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**Management and Utilization of Educational Material Resources in
Secondary Schools of Dera Woreda North Shoa Zone Oromia
Regional State**

By

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A thesis submitted to the department of educational planning and Management, in partial fulfillment of the requirement for the degree of master in Educational leadership.

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This is to Certify that the Thesis Prepared by Endeshaw Worku, entitled: Management and Utilization of Educational Material Resources in Secondary School of DeraWoreda North Shoa Zone of Oromia Regional State and Submitted in Partial Fulfillment of the Requirements for the Degree of Masters of Education (Educational Leadership)

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Table of Contents

Content	page
Acknowledgements.....	I
Table of Contents.....	II
List of Tables	VI
Acronyms / Abbreviations	VII
Abstract.....	VIII
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	3
1.3. Objective of the study	6
1.4 Significance of the Study	6
1.5 Delimitations of the Study	7
1.6 Limitation of the study.....	7
1.7 Definition of Operational Terms.....	8
1.8 Organization of the study	9
CHAPTER TWO	10
REVIEW OF RELATED LITERATURE	10
2.1 Concept of Education Resources	10
2.2. Material Resources.....	11
2.3. Classification of Educational Materials	13
2.4. Educational Materials Management.....	14
2.5. The Functions of Educational Materials Management	15
2.5.1. Planning for Educational Materials Management.....	15

2.5.2. Purchasing of Education Materials	17
2.5.2.1. Purchasing Procedure.....	17
2.5.2.2. Time for Purchasing.....	18
2.5.2.3. Determining the Right Price	19
2.5.2.4. Identifying the Right Source	19
2.5.2.5. The Right Quality for Educational Materials.....	20
2.5.2.6. Purchasing Policy.....	22
2.5.3 Educational Resource Allocation.....	23
2.5.4 Distribution of Educational Materials.....	23
2.5.5 Warehousing/Storekeeping Educational Materials	24
2.5.6. Obsolete and Surplus Management.....	25
2.5.7. Disposition	25
2.6. Proper Use of Educational Material Resources	26
2.6.1. Utilization of Educational Material resources.....	26
2.6.2. Controlling Educational Materials	26
2.6.3. Inventory of Educational Materials.....	27
2.7. Maintenance of Educational Material Resources.....	28
2.8. Challenges to Effective Management and Utilization of Educational Materials	29
2.9. Material Management Policies and Guidelines.....	30
2.10. Importance of Materials Management	32
2.11. Functions of Management as Applied to Materials	32
2.12. Experience in Materials Resources Management in Different Countries	34
2.13. Educational Materials Resources Management in Ethiopia.....	35
CHAPTER THREE	37
Research Design and Methods.....	37

3.1. Study Area	37
3.2. Research Design.....	37
3.3. Source of Data.....	38
3.4. Sample and Sampling technique	38
3.5. Methods of Data Collection	40
3.5.1. Questionnaire	40
3.5.2. Interview	40
3.5.3. Observation	41
3.6 Pilot Test	41
3.7. Procedures of Data Collection	42
3.8. Methods of Data Analysis.....	42
3.9. Ethics Consideration	43
CHAPTER FOUR.....	44
Presentation, Analysis and Interpretation of Data.....	44
4.1. Characteristics of the Respondents	45
4.2. Analysis of Data.....	46
4.2.1. Role of Stakeholders in Material Management.....	46
4.2.2. Educational Materials Management Functions.....	50
4.2.2.1. Educational materials planning activities.....	50
4.2.2.2. Purchasing of Educational Material	51
4.2.2.3. Allocation and Distribution of Educational Materials	54
4.2.2.4. Maintenance of Educational Materials.....	56
4.2.2.5. Storage of Educational Materials	57
4.2.2.6. Inventory Control of Educational Materials	58
4.2.2.7. Result on Obsolescence and Surplus.....	59

4.2.3. Respondents' view on Availability and Use of Guidelines for Educational Materials Management.....	60
4.2.4. Majors Problems and Action to be taken in Educational Materials Management	62
CHAPTER FIVE	64
5. Summary, Conclusions and Recommendations.....	64
5.1 Summary of Major Findings.....	64
5.2. Conclusions.....	67
5.3. Recommendations.....	69
References.....	72
Appendix.....	76

List of Tables

Table.1. Characteristics of Respondents	45
Table .2 Stakeholders Participation in Education Material Management	47
Table. 3 The extent of Participation of Stakeholders in Education Material Management	49
Table.4. Planning Activities of Educational Materials	50
Table.5. Purchasing of Educational Materials	53
Table.6. Allocation and distribution of educational materials	55
Table 7 views on Storage of Educational Materials.....	57
Table.8 Inventory Control.....	59
Table 9. Availability and use of policies and guidelines regarding to educational materials Management and utilization.....	61

Acronyms / Abbreviations

AAU: Addis Ababa University

EDPM: Educational planning and management

WEO: Woreda Education Office

MM: Materials Management

T/L: Teaching and Learning

FDRE: Federal Democratic Republic of Ethiopia

UNESCO: United Nations educational, scientific and cultural organization

EM: Educational material

MOE: Minister of education

ESDP: Education sector development program

NGO: Nongovernmental organizations

PTSA: Parent teacher student association

MM: Material management

CRC: Cluster resource centre

TVET : Technical and vocational education and training

Abstract

This study attempted to identify how educational materials resources are managed and utilized, role of stakeholders and problems related to educational material resources management and utilization. To meet already stated objective descriptive survey design is used to carry out this study. This is because the design helps to obtain first hand information from multiple sources. Accordingly, the study was carried out on all six secondary schools of Dera Woreda. Respondents were selected by availability sampling technique due to their direct relation with the issue under study and also to gain sufficient information. Accordingly the study involved all 126 teachers, all administrative staffs, two WEO heads, and both CRC supervisors; the total of 161 respondents. The data were collected through questionnaire, interviews and observation. Data gathered through questionnaire were quantitatively analyzed using percentage and mean value whereas the data gathered through interview, open ended questions and observation were qualitatively analyzed. The finding of the study revealed: lack of participation of stakeholders in material management, lack of awareness creation and training about material management functions, lack of timely maintenance practices of materials and lack of continuous supervision and controlling system. Based on these findings, it is forwarded some recommendation: To improve the management and utilization of educational materials: school managements should work closely with the school community and stakeholders. Capacitating stakeholders through training and accessible guidelines.

CHAPTER ONE

INTRODUCTION

This chapter is concerned with the introductory part of the study. It includes; Back Ground of the study, statement of the problem, objectives of the Study, significance of the study, delimitation of the study, definition of key Terms and the organization of the study.

1.1 Background of the Study

Educational materials are the major component of well-organized Educational systems. Mbamba (1992; 253) defines educational materials to be “any object or unit area that is designed and organized deliberately to support and used in teaching and learning process.”

The Ethiopian Council of Ministers Regulation no.50/1999 states Educational Materials to mean “...textbooks, visual aids, charts, maps, science and vocational instruments, children’s toys, different forms and other materials applicable in education sphere.” So Educational Materials could be understood that to be any materials, which are used as input or resources that can facilitate the overall teaching and learning process in schools.

On the other hand, materials management is described by Bollot (1980) as a function of business that is responsible for the coordination of planning, sourcing, purchasing, storing and controlling materials in an optimum manner so as to provide service to the customer at a pre-decided level at a minimum cost. Education is basically a combination of a coordinated management of human resources, curriculum development, Educational Materials and appropriate monitoring and implementation procedures. Quality education is therefore, the result of a combined management of these components. In integrating different factors, Melaku (2010:58),states that “...coordination of planning ,sourcing ,purchasing ,moving ,storing, and controlling necessary materials in an optimum manner so as to provide a pre-designed service to users at a minimum cost.” The strength of any educational system, is thus, largely depends on the quality of educational materials’ management and acquisition. As discussed in MoE (1994) quality improvement in

education is unthinkable without an extensive improvement of school facilities and provision of better instructional Materials.

The discipline of school business administration concerns the utilization of available resources which are scarce in relation to the needs to achieve the goals of the education system .But the major problem confronting the school administrator is how to utilize the Available limited funds, manpower, equipment, buildings and materials for effective impact on the teaching and learning process (Ehiametalor, 2003).

In general, material resource management is common to all types of organization. It is basic because no organization can operate or survive without it. Thus, success or failure of any organization depends on the material resource management and utilization. That means managing material resource has a direct relationship with the success of the organization. At school level, material management involves handling of the movement of materials manually or mechanically at a time with the school. Material handling in schools also includes the storage, control, and protection of materials such as chairs, windows, text books, and library for the purpose of the teaching and learning process.

However in many schools the management and utilization of material resource was not given attention. Educational materials management and utilization problems includes materials planning, inventory control, purchasing, quality control, stores control, materials movement and surplus disposal. Therefore, the need to conduct a research on this area also comes from the need for better management and utilization of material resources in organization.

Dera Woreda is found in North Shoa of Oromia Regional State. Dera is one of the largest Woreda, which contains 92 schools, including: one preparatory (11-12), six secondary schools (9-10) and 85 primary schools (1-8) and 1320 teachers. But, the study was focused on secondary schools (9-10) of the Woreda, which contain 126 teachers and 2520 students. The performance of national examination in secondary schools of the Woreda for the resent three years ware: in 2008 from 884 students 560 (63.3%), in 2009 from 912 students 690 (75.7%) and in 2010 from 930 students 871 (93.7%) of students were promoted to grade 11 (preparatory). Some of the problems identified by Woreda

Education office in performance include: lack of human resource(like teachers), improper management and utilization of material resource and family background of the students, for guidance.

According to the observation of a researcher, the management and utilization practice of material resource in secondary schools of Dera Woreda North Shoa Zone Oromia Regional State need improvement. This encourages the researcher to focus on this topic and to conduct a research on the issue, and to bring improvement on management and utilization of material resource in secondary schools.

1.2 Statement of the Problem

Education system in general involves human and non-human resources. The human component involves teachers, students, school principals, education managers and administrators while the non-human part involves buildings, instructional materials and other teaching learning resource. These resources are so important that no school system can give quality education without them. MoE (1994) indict that to promote the quality relevance and expansion of education, due attention will be given to supply, distribution and utilization of educational materials, technology and facilities. Since these resources are scarce, their utilization in the production process requires skill and training (Ehiametalor, 2003).

Now a day's educational material resources are considered to be major instruments for raising quality of education. They are typical means for promoting modernization and extension of educational systems (UNESCO, 1984:9). The improvements in all aspects of education, however, necessitate incurring a considerable amount of financial resources, which is a great challenge for developing countries. Allocating large amount of budget and the availability of resources by the government alone do not guarantee effectiveness. Hence, exhaustive utilization of the material resource is essential. For the better utilization of educational materials, stakeholders should have necessary knowledge what resources are required and how these resources are managed.

However, in most cases effective control of the school material resources is not carried out especially in secondary schools in Dera Woreda. There is a great demand of

additional Materials in each year, but there is no proper utilization of available resources. Expensive teaching materials like Plasma TV and computers have been stored at improper situation without paying any attention. From six secondary schools of Dera Woreda three of them have no plasma, but three of them have plasma: Salayish H/Meskele has 14 plasmas, Cheka Genet has 12 plasmas and Bitotessa 17 has 21 plasmas. Generally there are 47 plasma in those three secondary schools, but all of them are dysfunctional. Also computers are not properly used. Students text books are stored in some schools and there is a shortage in other schools. There is improper use of laboratory, library, chairs, tables, buildings and others.

Even though improper utilization and management of educational materials is a serious issue that incurs additional cost to the government gets little attention by the stakeholders.

Some research works are there on Educational material and equipment management in Addis Ababa City Administration TVET institutions by Dereje (2006). In his paper Dereje mentioned that most personnel's, principals and teachers are unable to update their knowledge which negatively affected the wise utilization and management of educational materials. Sitotaw, (2001) made a study on management of primary schools textbooks in Addis Ababa.

Bekuretsion, in 2005 studied utilization of material resource, with reference to Tigray. In the study it has been realized that effectiveness and efficiency in material management is one of the major problems of education system of Ethiopia .Tafesse, in 2006, studied in Arsi zone on material resource management in preparatory schools. The study has shown that the attention given to material resource management in the system is low. According to his finding the overall planning is not effectively implemented. Amare (1999), studied availability and use of instructional materials in Tigray and has reported that “instructional materials have always appeared as an annex to books.” He concluded that planners are not convinced about the clear role of instructional materials. It is argued that even in the ESDP Action plan (1994) document that has devoted only a paragraph to the subject of books and materials.

After many years the same thing is true. For instance ESDP II (2002) emphasized improving system for distribution of educational materials, ESDP III (2005) focused on the expenditure for instructional materials. According to ESDP IV (2010), the program strongly depends on the standards related to the use and the cost of human and material resources. In general planners' emphasis is on the distribution and expenditure of materials but not on the material management.

This research is different from the above studies that focuses on the educational material management and utilization in Dera Woreda secondary school. As it is indicated in the literature materials management is a group activity. As MoE (1997:87) it is by and large a staff function. Hence, all the school personnel (principals, teachers, unit leaders, students, administrative workers) are responsible for the school properties. As opposed to this fact, in most cases, in schools, the necessary care and control is not carried out for the school resources. For instance, some teachers and students do not feel responsible and as such they also misuse and are unconcerned while damaged by some individuals. It is concerned with material management functions (such as, planning, purchasing distribution, controlling etc.), challenges faced for effective management and utilization of educational material management, and implementation of policies and guidelines. The study therefore will contribute its part to fill in such knowledge gaps on the issue under investigation. It is also believed that the research will serve to governmental and non-governmental organizations to conduct further study in the area. Thus, the following basic research questions will be the main focus of the study;

Basic Questions

1. How are Educational Material Resources managed and utilized to achieve educational objectives in secondary schools of North Shoa Zone Dera Woreda?
2. What main roles do stakeholders play in the management and utilization process of Educational Materials?
3. What are the major problems related to educational material resources management and utilization in secondary schools?

1.3. Objective of the study

The general objectives of this study is to assess the management and utilization of educational material resources in secondary school of North Shoa Zone Dera Woreda.

The specific objectives of the study are:

1. To determine how are Educational Material Resources managed and utilized to achieve educational objectives in secondary schools of North Shoa Zone Dera Woreda.
2. To assess what role do stakeholders play in the utilizations and management of educational materials.
3. To explore the major problems related to educational material resources management and utilization in secondary schools.
4. To identify the possible solution/recommendation that alleviate problems of management and utilization of material resource in secondary schools?

1.4 Significance of the Study

Educational materials are critical inputs in achieving educational objectives. For secondary school to achieve its objectives there should be proper management and utilization of its educational inputs including educational materials is indispensable in any educational institution. Therefore, Woreda education bureau more or less allocate budget per year to alleviate the -shortage of educational materials. On the other hand, it looks like that there is dissatisfaction of staffs on the availability and supply of educational materials in the secondary school. This circumstance entails that either there is something wrong somewhere in needs assessments, -materials planning, or on the proper utilization of the existing educational materials which negatively affect the attainment of the secondary schools goals.

For this reason, the current study is believed to have the following significance:

1. The study will create an awareness of the existing problems in management and utilization of material resource.
2. It help to identify the major problems in management and utilization of material resources for secondary schools and other organizations.

3. It may provide possible solution to minimize the existing problems of material resource management and utilization.
4. It provides awareness on managerial activities, roles of principals and how do students and teachers utilize the available material resources like text books, laboratories and libraries to influence students performance.
5. It may initiate other researchers to deal more about the existing problems in depth.

All school administrative, teachers, students and school community are beneficiary from this study, because the study may create an awareness of the existing problems, give an awareness on managerial activities and provide possible solution for the problems.

1.5 Delimitations of the Study

The problems of material resources management and utilizations are not only in secondary schools of North Shoa Zone Dera Woreda, it also affects primary and secondary schools of the whole country. Dera Woreda was found in North Shoa of Oromia regional state, which contain 92 schools, including: one preparatory (11-12), six secondary schools (9-10) and 85 primary schools (1-8). However, because of financial problems and lack of time due to work overload, it is delimited to study material resources management and utilization in secondary schools of North Shoa Zone Dera Woreda.

Moreover, as mentioned earlier, this study focuses on identifying how educational materials resources are managed and utilized, role of stakeholders and problems related to educational material resources management and utilization in secondary schools of NorthShoa Zone DeraWoreda

1.6. Limitation of the study

The following are some of the major problems that the researcher wants to mention as limitation to the study. First, there was lack of adequate time to accomplish the study due to work overload. Secondly, the researcher faced lack of adequate literature. Thirdly, lack of adequate

financial support affected the coverage of the study as well. Finally, unwillingness of the respondents to fill the questionnaire, returning on time. WEO heads and school supervisors were busy to conduct the interview. In this regard, the researcher faced a big challenge from his subjects.

1.7 Operational Definition of Key Terms

The researcher tries to define the following terms according to the context utilized.

Academic staff: includes directors, vice directors, department heads, teachers and -laboratory technicians.

Administrative staff/ supportive staff: are members, which include section or supportive department heads, stores/property administration personnel, registrar -personnel, librarian and secretaries.

Educational materials: are all materials used as inputs/resources, in the school that -are directly or indirectly used to facilitate the overall teaching-learning process,

Inventory control: the school administration function of controlling, coordinating and regulating the work of procuring and disbursing materials in accordance with the -inventory.

Maintenance: is the function which has as objective to ensure the fullest availability of production equipment, utilities and related facilities at optional cost and under satisfactory conditions of quality, safety and protection of the environment. Maintenance can also be defined as those activities required keeping a facility in as built condition, so -that it continues to have its original productive capacity.

Educational material resources management: is the aspect of managerial functions concerned with the planning, acquisition, allocation, distribution and controlling the proper use as well as maintenance of educational

materials and facilities in order to realize the objectives of the education system.

Utilization: is the act of putting into use.

1.8 Organization of the study

The study is organized in to five major chapters. The first Chapter deals with introduction, background of the study, statement of the problem, objective of the study, research questions, significant of the study and operational definition of key terms. The second chapter deals with review of related literature. It contained the theoretical and conceptual aspects of Educational materials management. Chapter Three contains the methodology and procedure employed to collect data for the study. Chapter four deals with the presentation, analysis and interpretation of all data gathered. Lastly, chapter five contains the summary of major findings, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The study mainly emphasized on “the management and utilization of material resources in secondary schools of Dera Woreda.”Therefore, the review of the related literatures attempted to indicate the main components of materials resources management and utilizations.

2.1 Concept of Education Resources

Education resources refer to all human, material, non-material audio-visual school environment and community materials available in an academic environment to facilitate school administration and simplify the teaching- learning process. They also include other fundamental materials used in the school to make teaching very easy and learning more meaningful and comprehensible to the learners. Education resources covers all those materials human and non-human, drawn or photographed, built manually or electronically operated, books and all forms of related materials used in teaching and learning process (NTI,2006) Education resources includes the teachers in the school, human beings in the community, real objects, specimen or models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials like pencils, pens, exercise books etc which the learners are expected to have at any point in time to facilitate learning. Education resources are no doubt important in the development of a conducive teaching-learning environment. The use of these resources could give more valuable and powerful direction to the teacher than any personal efforts without the materials. In school administration, education resources are not only limited but can be effectively and efficiently managed when management activities are properly harmonized, organized, coordinated and controlled by the school management team. This is in agreement with Blunts (1990) opinion that: it is not the availability of these resources alone that guarantees effective performance of school, but their adequacy and effective utilization.

However, No matter how well packaged a school administration or a school system is at any level of education, without adequate and efficient utilization of the available resources, the system may fail to achieve its desired results. Adequate and apposite resources are vital in the administration of a school. The proper management and use of these resources will not only boost the morale of human resources who coordinates other activities in the school system but also ensure the attainment of goals. Meanwhile, shortage or inadequacy of these resources is inimical to goal achievement of school administration. Accessibility of education resources makes school management effective and efficient thereby enhancing the output of the education system. Effective school administration leads to efficient instructional process which will yield a quality output.

Agabi (2012) observed that, the resources provided by Government for execution of education projects in Nigeria are inadequate and irregular as highlighted by the frequency of industrial actions in the education sector. More so, due to the general level of poverty in the country, the contribution of communities and households to educational provision has been negligible. Consequently, the best alternative is prudence in the use of available resources. This is because when a given level of resources is efficiently utilized, more services are provided through balance usage and adequate maintenance of the available facilities than when inefficiency, on-utilization, under-utilization and over utilization abounds.

As it has been discussed above, resources are among the key factors in the achievement of goals in any educational institutions.

2.2. Material Resources

The concepts of material are wide and extensive. Many experts define material in different ways Guether (1982), for instances, defines it as any commodity used directly in producing a product or service such as raw sub-assemblies and supply.

Concerning the scope of material resource, Arora et.al (1980) pointed out that necessary supplies and equipment which are very useful to maintain organizational production or services are material resource. Such resource includes land, buildings, furniture, office, machines, computer or any other materials. Based on the above definitions, material

resources can provide an opportunity to learn more about a given fact and skill and thereby contributing to the development of meaningful concept.

Material resources can be categorized in different ways. Some economists classified material resources as fixed assets, raw materials and capital. According to Stoops et al (2004) fixed assets are durable properties which can live a relatively long period of time, usually above one to two years, raw material resources are inputs, which are directly utilized in the manufacturing of products or services, capital resources on contrary, there are machines that an organization uses during the manufacturing process. Technology, for example, could be grouped under the category of capital resources. Technological resources are used effectively when matched with the organizations human and financial resources Mbamba (1992) stated that Educational Materials are one of the major components of well-organized education systems. Such materials could be any object or unit area that are designed and organized purposely to support and used in the teaching and learning process. In this sense, educational materials are tools used as inputs to facilitate or enhance the overall teaching and learning process.

UNESCO (2006) classified material resources as follows.

A. Software:- item that are renewable overtime such as textbooks, films and computer programs etc. B. Hardware:- Items lasting for longer periods including TVs, overhead projectors, scanners... C. Consumable: materials used for immediate service and which require immediate replacement like: stationeries chalk... D. Durable (non-consumable): such material resigns, furniture's, equipments etc.

As of the above classification, educational institutions used all kinds of material resources, which are renewable, long lasting and immediate use items to smoothly run their activities. Each material is used for specific objective and the wise utilization of all items promotes education quality. In line with this, UNESCO (1998) cited in Bekuretsion (2005; 36) stated that: Next to teachers, material resources remain the most costly items required for a minimum standard of education and they are critically short in supply in the institution of poor developing countries. Therefore, it is necessary for the institutions that materials to be classified and managed properly. Principals must plan and control to

ensure the effective utilization of those scarce resources and allocation of financial to every time.

2.3. Classification of Educational Materials

Educational materials and equipment are essential components of educational resources to effectively conduct teaching and learning activity. They can be defined in several ways depending on the purpose of the writer. For instance, Mbamba (1992:154-155) puts educational materials or facilities as “any object or unit areas of space so designed and organized deliberately to support and use teaching and learning operations.” He goes on explaining that they are designed, modified and prepared to assist teaching and learning operations. Another writer Bezabeh (1990:2) defines materials as the whole range of goods and service which are purchased or otherwise procured from sources outside the organization, and are used or processed or distributed in order to provide finished products of other products, which include energy and specialized services, raw materials and merchandise for resale.

According to Mbamba (1992:155) some of the materials and facilities commonly used in the education system are:-

- a. Classrooms, laboratories, workshops, libraries, recreational space which serve to house instructional activities;
- b. Furniture (desks, tables, chairs, blackboards, etc);
- c. Learning and teaching materials which act as source and/or channel from which a learner draws knowledge and acquires skills. These may include equipment for science, production technology, books, manuals, programmed instructions, educational media like radio, television sets, overhead projectors, other audio-visual aids etc;
- d. Raw materials consisting of organic and inorganic materials, such as chemicals any specimen of plants and animals etc.

The type and quality of educational materials allocated for the education process determines the implementation of the curriculum. Thus, educational materials can affect the interest and active participation of learners. In the same sense, learner's

knowledge/skill could be positively or negatively influenced by the type and quality of the provision of educational materials.

2.4. Educational Materials Management

Material resources management in relation to education may be defined as that aspect of managerial functions concerned with planning, purchasing, allocation, distribution, and controlling the proper use as well as maintenance of educational materials and facilities in order to realize the objectives of the education system (Mbamba, 1992). Education system, as any other social systems, is engaged in materials management tasks. Through time, as educational institutions have increased in size they have continued to move in the direction of supplying more materials, the management of these resources have become increasingly more important part of the educational institution's management role. Budgeting for purchasing, storing and filling requisition for supplies requires basic managerial ability on the part of the school principals and concerned supportive staff members (Hanson, 1985).

In management of educational materials and equipment, aspect of their utilization is often neglected. Managers at various levels and even policy makers spotlight on issues like teacher training, financial support, student-teacher ratio, provision of additional educational resources, strengthening pedagogical center, etc for raising quality of education.

The very common and mounted problem of utilization of educational resources is far from concern. But, for poor counties like ours, where shortage of resources is a great challenge, capitalizing on the efficient and exhaustive utilization of the already available resources has no choice. UNESCO (1984:64) puts the following steps to be taken to maximize the utilization of the available resources: training, maintenance and evaluation. Acquisition and supply of material resources were the major factor next to planning. It refers to the determination and definition of types and quality of materials needed for the effective implementation of teaching learning ((Mbamba, 1992:89). Hence, according to the above idea, the determination of what is required as primarily a responsibility of the user departments; from this it follows that actual purchase requisition may originate

where the need arises. The materials needed for every department has to be clearly understood and should be decided in quality and quantity.

Deighton (1971:99) regarding the acquisition and supply of material resources stated that, “Technical programmers must have enough resources and facilities that are functionally efficient.” So, by its very nature, technical programmers require more materials resources expenditure such as text books, machines, raw materials, audiovisual devices etc.

In general, acquisition and supply process requires integrated effort of the user, choosing of detailed technical specifications and selecting appropriate materials from a wide range of available materials resources within the required time.

2.5. The Functions of Educational Materials Management

The functions of educational materials management is expressed differently by different writers. For example, Gopalakrishnan (2005:175) discussed that educational materials management includes planning, purchasing, allocating, storing and controlling. According to UNESCO (1984:30) educational materials management functions include planning, distribution and control of the utilization of materials. In both cases, there is no overlooked function but they differ only in the way they treat each of the functions.

2.5.1. Planning for Educational Materials Management

Planning of educational materials is based on need identification of the required educational materials and budget allocated for the purpose. According to Dobler (1971:85), the budget for educational materials can be prepared once the requirements are worked out. Thus, one can see that the purchase budget takes into account the inventory on one hand and orders on the other hand. Besides, the budget itself may be formulated to attain certain targeted inventory levels. It is the usual practice to formulate budgets both in terms of quantity and money.

In identifying the need for educational materials, there are two ways in which the decision as to the need for educational materials can be reached. One of the ways is to base the need on accurate information of the departments, sections or subsystems that request the materials. Requisition is a formal written request from schools, person or

departments of the education system to initiate purchase of educational materials. The other way is determining the need from the supply side. This can be done using such available data as the available number of educational materials obtained from an inventory control, utilization standard of educational materials per pupil or per group of pupils and service year of the educational materials in the schools (Dobler, 1971:85).

In which of the two ways discussed above the need for educational materials is decided is a matter of operational procedures or policy decision. In this regard, there should be policy or guideline that explains about the how and when the requisition is filled and submitted to immediate superior and by whom it should be approved (Knezerich&Fowlkes, 1960:64).

Usually, obtaining accurate needs requisition from schools, Woredas or Zones is difficult. This may be due to the reason that schools do not conduct inventory control or the school management may not have the necessary skill in processing the existing data to reach into actual needs. There is also a trend of asking more than required to get at least what they actually want. This is a problem that emanates from their past experience because it is not the requested amount that the schools, Woredas or zones are distributing. Consequently this condition communicates the wrong idea to the requesting body.

As mentioned by UNESCO (1984:34), in the process of planning, in addition to the data for quantitative requirements of educational materials, the presence of qualitative information, standards of educational materials with respect to the education objectives of a country is essential. In this respect, many countries adapted a standard list of materials depending on their prevailing situation, chosen priorities and available options which countries may use as a basis for allocation of educational materials or simply use as a reference. Planning of educational materials should also be based on the budget allocated to the sector. However, this budget is dependent on the total budget allocated to education and the emphasis that educational materials attained in the system. In line with this, Wood hall (1985:189) points out that the minimum expenditure of a country for teaching material is 10% of the total educational budget. However, most developing countries are allocating below this level.

In Ethiopia, as Amare (1999:62) argues, educational materials did not get enough attention in the planning process by both planners and implementers in their action plans due to the problem of conceptualization. As evidence, he mentions the budget allocated by the country in the five years Education Sector Development Program (ESDP) plan. This is 6.8 percent out of the total budget of 12.2 billion birr. Therefore, availability and accessibility of data, priority or emphasis given to educational materials among other issue in education, availability of finance or total allocated budget for education are some of the factors that may affect educational materials planning.

As discussed above planning for educational materials management is based on the need analysis in school from department and other school staffs. But in some schools planning is occurred by school management only without participation of others.

2.5.2. Purchasing of Education Materials

Mbamba (1992:198) indicated that, the major function of purchasing embraces the flow of materials from the supplies to an organization which has the intention of facilitating the attainment of predetermined objectives. In a narrow sense, the term "purchasing" simply describes the process of buying; however in a broader sense, the term involves determining the need, selecting the supplier, arriving at a proper price terms and condition, issuing he contract or order, and following up to ensure proper delivery (Alijian, 1973:1).

2.5.2.1. Purchasing Procedure

Dereje (2006:30) indicated that, the purchasing processes may vary according to the rules and regulations a country follows. Its basic aim is to ensure that what is needed is made available when it is required. The materials to be bought should conform to the established standards and more of instructions. But the procedure for procurement of educational materials may vary according to the nature of education; the essential steps are as follows:

- ✓ Recognizing the need for the material by using check-up of the available stock.
- ✓ Determining the quality of materials which will be required, regarding to the level of available funds.

- ✓ Deciding on priority basis in relation to the available funds.
- ✓ Drawing detailed specifications of the required items.
- ✓ Preparing and publishing tender documents.
- ✓ Analyzing the tenders to determine the prices, availability of materials etc.
- ✓ Based on the present proposal on the quality, quantity of items, prices, delivery date, ability of supplier, etc. approving the tenders who should supply the materials.
- ✓ Awarding the contract for the supply of materials.

The procedures are the same with our context. But, there is a lack of analyzing the tenders to determine the prices, availability of materials. There is a section or department responsible for discharging such responsibility, i.e, the purchasing department. It monitors the quality, quantity, timing and price of all materials purchased.

Therefore, purchasing department has to satisfy the material needs of other departments depending upon the frame work of organizational policy, procedures and objectives.

2.5.2.2. Time for Purchasing

Timely purchasing is one of the major activities of the purchasing function. According to Gopalakrishnan (2005:174), for determining the right time, the purchaser should have lead time information for all products and analyses its components. Obviously, lead time covers the entire duration of the materials cycle that consists of manufacturing, transporting and inspection.

If educational materials are not provided by the time they are required, it affects the teaching learning situation and quality of education negatively. To make timely purchasing the purchaser should be conscious about the total time that the material requires from the point of need identification to the time they arrive to the users. It is not always the delay that creates a problem to a system. Sometimes early purchasing is also a problem in that it creates problem of storage places, for instance Right time purchasing is essential and advantageous for smoothing the function of an institution or organization (Harris, 1985:183). For this reason, the purchase requisition time of educational materials

should be determined beforehand and be communicated to departments, sections or units of the system.

2.5.2.3. Determining the Right Price

As mentioned by Candoli (1984), in identifying the optimum price of purchased materials, there are three types of discounts which concern the purchaser. The first is trade discount which is set by vendors on the basis of their classification of customers. Thus, the purchaser's responsibility is making his organization in the most favorable classification of customers. The second is bulk purchasing which offers lower unit prices. Here, the buyer's responsibility is to adjust ordering practice to the most advantageous quantity price break. The third is negotiating which is striving in making agreements that help the organization in saving money like seeing that proper cash discount terms are incorporated in the order, securing invoices promptly from vendors, processing invoices promptly and getting them to the proper paying agent and securing extended discount privileges when unavoidable delays are encountered. These are some of the ways purchasers try to reach the right price.

Therefore, purchasing personnel or department is essential in an organization not only for acquisition of the right quality and quantity of material but also to have it in an economic condition. To this effect, identifying materials with possible low cost is usually one of the responsibilities of purchasing department or personnel.

2.5.2.4. Identifying the Right Source

The concept of right source deals with selection of the right supplier or manufacturers of materials required. Concerning this, Harris (1985:185) has mentioned some points with which vendors can be evaluated. These include financial status, reference from other customers, punctuality in delivery, guaranteed service or products, discount programs and procedures, past bidding record and service offerings. On the basis of these points, vendors can be evaluated and a sort of vendor's directory, which classifies their level of dependability, can be developed. This directory will help the purchaser in identifying the right source. Similarly preparing catalogues that contains list of possible suppliers of

educational materials can also help in providing information to the requisite initiating departments as well as to the purchaser.

Reputed suppliers are intangible assets to any organization. For they are not only suppliers of materials but are also extremely important sources of information with regard to market conditions, price trends and the general industrial climate. It is, therefore, natural that many organizations have accepted source selection as a corporate policy. This helps in bringing about a fair competition among the suppliers and supply failures are kept at a minimum. Source development is also important for import substitution, cost reduction and quality improvement. It should be, however, be remembered that source selection, development and presentation is a continuing activity.

Therefore, the selection of right supplier provides great importance to the educational establishments. For instance, it contributes to the success of the objectives of the establishment. The major concern in relation to the right source is the dependability and capability of suppliers in providing the required items. In order to be sure that the source of our purchase is right, it would be necessary to evaluate suppliers in terms of technical efficiency and organizational capacity in providing the required material.

2.5.2.5. The Right Quality for Educational Materials

Right quality implies the quality should be available, measurable and understandable as well as practicable. In order to determine the quality of a product, sampling schemes on incoming materials inspection would be useful. The quality particulars are normally obtained from the indents and experience indicates that a substantial portion of the indents prepared by the user departments are invariably incomplete. Such incomplete indents often cause unnecessary delays in procurement as the indenter has to be referred to and, if not referred results in heavy rejection. If the suppliers consistently fail to meet the quality requirements, then the firm may decide to make the item to find out whether such exacting quality requirements are necessary at all. It may mean specialized procedures, tooling, skilled labor and inspection standards.

Another important aspect is whether the buyer is able to make the item to such quality standards when established vendors are unable to do so (Gopalakrishnan, 2005:175).

According to Datta (1986:20), quality is the sum total of characteristics or attributes of a certain material, product or part that makes it acceptable by the people. The quality that is acceptable by the users, beyond achieving the objective it is required to, has significance in improving the morale and efficiency of the workers. At this time numerous manufacturers are engaged in producing educational materials of the same kind but of different qualities. Therefore, there should be a certain criteria to judge quality of educational materials during purchasing. To this effect, specification plays a key role. The specification for an item to be purchased describes in clear and concise terms the characteristics of what is to be purchased and the condition under which the purchase is to be made.

The purpose of specification is for quality control. However, in describing specifications, non- essential quality restrictions that do not add input to utility should be excluded for they may add cost Candoli (1984:209). Quality should not only emphasize the technical specification but also balance the technical requirements with the economic condition. This balance may be maintained at least by setting minimum standards which could be considered during purchasing. However, this situation may lead to selection of minimum standards which may not be accepted by users. In this regard, Datta (1986:124) warns that even though there is a need to balance technically required materials with the economic condition it should not lead to the change of required material without the consultation of the users.

Though decision regarding specific quality and brand are made in cooperation with purchasing agent especially for instructional materials like textbooks, supplementary reading materials, charts, model or tools, the decision has to be made by some instructional officials or committee of teachers or educational personnel.

This is the case, in a condition where the education system is more decentralized, this becomes sometimes heavy for there may not be sufficient data at their disposal and lack the required adequate training to do so. Hence, in a decentralized system of management, lists of educational materials that fit to the educational objectives of the country should be

prepared centrally or regionally where there are capable personnel and access to information with regard to recent educational material that are on the market.

2.5.2.6. Purchasing Policy

Every organization has its own policies, whether written or not. An established policy avoids the necessity of making a fresh decision every time when urgent situations arise. A written policy ensures that decisions and actions will be consistent and such an approved policy statement gives authority to purchasers (Sharma 2010). They further have identified three types of purchasing policies. These are:

- I. Speculative Vs conservative:** - under speculative buying, bulk purchases are made through large orders at a time and conservative buying are purchases made through small and frequent orders.
- II. Concentrated Vs diversified** under concentrated purchasing the number of sources on which a while seller or retailer may depend for his/her supplies may be very few or limited. However, in the diversified purchases, buying is made from a large number of sources.
- III. Reciprocal buying policy:** - this is to place an order with a seller who is your customer.

In Ethiopia, there is a written guideline of purchasing educational materials. However, purchasing activities made in the system lack uniformity and create difficulty for the proper control and management of resources available. Moreover, according to this guideline the major part of purchasing made such as a bulk of purchasing and most foreign purchase were only the responsibilities of MoE. Now a day, wereda FEDO had been given the mandate to make most of the purchase.

Besides, schools are given the opportunity of small purchasing from their internal income (MoE, 2006; Taffese, 2007). To sum up, on the basis of the education policy in school, principals and administrators should develop comprehensive and specific job descriptions for their purchasing personnel. Clear purchasing policy manual can help schools to be effective for decision making or methods of handling particular situation. And purchasing personnel's should be clear in programs of the school system.

As it is explained above purchasing of educational materials in schools have its own mistakes. There is a lack of need identification, the stock is not reach on the time and lack of identification of proper price. Sometimes purchaser may buy materials without bidding and guarantee service.

2.5.3 Educational Resource Allocation

Allocation of educational resources refers to transporting, sending or giving out the resources from available resources to where they are needed and in turn allocated to smaller groups such as teachers and students for use in classes.

The allocation includes both far and nearer areas. The allocation includes both resources allocated to users are not to be kept in the store, but are to be handed out for the teachers and the students, to effect good teaching and learning interaction. In allocating educational resources at school level, School principals to formulate allocation mechanism.

Once distributed teachers too, are accountable for the loose and mishandling of textbooks and other instructional resources. This is realized by making each student sign against the books received. It is also equally important to inform parents and guardians of students through a duplicate copy of the signed papers. The signed paper or document shows the kind of instructional materials will help them to check and to continue checking the conditions of the materials, this double-checking system of the school and parents will increase the span of life of the material.

2.5.4 Distribution of Educational Materials

Distribution is concerned with getting goods from a Manufactures to consumer. It usually involves substantial expenditure for warehousing and internal materials handling. In the words of Morrison (1998) educational materials distribution involves the movement of educational materials from the warehouse facilities to the requesting institution or unit. Educational resources once received and processed in to storages, should be handled properly and distributed to their destination. Melaku (2010, 60) "Distribution refers to those activities involved in physically moving materials from point of receipt to point of storage or use." The main purpose of distribution is to facilitate the education system in

obtaining the required amounts of resource on time with proper care and safety. He further discussed the distribution function may face some hindrances due to shortage of transportation, financial and materials constraints. Such problems may happen from failure in doing the expected managerial functions properly.

Taking the Ethiopian context, the Ministry of Education has organized a semi – autonomous agency regulation no.50/1999 called Educational Material Production and Distribution Agency which is charged with the responsibility of providing educational materials through production, or procurement locally or from abroad .But some reasons that contribute delay and imbalanced distribution of educational material these include: inaccurate need requisition resulted from inaccurate data, failure to submit requisitions on time, lack of knowledge of the correct needs requisition. In conclusion, it is clear that effective and efficient distribution required timely distribution with optimum cost, good planning, appropriate ware housing, and trained personnel.

As discussed above in educational resource allocation and distribution there is a lack of allocating to the users timely. This may affect teaching and learning. There is a lack of accountability for the loose and mishandling of materials. Another problem encountered is a delay and imbalanced distribution of materials due to inaccurate need requisition resulted from inaccurate data, and failure to submit requisition on time and lack of knowledge of the correct needs requisitions.

2.5.5 Warehousing/Storekeeping Educational Materials

Store housing in words of Ehiamentalor (2003) is a process of setting and achieving goals through store management functions that utilize human, financial and materials resources. Melaku(2010) define warehousing or storage function as that concerned with holding and caring for educational materials and supplies pending distribution and/or disposition, In this regard, store manager in schools, is responsible for each type of educational materials through proper identification of materials, efficient materials handling and protection of materials against spoilage in the warehouse, in addition, the store manager also controls the activity of materials during receiving, issuing and controlling materials recorded in the ledger in a systematic manual. Even though this is the principle, in Ethiopian schools,

most of the store managers are not professional and sometimes they even lack basic knowledge of warehousing (Solomon, 2005).

2.5.6. Obsolete and Surplus Management

As schools grow and the teaching learning process gets complex the amount of obsolete and surplus materials increases and as materials are scarce management system is necessary. According to Gopalakrishanan, and Sundaresan (1998:177), obsolete items are those materials and equipment which are not damaged and which have economic worth but which are not longer useful for the company's. Operation too many reasons such as change in product line, process materials, and so on. Surplus items are those materials and equipment which have no immediate use but have accumulated due to faculty planning, forecasting and purchasing

According to the MoE (2013) one of the reasons for obsolescence of school materials is technological changes, change in curriculum and deteriorating efficiency of the item but about the surplus noting is written. From experience, the reason for surpluses materials is similar to mentioned above that is the problem of faculty planning, forecasting and purchasing.

2.5.7. Disposition

Disposition activities on schools ask a great attention. School communities, students, teachers and others should be well informed about surplus and obsolete properties in schools Gopalakrisnan (2005:180) "Disposal action follows when the scrap cannot be utilized within the organization". According to MoE (2013) disposition can be realized through selling, transfer and disposal. In no way government owned property could be taken for private use.

In educational institutions several alternatives have to be weighted before reaching up on single decisions of disposal. For instance educational materials that are surplus or obsolete for one activity may be needed in another activity. As a teaching aid by some modification or may be seriously needed in another schools. So in this regard transfer of excess materials from one school to other schools is more profitable way.

In store keeping there is a lack of professionalized managers, there is no proper handling and caring of educational materials due to lack of basic knowledge of ware housing. In disposition of materials there is no clear discussion with community, teachers, students and others, school principals make disposition with two or three members of PTA.

2.6. Proper Use of Educational Material Resources

2.6.1. Utilization of Educational Material resources

According to Ehiamentor (2003) the discipline of school business administration concerns the utilization of available resources, which are scarce in relation to the need to achieve the goals of the education. Resource utilization is the main emphasis in school management. The major problems confronting the school administrator is how to utilize the available limited funds, man power, equipment, buildings and materials for effective impact on the student learning. Proper utilization of educational materials is defined as the function responsible for the coordination of planning, sourcing, purchasing, moving, storing, inventory and controlling such materials in a proper manner so as to provide pre-determined services to the customer at a minimum cost (Gopalakrishnan, 2005).

2.6.2. Controlling Educational Materials

UNESCO (2006) has defined the term controlling in relation to educational material resources as a process of checking the operation to the initial plan or production, allocation, distribution and use of materials to effect educational interaction. It generally deals with the determination of the effectiveness and efficiency of provision of the material and use in the attainment of educational objectives. Controlling involves establishing standards of performance, measuring results of work activities deciding if they are acceptable and taking corrective measures on time if deviations are detected Setotaw (2003). Similarly, Ayalew (1992:102) also indicated that “controlling of educational materials should include the process of checking, the operation of the initial plan or production, allocation, distribution and use of materials which are used in the attainment of educational objectives”. As MoE (2013) indicates that the school principals should lead and coordinate these activities effectively and efficiently by creating strong linkages with all stakeholders. While there are certainly a number of others involved who

will provide their input and assistance, supervisors, talented and skilled people and others involved.

2.6.3. Inventory of Educational Materials

Inventory as a managerial task deals with proper utilization of materials resources. Evertte (2003) states that the basic reason for carrying inventories is that it is physically impossible and economically impractical for each stock item to arrive exactly where and when it is needed exactly. He stated that inventory is crucially important to almost all business or organization whether it is product or service oriented. The ultimate goals of inventory are maximum customer service and satisfaction, low cost, plant operation and minimum inventory investment. Inventory serves as a buffer between supply and demand, customer demand and finished goods, finished goods and component availability, requirements for an operation and the output from the preceding operation parts and materials to begin production and the supplier of materials (Balogun, 2001). Chary, (2000), on the contrary, stated that inventory is needed for the uncertainties involved in the usage or availability of materials. Thus, it ensures that one stage of production doesn't suffer because of none functioning or malfunction of the previous stage of production over which the former is dependent.

Inventory constitutes one of the most important elements of any system dealing with the supplying, manufacturing and distribution of goods and services. In the Ethiopian education system, inventory is made on educational material, resources produced or purchased for various purposes once a year (MoE, 2006). In conclusion, proper utilization, effective controlling mechanism and timely efficient inventories of educational materials are vital to facilitate and promote quality of education.

As discussed above the main emphasis in school management is how to utilize funds, man power, equipments, buildings and materials for effective impact on the students learning. It includes: planning, purchasing, storing, inventory and controlling. However, attention is not given for those duties. There is no proper utilization and controlling of educational materials in most of the schools. There is a lack of accountability in proper utilization and controlling of educational materials.

2.7. Maintenance of Educational Material Resources

As explained earlier in this study, that most schools had a great tendency to demand new additional resources each year as a result materials and equipment maintenance may be neglected. Education materials served for many people at large throughout the year by the students, teachers and other school communities. Due to this and other reasons materials need continues maintenance and fallow up. According to (Ray et .al 2001) maintenance enables the provision of service without stoppage.(Melaku, 2010) indicates, operation and maintenance are closely allied functions, and a successful program cannot exit with operation and maintenance functions being performed exclusive of each other. One of the key planning roles of educational institutions administration is in the maintenance operation of the plant, equipment and service facilitates.

Maintenance function should be considered during initial planning. In Integrated of maintenance function into the overall planning stage enables it proper management and implementation with its allocated budget. However, careful purchase will be reducing maintenance cost.

Types of Maintenance

Depending on the characteristics and the purpose they are intended to serve, Harris (1985:213) categorized maintenance functions in to four:

Preventive Maintenance Program

This type of maintenance primarily deals with both equipment and facilities. The primary goal of preventive maintenance is to provide that care which is needed to maintain operation or to preserve the objective for a longer duration without costly repairs or lost person-hours.

It also reduces the amount of time that the equipment or material is out of use.

MoE of Netherlands (2005:12) (as cited in Demissie 2006:32) puts some of the examples the preventive maintenance tasks as: Painting to protect and prolong the life of wood work; and Washing down pathways to avoid slipperiness, and the culture of preventive maintenance for their materials and equipment in order to prevent further damage and cost.

System maintenance

Maintenance carried out in this category involves detailed planning. Replacement, rebuilding, repairing or servicing will take place at a certain specified time. Maintenance of this type features programmed tasks which are to greatly reduce overall time loss, financial loss, labour inactivity and production downtime.

As it is explained above there is poor maintenance culture in most of the schools. Administrators prefer building new class rooms instead of maintain the old ones. Workshops, conferences and training on material handling were not given for store keepers and administrators.

2.8. Challenges to Effective Management and Utilization of Educational Materials

A. Funds: - The issue of educational financing is clearly the central pivot. This is so because the vital issue of the nature, quality, quantity and efficiency of educational system largely depends on the level or as well as the appropriateness and the management of financial provision.

In this regard, Ethiopian schools have poor source of income and management Nebiyu (2000). Lack of Accurate statistical Data of Educational materials:- Proper records of educational materials will help in effective management utilization and achievement of educational objectives. Most school administrators fail to provide accurate and reliable data on the quality and quantity of educational materials available (MoE, 2006). C. Poor maintenance culture:- Facilities and educational materials are not adequately maintained. Administrators prefer building new classrooms instead of maintaining the old ones. Laboratories and their equipments are allowed to waste, text books and other instructional materials are exposed to rot away in the cartoons rather than displaying them on their proper place/shelves for easy retrieval and usage (Tafesse, 2007). D. Capacity of personnel's to manage and use educational materials: Most personnel's, principals and teachers are unable to update their knowledge through trainings, workshops and conferences. They lack access to current journals, textbooks and internet

facilities. They, therefore, rely on their old text books, notes and materials. This lack of exposure, negatively affects the wise utilization and management of educational materials (MoE,2006;Dereje,2006).E. Absence of Professional to Manage and Use Educational Materials:-This is very critical problem in most Ethiopian schools which affects the quality of education negatively. Due to this, most schools suffer from getting the quality educational material though there enough budgets (Solomon, 2005).

2.9. Material Management Policies and Guidelines

A clearly defined materials management policy and guideline enable the spelling out of authority and responsibility. According to Gopalakrishanan, and Sundaresan (1998:177). Policy should be spelt out in the following areas.

1. Organization: Acceptance of integrated materials management itself is a major policy decision.
2. Purchasing policy must be clearly laid down in with regard to source development, etc.
3. Store: procedures must be established for receipt, inspection, handling, storage issue, stock verification etc...
4. Policy manual in view of the complex nature of the materials management function and its importance contribution... a policy manual covering all aspects of materials management.

The above policies and guidelines are also important in schools to avoid confusion that may be rise interdepartmental activities and also facilitates uniform and consistent action in various activities.

Regarding this issues, school principals are responsible for the administration of materials resources in the school. Teachers also approve the material condition in the class. MoE (2013) stated the responsibility of principals and teachers as follows:

I. Principal's responsibilities

Compliance with guidelines that all staff is familiar with the substance of these guidelines, that all staff are familiar with school specific procedures for selecting appropriate teaching learning resources.

II .Teachers' responsibilities

- Teachers are responsible for using their professional judgments in selecting appropriate resources in accordance with any school specific procedures and guideline.

- Teachers have a right to hold views on issues and to express them, in appropriate forums.

In principle any material property (purchased, donated contributed by the community and like) should be received by using legal receipt. This is also true for the outgoing materials

The major models that help to receive and pas materials to an employee are the following.

Table 1: Type of model and their function

No	Type of model	Function
1	19	Used when material are submitted to a store
2	20	Request to withdraw materials from a store
3	21	Used to give an approval for a requested material
4	22	Helps to withdraw materials from a store

In addition to these, there are different manuals and procedures in relation to material management .For instance, purchasing and storage management that MOFED prepared government property management Article 3/2003 and stoke management manual purchasing and material management, Article 17/2002. In light of this the school principals and the school community together should make sure those scarce materials resources are used and administrated according to the set guidelines and policies/rules

and regulations. School principals should open their for information with regards to materials resource acquisition, allocation, distribution and application, the availability of materials resource will help to set certain control mechanism to be applied by the school community.

2.10. Importance of Materials Management

Materials management is one of the basic functions of every business. Along with the other traditional functions like Marketing, Human Resource Management, Finance and Manufacturing, it has equal contribution to triple objective of survival, stability and growth in any healthy business. The economic success of any manufacturing company has a direct relationship with the efficiency of its materials management function. Since any organization can only have a limited amount capital to be invested in its fixed and current assets. One of the core responsibilities of every management is to deploy these critical resources so as to give the maximum yield to the organization. An average manufacturing organization in India has approximately 80% of its current assets invested in inventories with the rest being in secondary depths, cash and other miscellaneous items. Thus, it is quite evident that successful materials management can contribute immensely to improve the efficiency of working capital employed in an organization.

Generally, an effective material management system can bring many benefits for company. Previous studies by the Construction Industry Institute (CII) concluded that labor productivity could be improved by six percent and can produce 4-6% in additional savings (Bernold and Treseler, 1991). Among these benefits are like; reducing the overall costs of materials, better handling of materials, reduction in duplicated orders, and improvements in labor productivity.

2.11. Functions of Management as Applied to Materials

The application of POSDCORB to materials function is briefly discussed here.

Planning: Planning for materials is of most importance. Planning decides which materials are needed, when they are needed, and in how much quantity. The well-known tools for materials planning are:

(1) Forecasting techniques - Forecasting involves making an educated guess of future demands based on past consumption.

This technique is well suited for estimating the requirement of raw material of a particular type. (2) Material requirement planning (MRP)-MRP is a tool for estimating the material requirements of components of different types which produce final assembly of finished equipment. When the demand for finished product is known through forecasting, the demand for sub-assemblies and components that go into the making of the sub-assemblies can be calculated with accuracy by the MRP approach.

Organizing: Organizing involves developing a hierarchical structure which describes the various positions of personnel and their reporting relationship in terms of responsibility, authority and accountability. Organizing is indicated on an organization chart which, in the classical situation, forms a pyramidal structure. A good organization structure is essential, so that no confusion remains in the minds of managers with respect to their roles and responsibilities. There is a clear flow of information from top to bottom and vice versa.

Staffing: Staffing function consists of recruiting and retaining of suitable individuals in various positions in the unit. To do this, management assesses future needs and makes necessary arrangements to meet them. Although this is the personnel department's direct responsibility, the materials manager is also indirectly involved so far as the people under his supervision and control are concerned.

Directing: Directing signifies communication from top to bottom. In case of materials management, the materials manager receives instructions of top management about his broad objective, which usually fall under low price of materials, high inventory turnover ratio, continuous supply of material, systematic record keeping, minimize the cost of procurement plus storage of material, good supplier relations, and development of personnel in the materials department.

Controlling: A materials manager occupies the central position in the sense that, he is linked with suppliers, sales persons, production department, design and development department, apart from his direct link with the top management.

The materials manager has link with finance in respect of procurement of capital goods and equipment, make or buy decisions through break even analysis.

His link with production is direct because he has to supply materials needed in assembling and production departments. His link with marketing and sales department is due to his role in material handling and traffic which is responsible for delivering the finished goods to the ultimate customer.

Hence the materials manager is one who is in contact with all the functional areas of the organization. He is in a commanding position to control things effectively and make things happen. Thus, he carries a heavy responsibility on his shoulders.

2.12. Experience in Materials Resources Management in Different Countries

According UNESCO (cited in Biruk 2008), research was made on educational materials condition of four countries. One from Africa (Ghana) two from Asia (the state of Madhya Pradesh in India, and the province of Zhejiang in China) and one from Latin America (the state of Puebla in Mexico). In that study variation in the size of each institution, variation in the quality of school infrastructures variations in the educational means available to teachers and variation in the conditions of comfort offered to pupils for study, were the major points included in the study.

From the study on these four countries, the quality of school infrastructure or the quality of their physical attractiveness varies from country and from one zone to another. Variations were also observed from urban to rural areas. There were schools without buildings, safe drinking water, playground and decent sanitation, not even a blackboard. These infrastructures with no doubt have affected the quality of education. According to UNESCO (cited in Biruk 2008:51) the study dealt with questions such as “With what means teachers should have to carry out their jobs? What equipment they could use in

their classes: whether they regularly received updated guides or pedagogical documentation to help them prepare their courses?” these all factors under which teachers work, had a significant influence on their motivation. In this respect, the distribution of educational means made available to teachers (like blackboards, chairs, desks, storage cupboards, geographical maps, science posters and others) were included in the study. As a result, availability of those educational means improved the quality of education.

Generally, from the study the following points had been concluded. The materials conditions of education had an impact on the work and the motivation of teachers. Educational materials were also an important factor in academic success of learners. The materials conditions vary by country as a function of its development and at the resources that the country can devote to school education. Any other measures aimed at improving the quality of education were assumed simply by a waste as long as these conditions were not fulfilled. However, in each of these countries observed there were extreme varieties of situations

2.13. Educational Materials Resources Management in Ethiopia

Compared to its significance scholars did not report enough researches on management of educational materials in Ethiopia. No researchers have been done on the management and utilization of educational material resources in higher learning institutions in Ethiopia here before. However, there are some works on TVET schools financial and materials resources management (Haileselassie, 1995) and on the availability and use of instructional materials in primary schools of Tigray region (Amare, 1999). As a result, much cannot be said on the management practices of educational materials resources in Ethiopian secondary school. However, the following features of school materials resources management were reported in Ethiopia (Worku, 2007; Hailesellassie, 1995, Tafesse, 2007).

1. Attention is not being paid to existing school facilities and equipment. Most school facilities and equipment are exposed to theft, rain and dust.
2. Most schools lack adequate facilities like library, bookstores, workshops, laboratories, classrooms etc.

3. Most schools did not take regular inventories. They do not give report regarding the condition of their materials status.
4. Schools lack comprehensive directive and finance for maintenance and renewal.
5. Most schools do not have appropriate personnel dealing with the management of materials resources.
6. Learning materials that enhance students' achievement, such as text books, are not properly handled.

Abraham (2001) on his part reported that the training status of teachers, teacher's attitude and commitment, financial and materials support called foster or hinder the effective preparation and utilization of educational materials at school level. The above research has been done with different regions of Ethiopia. Moreover they indicted that there were problems in the management and utilization of educational materials resources in the country. As a result, the teaching learning processes were affected by this activity.

CHAPTER THREE

Research Design and Methods

A detail and precise discussion about the research design and methodology was made in this chapter. The discussion including the study area; research design; source of data, sample and sampling technique; data collection tools; procedures of data collection and methods of data analysis. These points are presented below.

3.1. Study Area

The areas selected for this study were six secondary schools, which are found in Dera Woreda. The researcher has come up with different experiences with regard to the management of educational materials while working as a vice principal of one school. As a result of his exposure, the researcher had better access to different information sources and knowledge of the site that help to get rich and deep data to understand the issue under study.

Table 2:List of secondary schools in Dera Woreda

No	Name of school	CRC
1	Salayish	Cheka Genet
2	Cheka Genet	
3	Selelkula	
4	Racho	Bitotessa-17
5	Tuti	
6	Bitotessa 17	

3.2. Research Design

The selection of research design is believed to depend on problem to be investigated. Therefore, among the various research methods descriptive survey design was employed in this study. The method enables the researcher to investigate the current situation and identify some of the major problems in the management and utilization of educational material resources.

In this research both quantitative and qualitative research methods were employed. However, Spratt, Walker and Robinson (2004) suggested that, combining quantitative and qualitative methods sounds like a good idea. Using multiple approaches can capitalize on the strengths of each approach and offset their different weakness. Moreover, this approach was important in complementing the limitations of each method by another; hence the researcher employed mixed research method.

North Shoa Zone Dera Woreda secondary school was chosen as the research site because the researcher has better access to different information and better knowledge of the site that helps him to get rich and deep data to understand the issue under study well, since it is a work place of a researcher.

3.3. Source of Data

For this study, there are two sources of data, primary and secondary sources of data .The primary data was obtained from Woreda education office heads, school principals, store keepers, school purchaser, librarians and school supervisors. These participants were selected because they directly or indirectly participate in planning, organizing, utilization, purchasing, controlling, warehousing and maintenance of school material resources. While the secondary data was obtained from relevant documents such as guidelines and school levels rules.

3.4. Sample and Sampling technique

The target populations in the study include the school principals, teachers, school supervisors, store keepers, librarians, purchasers and Woreda Education Office heads. In this Woreda, there are 6 secondary schools (9-10) with 126 teachers. The researcher has taken all the six secondary schools of the Woreda for the study and used all teachers, principals, school supervisors, store keepers, librarians, purchasers and Woreda Education Office heads by using availability sampling technique. This is because, the researcher believes that they are informative about the topic, since they are the leading actors in the issue under investigation. Accordingly, thirteen principals (two from five schools and three from one school), six store keepers (one from each school), six librarians, (one from each school), six purchasers (one from each school), and all

126 teachers were selected for the quantitative study through questionnaire. Finally, both the two supervisors (one from each CRC) and two from WEO (WEO head and deputy) were selected purposively for interview. Therefore, a total sample of 161 participants were chosen for the study. Table below displays the total population and sample size employed for this study.

Table 3: Population (P) and Sample Size (S)

No	Secondary schools name	Principal s		Teachers		purchasers		store keepers		Librarians		School Supervisors		WEO Heads	
		P	S(100%)	P	S(100%)	P	S(100%)	P	S(100%)	P	S(100%)	P	S(100%)	P	S(100%)
1	Salayish	2	2	22	22	1	1	1	1	1	1	1	1	2	2
2	Cheka Genet	2	2	20	20	1	1	1	1	1	1				
3	Selelkula	2	2	18	18	1	1	1	1	1	1				
4	Racho	2	2	12	12	1	1	1	1	1	1	1	1	2	2
5	Bitotessa 17	3	3	42	42	1	1	1	1	1	1				
6	Tuti	2	2	12	12	1	1	1	1	1	1				
	Total	13	13	126	126	6	6	6	6	6	6	2	2	2	2

3.5. Methods of Data Collection

For the purpose of this study, three data collection tools were used. These were questionnaires, interview and observation. It is believed that using these tools was more appropriate to triangulate the data collected and to combine the strengths of each instrument and to minimize their weaknesses. As a result, the data collected through that would be reliable (Dawson, 2002).

3.5.1. Questionnaire

Questionnaires were used as the data gathering tool to obtain sufficient and reliable primary data. Open-ended and close ended questions were prepared in English language for teachers and Administrative staffs. Each questionnaire has two parts. The first part focused on personal details (general background), and the second part emphasized on the open-ended and closed-ended items on the issue. The questionnaires were developed from literatures focusing on the research questions of the study.

In order to make sure whether the questionnaires will be free from vague and unclear items, the draft questionnaires were administered to experts in the area for comment. Pilot test was carried out in order to avoid errors. As a result some comments were included on the improvement to raise the clarity of statements, grammatical and typographic errors, and interpretation of instructions. Finally, my advisor was commented and approved them. After the comment of the advisor, improvement has made to make valid instrument. Then, the revised questionnaires were administered to all samples by the researcher.

3.5.2. Interview

To triangulate the data gathered through other instruments and to get in- depth information, interview questions were prepared and face-to-face communications were made with CRC supervisors and WEO heads. In doing this, interview guide questions were prepared with the main focus to get detail information in relation to the research questions. The discussion took place in English and Afan Oromo for supervisors and WEO heads to make the communication understandable, the analysis clear and to make the results reliable. The questions were also commented and improved in the same way as the questionnaires were improved.

3.5.3. Observation

An observation was made to obtain data that focused on the handling and functionality of schools' educational materials and their management as well as availability of policies and guidelines in the schools. A check list was used to facilitate the observation process. The observation at school level included observing school warehouse, library, pedagogical center, classrooms, and school compound. Comments and improvement were also applied on the observation checklist.

3.6 Pilot Test

Before the final questionnaires were administered, pilot testing was conducted in Bitotessa-17 preparatory school which was not included in the sample study. It was helped to ensure that the respondents understand what the questionnaire wants to address and was done with the objectives of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information, to identify and eliminate problems in collecting data from the target population. For pretesting activity, the draft questionnaires were distributed to one school principal, two vice principals, and five department heads of the above stated preparatory school were selected purposively.

Validity and Reliability of the Instruments

To be sure of the face validity, senior colleagues were invited to provide their comment. The participants of the pilot test was also be first informed about the objectives and how to fill, evaluate and give feedback on the relevance of the contents, item length, clarity of items, and layout of the questionnaire. Based on their reflections, the instruments were improved before they were administered to the main participants of the study. As a result of the comment, two irrelevant items were removed; two lengthy items were shortened, and some unclear items were made clear. Finally, after the necessary improvement made, the questionnaires were duplicated and distributed with necessary orientations by the researcher to be filled by respondents. Then interview and observation were also carried out by the same time.

3.7. Procedures of Data Collection

The procedure in the process of data collection involves some important stages. Initially, review of related literature was made in advance to get information on what has been done in relation to the problems as well as to develop instruments of data collection. Accordingly, through exhaustive exploration of various literatures in the area under study, basic question were formulated and data collection instruments were developed. All instruments were edited and modified with the help of the advisor. Before the administration of the questionnaires, observation and interview, the researcher contacted with the six secondary school principals of the Woreda to get their approval and cooperation.

In the second stage, the field work was conducted for administering the instruments and collecting the required data. Before approaching respondents for data collection, the researcher tried to get their willingness, then read the written consent to respondents and informed them about the whole nature of the investigation, and distribute the questionnaires by the help of principals. Similarly, the qualitative data collection procedure is also conducted by the researcher himself by interview and observation with potential informants.

In the third stage, once the desired data was collected through questionnaire, interview and observation the research perceived to processing, and analysis of data obtained through these instruments.

3.8. Methods of Data Analysis

The data collected from the respondents were analyzed qualitatively and quantitatively. Data obtained through close-ended questions were presented in tables and analyzed using percentages, means, values and frequency; while data obtained from open ended items, interviews and observation were analyzed qualitatively in summarized form and analyzed in narrative form together with the quantitative analysis of related questionnaire items.

3.9. Ethics Consideration

The ethical issue was given attention in the study. At the beginning cooperation letter was received from the Department of Educational Planning and Management of Addis Ababa University. Then, the letter was given to Woreda education officers and a consent letter was prepared by the researcher to help respondents make an informed decision. Rapports were created with respondents and were encouraged to feel free. In addition, participation in the study was volunteer-based. Considerable efforts were made to keep participants anonymous and maintain the maximum confidentiality. Above all, each and every source that was used in the study under investigation was acknowledged.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

This chapter deals with presentation, analysis and interpretation of data obtained from school principals, teachers, school supervisors, store keepers, librarians, purchasers and Woreda Education Office heads. The study employed questionnaires for school principals, teachers, store keepers, librarians, and purchasers and interviews with supervisors and WEO heads. Besides, additional information was gathered through observation. Thus, the quantitative as well as qualitative analysis of data was incorporated in to this chapter. The qualitative part was supposed to be complementary to the quantitative analysis.

The study was mainly aimed at investigating the management and utilization of educational material resources in six secondary schools of Dera Woreda North Shoa Zone Oromia regional state. In order to achieve this purpose, 157 questionnaires were distributed to both academic and administrative staffs separately in all the six sampled schools. Thus, the return rate of the questionnaire was (150) 95.5% , this is considered to be valid since the unreturned questionnaires were less than 5%. Four candidates: two CRC supervisors and two WEO heads were interviewed.

4.1. Characteristics of the Respondents

Under this section, the background information of respondents is presented.

Table.1. Characteristics of Respondents

No	Variables	Category	Frequency	Percentage (%)
1	Gender	Male	120	80
		Female	30	20
		Total	150	100
2	Age	25 and below	18	12
		26 -35 years	102	68
		36 - 45 years	22	14.7
		46 years and above	8	5.3
		Total	150	100
3	Educational Level	Certificate level and below	4	2.67
		Diploma	3	2
		BA/BSC	142	94.67
		MA/MSC	1	0.67
		Total	150	100
4	Service years	5 years and below	54	36
		6-10 years	61	40.7
		11-15 years	24	16
		16 - 20 years	8	5.3
		21 and above	3	2
		Total	150	100

As indicated in Table 1, 80% of the respondents were male and the rest (20%) were females. This shows that the majority of the respondents were males, and the schools were male dominated.

Regarding respondents' age, the majority 68% was in the age group of 26-35 years. Therefore, it could be possible to say that, their age could enable them to shoulder the responsibility of managing educational materials. Whereas there is also (12%) are under the age category of 25 and below years and they are at energetic age level. Others (20%) were under the age category of 36 and above consisting of senior employees in the schools and they are experienced. In item 3 of the same table, respondents were requested to respond about their level of education (qualification). Accordingly, 94.67% were

BA/BSC and others 5.33% were college diploma, MA/MSc and certificate. This shows that respondents have good qualification according to their academic performance to use and manage educational materials. As of respondents work experience (36%) had a work experience of less than 5 years while (62%) were found to have between 6 -20 years. The others (2%) have 21 and above years of work experience. Generally, combination of different age, education level and service of participants in the study area were found to be satisfactory to get reliable data for the study.

4.2. Analysis of Data

4.2.1. Role of Stakeholders in Material Management

This part deals with presentation and analysis of the data gathered from respondents. It is on stakeholders' participation on management and utilization of educational materials. The tools used were questionnaire, interview and observation.

Interview response on the issue

Participation at the beginning of the year was on the school planning and checking the documents, in this process there was material planning checkup. At the purchasing activities schools include one teacher as representative with in purchasing committee. Other material management activities like material controlling were left to school principal. When materials like textbook distributed to schools supervisors were participated in distribution process and also check up on the ratio of textbook distribution (CRC Supervisors).

Materials management activities were the responsibility of school administration, supervisors were limited to giving support to teachers in the class room and sub-city material distributors were to distribute materials to school. But involvement in material management and utilization were not practical (WEO heads).

Responses from interview indicate that participation of stakeholders in relation to material management functions is limited. They only comment on plan report. Supervisors prepare check lists and at the beginning of the year visit schools to identify; if shortage of materials are there in the schools. Continuous controlling and direct

participation system were not practical. Material distributors' role was limited to just on material distribution. There is no way to control or evaluate the material management and utilization in these schools.

Questionnaires were prepared using five point Likert scale range from Very high (5) to very low (1). Mean scores and percentages result were used to analyze the quantitative data. Within the five point ranges, three trisecting scores were used to make the analysis clear. Thus, the participation of stakeholders in educational materials management and utilization for the questionnaire items were analyzed based on the responses of respondents within a mean value from < 1.49 were very low, 1.5 to 2.49 were low, from 2.5 to 3.49 were average, from 3.50 to 4.49 were high, and from 4.50 to 5.00 mean very high. Results from open ended items, interview questions and observation checklist were also analyzed to supplement and/or triangulate the findings as necessary.

Table .2 Stakeholders Participation in Education Material Management

N	Items	Rating Scales												
		VH	%	H	%	AV	%	L	%	VL	%	Total	%	Mean
1	Planning of educational materials	9	6	13	8.7	56	37.3	30	20	42	28	150	100	2.45
2	Selection of educational materials	4	2.7	18	12	36	24	67	44.7	25	16.7	150	100	2.39
3	Purchasing of educational materials	7	4.7	22	14.7	31	20.7	54	36	36	24	150	100	2.4
4	Distribution of e/m	10	6.7	13	8.7	59	39.3	37	24.7	31	20.7	150	100	2.56
5	Controlling of e/ m	2	1.3	6	4	57	38	59	39.3	26	17.3	150	100	2.33

As it can be seen on Table 2, only 6% of respondents indicate that participation of stakeholders in planning for educational materials is very high. Others, 8.7%, 37.3%,

20%, and 28% of respondents, respectively, reported that the participation of stakeholders in planning for educational material was found to be high, Average, low, and very low. Furthermore, the mean score of all respondents is 2.45. Hence, this mean score indicated that stakeholders participation in planning on educational materials were low. In the same way, the qualitative data collected using interviews revealed that planning of educational materials done by school leaders, there is no good participation of other stakeholders such as members of PTSA in educational planning. As of the participation of stakeholders in selection of educational materials, the data displayed on table 2 indicated that, 2.7% of respondents had chosen very high participation, 12%, 24%, 44.7% and 16.7% of them indicated that participation in the selection of educational materials was high, average, low and very low respectively. The mean score was also 2.39, which lies on low. The result obtained qualitatively, however, indicated that very few of the stakeholders participated in educational materials selection. Participation of stakeholders in purchasing of educational materials had a mean score of 2.4 which also indicates low. The result found from interview also show low participation of stakeholders in this regard.

With respect to participation of stakeholders in educational materials distribution, only 6.7% and 8.7% respectively rated their participation as very high and high. 45.4% of them rate their participation to be low, and very low. Though the mean score 2.56, indicates the rate as average, the data gathered through interview and check lists also revealed that the time, ratio and way of distributing of such materials are not clearly mentioned but the participation were better than other activities.

With regard to participation of stakeholders on controlling educational materials the data collected through interviews revealed that there is no accurately set system that support stakeholders to participate in controlling the educational materials. But supervisors included in the check list if there is a shortage of text books. These data were supported by the quantitative data, i.e. only (5.3%) respondents rated their participation as very high and high. The mean score of the participation of stakeholders on controlling educational materials is 2.33, which lies under low.

Furthermore, there were also items which ask at what level were stakeholders participate in the educational materials management. Accordingly, 23.6% of them responded that their participation is at committee level, 35.5% indicate that they participate whenever they are requested to give technical support and 40.9% of them said that they take part during discussions.

In general, the participation of stakeholders in educational materials management and utilization is limited at planning phase, giving comment on the planned documents and providing material support.

Table.3 The extent of Participation of Stakeholders in Education Material Management

N o	Stakeholder s	Scales												
		V.High		High		Average		Low		V.Low		Total		Mea n
		F	%	F	%	F	%	F	%	F	%	N	%	
1	Principals	7	5.9	17	14.3	51	42.9	27	22.7	17	14.3	119	100	2.75
2	Storekeepers	5	4.2	14	11.8	54	45.8	28	23.5	18	15.1	119	100	2.66
3	Purchasers	2	1.7	3	2.5	38	31.9	44	37.4	32	26.9	119	100	2.15
4	Teachers	4	3.4	7	5.9	44	37.4	33	27.7	31	26.1	119	100	2.33
5	Supervisors	3	2.5	6	5	41	34.5	36	30.3	33	27.7	119	100	2.24
6	PTA	-	-	8	6.7	31	26.1	50	42.1	31	26.1	119	100	2.14
7	WEO	2	1.7	11	9.2	33	27.7	49	41.2	24	20.2	119	100	2.31

As displayed in the table above, the mean values for participation of principals and storekeepers is 2.75 and 2.66 respectively which shows average. The mean values of Purchasers, Teachers, Supervisors, PTA and WEOs are all less than 2.5 which lies under

low. This data indicates that the practice of educational material management was found to be poor in terms of involving all stakeholders.

4.2.2. Educational Materials Management Functions

This section emphasizes the presentation and discussion of data gathered from respondents on educational material managements. Respondents were required to rate the level of their agreement on the three Likert Scale item questionnaires, range from high (3) to low (1). Accordingly, the planning activities were analyzed with a mean value of < 1.49 as low, from 1.5 to 2.49 as medium, and from 2.50 to 3.00 as high. Results from open ended items and interview questions were also qualitatively analyzed.

4.2.2.1. Educational materials planning activities

Table.4. Planning Activities of Educational Materials(Respondents: both Teachers and Administrative staffs)

No	Item	Scales								
		High		Medium		Low		Total		Mean
		F	%	F	%	F	%	F	%	
1	Budget preparation for the provision of the required materials	18	12	72	48	60	40	150	100	1.72
2	The involvement of users in the planning of educational materials	9	6	49	32.7	92	61.3	150	100	1.45
3	The match between what is planned and purchased in terms of time	22	14.7	76	50.7	52	34.7	150	100	1.8
4	Need assessment for planning process	34	22.7	91	60.7	25	16.7	150	100	2.06

F= Frequency

N= refers to total number of the respondents who provide their answers on these items.

In table 3, respondents were asked about the planning activities of educational materials in their school. Accordingly 48% and 40% respectively rated as medium and low for the budget preparation for the provision of the required materials. The mean score for this item is 1.72, which is considered to be medium. The data obtained from school supervisors and WEO revealed that there is a budget plan in almost all schools, but there is a problem of proper planning. As it displayed above around 40% of respondents indicated that the performance is low.

For the item that focuses on involvement of users, only 6% rate high. The item has a mean score of 1.45 which lies in low rating scale. The data found from the interview also indicated that there is low attempts to participate concerned bodies on the planning of educational material management. With respect to match between what is planned and purchased in terms of time 34.7% rate the activity as low and 50.7% as medium only 14.7% of the respondents' rate it high. The mean score for this planning activity is 1.8 which are found at the medium range. Regarding need assessment for planning process, the mean score is 2.06, which is rated as medium. 60.7% of the respondents also indicated that the need assessment for planning is almost fair or medium.

In relation to planning activities the data gathered through interview indicate that budget preparation activities were implemented at all schools but the problem is the duplication of the privies plan. Sometimes schools do not consider need assessment because of this gap there is mismatch between what is planned and what is purchased. In schools material need like textbook was not depend on exact need of the schools, in case some textbooks were surplus in one school there may be shortage in the other school. In schools there is need assessment format but, some schools do not properly use the format. There are attempts to participate users but there is lack of proper organization of team.

4.2.2.2. Purchasing of Educational Material

This part deals with one of the educational materials management function called purchasing.

Interview response:

CRC supervisor: "Lack of transparency of purchasing system made school administration problem when the government body check the process of purchasing. Lack of professionals lead less quality of purchased materials".

WEO: "Sometimes quality of purchased materials were not good the reason is that after suppliers show there sample they were changed to other".

Interview response indicated that transparency and users participation were the gap in purchasing system.

Data from questionnaire show that, with regard to the frequency of purchasing educational materials on time, the respondents were asked to indicate how frequently purchasing of such materials is made on time.

Accordingly, (13.3%) reported always, (64%) selected sometimes, and the rest (22.7%) indicated not at all. Hence, considerable number of respondents reported that there was a problem on purchasing educational materials on time. Lack of transparency and accountability has been taken as a major hindrance. As information obtained from the open ended questionnaire items also justify this delay of budget release and shortage of budgets was taken as other problems. the extent of purchasing issues is discussed in the table below.

Table.5. Purchasing of Educational Materials

N o	Item	Scales												Mea n
		Excellen t		V.Goo d		Average		Poor		V.Poor		Total		
		F	%	F	%	F	%	F	%	F	%	N	%	
1	Quality of purchased materials	6	4	1 4	9. 3	6 2	41. 3	5 1	34	1 7	11. 3	15 0	10 0	2.61
2	Relevance of purchased materials	7	4.7	1 0	6. 7	5 4	36	6 1	40. 7	1 8	12	15 0	10 0	2.51
3	Transparenc y of purchased system	4	2.7	5	3. 3	5 7	38	6 3	42	2 1	14	15 0	10 0	2.39
4	Qualificatio n of purchasing body	5	3.3	1 2	8	4 8	32	5 9	39. 3	2 6	17. 3	15 0	10 0	2.41
5	Fair and genuine utilization of purchasing procedures	6	4	8	5. 3	6 5	43. 3	5 1	34	2 0	13. 3	15 0	10 0	2.53

F= Frequency

As displayed in the above table, the mean score for quality of purchased materials is 2.61 which rated as moderate. Accordingly only 4% rated as excellent while 9.3%, 41.3%, 34% and 11.3% rated as very good, average, poor and very poor respectively.

With regard to relevance of purchased materials, data collected through questionnaires indicate that more than 52% of respondents level these criteria as poor and very poor. The mean score is 2.51, which is found at the border line between average and poor. In line with transparency of purchasing system, only (6%) respondents rated the item as excellent and very good .The overall mean is 2.39 which is low. The result found from interviews and open ended questions confirms this lack of transparency and accountability is the bottleneck of the purchase of educational materials.

In respect to qualification of purchasing body, almost 56.6% rated it was poor and very poor. The mean score for this item was 2.41 which is low. One can say that there is a visible skill and knowledge gap in this area. The researcher observed that school purchasers are selected from teachers randomly and there is a lack of qualification in purchasing. With respect to fairness and genuine utilization of purchasing procedures, 47.3% of the respondents rated it as poor and very poor, and 43.3% rated as average. The data collected through interview indicated that there were times when the formal purchasing system is violated. The mean score for this item is 2.53 rate averages. From open ended questions it is explained that transparency of purchasing system and qualification of purchasing body is the major problems observed.

4.2.2.3. Allocation and Distribution of Educational Materials

Interview response

(CRC supervisors): Higher officials are not committed on fair allocation of materials. In these regard data collected from interview indicted that there were a distribution problem, the reasons were that lack of gating reliable data from schools and lack of organized distribution system of higher officials. Under this section, results found from questionnaire, were analyzed and presented. Since the same rating are employed, this section also used the earlier mean score analysis. There is a lack of getting reliable data from schools as a result imbalance material distribution happened (WEO).

Table.6. Allocation and distribution of educational materials

No	Item	Scales												Mean
		Excellent		V.Good		Average		Poor		V.Poor		Total		
		F	%	F	%	F	%	F	%	F	%	N	%	
1	The time lines of the distribution and allocation process	5	3.3	13	8.7	58	38.7	60	40	14	9.3	150	100	2.57
2	The extent of collaborative performance of concerned bodies	8	5.3	15	10	46	30.7	74	49.3	7	4.7	150	100	2.62
3	The fairness of materials allocation among schools and subunits	12	8	21	14	48	32	57	38	12	8	150	100	2.76
4	Cooperativeness of higher officials on fair allocation	6	4	14	9.3	45	30	56	37.3	29	19.3	150	100	2.41

F= Frequency

The data displayed above indicate the allocation and distribution of educational materials. Accordingly, the mean score for the timeliness of the distribution process is 2.57 which is almost average. But, the data found via interviews was indicating as it is a problem of timely distribution.

Regarding the extent of collaborative performance of concerned bodies, the data gathered indicated that there is less cooperation and commitment in taking actions. The mean score for this item is 2.62, which lied on the moderate/average range. 49.3% of the respondents indicate as a poor rate which shows as there are draw backs.

In line with the fairness of educational materials allocation to schools had a score mean of 2.76, which shows good allocation among schools. But the result found from interview indicates that there is a gap with respect to Cooperativeness of higher officials on fair allocation, the mean score is 2.41 which show less Cooperativeness of higher officials.

4.2.2.4. Maintenance of Educational Materials

This part deals with presentation and analysis of results found from questionnaires, interviews and observation, on maintaining and proper handling of educational materials. The results found are discussed below.

Response of interviewees

WEO: “Materials were distributed to schools every year from government, but properly maintaining is the problem of all schools. Maintenance activities were not planned even if there is budget allocated, schools were not give attention to maintaining materials”.

CRC supervisors: “Materials are broken and piled in one room or in some place in the school compound every day but efforts are not made to maintain them. There is a lack attention of school administrative in all schools”.

Response from the questionnaire was presented: for the item” how effective is your school regarding the maintenance of educational materials?” about (17.3%) responded very low; (48%) rated as low; (29.3%) rated it as average, (3.3%) , (2%) said high and very high respectively. The mean score is 2.25, which lies under the category of low. The researcher had also observed that educational materials, which need even simple repair, are thrown here and there in some schools. Of these educational materials all were bought with heavy governmental budget but are found damaged.

Responses from short answer of the questionnaire indicate the materials including text books and references books, Plasma TV, tables and chairs etc were frequently damaged. The participants were asked the reason for the frequent damage of these educational materials and why these were not quickly repaired. The result indicated that less qualified/experienced technicians (42%), lack of proper planning and handling (34%), and lack of administrative follow up (18%) were the most common causes for the damage and reasons for not immediately repair.

Regarding maintenance interviews result show that this activity was the most problematic part, materials were distributed to schools every year but properly maintaining is the gap of all schools.

4.2.2.5. Storage of Educational Materials

This part discusses the presentation and analysis of result found via questionnaires and interviews about materials' handling in a store. The ratings and mean values are done using the same trend of the earlier analysis.

Response from interviews

WEO: "The store management system is not at good condition in the schools, materials are damaged b/c of improper storage".

CRC supervisors: "The store rooms are very tight which is impossible to get the material easily and arrange the materials. Store keepers try to record materials but technology support system were not implemented easily to know what is in the store and out of store".

Table 7 views on Storage of Educational Materials

No	Item	Scales												Mean
		Excellent		V.Good		Average		Poor		V.Poor		Total		
		F	%	F	%	F	%	F	%	F	%	N	%	
1	Properly recorded materials	8	5.3	21	14	64	42.7	34	22.7	23	15.3	150	100	2.71
2	Materials identification	6	4	17	11.3	69	46	35	23.3	23	15.3	150	100	2.65
3	Material codification	2	1.3	4	2.7	48	32	56	37.3	40	26.7	150	100	2.14
4	Immediate supply of materials	5	3.3	9	6	56	37.3	42	28	38	25.3	150	100	2.34
5	Proper storage materials system	4	2.7	8	5.3	52	34.7	45	30	41	27.3	150	100	2.26

F= Frequency

As the data displayed above show, the mean score of properly recorded materials is 2.71 which is at average score, the mean value of material identification is 2.65 which is at average score, while 2.14, 2.34, and 2.26 are mean values of material codification,

immediate supply of materials from the store, and proper storage of educational materials respectively which are at a low score.

Moreover there is an item asking the respondents the way that the storekeeper cross check the return of materials, 57% of the respondents reported that there was no clearly set means to control material return, 25% reported using master list and the others 18 % reported different methods.

In relation to Storage of Educational Materials the data gathered through interview indicated, there are efforts to record materials in many of the sampled schools; however, they were suffering from lack of proper material identification and codification. Thus, they couldn't access or supply the available educational materials easily. It is found from the results via interview and observation, the storekeepers make a mess of educational materials to search for one and the other is no clear set of material return technique.

4.2.2.6. Inventory Control of Educational Materials

Response found from interview: All schools did this activity but the problem was that it is not well planned. The time of inventory in schools did not match with the planning of materials time(WEO). An inventory was done in the school once in a year but the activities were not done with professionals (CRC supervisors).Inventory reports were not well organized to use during planning time. There are materials which is not included in inventory like materials donated to schools. Accordingly, in the short item of the questionnaire that requests how often inventory is made, 18% said once a semester, 46% indicated once a year and 36% respond when it is needed only. The result shows there are schools which even don't have regular inventory and control system.

Table.8 Inventory Control

No	Item	Scales												Mean
		Excellent		V.Good		Average		Poor		V.Poor		Total		
		F	%	F	%	F	%	F	%	F	%	N	%	
1	Usage of inventory control system	1	3.2	2	6.5	9	29	14	45.2	5	16.1	31	100	2.35
2	Frequency of conducted inventory	-	-	2	6.5	8	25.8	13	41.9	8	25.8	31	100	2.13
3	Report after inventory	1	3.2	2	6.5	11	35.5	13	41.9	4	12.9	31	100	2.45
4	Process of updating inventory	-	-	-	-	12	38.7	14	45.2	5	16.1	31	100	2.23

The above table shows the usage of inventory control items: usage of inventory control, frequency of conducted, report after inventory and process of updating. The result show that the mean score to be 2.35, 2.13, 2.45, and 2.23 respectively, which are at low rate. These indicate that there is a gap in inventory system. Result from interview also indicates that all schools did this activity but the problem was that it is not well planned and the inventory results were not properly used on planning of materials.

4.2.2.7. Result on Obsolescence and Surplus

Response from interview:

WEO: “In all schools there are many materials that are not sold or donated. Materials which were not used in secondary schools were compiled at one class idle”.

CRC supervisors: In schools there are materials like machines and supplementary books which are not used in secondary schools. They were all out dated. Textbooks were surplus in some school while there were shortages in other schools. Transferring these textbook to the other school is also other cost.

Data obtained via questionnaire indicated that the main reasons for obsolescence and surplus of educational materials to be: planning problem (32.3%), getting old (29%),

Curriculum change (19.4%), faulty in purchasing (9.7%), and quality problem (9.7%) respectively. Moreover, measures taken by schools regarding surplus and obsolete of educational material was also requested. As a result, 41.9% of the respondents indicated that collecting at one place and storing them somewhere. Similarly, 35.5%, 16.1% and 6.5% respectively chose dumping/burning, donating to others and selling. The result indicated that there is high amount of resource wastage in these schools.

Data collected via interviews justify that in all schools there were many materials that were idle. The researcher also saw many materials that are stored improperly in the entire sampled school compound.

4.2.3. Respondents' view on Availability and Use of Guidelines for Educational Materials Management

Response from the interview:

WEO: There are guidelines in the schools, the problem is that when the school principals leave the school they were not transfer to the new one. There are different guidelines in the schools but, training or giving awareness to the school community were the problem.

CRC supervisors: There are guidelines in all schools but, the school administrators are not giving attention. They were not made access able to school community which are assumed to help principals and others to implement them on their daily activities regarding educational materials.

Table 9. Availability and use of policies and guidelines regarding to educational materials Management and utilization

No	Item	Scales												Mean
		Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total		
		F	%	F	%	F	%	F	%	F	%	N	%	
1	There are policies and guidelines regarding materials management in school	12	8	17	11.3	49	32.7	52	34.7	20	13.3	150	100	2.66
2	The accessibility of policies and guidelines	5	3.3	12	8	43	28.7	56	37.3	34	22.7	150	100	2.32
3	Based on the government guidelines the school made their own guideline	6	4	19	12.7	38	25.3	58	38.7	29	19.3	150	100	2.43
4	There is high commitment of concerned bodies to make awareness/training on policies and guidelines	2	1.3	14	9.3	41	27.3	62	41.3	31	20.7	150	100	2.29

As displayed in the table above, the mean values for the presence of formally established guidelines and policies in the school , accessibilities of these policies and guidelines, based on the government guidelines they made their own guidelines , and commitment of concerned bodies to create awareness are, respectively 2.66, 2.32; 2.43; and 2.29.

The above data indicated that there is guidelines in the schools as the mean value is at average score 2.66. Lacks of accessibility of guidelines, the preparation of their own guidelines and creating awareness/training to the community were the gaps observed.

Result indicate that there were different government policies and guideline in the schools but there is no effort in creating awareness or organizing training to staff and available to use. In addition to these when school principals leave the school or position they did not

transfer them to the new one. In relation to these most schools did not develop their own guideless for these activities.

4.2.4. Majors Problems and Action to be taken in Educational Materials Management

Response from the interview

WEO: Schools have a need to new education materials year to year rather than managing what is on hand. There is no cleared identification, codification system in schools store management. Technology support (computerized system) of marital management system was not practiced. Data gathered from schools were not reliable because of this such materials like text books are scarce in one school and are surplus in other school.

CRC supervisors: In the schools there is no organized supervision and controlling material management system. Even materials distributed from education bureau did not have controlling and evaluation mechanism. Less coordination between school communities left material management activities to be only the responsibility of principals and store keepers.

Response for action to be taken:

CRC supervisors: School principals should create awareness to all school community and stakeholders. Every individual in the schools should develop sense of responsibility and belongingness of materials in the schools. Each of material management function should be planed and the frequency of supervision inside and outside should be considered.

WEO: “Uniform educational material management and utilization system should be implemented in all schools”.

Data gathered from open- ended question were summarized as follows: There is no uniformity of material management and utilization system among the schools community. Less commitment on the side of school principals to create awareness and provide training to school community and stakeholders on material management. Lack of close supervision and proper planning from concerned bodies cause shortage of important

materials, in the schools materials are stored for a long period of time in store and some of them became out of use.

From closed- ended questions for the item: To what extent do school computers effectively used by school community (teachers, students and administrative staffs), no one responded very high, only (3.3%) responded high; (40%) rated as average; (21.3%) rated it as low, and (35.5%) rated as very low. The mean score is 2.1, which lies under the category of low.

The participants were asked that the major problems in using computers in the schools. Their response indicated that absence of electric (41.3%), Shortage of computers(36.7%), absence of computer class(22%) were the major problems in using computers in the school.

Plasma TV was totally not used in all schools. The reason is lack of qualified/experienced technicians and absence of electric power.

For an item that asks whether there is a responsibility of assigned body to monitor the educational materials management: out of the 150 respondents, (50%), and (27.3%) responded disagree, and undecided This indicates that there are no clearly assigned professionals to effectively run the educational materials in these schools.

Mechanism used by school administers and education officers were found to be supervision and inspection. Furthermore, 54.7% of respondents believed that principals are more committed in controlling and monitoring educational materials, 31.3% thought that storekeepers are more committed and responsible in monitoring educational materials. This indicated that there is a gap in considering responsibility.

Regarding the major problems the data gathered from the interview and open-ended questions indicate that Lack of organized supervision and controlling mechanisms were the first problems. The second problem is lack of uniform material management system with in schools.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

This chapter consists of three subsections. The first subsection deals with the general summary and the major findings of the study. The next part presents conclusions drawn from the findings and the last one presents alternative solutions recommended so as to ease the problems encountered in the management and utilization of educational material resources.

5.1 Summary of Major Findings

The study was conducted with the aim of investigating the management and utilization of educational material resources in six secondary schools of Dera Woreda North Shoa Zone Oromia regional state. All the six secondary schools were sampled for this study. All school principals, teachers, school supervisors, store keepers, librarians, purchasers and Woreda Education Office heads were taken as informants in the study. The study was conducted using questionnaires, interviews and observation as data gathering tools and descriptive survey research design was employed to conduct the study.

In order to attain the objective of the study, the following basic research questions were raised:

1. How are Educational Material Resources managed and utilized to achieve educational objectives in secondary schools of North Shoa Zone Dera Woreda?
2. What main roles do stakeholders play in the management and utilization process of Educational Materials?
3. What are the major problems related to educational material resources management and utilization in secondary schools?

Role of stakeholder's in material management issues:

Participation of stakeholders in planning, selection, purchasing, distribution, controlling, of educational materials in the schools were found their mean score to be 2.45, 2.39, 2.4,

2.56, and 2.33 respectively. At planning, selection, purchasing and controlling activities the mean value were low and distribution activities score 2.56 which lie on average. Furthermore results from qualitative data revealed that stakeholders participation were at low level. Most of the stakeholders were found to participate in material supports and by giving comment on planned manual .There are no organized participation and controlling system.

Educational Material management function issues:

1. The score of the sampled schools in terms of educational material management function; especially, planning activities, budget preparation, involvement of users ,match between planned and purchased and need assessment could be rated 1.72, 1.45, 1.8 and 2.06 respectively . The findings indicate that the scores are categorized under medium rate. Interviews results show that all schools prepare plan, but their plans lacks the participation of all stakeholders. Because of this there is shortage of materials in some schools while there are surplus materials in other schools. As planning activity is a sensitive issue still there is a gap in planning of educational materials.
2. The result found via interviews and observation on the purchasing process, there are a weaknesses in the areas of purchasing activities. Transparency of purchased systems and qualification of purchasing bodies mean value is 2.39 and 2.41 respectively which is low rate. Therefore, one can conclude that there is gap in transparency of purchasing materials and qualification of purchasing bodies. Relevance of purchased materials rated 2.51 which is a little better than the low score. Quality of purchased materials and fair and genuine utilization of purchasing procedures were 2.61 and 2.53 respectively which indicate average score.
3. With regard to distribution of educational materials to schools, the findings revealed that fairness of material distribution is at good level the mean value being. 2.76. Mean value of collaboration of concerned bodies on the same condition is 2.62. Regarding cooperation of higher official considerable number of respondents expressed their dissatisfaction the mean value is 2.41 which are at low score. The finding also shows that

there is drawback in getting reliable data from schools, lack of organized distribution system of higher officials is also there.

4. The results of the study show that all secondary schools of Dera Woreda North Shoa Zone were less effective in the area of maintenance of educational materials. It was also revealed that text books, reference books, plasma TVs, and tables and chairs are the most frequently damaged educational materials. In these schools lack of proper planning, assignment of less qualified/inexperienced technicians and lack of proper administration follow up is found to be reasons for the damage and wastage of such materials.

5. Storage and supply of educational materials system is poor. It is learnt that material codification, immediate supply of materials and proper storage materials system were low; 2.14, 2.34 and 2.26 respectively. As their recordings are traditional, no one can access a material with less effort and lacks proper codification.

6. The result on inventory control system was also found to be unsatisfactory. The mean score on usage of inventory control system, frequency of conducted inventory, report after inventory and process of updating inventory were 2.35, 2.13, 2.45 and 2.23 respectively, which is low. The result indicates that inventory control was suffering from lack of appropriate check lists to make sure that the borrowed and returned materials are well identified, but there is a huge gap in utilization and management of the materials.

7. Results on surplus or obsolescence material management revealed that planning problems (32.3%), getting old (29%), curriculum change (19.4%), faulty in purchasing (9.7%) and quality problem (9.7%) are the main cause as respondents show. The data found through interviews revealed that there are different materials piled improperly in schools that are useful for vocational schools are piled improperly. These were also realized by the researcher during his observation. Common measures taken by schools regarding obsolescence materials are dumping (burning), and storing the materials at one place.

Availability of policies and guidelines in the school issue

Though it is found out that there are policies and guidelines in these sampled schools, efforts made to make them accessible to the stakeholders/school community/ and creating awareness and training on the issue is very poor.

Results on the major problems:

There is no uniformity of material management and utilization system among the schools. Storage management system is in poor condition in all schools. Lack of continuous supervision from concerned bodies lead that materials management functions is not properly practiced.

5.2. Conclusions

The study findings indicated that;

- The practice of educational material management and utilization was found to be poor in terms of involving stakeholders (PTSA, Sub city officers, etc).The study indicated that the participation of teachers and other stakeholders in educational materials resource planning activities is low. Principals only prepare the plan and send to the Woreda education office without the participation of the teaching staff members and other stakeholders.
- Lack of timely maintenance practices were a serious problems in these schools. When school materials are broken or damaged, immediate measure is not taken to repair or reuse it. The conventional practice, to repair after it has been collapsed is the most prevalent problem in the schools. Therefore it can be concluded that there were a number of educational materials that were in the store room without giving services.
- There are guidelines and policies regarding to educational material management and utilization in schools. But there was huge gap in the availability and accessibility of these guidelines to the stakeholders and school community. The concerned bodies such as school leaders lack the commitment to create awareness or training in the area of educational material management and utilization.

- There were schools without proper store-room; improperly built with insufficient space and lack of employed workers; so that materials were not properly identified, coded and recorded. There is no modern technology support system. As storekeeper make a mess of materials to search for one. This could also expose the materials to wastage and damage.
- Allocation and distribution was also another problem related to educational material resources management and utilization. Material resources were not allocated and distributed on time and delay was also took place on the side of schools on receiving their share on time. This is because of the lack of commitment on the side of officials and school leaders.
- The schools were not adequately equipped with human resources. In most of the schools store keepers are school leaders, librarians and purchasers are taken from teachers randomly.
- Way of handling obsolete and surplus material was simply collecting material at one place and dumping /burning action taken by the schools. It shows that there is high amount of resources wastage in these schools.
- Need assessment was poorly exercised activity. This could be as a result of lack of adequate knowledge and skill in planning. Hence, it can be said that materials planning is prepared without gathering and analyzing data regarding the present status of the already existing materials and equipment.
- Purchasing and property administration tasks are assigned to be carried out by finance and economic development offices at various levels. Until they collect the materials to be purchased from each sector, it takes long time. This results in delay, low quality, lack of transparency; which hinder the effectiveness of the overall purchasing system. Consequently, it is reasonable to conclude that schools might not get the necessary materials on time, with the required quality and quantity that enable them to discharge their duties and responsibilities effectively and efficiently.
- The process of updating inventory in these schools was poorly implemented.

- Major problems that are found challenge for material management system are ; lack of uniformity of material management and utilization , low awareness and training about material management functions and there integrated relation between each activities. Moreover lack of continuous supervision and controlling system from outside and inside the schools made accountability and responsibility infective.

5.3. Recommendations

In educational Institutions material resource management is a crucial issue to accomplish the objectives of the institutions, and it is a corner stone to achieve the educational objective. Based on the findings and conclusions drawn, the following measures may improve the management and utilization of materials resources in secondary schools of Dera WoredaNorth Shoa Zone .

1. The Woreda Education Office and CRC supervisors need to monitor and support the activities of school leaders to make sure that allocated educational materials are properly and timely utilized.
 2. The school is advised to work with stakeholders (PTSA, Woreda Education Officers etc) to achieve optimal productivity and efficiency in the area of educational materials management.
 3. The scarcity of resources is the major problem of management and utilization of material resources. More than the shortage of manpower, the most handicapped of resources management was lack of proper utilization of educational material resources. Hence the zone and the Woreda education office should organize adequate and exhaustive training in the area of material resource management and utilization like; need assessment, planning, organizing, purchasing, controlling, inventory, allocation, distribution, ware housing, disposition and utilization s
- o as to raise the potential of the personnel that enable them to execute their duties in the manner that reduce cost and maximize the use of the available resources.

4. Maintenance function allows the repair; servicing and replacement procedure. It enables to provide service without stoppage and helps to protect further damaged. In that, it gives longer life-time for materials and equipment which ultimately maximize their exhaustive utilization. The result of the study showed that maintenance of Educational materials was not adequately carried out. Therefore Woreda Education Offices and secondary schools management would plan together and maintain educational materials permanently.

5. Relevant and adequate educational materials ought to be supplied to schools at the right time. This would promote the implementation of educational objectives. The government bodies and other stakeholders should set aside substantial amount of money for provision of such materials.

6. People do not pay attention for property aspects and as a result become unconcerned, irresponsible and simply pass while they are misused, broken and damaged. They perceive it to be a single manager or a section duty. However, material and equipment management is a staff function. It requires a collaborative effort of all the concerned bodies. Therefore, the woreda and the school should jointly work on the management and utilization of material resources in order to make workers, students, teachers and the communities to develop sense of belongingness, feeling of responsibility and a sense of ownership towards the educational properties.

7. Inventories of educational materials resources do not take in secondary schools. This cause a problem on properly controlling the educational material resources. Therefore, inventories of educational material resources should be taken by the school at least once a year. This could be held by assigning a committee. This helps the school to clearly identify the educational material resources that are properly functioning or that are damaged within a year. In turn, this helps to properly plan new educational materials to be purchased and to strengthen the maintenance section of the school with appropriate number and qualities of personnel.

8. Principals ought to make guidelines and policies accessible and available enough to all empower the entire staff with the knowledge and skills on the issue.

9. At school level “property administration and utilization committee” which is accountable to the principal should be formed with specific duties and responsibilities to make inventory, register all the available resources, report the unused materials and equipments and identify and report all the materials and equipment that need disposition. This will alleviate the poor management and utilization of school resources and create awareness among the school community regarding the care should be taken for material resources.

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Appendix

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be filled by Teachers.

The main purpose of this questionnaire is to collect valid and reliable data on “The Management and Utilization of Material Resource in Secondary Schools of DeraWoreda.” Thus, your genuine responses will help the researcher to provide reliable and valuable suggestions and recommendations. Your response will be used for academic purpose. I will like to express my appreciation in advance for your time and consideration.

Thank you!

General Directions:

1. No need of writing your name
2. Choose the best alternative and write on the space provided
3. Please give answers to each closed ended items as appropriate as possible.
4. Give short and precise responses to the open ended questions.

Part one: Back ground information

1. Name of the school_____

_____2. Age:

- a. 25 years and below b. 26-35 years c. 36-45 years d. 46-55 years e. 56-65 years

_____3. Gender: a. Male b. Female

_____4. Educational Level: a. Diploma b. BED/BSC

c. M.A/M.S.C d. if others please specify_____

_____5. Years of service: a.1- 5 years b. 6-10 years c. 11-15 years

d. 16-20 years e. 21-25 years f. more than 25 years

Part two: Questions Related to the Role of Stakeholders in material Management

2.1.In your school, to what extent do stakeholders participate in need assessment, planning, selection, purchasing, distribution, and controlling of educational materials ?
(The numbers indicate: 5= very high 4= high 3= Average 2= Low 1= Very low)

No	Item	Rating Scales				
		5	4	3	2	1
1	Planning of educational materials					
2	Selection of educational materials					
3	Purchasing of educational materials					
4	Distribution of educational materials					
5	controlling of educational materials					

2.2. At what level the schools use the participation of stake holders?(you can take more than one) A. At committee level B. by discussion C. By asking technical support
D. If others -----

2.3 To what extent do the following Stakeholders participate in material Management ?

(The numbers indicate: 5= very high 4= high 3= Average 2= Low 1= Very low)

No	Stakeholders	Rating Scales				
		5	4	3	2	1
1	Principals					
2	Storekeepers					
3	Purchasers					
4	Teachers					
5	Supervisors					
6	PTA					
7	WEO					

Part three: Questions Related to Material Management Functions

3.1 How do you rate the following planning activities in your school?

No	Item	Scales		
		High	Medium	Low
1	The involvement of users in the planning educational materials management			
2	Budget preparation for the provision of the required materials			
3	The match between what is planned and purchased			
4	Need assessment for planning process			

3.2 Purchasing of Educational Materials

_____1. In your view, how frequently the school purchases educational materials on time?

a. Always b. Sometimes C. not at all d. If any other_____

_____2. If your answer for item 1 is “not at all”, what do you think is the reason?
(You can take more than one)

- a. Shortage of budget
- b. Absence of quality materials in the market
- c. Lack of commitment on the part of concerned bodies
- d. Delay of budget release on the part of finance office
- e. Absence of purchasing committee

3. To what extent are the following purchasing issues met in your school? (The number indicates: 5= Excellent 4= Very good 3= Average 2= Poor 1= Very poor)

No	Item	Scales				
		5	4	3	2	1
1	Quality of purchased materials					
2	Relevance of purchased materials for the teaching/learning process					
3	Transparency of purchasing system					
4	Qualification of purchasing body					
5	Fair and genuine utilization of purchasing procedures					

4. What major problems do you observe in purchasing material, please specify

3.3 Allocation and Distribution of Educational Materials

Please rate the extent of allocation and distribution of educational materials. (The number indicates: 5= Excellent 4= Very good 3= Average 2= Poor 1= Very Poor)

No	Item	Scales				
		5	4	3	2	1
1	The timelines of the distribution and allocation process					
2	The extent of collaborative performance of distributing bodies					
3	The fairness of educational material allocation among schools and sub units (departments)					
4	Volunteer (cooperativeness) of higher official on fair allocation					

3.4 Maintenance of Educational Materials

_____ 1. How effective is your school regarding the maintenance of educational materials?

a. Very high b. High c. Average d. Low e. Very low

_____ 2. If your answer is “low” or “very low” for the above question, what do you think the reason are (you Can choose one or more options)

a. Lack of administrative follow up b. less experienced or less qualified technicians

c. Lack of proper planning d. If others, please specify _____

_____3. Which materials are frequently damaged and need maintenance in your school. (You can choose one or more options)

a. Tables and chairs

b. Text books and reference books

c. Plasma

d. Computers

e. Electric systems

f. Laboratory materials

g. Teaching aids

h. Walls and window

i. If any other, please specify-----

3.5 Storage of Educational Materials

1. How effective is your school regarding material handling in store? (The numbers indicate: 5= Excellent 4= Very good 3= Average 2= Poor 1= Very Poor)

No	Item	Scales				
		5	4	3	2	1
1	Properly recorded materials					
2	Material identification					
3	Material codification					
4	immediate supply of materials from the store					
5	Proper storage facilities					

Part four: Questions Related to Availability and Use of Guidelines for educational Materials Management

To what extent the following guidelines issues are met in your school? (The number dedicate: 5=strongly agree 4=agree 3=undecided 2=disagree 1= strongly disagree)

No	Items	Scales				
		5	4	3	2	1
1	There are polices and guidelines regarding material management in the school					
2	The policies and guidelines regarding educational materials management are easily accessible for users					
3	Based on the government guidelines the school made their own guidelines					
4	There is high Commitment of concerned bodies to make awareness to stake holders					

Part five: Questions Related to Major Problems in Material Management and Action to be taken

_____1. To what extent do school computers effectively used by school community (teachers, students and administrative staffs) ?

a. Very high b. High c. Average d. Low e. Very low

_____2. What are the major problems in using computers in the school?

a. Shortage of computers b. absence of electric c. absence of trained person

d. absence of computer class e . If others, specify _____

_____3. To what extent do school Plasmas are used?

a. always b. sometimes c. not at all

If you say some times or not at all, what is the problem?

4. There is an assigned body to control the availability and utilization of educational materials in the school. a. Strongly agree b. Agree c. Undecided

d. Disagree e. strongly disagree

_____ 5. If your response is “strongly agree” or “agree”, what mechanisms are used to monitor and control these materials?

a. Supervision

b. Inspection through checklist

c. Both supervision and inspection d. If other mechanisms, specify_____

_____ 6. In your school, which one of the following people are more committed or responsible in controlling and monitoring educational materials (you can take more than one opinion)

a. Principals

b. Store keepers’

c. Department heads

d. Sub city supervisors

e .If others, specify _____

7. What are the basic problems that are observed in your school regarding educational materials resources management and utilization?_____

8. What do you suggest to solve the overall problems in the management and utilization of educational materials resources in your school? Please specify_____

Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaire to be filled by Administrative staff

The main purpose of this questionnaire is to collect valid and reliable data on “The Management and Utilization of Material Resource in Secondary Schools of DeraWoreda.” Thus, your genuine responses will help the researcher to provide reliable and valuable suggestions and recommendations. Your response will be used for academic purpose. I will like to express my appreciation in advance for your time and consideration.

Thank you!

General Directions:

1. No need of writing your name
2. Choose the best alternative and write on the space provided
3. Please give answers to each closed ended items as appropriate as possible.
4. Give short and precise responses to the open ended questions.

Part one: Back ground information

1. Name of the school_____

_____2. Age:

a. 25 years and below b. 26-35 years c. 36-45 years d. 46-55 years e. 56-65 years

_____3. Gender: a. Male b. Female

_____ 4. Educational Level: a. Certificate level and below b. Diploma

c. BED/BSC d. M.A/M.S.C e. if others please specify_____

_____ 5. Years of service: a.1- 5 years b. 6-10 years c. 11-15 years

d. 16-20 years e. 21-25 years f. more than 25 years

6. Your current position: _____

_____ 7. Additional responsibility in the school

a. Unit leader c. student discipline committee

b. Department head d others/please specify_____

Part two: Questions Related to the Role of Stake Holders in material Management

2.1.In your school, to what extent do stake holders participate in need assessment, planning, selection, purchasing, distribution, utilization, controlling, and inventory of educational materials ? (The numbers indicate: 5= very high 4= high 3= Average 2= Low 1= Very low)

No	Item	Scales				
		5	4	3	2	1
1	Planning of educational materials					
2	Selection of educational materials					
3	Purchasing of educational materials					
4	Distribution of educational materials					
5	controlling of educational materials					

2.2. At what level the schools use the participation of stake holders?(you can take more than one) A. At committee level B. by discussion C. By asking technical support
D. If others -----

Part three: Questions Related to Material Management Functions

3.1 How do you rate the following planning activities in your school?

No	Item	Scales		
		High	Medium	Low
1	The involvement of users in the planning educational materials management			
2	Budget preparation for the provision of the required materials			
3	The match between what is planned and purchased			
4	Need assessment for planning process			

3.2 Purchasing of Educational Materials

_____1. In your view, how frequently the school purchases educational materials on time?

a. Always b. Sometimes c. not at all d. If any other_____

_____2. If your answer for item 1 is “not at all”, what do you think is the reason?

(You can take more than one)

- a. Shortage of budget
- b. Absence of quality materials in the market
- c. Lack of commitment on the part of concerned bodies
- d. Delay of budget release on the part of finance office
- e. Absence of purchasing committee

3. To what extent are the following purchasing issues met in your school? (The number indicates: 5= Excellent 4= Very good 3= Average 2= Poor 1= Very poor)

No	Item	Scales				
		5	4	3	2	1
1	Quality of purchased materials					
2	Relevance of purchased materials for the teaching/learning process					
3	Transparency of purchasing system					
4	Qualification of purchasing body					
5	Fair and genuine utilization of purchasing procedures					

4. What major problems do you observe in purchasing material, please specify

3.3 Allocation and Distribution of Educational Materials

Please rate the extent of allocation and distribution of educational materials. (The number indicates: 5= Excellent 4= Very good 3= Average 2= Poor 1= Very Poor)

No	Item	Scales				
		5	4	3	2	1
1	The timelines of the distribution and allocation process					
2	The extent of collaborative performance of distributing bodies					
3	The fairness of educational material allocation among schools and sub units (departments)					
4	Volunteer (cooperativeness) of higher official on fair allocation					

3.4 Maintenance of Educational Materials

_____1. How effective is your school regarding the maintenance of educational materials?

- a. Very high b. High c. Average d. Low e. Very low

_____2. If your answer is “low” or “very low” for the above question, what do you think the reason are (you Can choose one or more options)

- a. Lack of administrative follow up b. less experienced or less qualified technicians
- c. Lack of proper planning d. If others, please specify _____

_____3. Which materials are frequently damaged and need maintenance in your school. (You can choose one or more options)

- a. Tables and chairs b. Text books and reference books
- c. Plasma d. Computers e. Electric systems

f. Laboratory materials

g. Teaching aids

h. Walls and window

i. If any other, please specify-----

3.5 Storage of Educational Materials

How effective is your school regarding material handling in store? (The numbers indicate: 5= Excellent 4= Very good 3= Average 2= Poor 1= Very Poor)

No	Item	Scales				
		5	4	3	2	1
1	Properly recorded materials					
2	Material identification					
3	Material codification					
4	immediate supply of materials from the store					
5	Proper storage facilities					

3.6 Inventory Control of Educational Materials

_____1. How often is inventory taken in your institution?

A. Once a year only

B. once a semester

C. When it is needed only

D. If others, specify _____

2. How do you rate the following inventory control activities in your school? (The number dedicate 5= Excellent 4= Very good 3= Average 2= Poor 1=Very Poor)

No	Item	Scales				
		5	4	3	2	1
1	Usage of inventory control system					
2	Frequency of inventory conducted					
3	Presentation of report after inventory					
4	Process of updating inventory records					

3.7 Obsolete and Surplus Materials

_____1. What do you think is the reason for obsolete and surplus materials in your school? (you can choose one or more than one)

a. planning problem

b. getting old

e. quality problem

c. Curriculum change d. faulty in purchasing f. other_____

_____2. What measure does the school take regarding to surplus or obsolete materials? (you can choose one or more options)

- a. Donating to other schools b. Dumping or burning c. Selling
- d. Collecting such materials at one place

Part four: Questions Related to Availability and Use of Guidelines for educational Materials Management

To what extent the following guidelines issues are met in your school? (The number dedicate: 5=strongly agree 4=agree 3=undecided 2=disagree 1= strongly disagree)

No	Items	Scales				
		5	4	3	2	1
1	There are polices and guidelines regarding material management in the school					
2	The policies and guidelines regarding educational materials management are easily accessible for users					
3	Based on the government guidelines the school made their own guidelines					
4	There is high Commitment of concerned bodies to make awareness to stake holders					

Part Five: Questions Related to Major Problems in Material Management and Action to be taken

1. To what extent do school computers effectively used by the following stakeholders? (The number indicates: 5= Excellent 4= Very good 3= Average 2= Poor 1= Very Poor)

No	Stakeholders	Scales				
		5	4	3	2	1
1	Principals					
2	Teachers					
3	Students					
4	Other administrative staffs					

_____2. What are the major problems in using computers in the school?

- a. Shortage of computers b. absence of electric c. absence of trained person
d. absence of computer class e. If others, specify _____

_____3. To what extent do school Plasmas are used?

- a. always b. sometimes c. not at all

If you say some times or not at all, what is the problem?

_____4. There is an assigned body to control the availability and utilization of educational materials in the school. a. Strongly agree b. Agree c. Undecided
d. Disagree e. strongly disagree

_____5. If your response is “strongly agree” or “agree”, what mechanisms are used to monitor and control these materials?

- a. Supervision b. Inspection through checklist
c. Both supervision and inspection d. If other mechanisms, specify_____

_____ 6. In your school, which one of the following people are more committed or responsible in controlling and monitoring educational materials (you can take more than one opinion)

- a. Principals b. Store keepers' c. Department heads d. Sub city supervisors
e. If others, specify _____

7. What are the basic problems that are observed in your school regarding educational materials resources management and utilization?_____

8. What do you suggest to solve the overall problems in the management and utilization of educational materials resources in your school? Please specify_____

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interviews to be conducted with Woreda Education Office Heads and CRC Supervisors.

Dear respondent, the purpose of this interview is to collect relevant data on the study entitled “The Management and Utilization of Material Resource in Secondary Schools of DeraWoreda” your response is vital for the success of the study. You are kindly requested to response the interview confidentially. Be sure that your response will not be used for any purpose rather than academic purpose.

Thank you in advance for your genuine and kindly cooperation!

Part One: General Information

1. Sex: _____
2. Age: _____
3. Academic qualification: _____
4. Work experience (if any) _____
5. Current position _____

Part TWO. Guideline questions for the Interview

1. Is there a workshop regarding educational resource management and utilization? How many times a year?
2. Are schools well equipped with human and other resources?
3. Are the materials and equipments purchased in required standard?
 - How about distributions?
4. What are the major problems embodied in resource distribution and allocation? Do Woreda`s distribute materials and equipments equally for all secondary schools?
 - Are there idle resources?

- What procedures do the school use to withdraw items from the store-room?
5. Are resources in schools effectively used? If there is wastage what is the reason?
6. What is the practice of maintenance for the damaged properties in order to bring them back to functioning?
7. To what extent do school computers and Plasmas are effectively used by stakeholders?
- What are the major problems in using computers and plasmas in the school
8. What are the major problems that are observed in school, regarding educational materials resources management and utilization?
9. What do you suggest to solve the overall problems in the management and utilization of educational materials resources in your school?

Observation Checklists

1. How often does the following Educational materials are properly managed and utilized in the school? (The number indicates: 5= Excellent 4= Very good 3= Average 2= Poor 1= Very Poor)

No	Educational materials	Rating Scales				
		5	4	3	2	1
1	Plasma					
2	Computers					
3	Library					
4	Text books					
5	Store Rooms					

2. How does the following managing and utilizing activities of material resource is applied in the school? (The number indicates: 5= Excellent 4= Very good 3= Average 2= Poor 1= Very Poor)

No	Activities	Rating Scales				
		5	4	3	2	1
1	Planning activities					
2	Purchasing of Educational Materials					
3	Maintenance of Educational Materials					
4	Proper storage facilities					
5	controlling of educational materials					

3. Are schools well equipped with human and other resources?

- Does the organization have store- room for properties?
- What is the condition of the ware house?
- Does the warehouse have enough space for storing the properties?
- Are the materials coded and given identification number?

4. Storage of Educational Materials

Properly recorded materials

Material identification

Material codification ,

immediate supply of materials from the store

Declaration

This thesis is my original work and has not been presented for a degree in other University and that all sources of the material used for thesis has been acknowledged.

Name_____ Signature _____ Date _____

This thesis has been submitted for the examination with my approval as the university advisor.

Name of advisor _____ Signature _____ Date _____