges of day-to-day use of teaching and learning resources at work were the real context. Teachers shared their experiences and challenges of the management of teaching and learning resources and the ways in which they responded to such challenges. The multiple case study method was suitable for this study in the sense that principals and teachers'

experiences were studied in the real situation and this enabled me to understand ideas more clearly (Bell, 2005). Fitness for this methodology is also reflected by Marshall and Rossman (2006), who argue that human actions are significantly influenced by the setting in which they occur, and that one should study the behaviour in the real situation. This study was conducted at schools as a setting where teachers' experiences occur and where they can overcome or cope with such challenges.

3.3 Sampling

Background of the schools

Paballo Primary School

Paballo primary school is a church school. It is a full primary school with 1,500 learners and 32 teachers. A full primary school consists of seven classes ranging from class one to class seven. The school opted for FPE in the year 2000.

Realeboha Primary School

This is a government school. It is also a full primary school of 1050 learners and 15 teachers. This school was established in 2007. It is a free Primary   school.

Samuel Primary School

Samuel primary school is a community school, a full primary school consisting of 505 learners and 9 teachers. It is also under free primary education policy.

In a case study, it is essential for the researcher to identity cases (Densecombe, 2003). In this study three Lesotho primary schools were chosen as the cases**.** A qualitative case study particularly requires purposive sampling. Cohen, Manion, Morrison (2007) posit

that purposive sampling is used in order to access 'knowledgeable people' who have in-depth knowledge about a particular case. Denzin and Lincoln (2000) also state that, purposive sampling allow us to choose participants who illustrate some features in which we are interested. In this research three primary schools in Lesotho were selected because of their convenience, since they were accessible to me. Furthermore, I used to converse with those principals about the delay of books in schools and have learned that they are also concerned about the management of teaching and learning resources. Three principals and six teachers from three selected schools were interviewed. Principals were chosen as participants because they are chief accounting officers in schools (Lesotho Government, 1995).Thus they were deemed to have knowledge relevant to this study. Teachers were selected from the lower classes (class one to three) and upper classes (class four to seven) because challenges differ in the two levels. Therefore, one principal and two teachers from each of these schools were interviewed. Nieuwenhuis (2007) and Cohen et al (2007) assert that participants are selected because of their defining characteristics that make them the holders of the data needed for the study. Principals and teachers were selected because they are school managers and amongst the things they manage are the teaching and learning resources

3.4 Data production methods

Mitchel and Jolley, (2004) define data collection methods as sources of information. They point out that data collection methods can be used to collect either primary or secondary data. The research methods used in the production of data for this study are the ones that are widely accepted in case studies namely: interviews, observations and document analysis (Cohen et al, 2007; Marshall and Rossman, 2006 Nieuwenhuis, 2007). The researcher used three methods to collect qualitative data (usually in the form

of words). Multiple data production methods were used to help in validating the results (Maree & van der westhuisen, 2007). Creswell (2009, p.175) also asserts that "qualitative researchers typically gather multiple forms of data such as from interviews, observation and documents rather than rely on a single data source"

3.4.1 Interviews

An interview is defined by Nieuwenhuis (2007, p. 87) as "a two-way conversation in which the interviewer asks participants questions to collect data and learn about the ideas, beliefs, views opinions and behaviours of the participants". In line with Nieuwenhuis (2007), Cohen et al. (2007) and Marshall and Rossman (2006) view an interview as conversation but not an ordinary everyday conversation, a conversation with specific purpose. An interview is a flexible tool for data collection, enabling multi-sensory channels to be used, verbal, non-verbal, spoken and heard. For this study semi-structured interviews were conducted with the principal s and teachers from the three primary schools.

A semi-structured interview is defined by Nieuwenhuis (2007) and Lowe (2007) as predetermined questions used to guide the interview. Semi-structured individual interviews were suitable for this study in that they are flexible, allow probing, follow up lines of inquiry, react to the respondents' emotions and investigate aspects of response that I could not find with the use of a questionnaire (Lowe, 2007). The interviews were conducted during break time because teachers were otherwise busy with preparations for sports competitions. Interviews were done in classrooms prepared for that purpose. They were done at this time to avoid any interference with teachers' work, and to ensure quietness, as the tape-recorder was used for capturing data. With the tape- recorder, I was able to check the wording of statements that I wished to quote. Interviews also

allowed me to maintain eye-contact and see the non-verbal actions of interviewees. Furthermore, the tape-recorder was helpful during data analysis because it allowed me to listen several times in order to identify categories, codes, and to note some important comments (Bell, 2005).

According to Patton, (2002), interviews should not be long. In this study Interviews lasted a maximum of one hour each. All interviews were conducted in one week. There were nine teachers in all, and I interviewed all of them individually. I made appointments to meet principals and teachers as individuals at their schools, at times convenient to them. A brief explanation concerning the study was given before the interview. The consent of interviewees was sought for the use of the audiotape. I interviewed three teachers per day. I transcribed tape-recorded interviews later.

3.5 Observation

Observation is defined by Nieuwenhuis (2007, p. 83) as "the systematic process of recording the behavioural patterns of participants, object and occurrences without necessarily questioning or communicating with them". Nieuwenhuis, (2007) views observation as our everyday activity whereby we use our senses to gather bits of data. Observation assisted me to achieve a deeper insight and understanding of how principals and teachers manage the teaching and learning resources in three selected schools. The schools' infrastructures were observed. For an example, buildings, classrooms and book storages, furniture (book lockers) text books, (availability or non-availability) learners in classrooms situations and how the text books were used in real teaching. Creswell 2009 is of a view that validity can be enhanced by the explanation of observed phenomena in terms of theory which is useful in situation beyond the study.

Cohen et al (2007) describe observation to be permitting the researcher to understand a programme setting in a way that is not entirely understandable through insight of participants. Observation enabled me to gather data on the human setting, that is, the organisation of people, the characteristics and make-up of the groups or individuals. Data from observation were attractive, as they gave me the opportunity to gather live data from a live situation (Cohen et al., 2007). In this case, I was able to see things that were being missed and discovered things that the participants did not feel free to talk about in an interview situation (Cohen et al., 2007). Observations were used to complement interviews and document analysis. Through observation, I was able to gain a deeper insight and understanding, and moved beyond perception-based data of the teachers' experiences and challenges of management of teaching and learning resources as reported. Observations lasted for a week in the three schools and this was done after the interviews took place. Notes were taken during observation.

3.5.1 Unstructured observations

Unstructured observation is, like all forms of research methods, still systematic and planned activity, but it is wider than the 'structured' variety of observation (Lowe, 2007). This means that if there were some occurrences or behaviours that were relevant to the study, the researcher is at liberty to take note of them. This can happen even though the researcher had not planned this beforehand. The observations were done to see if what teachers say can be seen in practice.

Though unstructured observation is good, it has some limitations. The researcher may record and accumulate a great deal of information which subsequently proves to be of little relevance to the research question. According to Webb et al (1966) cited in Johnson (2003) this is called the superfluous material 'dross'. Some events, and many

forms of private behaviour, are not accessible to direct observation (Johnson, 1994). The implication is that the researcher should try by all means to stick to research questions when this method of data collection is used. For instance, the purpose of this study was to investigate the management of teaching and learning resources of primary school in Lesotho.

Advantages

Observations have a great advantage in the sense that they are a direct technique. The researcher is not required to ask people, but she or he only listens to what participants say and watch what they do. (Robson, 2002). Robson contends that with observation, a researcher gets the real life in the real world.

3.6 Document review

For this study the documents were reviewed. Information was gathered from previous year's records, minutes of staff meetings that were held, that is where the documents were talking about the issue of teaching and learning resources for example, records of teaching and learning resources that schools received such as exercise books, text books and chart papers. Records of five years internal and external examinations were also examined looking for how learners performed in both internal and external examinations, Nieuwenhuis (2007) states that use of documents as a data gathering technique make the researcher to focus on all types of written communication that may shed light on the phenomenon investigated. The purpose of examining these records was to complement the data obtained through interviews and observation.

According to Yin (2003) the limitations of documents are that access may be deliberately blocked. If documents are used alone, analyzing them gives a researcher a very specific and sometimes limited approach to experiences and processes (Flick,

2009). In this study they were used with interviews and observations to give instructive information.

3.7 Data analysis production

Being a qualitative study, data were analysed through content and thematic analysis. That is data analysis for this study began during data production. During interviews, observations and document reviews, field notes were taken (Patton, 2002). Data collected during interviews were then transcribed. After transcription, data were organised and categorised according to themes and patterns of responses. Observation and document review data were then sorted and classified into categories that corresponded with those in the interviews.

3.8 Data trustworthiness

According to Maree and Pietersen (2007), trustworthiness refers to the way in which the researcher is able to persuade the audience that findings in the study are worth paying attention to and that the research is of high quality. To establish trustworthiness of the data in this study methodological triangulation was used. According to Cohen et al (2007) methodological triangulation refers to the use of the same method on different occasions or different methods on the same object. Triangular technique is used in social sciences as an attempt to explain the complexity of human behaviour by studying it from more than one stand point. The reason for the use of triangulation is that the more the methods contrast with each other, the greater the researcher's confidence. In this study the three methods were used namely, interview, observation and document analysis. The use of these three dimensional methods in this study was because they are recommended as the most useful techniques where a researcher is engaged in a case

study. This was a way of providing an assurance that the research instruments were capable of providing accurate meaningful answers to research questions. Hence the use of these methods helped the researcher to view the collected data in three angles.

3.9 Ethical consideration

Permission to undertake this study was requested from the Senior Education Officer (SEO) and the school authorities, namely, the principals and the deputy principals. A letter of permission from the SEO and an ethical clearance certificate were produced and shown to the principals and the deputy principals, as proof that the study had been approved. Informed consent letters from the participants were sought before the study started. The participants were informed about the research in which interviews were used beforehand, in order to give them the opportunity to query the meaning and implications of any statement. They were even permitted to withdraw at an early stage if they felt they are not comfortable. Bell (2005) asserts that it is better for participants to withdraw at the start rather than halfway through. They were assured that their privacy and sensitivity would be protected. They were also assured that information would be used for research purposes only, and would be destroyed after use. I also revealed to the participants that information would be treated as highly confidential.

3.10 Summary

This chapter discussed the methods followed in conducting this study. The research design was explained and the reasons for it as well as a discussion of the participants, the research instruments and the whole procedure which covered the data analysis, including trustworthiness and ethical issues. The next chapter is about the presentation and discussion of the data obtained through the data collection methods used in this study.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

This study aimed at investigating teachers' experiences of the management of teaching and learning resources at three primary schools in Lesotho. The data were collected from a sample of nine respondents comprising of three school principals and six teachers. Semi- structured interviews, observation, and document analysis were used as data collection instruments.

The management of teaching and learning resources poses many challenges on schools principals and teachers. As education is free in Lesotho primary schools there is increased number of learners in schools and this lead to overcrowding. Because of this there is always shortage of teaching and learning resources, the government is not able to resource schools. The teaching resources are not delivered in time. This also places pressure on teachers and principals because some parents do not want to buy their exercises before the delivery is done.

This chapter presents and discusses the findings. The chapter is organized according to specific themes emerging from the data. Firstly I give a brief background of each school. Then I present findings on the types of teaching and learning resources and other sources of resources. Thirdly, the findings about the delivery of resources will follow. From there I move on to the findings concerning the allocation of resources. Next I examine data on the utilization of the resources and finally I discuss the findings on challenges.

Data are presented in a combined form in terms of the schools, whereby for each theme there will be data from the three data collection methods namely interview, observation and document analysis. Because of confidentiality, teachers are named according to the letters of the alphabet, while schools are identified through pseudonyms.

4.3 Types of teaching and learning resources

Respondents were asked what type of teaching and learning resources they get.

In relation to this, all the principals indicated that they only get teaching and learning resources from the government. These are the examples of the teaching and learning resources, they receive text- books, exercise books, pens, pencils, crayons, coloured pencils, rulers, drawing books. For the teachers, the government gives exercise books for doing their daily lesson plans, scheme and record of work books, red pens and blue pens, marking pens that they use for presenting work on posters and charts, science and mathematics kits.

The principal of Realeboha Primary School had this to say:

> We get a variety of teaching and learning resources from the government such as, text books, charts, and the stationery that we are supposed to use in classes that is to say what the learners and the teachers use in class. But they are always limited.

The principal of Paballo Primary School concurred with the principal of Realeboha Primary School and added that they also get furniture from the government. Such furniture includes desks for learners and teachers and small tables and chairs for junior

classes. The principal of Samuel Primary School also reported the same but added that they also get science and mathematics kits.

According to Farrant, (1993) and Coelho 1998 teaching and learning resources are the many things that contain the course content which help learners to acquire knowledge, and help teachers to do their work effectivelyThe School Supply Unit (SSU) of the Ministry of Education is the supplier of teaching and learning resources. As part of planning, to get these books schools have to use the form supplied by the SSU to state the number of pupils they expect to have in each class next year. This form must be returned to the SSU at the end of every year. The teachers are also expected to indicate how many books are still in good order and how many new books the school needs for the next year. The process of planning involves working teams, the principals' control the whole process as the planning is done collaboratively with teachers as they are the ones who work directly with the learners on daily basis and they know the needs of their classes.

I further asked whether the government was the only source of the teaching and learning resources. All the principals reported that the government was the only source. According to the policy all primary schools under FPE depend on the government for provision of teaching and learning resources (Mosisili, 1999).

Taking into consideration what principals said about the sources of resources and what I observed in Paballo and Realeboha Schools, it seemed that there was some contradiction between what they said and what I observed. I did not hear them talking about other sources of resources yet I saw many books which were not from the SSU. All the resources from SSU have a label 'Property of the Lesotho Government' 'Free Primary Education'. In Paballo Primary School there is a library and in Realeboha Primary School there were also many books

which did not have the government label. I asked the principals about this. According to Paballo Primary School principal, the library books were a once off donation from the American churches. They were donated by the wife of the church project officer.

In Realeboha Primary School there were books which did not have the government label the principal indicated that the books were also given by SSU, but were given only to government schools. I asked him why they are only given to government schools. He said he had no idea because they were given to the school before he worked there. The books were reference books for teachers. This means that some resources from the government were only given to the government schools. Thus it seems that government schools were more privileged than other schools in terms of resources. Samuel Primary School principal also indicated that besides the government giving books to schools, the Chinese once donated exercise books, pencils, and rubbers for the learners. These donations were however irregular. The fact that the principals did not readily tell me about other resources seemed to suggest poor management on their part.

From my analysis of the books supply form, the basic teaching and learning resources for teachers namely exercise books, pens, scheme books, text- books, and teachers guides, were available in all the three schools. However the principal of Realeboha Primary School mentioned that the resources were limited. Large chart papers to make posters as well as marking pens were not available in all these schools. this was evident as when I got in all the classrooms the posters were made on soft plain A4 papers, (drawing books for learners) where a big chart paper was to be used the small sheets we joined with a stapler to make a bigger chart. This showed some creativity on the part of teachers.

The principal of Samuel Primary School commented that those were only figures, when I asked him why, he replied: "In many cases the supplies are not as they are written, there is usually less or more resources or totally not there". According to this principal the people who pack the teaching and learning resources are never accurate. I further asked why they had signed for something they had not received. I asked this question because there was a delivery note signed when they received the stationery. He replied that they sign for the number of boxes that they receive, not necessarily knowing what was contained in the boxes. "When we open the boxes we do not get quantities written. The boxes are not labeled what is inside, they are written numbers depending on how many boxes are delivered. It therefore seemed to me that despite schools sending their requirements to SSU, communication from SSU back to schools was quite poor. (The sample of the types of resources is attached; see appendix G).

I also checked the documents that showed the types of teaching and learning resources namely exercise books, text books, pencils, rubbers crayons, coloured pencils, rulers, supplied this year and I found that apart from what was mentioned tracing papers, graph books, instruments (mathematical set) report books were also given. Furthermore teachers were given dusters, crayons and registers these were in addition to what the principals mentioned. Apart from all these the schools were given additional items which belonged to the school not to individual teacher that is the teachers get them upon requesting. The documents that showed the figures given were sealed in the boxes, according to the information given by the principals. Overall it seemed that the SSU gave schools just the basic teaching and learning resources.

4.4 Quantities of teaching and learning resources

  I asked the principals who determined the quantities of teaching and learning resources.

 In response to this question, all the principals indicated that the quantities are determined by the government. The schools give the department the school rolls per class and then the teaching and learning resources are issued. This requires obtaining information about what the school is entitled to obtain from the department of Education which is responsible for supplying these resources. The Principal of Paballo Primary School indicated that the government is the one which determines how many different items per learner per class.

The principal of Realeboha Primary School had this to say:

> At the end of the year we count all the text books against the number of learners that we have and then make estimations for the forth coming year. There is a form that we fill to show shortages or surplus and then we send this to SSU so that when they give the stationery for the new year, they look at that form (requisition form, that is appendix G).

The principal of Samuel Primary School also reported:

> The quantities are determined by the requisition form, that is the statistical return form. The principals fill up this form that indicates the number of learners in a school and per class, and the books are brought to the schools. Even though this form is filled the quantities are never according to what is written or needed for learners. The text books and the stationery are more or less than what we request for. Appendix H shows the type and the quantity given per learner.

On the basis of the information I gathered it seemed that the planning on teaching and learning resources is done at national level and school level. The government remains

the main source of the teaching and learning resources in the schools under study, although there are other sporadics sources that also contribute in resourcing the schools.

I asked the teachers what quantities of resources they get in relation to the number of learners.

This is how teacher A, in Paballo Primary School responded:

> Normally, the quantities of teaching and learning resources are determined by the government. They are brought to schools already scheduled by the government, that is which books should be given to which class, how many exercise books should be given to each learner in different classes.

In anger she added:

> We get the materials that are not enough for the learners. Because of Free Primary Education there are many learners and the government is not able to supply the schools with adequate resources, the exercise books are not enough for the learners and other resources like text-books also are not enough. For example in my class there is a huge shortage of textbooks in some cases three learners share one book.

On the same question teacher B in Paballo Primary School had this to say:

> We are supposed get the resources depending on the number of learners we have, for instance I have 120 learners so I have to be allocated 120 rulers, pencils, and everything else, but practically that is not the case. The schools are able to plan for the new year but the government is unable to provide what is requested.

From the documents that I read in Paballo Primary School in relation to stationery, each learner is given four exercise books and three pencils for the whole year. I learned that these are finished within a very short time especially in junior classes, which is from Class 1 -3. The exercise books are very small in size that is 4 by 32 pages (normal exercise books) and 2 by 24 pages (Irish exercise books). The learners use these exercise books for class work and for the tests. Some parents refuse to buy more exercise books, saying that their Prime Minister has declared education free. Appendix I shows the quantities that learners get. This situation was the same in all the schools under study.

I further asked the teachers what they do in that situation.

Teacher A at Samuel Primary School mentioned that:

> We sometimes ask parents to buy exercise books for their children. Some do, and others refuse. We cannot expel children since some learners are orphans and others come from very poor families. Nobody at home can buy them exercise books, so we have to keep them in class so that they can get their first meal of the day. For some of them the school is the only place where they get their meals.

At Paballo Primary School teacher A had this say:

> We find our own way to improvise, for example to make a plain chart we combine small pieces of plain soft paper or use the back of old calendars collected from home. For markers we find our own way, sometimes we buy them with our own money. In the case of text- books we have to copy a lot of information on the chalk board for the learner to read or to copy in their exercise books. This takes a lot of time as learners take a long time copying

from the chalkboard, in most cases we have to split the class in groups and

share the textbooks.

According to teachers' responses the problem of overcrowding in the three schools was identified as one of the key negative factors against efficient management of teaching and learning resources. The inadequate supply of resources was also a big a problem in all the three schools. The government is unable to supply schools with adequate resources for the schools' large enrolments so schools had to contend with what was available.

In this question teacher A in Samuel Primary School reported that;

The resources are shared equally amongst the learners and the teachers. For example in this school we have only three copies of a book called 'My uncle grey Bhonzo' when the book is used by three classes that is classes 5, 6, and 7. Each class has been given one copy which is used by the teacher. Learners are not able to read this book. Teachers write lengthy notes on chalkboard or sometimes learners are asked to pay money for photocopying when preparing for the next lessons, or I sometimes use money from my pocket. Group work is mostly used.

Although group teaching is sometimes good it should not be used all the time as it can sometimes bore the learners. According to Moloi, Morobe, and Urwick, (2000) groups are especially good if they are small because they allow participation of every learner. This was not the case in the three schools due to large classes. Learners are often more comfortable in small groups than in large groups. In small groups learners are able to reach consensus whereas that may not be the case in big groups and this method is not appropriate for

elementary level. In the context of Free Primary education in Lesotho, on many occasions group method is not used because it is a good method of teaching, but it is used because of the resources constraints, classes are very large and resources are limited.

Teacher B in Paballo Primary School also reported that the books are limited and shallow, especially the text books for the new curriculum. He mentioned that books they received this year were so shallow and vague that he sometimes used the books for 1995 and 1998. These are the books that they used before the implementation of free primary education. This suggests that the government has resorted to purchasing cheaper books in order to meet the demand of free primary education.

Some schools improvise, that is they still cope with inadequate resources, they use what is available to address the shortage problem. Others seemed not to cope. The government schools seemed better assisted by the government than other types of schools.

4.5 Delivery of resources

Delivering means transporting, or taking things from one place to another (Hornby, 2005). In this study the teaching and learning resources are transported from SSU to schools.

I asked the principals who and how the delivery of teaching and learning resources is done.

The principals' responses were that the government, through its department of SSU, delivers the resources to schools which are under free primary education policy, and this is done once at the beginning of every year. Principal B indicated that the government hires business people to deliver books in all schools under FPE, using road transport.

The principal of Realeboha Primary School had this to say:

> Delivering of resources is done by the government, through its department, SSU. The department hires individuals, business people, or companies to deliver resources in schools.

> The principal of Samuel primary school also had this to say: "All the teaching and learning resources are delivered to us by the department of education SSU".

The principal of Realeboha Primary School said:

> The delivery is the responsibility of the government as we are not charging money in this school. The person who delivers teaching and learning resources hands over a delivery form indicating the number of boxes he is delivering, both the delivered and the receiver sign a form to show that they agree. Before we open the boxes we are not sure what is in the boxes and what quantities. When the books are delivered at least one person who is in the committee that allocates books has to be there to receive the teaching and learning resources.

It is the responsibility of the government to deliver the teaching and learning resources to schools, but again it is the role of each school principal to inform the SSU about the number of text- books it needs. It is the role of the principal to determine the appropriate teaching and learning resources by which each student will achieve the outcomes and the standard described in the curriculum

From the teachers' responses and document analysis (a form showing the stork sent to school) it is evident that there is a proper delivery of teaching and learning resources, and that there are functional committees in the three schools since they signed for the resources received (attachment at the back appendix J). There was proper hand over of the teaching and learning resources during delivery. However the quantities are not known at the point of delivery.

All the three schools had committees responsible for the teaching and learning resources. They mentioned that the committees comprised of three teachers of which one is the principal, at least one of them is there when the resources are delivered. Though this was done verbally the SSU has mandated that each school should have this committee. This means that the department communicates with schools through these committees. This is how the schools are organized as Allen; (1998, p.173) asserts that "Organizing is a task which is performed to initiate planning and to establish connections with the various parts, so that goals may be realized and attained effectively"

More over hand- over records were kept safely and made available to show who has received what. I saw the copies of delivery forms in three schools and the duplicate was with the SSU, there were two copies one for the receiver and the other one for the distributor. The deliveries of these teaching and learning resources are not done at the correct time. They are supposed to be delivered before the academic year starts, but unfortunately they are done in March at the earliest. The reason was known. (Delivery note attached appendix J).

4.5 Storage of teaching and learning resources

Storage is the process of keeping something in a particular place until it is needed, the space where things can be kept. This means that the teaching and learning resources need to be stored if they are not in use (Hornby, 2006).

I asked the principals how they store and take care of the teaching and learning resources. The Principal of Samuel Primary School had this to say:

> We have a storeroom where the stationery is kept. In the storeroom books are kept on shelves which are categorized according to subject and according to class to ensure that the books are in good order, and there is a security guard who is also paid by the government. It is our responsibility as teachers to take records and to make sure that all books are returned to the storeroom when we close for holidays (at the end of every quarter).

The principal of Paballo Primary School reported

> During school days the resources, especially students and teachers text- books are kept in classroom lockers after use. The lockers are lockable and all classes are locked after school. But at the end of the quarter all the books are taken to the storeroom. This is done to see if the books are still there and to see if they are well cared for. Though it is sometimes difficult pupils who lose books have to replace them.

From my observation of book storage the three schools had good book lockers which are lockable. Two schools, the government community schools had night watchmen, both paid by the government. According to Davidoff and Lazarus, (2002), security systems are also necessary, and this includes security, strategies that range from simple locking system to major security patrols where necessary. It seemed that in church schools the government

does not pay for the security guard. The school did not have one because they were not able to pay. The books were also packed in shelves as another way of taking care of them.

Taking care of teaching and learning resources means making sure that precautionary measures are taken before something happens, looking after them properly, and looking after them should include using cupboards, putting them upright and keeping them away from leaking roofs. (Davidoff & Lazarus 2002).

In keeping the books it is also good to number them. When the teacher receives books, the number of each book can be written down in the inventory book. Also when the teacher gives a book to a learner, she should report the title of the book, its number, and the name of the pupil. In this manner the book is traceable, which means that you can find who is responsible for it. What I found in these three schools was common in the sense that only the books in senior classes were labeled that means that every learner had one number for all the text-books. That made it easy to trace a book if lost. For junior classes books were not numbered and their reason was that at this level learners are too many. When they are using text-books they just give randomly. This showed that the more learners' schools had the more difficult it was for them to manage the resources.

Generally the three schools use the same storage approaches, they have a culture of making sure that the books are locked for security. Each school had a lockable storage for keeping books. During the year books are kept in class lockers but at the end of the year all the textbooks are kept in storages until the beginning of the year when the new teacher allocation has been done. Each teacher reports the loss if any.

4.7 Allocation and utilization of resources

Allocating resource means distributing according to the purpose or to set apart for a special purpose (Hornby, 2005). In order to use the teaching and learning resources effectively one has to plan how to use them. In as far as resources are concerned, you have to know what resources you need for each class, and another important thing is how you will get the various resources (Davidoff and Lazarus 2002). Hurd, Dixon, and Oldharm (2006), propose that the success of achieving the aims of education is affected by the way in which teaching and learning resources are allocated, in particular books and textual media.

I asked teachers about who allocated the resources at their school, and how often the allocation was done.

In response to the question teacher A in Paballo Primary School had this to say:

> We allocate the resources once a year, and this is normally done after they have been delivered. As there are many learners who are vulnerable, when allocating the resources especially the stationery, we give them the first priority that is in this school we make sure that the vulnerable learners get every item that is given by the SSU, before we can give other learners.

This response suggested some form of description in resource allocation. While some learners were more vulnerable than others, all learners seemed to need assistance.

Teacher A in Realeboha Primary School had this to say:

> Eh…, we normally have class rolls for each class and therefore we share what we have for each class. In this school we have more than one stream so each class gets the same number of resources. We check first whether what we are giving is enough for the classes. For text books if they are not enough learners

have to use those books in turns that is, class 1A will use the books first then class 1B, this will depend on the number of streams for that particular class.

We also have a group of teachers responsible for that. Their role is to ensure that every class gets the teaching and learning resources and to record the stock in hand, shortages, or the surplus, and to make sure that at the end of the year the stock (text books) is as it was at the beginning of the year.

From this response it shows that sometimes schools have to change their time tables in order to share teaching and learning resources.

According to the policy of SSU there is a committee in every school which is responsible for resources from SSU; the committee comprises of the principal and two teachers. Its duties amongst others include keeping records, requesting for more resources if inadequate, and seeing to it the resources are well cared for.

From the findings it is evident that in every school there were teachers responsible for the teaching and learning resources (SSU committees). They were functional in each of the schools, because in all the schools one of the respondents was a member of the SSU books committee.

I arrived during revision and sporting activities as a result, I was only able to observe only two classes per school with the aim to see the learners' exercise books, one junior and one senior class in the three schools. Junior classes comprise of Classes One to Four and senior classes comprise Classes Five to Seven. This was the beginning of the third term. I

discovered that by this time of the year many of the learners were using the exercise books that they had bought because the ones from the government were long finished.

Overall all the three schools seemed to be well organized in terms of allocating resources. A structure was in place in each school to achieve this. However there was little to allocate since the resources supplied by the government were far fewer than what the resources required.

4.7.1 Utilization of resources

Respondents were asked how they used the teaching and learning resources. Teacher A in Paballo Primary School indicated that each learner was supposed to have his or her own text book depending on the variety of textbooks per class, but if the books are not enough then they had to share. On the same question teacher B in Realeboha Primary School showed that since the implementation of free primary education text books have never been adequate so they share two or three learners per book.

From the findings text books were used by the teachers, while not all the learners had text-books. That forced the teachers to write the class work on the chalkboards so that the learners could do it.

As with any other equipment, books should be treated with respect. Teachers should teach learners how to open books and place them so that the books are not harmed, not to write in books, how to turn pages without damaging the book, and how to use the index to find the information quickly.

I also discovered that there were very few learners with new exercise books for doing class work in Class One. I noted this by simply taking their exercise books randomly. Others were using their high school brothers' and sisters' books that had a few pages left in them, and

some had rubbed out their previous work and were writing on those dirty pages. In senior classes I found that they were using only one exercise book for writing all the notes for all subjects, and there were those who did not have notes books they used old exercise books from last year which were just about to get finished even before the end of the year.

The argument is that resources are insufficient, and that they are delivered late, as a result of this, teacher had to improvise, or use methods that did not suit lessons and this seemed to be a waste of time for them because sometimes they have to do practical work and if resources are limited they will have to wait for each other.

Even in this situation teachers are expected to perform well and produce good results at the end of the year. The Lesotho education system is examination-oriented as mentioned previously, as we move from Class Five to Class Seven, we start preparing learners for the external examination. Learners write a National examination and the results are publicized. The external class teachers are responsible for the learners' performance. As a result, it seemed to me that senior class teachers were mostly pressured by accountability because their year is short (the final examinations are written in October). They gave learners books to learn from when they were at home, (a thing which is not recommended by the SSU), or so that they could be helped by their brothers and sisters at home. Text books are factors in explaining the student performance (Schemidt, Knight Raizen, 1997). The government is unable to provide adequate resources for the schools' due to large enrolments. The lack of resources cause challenges for teachers.

4.8 Auditing resources

Auditing is evaluation of a person, organization, system, process etc. audits are performed to ascertain the validity and reliability of information and also to provide an assessment of a system internal control. In this study auditing is done on the teaching and learning resources. I asked the principals who are responsible for auditing teaching and learning resources at their school, and how often the auditing is done.

Principals' responses were that auditing is done by SSU immediately after the delivery of teaching and learning resources. Since the delivery is done by hired people, the ministry of education sends people from the department to make a follow up on the resources delivered in schools. According to literature

Teachers' responses in relation to auditing indicated that they do auditing at school level. This is done by teachers who are responsible for the resources. They check what is remaining after allocation and pack the excess resources and keep them in the store room. In turn the personnel from the SSU do the auditing they check the books in all classes to see how they are cared for. The excess text books are taken to schools where they are needed. This is done once every year immediately after the distribution of books. According to the principal this was last done in March in the year 2009.

From their responses to this question it seems as if auditing is the responsibility of the teachers and the ministry of education. This is done to see how many teaching and learning materials are available and how many additional resources are needed. According to literature review in chapter two, availability or non availability of teaching and learning resources affect academic performance of learners (Mwangwu 1997).

4.10 conclusions

In this chapter, data generated from themes seven themes and were analyzed. It became clear that all the participants regarded teaching and learning resources important for the achievement of learners and that the resources should be taken care of. It also became clear, however, that there were some challenges that faced the quantities of teaching and learning resources.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECCOMMENDATIONS

5.1 Introduction

This chapter summarises the study, makes conclusions and suggests recommendations in response to what emerged out of the investigation.

5.2 Summary

The study investigated principals' and teachers' experiences of the management of teaching and learning resources in Lesotho primary schools in the context of Free Primary E education. The first chapter outlined the background and the purpose of the study. The motivation of the study emanates from the literature, where I discovered that studies of management of teaching and learning resources have not been largely conducted especially in the context of Free Primary Education in Lesotho. Available literature tends to focus on the management of human and financial resources and not much on teaching and learning resources. I have also discovered that managing teaching and learning resources is one of the major tasks of every school principal and teachers. I therefore found it worthy examining the experiences of principals and teachers in this regard.

In chapter Two, I reviewed literature. The concept of teaching and learning resources, the importance of teaching and learning resources, role of leadership and management in managing resources in schools were discussed. The theoretical framework is three-fold; it is constructed around organisational structure, organisational culture and the four key management functions namely planning, organising, directing and controlling.

Chapter Three outlined the methodology used in the study. The study was located within a qualitative approach, and adopted a multiple case study research design. The multiple case studies were conducted through semi-structured interviews, document analysis, and observation. These methods were used to help me gain an understanding of principals' and teachers' experiences of the management of teaching and learning resources. The semi-structured interviews allowed me to probe deeply into the issues that were investigated. There were nine teachers in three schools; three of them were school principals. Nine of them were interviewed as intended.

In Chapter Four I presented and discussed the collected data. Data were presented through themes namely: types of teaching and learning resources, delivering of resources, allocation and utilization of resources, storage of resources auditing resources, quantities of teaching resources, usage and challenges. Having followed this process the following conclusions can be reached.

5.3 Conclusions

This study was guided by three key research questions. I came up with the following conclusions.

Despite schools sending their requirements to SSU, communication from SSU tended to be poor in the sense that schools seemed well organised in terms of planning there is little to allocate because the teaching and learning resources supplied by the government was far fewer than what the schools require. The time at which the teaching and the learning resources are delivered is problematic. The teaching and learning resources are delivered towards the end of the first quarter when the learners are just about to write the quarterly test. Teachers are expected to produce good results in this situation. Some parents on the other hand refuse to buy their children stationery.

Regarding the quantities of teaching and learning resources, the findings show that teachers are not teaching well because of the limited resources. These sometimes force teachers to use their own money to buy teaching and learning resources and to use the teaching methods that are not appropriate for learners, which do not engage learners actively. The government is unable to cater for the large FPE school enrolments. The findings also reveal that since the inception of FPE, the classes are overcrowded and sometimes three learners share a text-book especially in upper classes.

In terms of organisation structure and culture the findings show that all schools studied had resource management committees in place. These committees seemed to have developed a sound culture of maintaining resources through keeping them in lockers and by making requisitions timely. Finally all the schools however seemed to need to improve the way they managed resources. For example, they did not have records about the resources donated to them. Given these conclusions I am therefore making the following recommendations.

5.4 Recommendations

On the basis of the conclusions above conclusions I recommend that:

1. Regarding the problem of inadequate resources and the delay delivery of teaching and learning resources the government should purchase adequate teaching and learning resources and involve the schools through the committees to collect their own teaching and learning resources from the department and this should be done early before schools open

2. Schools should work collaboratively with parents to generate funds for teaching and learning resources and for transporting resources to their schools.

3. The teaching and learning resources should be delivered before schools open.

4. Schools should have records of every teaching resources received, including the ones donated.

5. Further research is needed to explore the School Supply Unit delivery of teaching and learning resources.

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Appendix A

Interview schedule for principals

1. Types of teaching and learning resources and their Sources

1.1 What types of resources do you get from the government?

1.2   How are the qualities determined?

1.3 What do you think of the quality of resources e.g. books?

1.4 Which are those sources, and what kind of resources do you get from them?

1.5 What challenges do you face?

2. Delivering resources

2.1 How do you get the teaching and learning resources to the school?

2.2 What challenges do you face in getting the resources?

2.3 How do you respond to those challenges?

3. **Allocating resources**

3.1 How do you allocate teaching and learning resources? For example, text books, exercise books etc.?

3.2 How are resources used in classrooms?

3.3 What challenges to you get?

4. **Storage and utilisation resources?**

4.1 How do you ensure that resources are safe, e.g., from theft, keeping them in good condition, loss?

4.2 What strategies do you use to ensure economic utilisation of resources?

5. Auditing

5.1 who audit resources in your school?

5.2 How often is auditing done?

Interview schedule for teachers

1.Quantities

1.1 What quantities of resources do you receive in relation to the numbers of learners?

1.2 What challenges to you get?

2. Storage

2.1 How do you store the resources?

2.2 What are the challenges?

3. Usage

3.1 How do you use the limited resources?

3.2 What are the challenges?

APPENDIX B

Observation schedule

Usage of teaching and learning resources especially books (by teachers and learners).

Storages and book locker.

Teachers' meetings.

Appendix c

Document review

Reading documents about;

Requiring books (requisition forms)

Delivery of books

Stationery allocation

 Records of stationery

Appendix D

University of KwaZulu Natal
Edgewood Campus
Beachwood Flat 2
Room 70
27 August, 2010.

The Senior Education Officer
P. O. Box 47.
Maseru.
100.
Dear sir/ madam

RE: A REQUEST FOR PERMISION

I am a Master of Education degree student conducting a research project titled, "Management of teaching and learning resources in Lesotho primary schools". I humbly request permission to undertake my research project in your schools.

It is an academic study of which teachers and the Ministry of Education may benefit as it is likely to help the teachers to understand how to manage teaching and learning resources successful. The teachers may also gain an understanding of the strategies to apply and help other schools on how to manage resources. The research targets the principals and teachers. They will be interviewed as individuals. I therefore ask for permission to enter the schools and conduct an interview.

This study is supervised by Professor Vitallis Chikoko, Tel. 031 260 2639. My contact: cell 0790843967; Email address;mohonom@yahoo.com or 208527082@ukzn.ac.za.

I thank you in advance
Yours sincerely
'Mapaballo Jeanette Mohono

If you understand and grant permission please sign a declaration form bellow.

DECLARATION FORM

I………………………………. (Full name of the Officer) hereby confirm that I have read and understood the contents of this document and the nature of the research project, and I consent to permit the researcher to conduct her study at Thamae primary school.

SIGNATURE

                                    DATE/ STAMP

…………………………   …………………………

Appendix E

University of KwaZul Natal
Edgewood campus
Beech Wood Flat 2
Room 70

27 August, 2010

The Principal.
Maseru
100
Dear principal,

RE: A REQUEST FOR YOUR PARTICIPATION

I am a Master of Education degree student conducting a research project titled; "Management of teaching and learning resources in Lesotho primary schools**"**. I humbly request you to participate in the study during data collection that will take place at your school. The research targets you and your teachers, I therefore humbly request you to talk to them to participate in an individual interview which will be taking place at your school for at least 30minutes in September 2010. I also request permission to look at the school documents, for example, minute of staff meetings, records of teaching and learning resources, and records of external examinations for the past five years.

Further clarification.

- This study may help you and other schools' principals in successfully managing school teaching and learning resources.
- Your identity will not be divulged under any circumstance.
- There is no right or wrong answer.
- All the responses will be treated with strict confidentiality.
- Fictitious names will be used to represent participants' names (real names of participants and school will not be used throughout the research process).
- Participation is voluntary; therefore you are free to withdraw any time without negative or undesirable consequences to you.
- You will not be forced to disclose what you do not want to reveal.
- Audio recording will be done through your permission.

- Data will be stored in my locked cup board for a maximum period of five years thereafter it will be destroyed through burning.

This study is supervised by Professor Vitallis Chikoko, Tel. 031 260 2639.

My contact: cell: 079 084 3967; Email address: mohonom@yahoo.com or 208527082@ukzn.ac.za

If you understand and agree to participate, please sign a declaration form attached.

DECLARATION FORM

I………………………………… (Full names of the participants) hereby confirm that I have read and understood the contents of this document and the nature of the research project, and consent to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE   **DATE**

....   ……………………………

I thank you in advance,

Yours sincerely

'Mapaballo Jeanette Mohono

APPENDIX F

University of KwaZulu Natal
Edgewood Campus
Beechwood Flat 2
Room 70
27 August, 2010

The Teacher
Maseru
100

Dear teacher,

RE: A REQUEST FOR YOUR PARTICIPATION

I am a Master of Education degree student conducting a research project titled; "Management of teaching and learning resources in Lesotho primary schools**"**. I humbly request you to participate in the study during data collection that will take place at your school. The research targets you as the teacher. Therefore you form part of my study. You will be expected to participate in an individual interview which will be taking place at your school for at least 30minutes in July 2010. Observation will also be conducted in the research project.

Further clarification.

- This study may help you and other teachers in successfully managing school teaching and learning resources.
- Your identity will not be divulged under any circumstance.
- There is no right or wrong answer
- All the responses will be treated with strict confidentiality
- Fictitious names will be used to represent participants' names (real names of participants and school will not be used throughout the research process).
- Participation is voluntary; therefore you are free to withdraw any time without negative or undesirable consequences to you.
- You will not be forced to disclose what you do not want to reveal.
- Audio recording will be done through your permission.
- Data will be stored in my locked cup board for a maximum period of five years thereafter it will be destroyed by shredding.

This study is supervised by Professor Vitallis Chikoko, Tel. 031 260 2639. My contact: cell: 079083967; Email address: mohonom@yahoo.com or 208527082@ukzn.ac.za

If you understand and agree to participate, please sign a declaration form attached.

DECLARATION FORM

I………………………………… (Full names of the participants) hereby confirm that I have read and understood the contents of this document and the nature of the research project, and consent to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE   **DATE**

....   ……………………………

I thank you in advance,

Yours sincerely

'Mapaballo Jeanette Mohono

Appendix G

STD.6		NORMAL EXERCISE					
		PENCIL					
		DRAWING BOOK/TRACING					
		RUBBER					
		COLOURED PENCIL					
		BLUE PEN					
		2QUIRE SHORT					
		2QUIRE LONG					
		3QUIRE LONG					
		GRAPH BOOK					
		FULL SCAP	2				
STD.7		PENCIL					
		DRAWING BOOK/TRACING					
		RUBBER					
		COLOURED PENCIL					
		BLUE PEN					
		2QUIRE SHORT					
		2QUIRE LONG					
		3QUIRE LONG					
		GRAPH BOOK					
		FULL SCAP	2				
PUPIL'S PACKED GRAND TOTALS:							
		NORMAL EXERCISE					
		IRISH EXERCISE					
		PENCIL					
		DRAWING BOOK					
		RUBBER					
		DRAWING BOOK/TRACING					
		COLOURED PENCIL					
		REPORT BOOK					
		BLUE PEN					
		RULER					
		2QUIRE SHORT					
		2QUIRE LONG					
		3QUIRE LONG					
		GRAPH BOOK					
		INSTRUMENTS					
		FULL SCAP					
TEACHER'S ITEMS							
1,2,3,4,5,6,7.							
	ROLL	ITEM	QTY/TEACHER	TOTAL/SCHOOL			
		METER STICK					
		2QUIRE LONG					
		BLUE PEN	~				
		RED PEN	✓				
		FELT PEN/SCH.ASSORT.					
		COLOURED CHLK/SCH.					
		WHITE CHLK/SCH.	✓				
		BOSTIK/SCH.					
		SCHEME BOOK/STRM.	✓				
		DUSTERS/SCH	✓				
		CHART/SCH.	✓				
		SCISSORS 10/STD.1/TEACH					
		COLOURED PENCIL					
		SHARPNERS 120/SCH.	1				
		REGISTER/STRM.					

ANNEX
ER 42 -2010

MINISTRY OF EDUCATION AND TRAINING
REQUISITION FORM

PART A
TEXTBOOKS

CLASS	ROLL	PUPIL'S TITLE	QUANTITY AT SCHOOL	QUANTITY DEMAND	TEACHER'S TITLE	QUANTITY AT SCHOOL	QUANTITY DEMAND	NO. TEACHERS	NO. OF STREAMS	QUANTITY AT SCHOOL	QUANTITY DEMAND
1		Leseli 1			English for the future 1						
		English for the future 1			Primary Maths 1						
		Primary Maths 1			Science 1,2,3						
		Buka ea ngoana ea Science 1									
		Temo ea Lesotho 1									
2		Leseli 2			English for the future 2						
		English for the future 2			Primary Maths 2						
		Primary Maths 2			Science 1,2,3						
		Buka ea ngoana ea Science 2									
		Temo ea Lesotho 2									
3		Mochochonono 3			Mochochonono 3						
		English for the future 3			English for the future 3						
		Primary Maths 3			Primary Maths 3						
		Buka ea ngoana ea Science 3			Science 1,2,3						
		Thuto ea motho le tikoloho			Social Studies						
		Temo ea Lesotho 3									
4		English for the future 4			English for the future 4						
		New Primary Maths 4			Primary Science 4						
		Primary Science 4			Masutsa						
		Social-Studies 4									
		Agriculture 4									
		Masutsa									

	Column 1	Column 2
5	Longman Maths 5	Longman Maths 5
	Primary Agriculture Book 5	Agriculture 5,6,7
	English for the future 5	English for the future 5
	Science for the future 5	Science for the future 5
	Longman Sesotho	Longman Sesotho
6	Way Ahead: English 6	Way Ahead: English 6
	Way Ahead: Maths 6	Way Ahead: Maths 6
	Way Ahead: Social Studies 6	Way Ahead: Social Studies 6
	Way Ahead: Health & Physical Education 6	Way Ahead: Health & Physical Education 6
	Way Ahead: Religious Education 6	Way Ahead: Religious Education 6
	Way Ahead: Home Economics 6	Way Ahead: Home Economics 6
	Primary Science 6	Primary Science 6
	Agriculture Book 6	Agriculture 5,6,7
	Teotsa ea Puo 6	Teotsa ea Puo - Teacher's Guide
		Lesotho in the world today
		Mantlatlane
		The Earth Book 2
		The Earth Book 4
7	Top Maths for Lesotho 7	Top Maths for Lesotho 7
	Science for the future 7	Science for the future 7
	Agriculture Book 7	Agriculture 5,6,7
	Way Ahead: Social Studies 7	Way Ahead: Social Studies 7
	Mochochonono 7	Mochochonono 7
	Flying Colours English	Flying Colours English
	Home Economics 7	Home Economics 7
		Mantlatlane
		Lesotho in the world today
		The Earth and its wonders Book 2
		Ithute Lilotho
PART B	SHARED TITLES	
	Bophelo ba Lillo	
	Monna oa Thaba-li-Maqhoa	
	Mahofi	
	Uncle Grey Bhonzo	
	Poetry for Pleasure	
	Crooked Path	
	Atlas for Lesotho	

PART C

KITS

TITLE	QUANTITY SUPPLIED	QUANTITY AVAILABLE	SHORTAGE	SURPLUS
SCIENCE KIT				
MATHS KIT				
CHALKBOARDS				
BOOKLOCKERS				
MATHS SET				

APPENDIX H

SCHOOL SUPPLY UNIT				
STATIONERY PACKING LIST 2010				
STD.1	ITEM	QYT/ CHILD	TEACHER'S ITEMS	
	NORMAL EXERCISE	✓ 4	1,2,3,4,5,6,7.	
	IRISH EXERCISE	2		
	PENCIL	3	ITEM	QTY/ TEACHER
	DRAWING BOOK	1		
	RUBBER	1	2QUIRE LONG	1
	COLOURED PENCILS	1	BLUE PEN	5
	REPORT BOOK	1	RED PEN	7
			FELT PEN/SCH.ASSORT.	30
STD.2	NORMAL EXERCISE	3	COLOURED CHLK/SCH.	6
	PENCIL	3	WHITE CHLK/SCH.	12
	DRAWING BOOK	1	BOSTIK/SCH.	2
	RUBBER	1	DUSTERS/SCH.	1
	COLOURED PENCILS	1	SCHEME BOOK/STRM.	1
			CHART/SCH.	30
STD.3	NORMAL EXERCISE	4	COLOURED PENCILS	1 BOX
	PENCIL	3	REGISTER/STRM.	1
	DRAWING BOOK	1		
	RUBBER	1		
	COLOURED PENCILS	1		
	BLUE PEN	2		
STD.4	NORMAL EXERCISE	4		
	PENCIL	2		
	DRAWING BOOK	1		
	RUBBER	1		
	COLOURED PENCILS	1		
	BLUE PEN	4		
	RULER	1		
	2QUIRE SHORT	2		
	2QUIRE LONG	1		
STD.5	NORMAL EXERCISE	4		
	PENCIL	2		
	DRAWING BOOK	1		
	RUBBER	1		
	COLOURED PENCILS	1		
	BLUE PEN	4		
	2QUIRE SHORT	2		
	2QUIRE LONG	1		
	GRAPH BOOK	1		
	INSTRUMENTS	1		
STD.6	NORMAL EXERCISE	4		
	PENCIL	3		
	DRAWING BOOK/TRACING	1		
	RUBBER	1		
	COLOURED PENCILS	1		
	BLUE PEN	4		
	2QUIRE SHORT	2		
	2QUIRE LONG	1		
	3QUIRE LONG	1		
	GRAPH BOOK	1		
STD.7	PENCIL	3		
	DRAWING BOOK/TRACING	1		
	RUBBER	1		
	COLOURED PENCILS	1		
	BLUE PEN	4		
	2QUIRE SHORT	4		
	2QUIRE LONG	1		
	3QUIRE LONG	1		
	GRAPH BOOK	1		