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**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
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**THE PRACTICE OF MATERIALS RESOURCE MANAGEMENT IN
NORTH SHEWAGENERAL SECONDARY SCHOOLS, AMHARA
REGIONAL STATE: THE CASE OF MERHABETE AND
ENSARO WOREDAS**

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**The Practice of Materials Resource Management in North Shewa
General Secondary Schools, Amhara Regional State: The case of
Merhabete and Ensaro Woredas**

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This is to certify that the thesis set by kassahun Yigezu entitled, the practice and problems of materials resource management in general secondary schools of Merehabete and Ensaro Woreda and submitted in partial fulfillment of the requirement of Degree of Master's of Arts in school leadership compiles with the regulations and standards of the University and meets accepted standards with respect to originality and quality.

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Acronyms

AAU	Addis Ababa University
ESDP	Education Sector Development Program
ETP	Education and Training Policy
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
NGO	Non-Governmental Organization
PTSA	Parent Teacher Student Association
SPSS	Statistical Package for the Social Sciences
SSDP	Strategic and School Development Planning
UNESCO	United Nations Educational, Scientific and Cultural Organization vii

Abstract

The objective of this study was to assess the practice and problems of school materials resource management in Merehabete and Ensaro Woredas government general secondary schools in North, Shoa Amhara Regional State. It was concerned with school material resource management functions (such as, planning, purchasing, distribution, controlling challenges faced for effective management and utilization of school and implementation of policies and guidelines. (The stated objective Descriptive survey design was used in this study, because it helps to obtain firsthand information from multiple sources. Four groups of respondents participated in the study. These were academic and administrative staff, woredas officers and PTSA members. Two Woredas and four schools were involved in this study. Purposive sampling technique was preferred due to their direct relation with the issue under study and also to gain sufficient information. Availability and simple random sampling techniques were also employed, for the selection of plasma technician, material distributors and members of PTSA, store keeper, purchasers, finance officers, librarians respectively. The data was collected through questionnaire, interviews and personal observation. Data gathered through questionnaire were quantitatively analyzed using SPSS percentage, mean value whereas the data gathered through interview and observations were qualitatively analyzed. Having gone through these, the finding indicates that participation of stakeholders in school material resource management function process was run unsatisfactory. Integrated material management functions were not harmoniously implemented. Lack of training and continuous supervision in the area of school material resource management was a serious problem. Based on these findings, it was found legitimate to forward some recommendation. Therefore, capacitating professionals' through training assist users in putting these materials into efficient utilization. To develop positive attitude towards the management and utilization of school materials, school managements should work closely with others who achieved objectives that may not be achievable by one individuals acted alone with the school community and stakeholders. The established managerial authorities in an school structure, arranged and allocated work , resources and the positive cooperation of the principals, Vice principals, unit leaders, department heads, teachers and parents should be designed by concerned bodies to utilize and manage materials properly.

CHAPTER ONE

INTRODUCTION

This chapter is concerned with the introductory part of the study. It includes; background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of key terms used in the study and organization of the study.

1.1 Background of the Study

School materials are the major components of well-organized educational system. Mbamba (1992:253) defines school materials to be "... any object or unit area that is designed and organized deliberately to support and used in teaching and learning process." The concepts of materials are wide and extensive in Many experts define material in different ways, Guther (1982), for instances, defines it as any commodity used directly in producing a production service such as raw subassemblies and supply. Prakasha and Gjurage (1982), defined school materials as all three dimensional objects as well as all graphic and written materials use in schools.

The Ethiopian Council Ministers Regulation No. 50/1999 defines school materials mean "... visual aids, charts, maps, printers, school lockers, Notice boards, sport equipment's, computers, children's toys, different forms and other materials applicable in education sphere." So school materials could be understood as essential materials, which are used as input resources that can facilitate the overall teaching and learning process in schools.

On the other hand, materials management is described by Bollo (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, school 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 "...Coordination of planning, sourcing, purchasing, moving, storing and controlling necessary materials in optimum manner so as to provide a pre-designed service 2

to users at a minimum cost.” The strength of any educational system is thus, heavily dependent 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 (Ehiamekalor, 2003).

To make educational systems meaningful and worthwhile, provision of adequate school inputs like, appropriate curriculum, qualified teachers, and instructional materials has to be thoroughly managed. These different school materials resources and physical facilities play major role (Nebiyu, 2000). It is obvious that school materials in the teaching learning process is believed to be crucial and learning is believed to be taken place through the primary assistance of school materials.

Since the last decade, Ethiopia has made rapid significant progress at all levels of the education system in terms of student population number of teachers, schools and institutions. Increasing social demand for education has led to the continuous expansion of school materials, equipment and personnel (MoE, 2010). In line with this development of the whole range of equipment and materials must be well managed and effectively utilized.

As the main component of educational processes, the Council of Ministers, under the regulation No.50/1999, established Educational Material Production and Distribution Enterprise with the objective of production and distribution of school materials, domestic and foreign purchase, giving training and professional consultancy service for effective utilization and management of school materials. But proper school materials resource utilization and management is the main emphasis in school management.

In line with this the mechanisms, processes and current development in the proper utilization and management of school materials at school level must be studied. From experience, most of the supervision report says nothing about the utilization status of school materials

rather, than the presence or absence of school materials. The need to conduct a research on this area also comes from the need for better management and utilization of school material since the provision of quality education partly depends on the quality and standards of these materials. Thus, this study tries to assess the current practices how these coordinated functions of material management implemented and the factors that have affected material resource management in Merehabete and Ensaro Woredas government general secondary schools (grade 9-10) of two Woredas.

1.2 Statement of the Problem

School material resource management is focusing mainly on school community growth so as to manage the materials and enhance the instructional practice of the schools and to bring about the desired change of behavior on the parts of their students.

Teaching in the general secondary school is a wide in range and a complex task. This complex task carried by the teacher. But a teacher without appropriate teaching aids, method of teaching and family follow up will be handicapped.

Teaching aids enhance the performance of teachers and learners in the classrooms, and families follow up have a great impact on the student's learning habits.

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 parts involves buildings, instructional materials, like, teaching aids, textbooks preferred based on curriculum playground equipment, computer equipment, color photo copiers, scissors, white boards, air-conditioning and other teaching learning resource. These resources are so important that no school system can give quality education without them. MOE (1994), indicates that to promote the quality relevance and expansion of education, due attention will be given to supply distribution and utilization of school materials, technology and facilities.

Since these resources are scarce, their utilization in the production process requires skill and training(Ehiametalor, 2003). The utilization of the resource demands careful planning, supervision, coordination and control. The major problem of confronting the school 4

administrators as mentioned earlier is how to utilize the available limited funds, manpower, equipment, buildings, and materials for effective impact on the students. 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 school materials, stakeholders should have necessary knowledge what resources are required and how these resources are managed.

As opposed to this fact in most cases effective control of the school material resources are not carried out especially in general secondary schools in Merehabet and Ensaro Woredas. There is a great tendency to demand new additional materials in each year from government, NGO's or from the local communities without properly utilizing the available resources. According to the ESDP III (2005/6 /out of the total program cost, a recurrent expenditure of 26.5% is allocated to improvement of instructional materials in which 4.6% goes to the supply of text books to enhance quality education. Even though, there is government commitment in the sector, it is common to see school materials for example, desks, and chairs, tables broken down and piled somewhere or in one room improperly.

Moreover, expensive teaching materials like plasma TV sets and computers have been stored at improper situation without paying any attention for periodic maintenance.

For instance according to Merehabete and Ensaro Woredas education office 2015/16/ report in the general secondary schools located in the Merehabet and Ensaro Woredas out of 113 plasma screens 23 of them are dysfunctional. Furthermore in these Woredas out of 158 computers 20 are dysfunctional. Textbooks which are provided to students free of charges to be used for at least three to five years are improperly handled and damaged before expected life time. Even though improper utilization and management of schools materials is a serious issue that incurs additional cost to the government gets little attention by the stakeholders.

Some researches works were made on school material and equipment management in A.A City Administration TVET institutions by (Dereje; 2006). In his paper Dereje mentioned that most personnel, principals and teachers are unable to update their knowledge which negatively

affected the wise utilization and management of school materials. Sitotaw Yimam, in 2001 made a study on management of primary schools text books in Addis Ababa.

Efficient utilization and management of school material resources in the schools place a vital role for effective teaching learning process. The quality of education will never be imagined with no provisions of available material resources and instructional materials.

To this regard Bekretzion (2005) emphasized that schools need to be furnished with sufficient school materials and instructional facilities for successful teaching learning. He also notices that efficient utilization and management of school materials is quite essential requirement to provide quality Education in the school. Similarly, Amare (1999) has also supplemented with document which argued in favor of the aforementioned problems related with school material resource management. He concludes that planners are not convinced about the clear role instructional materials. They must give proper Emphasize on the efficient and effective managerial functions that would enables school to achieve the intended goals.

This research was different from the above studies, because it focuses on the practice of school material management in General secondary schools in Merehabete and Ensaro Woredas. It was concerned with material management functions/such as, planning, purchasing, distribution, controlling etc/, challenges faced for effective management and utilization of school material management and implementation of policies and guidelines.

Research findings of the past material resource management in schools indicated that there are some problems within its practice. To list some opportunities that help to improve material resource management were in adequate training programs were not relevant to real professional development of personnel's, there was no systematic follow up and support systems were not designed properly (MOE 2002).

In Amhara region, the new trend of assigning school materials resource has been introduced around 1998 E.C in some schools. The Woreda education offices were supervising schools. Although studies concerning the practices and challenges of school material resource management in general secondary schools have been made in different areas, it seems that there is shortage of study done in the case, especially in the Merehabet and Ensaro Woredas concerning the issue. The researcher personal observations show that material resource management is not putting the necessary effort in providing the school community to enhance the effectiveness of school material resource management.

However, to the knowledge of the writer of this paper, there is scarcity of studied which focused on material resource management practices and challenges in Merehabet and Ensaro Woredas. Due to this reason, the researcher felt that there are gaps that need to asses comprehensively about the practices of school material resource management activities in general secondary schools of the two Woredas. The study there fore will contribute its part of 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. These circumstances initiated the researcher to launch a study on the issue.

Therefore, the main purpose of the study is to answer the current practices and challenges of school material resource management activities in general secondary schools of the two Woredas in the case of Amhara regional state.

To this end, the study attempts to answer the following basic questions

1. To what extent of effectiveness are management functions on school material resource executed in the study area?
2. How successful are the general secondary schools of Amhara Regional State, North Showa Zone, in the case of Merhabete and Ensaro Woredas implementing government rules and regulations of Material Resource Management?
3. How adequately do stakeholders play their roles in the management of school material resources?
4. What measures have to been taken to ensure that General secondary school resources are utilized to contribute to the successful operation of the teaching learning process?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study is:

To assess and investigate the practices of school materials management activities in the General secondary schools of Merehabet and Ensaro Woredas and to recommend possible ways and means of improving executing related management functions.

1.3.2 Specific Objective

More specifically, this study has the following specific objectives.

- a. To examine the extent to which school materials resource management is practiced.
- b. To examine the extent to which schools are benefiting from the practices of school material resource management.
- c. To indicate the contributions that effective material resource management could make for general secondary school teachers.
- d. To identify the major factors encountering school material resource management practices in general secondary schools for the two Woredas.
- e. To recommend the necessary ways and means of improving school material resource management practices.
- f. To explore the role that stakeholders play in the management of school materials.

1.4 Significance of the Study

Material elements have to get attention of many managers, as resources are scarce to address economic and social needs of the society. School material resources are continuous input processes and among the important factors of the general secondary schools used to enhance the accomplishment of desired goals. But from experience there are problems in managing material resources in Merehabete and Ensaro General secondary schools. The overall importance of this study is therefore, to address and improve the proper use of school materials management in general secondary schools of Merehabete and Ensaro Woredas.

The study is, therefore, left behind to be important for the following reasons:

- Help the education sector managers and responsible bodies in material management affairs to have better understanding about the problem of material management in general secondary schools.
- May indicate some solutions about the problem under investigation
- Awaken educational leaders, planners and decision makers to consider and look into problems that existing school material management strategies.
- It may provide information for zonal and Woreda education officials on the current practices of school material resource management and help them to do their share to improve school material management practices in general secondary schools.
- It may also give pertinent and timely information to school principals, teachers, supervisors and for those who are directly or indirectly concerned with the system, concerning the existing system and practice of school material resource management.
- It may also serve as a source for other researchers who are interested to do their research in this area.
- It may forward some alternative solutions for future action on the basis of the findings made.

1.5 Delimitation of the Study

Considering the main issues on the practices of school material resource management activities, the researcher confined himself to conduct the study in four general secondary schools (9-10) of Merhabete and Ensaro Woredas. The case of Amhara Regional State, in North Shoa Zone. To make the study more manageable and feasible, it was delimited to four general secondary schools. In addition, the study was delimited itself to address the major problems and current practices of material resource management function, such as planning, purchasing, distribution, utilization, inventory control, receiving, storing and warehousing management. The support and participation of stakeholders in place and problem encountered were seen. The study was also delimited to assess the awareness, attitudes, and perception of stakeholders like, PTSA, teachers, principals, vice-principals, school supervisors, materials distributors, school community, education officials and all personnel that work in field related to school materials resource management. The study was conducted only on Government general secondary schools

1.6 Limitation of the study

The study was indicated in an attempt to investigate the problem that is influencing school materials resource management. The following are some of the major problem that the researcher wants to mention in carrying out this study. Firstly, the researcher faced lack of the adequate literature related to the topic under study which could have supported the researcher to enrich the study. Secondly, due to certain problems such as, physical distance, location lack of access to the right data, sampling restriction, limited skill in conducting research as well. Finally, it may be because of the increasing number of researchers from time to time, most of the respondents seem bored of entertaining the researcher's questions. In this regard, the researcher faced a big challenge from this subject.

1.7 Operational Definition of key Terms

To keep uniformity throughout the study: the following terms have their own definition throughout the research. Some definitions of terms were listed in the following ways.

- **Planning:** is a continuous process that involves decision making, action and goal oriented to be achieved with optimal means.
- **General secondary school:** In the Ethiopian context, it refers to first cycle secondary school involving grades 9 and 10.
- **Instructional materials:** are materials specifically used for direct teaching and learning process. These include books, audio visual materials, concrete models, specimens, classroom, furniture, laboratories, libraries, chalk, chalkboards, and zoological gardens. It also defined as any inputs or consumable items that are fixed or recurrent objects used in the process of production.
- **Region:** the formal Administrative structure above the Zone and below the federal government.
- **Zone:** the formal administrative structure above the Woreda and below the region.
- **Woreda:** the formal administrative structure above the Kebele and below the Zone.
- **Inventory:** is a managerial task which deals with proper utilization of materials resource.

- Inventory control: is a term given to the task/s/ of determining the optimal levels material needed to support the basic activities of a school system.
- Controlling material resource: is a process of checking the operation to the initial plan or production, allocation, distribution and use of materials to effect educational integration. It generally deals with the determination of the effectiveness and efficiency of provision of the material and use in the attainment of educational objectives.
- Resource Mobilization: is the ability of the members of school management to acquire resources and mobilize them in a way they can be used to attain the objective of a school.
- School resources utilization: is a managerial function responsible for the coordination of planning , sourcing , purchasing , moving, storing, inventory and controlling school material in a proper manner so as to provide-determined services to the customer at a minimum cost.
- School materials: are refers to any object or unit area that is designed and organized deliberately to support the teaching learning process.
- Material resource management: concerned with conscious engagement in searching for obtaining necessary materials that are essential for running the organizational activities and optimal utilization of the procured material resources for efficient achievement of organizational goal.
- Purchasing: is the activity engaging for getting the right materials to the right place, at a right time in the right quantity with a right price. It also defined as the process of buying material for an organization with the interaction of facilitating the entire activities so as to achieve the pre- determinate objectives or goals of that particular organization.

1.8 Organization of the Study

This research paper contains five main chapters. The first chapter deals with the introductory section of the research. It includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study. It tried to identify gaps. The second chapter on the other hand examined the theoretical and conceptual aspects of school materials management (review of related literature). It tried to assess different theories and methods in school materials management in different contexts. More over chapter 3 present research design and methodology. In this part, research methods, sources of data sampling techniques, data gathering tools, method of data analysis and interpretation will be discussed clearly. It explores the case under investigation. It also contains the procedure employed to collect data for the study. The fourth chapter will give attention to analyze and interpret challenges, problems and prospects of school materials management in the selected study area. On the other hand, it will deal with presentation, analysis and interpretation of data. The last which is chapter 5, may includes summery, conclusions and recommendations. In other words, it attempts to generalize and recommend possible finding or solution to the problems will be mention here.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter explains, interprets and discusses what has been researched and documented previously is known as review of related literatures. The review of related literature involves identifying, riding and analysis of the written materials that are related to the research problem under investigation. The theoretical and empirical frame work from which the problem arises must briefly be discussed. Both conceptual and empirical literature is to be reviewed for this purpose. Therefore, the practice and challenges of schools materials resource management has roots in the existing literature but it needs further research and exploration. The analysis of previous research eliminates the risk of duplication of what has been done and provides a basis for formulating hypothesis.

2.1 The Concept of School Material Resource

Resources are defined as something that lies for use or that can be drawn up on for help to take care of a need (Amos, 1999). Resources are the vital ingredients for the existence of any organization. Thus, any human activity is badly depending on resources such as: human, materials, time, information and financial resources. In this regard, Sadiwale (2007) in Mengistu (2015) indicate that resources are the only tools through which organizational tasks, productions, services and satisfaction ends are attainable. Like any other organization, resources are major inputs of educational systems in schools. Now days, the social demand for education is increasing from time to time. This is because education plays a significant role in the economic and social development of people. To this end, provision of adequate resources is needed to attain the desired goals for any educational organization. These resources, according to Aggarwal (2003:376) include; “human resources, material resources, financial resources, information resources and time resources.” In line with this, UNESCO (2006) further clarified that anything in the school or its environment that may be organized for the use in the teaching learning are understood as human resources, material resources are called school resources.

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

The concepts of material are wide and extensive as many experts define material in different ways Guether (1982), for instance, 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 (1981) 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 in puts, 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 school 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, school materials are tools used as inputs to facilitate or enhance the overall teaching and learning process.

UNESCO (2006) classified material resources as follows:

- Software: - items that are renewable overtime such as text books films and computer programs etc.
- Hardware: - items lasting for, longer periods including TVs, overhead projectors, scanners...
- Consumable: - materials used for immediate service and which require immediate replacement like: stationeries, chalk....

- Durable/non-consumable: Such material resigns, furniture, equipment's 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 scare resources and allocation of financial to every time.

The concept of school materials is generic in its nature. Some experts use school materials and instructional materials interchangeably. Therefore, it is better to define school materials and instructional materials separately and they point out their similarities and differences school materials as defined by Mbamba (1992) refer to any object or unit area that is designed and organized deliberately to support and used in teaching and learning process. He further listed school materials such as laboratories, libraries, teaching aids, workshops, recreational spaces that serve to house instructional activities, furniture, teaching and learning materials in which learners draw knowledge and acquire skills. Similarly Prakasha and Gjurage (1982) defined school materials as all three dimensional objects as well as all graphic and written materials use in schools. Such materials include toys, games, boards, educational aids, basic classroom equipment and furniture's laboratory equipment's, play grounds, recreational instruments, and text books.

Arnold (2001) defines instructional material as the whole range of media through which teachers and pupil communicate. This includes books, audiovisual materials that include all types of teaching aids/ auxiliary instructional devices that are used to facilitate teaching and learning process. Amare (1999) describe instructional materials as those that can be seen as concrete models, specimens, simulators and objects that allow physical involvement of learners. (Nebiyu, 2000, 295”... School materials are any inputs or consumable items that are fixed or recurrent objects used in the process of production.” Bekuretsion (2005), states that school material include renewable and immediate use items. Each item is used for specific objectives and integration of all items can help to promote the education process.”

From the above definitions, one can understand that school materials and instructional materials are similar in the sense that they both are used to facilitate educational process and enhance education quality. But school materials are more generic and inclusive for they include physical infrastructures and facilities.

2.2. Types of School Materials

School materials are critical inputs in achieving educational objectives. For they have to be used effectively and efficiently the school administration should identify them accordingly to their type. This classification of school materials help to point out whether the scarcity and/or availability of a given materials, which in turn, helps to make proper purchase and utilization of such materials. In this regard, Lawason (2011) has grouped school material resource as follows.

2.2.1. Instructional Materials

Are materials specifically used for direct teaching and learning. These include classrooms, furniture, laboratories, libraries, experimental equipment, books, chalk, chalkboards, audio visual learning tools, zoological gardens and agricultural farms. These materials are considered of prime priority among other school materials. They have direct influence on the teaching learning process

2.2.2 Recreation Materials

These are spaces, fields, pitches, sport equipment, games and general recreation materials. Games and sport activities apart from developing skills also promote socialization, psychological and environmental wellness through relaxation. The significance and level of provision of recreational materials should not exceed their values in facilitating the overall goals of the educational institution. Essential materials such as equipment like radio, television, computers, botany garden, playground equipment, electric wiring for air-conditioning heavy casting and components like pumps, compressors, and motors etc, material of attractive nature, which are prone to be pilfered or stolen, ventilators.

2.2.3 Residential Materials

Include production machinery and other machines that is either use in manufacturing activities or supportive to the production functions. Tools play an important role in the efficiency and productivity of an organization. Without them, it is impossible to repair, install, or dismantle equipment. It is not only the availability of the tool which is important, but also the availability of proper tool for the job, that is essential. For example, a hydraulic puller for bearing may be much better than a mechanical puller for bearing. Transport equipment used to move material from one location to another.

Hostel and hostel materials: materials including installations and accessory equipment's. Installations consist of major purchases such as building and fixed equipment's (generators, drill presses, large computer system, and elevators). Accessory equipment includes portable factory equipment and tools (hand tools, lift truck) and office equipment's (computers, fax machines, desks).

Refectory and refectory materials: include materials that are in tangible concerned with the purchasing of services such as consulting and research.

Staff quarters and other associated materials are consumable supplies that do not actually become part of the physical product but they are items that will facilitate operations and the production of the product. They include maintenance (light bulbs, clearing machine, painting, etc), repair (nails, screw, nuts and bolts, etc), operating supplies (stationary, oils, lubricants, etc).

2.2.4 General-purpose Materials

Materials required for general purposes include: raw materials for the purpose of production of the product, spare and consumables for repairs and maintenance works, packing materials for packing, chemicals for quality control testing, electrical items for installation and maintenances of electric installation, electronic item for repair and maintenance of electronic system, kitchen items for requirements of canteen, stationery items for office work, tubes for Transport vehicles, lubricants and oils for lubrication works and tools and tackles for repair and maintenance works.

2.3 Contribution of School Materials in Students Learning

School materials have vital role in the teaching/learning process. Not only well trained teachers and personnel are essential in creating smooth teaching learning process, but also school materials can play a great role in educational system for such material resource can promote or hinder the overall school activities. For instance, studies revealed that where material resources are sufficiently available teachers are interested to teach and learners are also encouraged to learn, thus, school materials have a maximum role to enhance the curriculum implementation process (Mbamba, 1992). In line with this, Lockheed (2005) has found out that provision of school materials have positively influenced students' learning and promote students' achievement. He further states that school materials should be used constantly in the education process so as to avoid instability and interruption of trainings.

The type and quality of school materials allocated for the education process determine the implementation of the curriculum. Thus, school materials can affect the interest and active participation of learners. In the same sense, learners' knowledge/skill could be positively or negatively influenced by the type and quality of the provision of school materials. In this regard, Amare (1999) has indicated that school materials, when properly designed and applied in the educational process can have the following pedagogical merits:

- Stimulate active learning: active learning is stimulated by different mechanisms which are listed as follows: Implement incentives are external measures that are designed and established to influence motivation and behavior of individuals, groups or organizations. Incentives may include; direct financial benefits and indirect financial benefits, Share experiences to staffs to promote and implement active learning and continuous assessment that maximize outcomes of students, Treat people fairly,

equitably and with dignity and respect, Demonstrate appreciation for and sensitivity to the diversity in the school community, Recognize and respect the legitimate rights of others, Establish and reinforce rules, guidelines and operational procedures that enable staff to focus on teaching and learning, Identifying and equitably allocate resources to support student and staff learning, Promote, support and create conducive environment for effective learning and teaching activities at schools, Encouraging learning and sharing skills and knowledge across the work team and the school to develop competences of individual staff members and the staff as a whole, Promoting a school vision and high standards of teaching and learning activities, Promote student learning as a fundamental purpose of schooling.

- Encourage creative thinking: creative thinking is encouraged by taking the following activities: Generate system concepts and options for innovative thinking, Conditions for innovation may span causal factors and issues relating to :
- Ability to gain and responded to customer feedback; available resources (in all their forms); school system; changes to work flow and process; competence, capability and skills of the staff; culture and values; economic change; emerging technologies; executive support for innovation; internal and external factors; globalization; government regulations, policy or feuding incentive; learning culture; management practices; school socio cultural circumstance and issues; research and development focus and support; shift to knowledge economy or new economy; structure and design of work in the school, technology change and convergence; vision, core purposes and capabilities: Use technology as appropriate to maximize the communication with parents and community members about student learning , Use technology effectively to manage school operations.
- Overcome limitations of time and space: limitation of time and space is increased by the following mechanisms: Assessment over a sufficient time frame to allow holistic assessment of the candidates learning capacity, Observation of performance in actual work place and role plays, Continuously examining personal believes and practices about teaching and learning, Valuing continuous school improvement, Promote and implement a school wide system for behavioral support and intervention, Promote the use of additional instructional time outside of the school day as needed, Identify and approve resources and time lines required for learning activities in accordance with

organizational requirements, Set aside time for attention to critical instructional issues during the school day, Facilitate school learning opportunities, and coaching and monitoring assistance to promote individual and team achievement of competencies.

- Make learning relatively permanent/unforgotten/: make learning to be relatively permanent/unforgotten/ needs the following special activities: Integrate culturally responsive practices in to the day-to- day school operations to support high achievement levels for all students in collaboration with staff, students and parents, Facilitate teachers’ use of assessment data to continually design and adapt instruction based on student needs, Collaboratively develop and implement an assessment system that measures academic progress over time for students and groups of students, Create development opportunities that incorporates arrange of activities and support materials appropriate to the achievement of identified competencies, Organize the articulation of academic standards across and between classrooms, grade levels, groups and content areas, Outreach activities may include; training programs, workshops, conferences, educational displays, performances and tours /presentations.
- Relate theory with practice: we can relate theory with practice by using the following mechanisms: Research-based instructional practice refers to best of proven practices that increase student achievement through identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, cooperative learning, setting objectives and providing feedback, questions etc, Conduct action research and serve as a model for effective teaching and learning, Engaging staff in identifying and discussing research and theory that support the academic needs of students, Share relevant research-keep informed about current research and theory on effective schooling, Share current research and theory on effective curriculum and instructional strategy, Communicate data about student progress to the school community, Collect, analyze and use qualitative and quantitative data, Identify implement and review a range of quality assurance system.
- Provide direct interaction of students with the reality of social and physical environment: can increase by the following essential activities: Develop partnerships – refers to a comprehensive partnership that meets the needs of the families, schools and communities. It incorporates; parent communication, support school activities, home activities, promoting advocacy and collaborating with community organizations,

Encourage the school community to demonstrate integrity and exercise ethical behavior, Develop partnership with staff, students, parents and community providers to addresses the academic, physical and mental health needs of students and staff, Community initiatives are desirable act of the geographic communities working together. They can help spread the burden of resourcing and can increase the volume, relevance and impact of education. Create opportunities for community group involvement in developing new resources to improve student learning and raise achievement for all students.

To sum up, effective and efficient use of school materials in education process maintain the professional ethics, knowledge, skills as well as job satisfaction. It can also guide learners with rich and real experience that effective management of school materials is mandatory and learning is believed to be run through the assistance of school materials.

2.4 The Concept of School Materials Management

There is no one and conventional definition of material management. For instance, Datta (1984) defines material resource management as a activity of enterprise for the procurement and use of materials distinctly separated from the process of procurement and use human skills and labor for the ultimate deployment to attain some predetermined objectives. He further explained that material resource management is not an exact science. Ballot (1980), also defined material management and organization and mobilization of material resource for the attainment of predetermined goals of an institution. Moreover, for him material resource management is coordinated function responsible to plan for acquire, store, move, utilize and control materials and final products to optimize usage of facilities, personnel capital funds, and provide customer service in line with corporate goals. Similarly, a module prepared by Alpha University College (2006), defines material management as a process of planning, organizing, directing and controlling the flow of materials including the acquisition and utilization of materials in an organization.

In relation to education, Nebiyu (2000), also states the functions of educational materials management as the coordination of planning, purchasing, moving, storing and controlling materials in an optimum manner so as to provide education service at a minimum cost.

The above authors define material management differently this is because of that each as its own experience and back ground, so that variation can be understandable as there is common agreement on those areas directly responsible to the materials management function. In conclusion, material resources management is concerned with conscious engagement in searching for obtaining necessary materials that area essential for running the organizational activities and optional utilization of the procured material resources for efficient achievement of organizational goals.

In any educational institution integration of activities among various sections/departments is mandatory studies indicate that an integrated system facilities communication and proper flow of material resources. Dobler (1997), revealed that material resource management could not be performed in isolation. It doesn't appear in vacuum rather it has close relation with other business fields. This integration approach is also necessary in school.

In this regard MOE (2013) purchase of Educational materials are carried out at a Wereda level. But actual utilization and administration of the school properties and resources is however, the responsibility of principals, teachers and administrative staff of the school. The principal, teachers and parent teachers' student association /PTSA/ could also participate in search of receiving donations from NGOs or private organizations. It is the principals' responsibility to lead and coordinate the managerial process of materials resources effectively and efficiently by creating strong linkage with all stakeholders.

2.5 The Main Functions of School Level Material Management

As in the words of Gopalakrishnan (2005) the functions of school materials management include planning, purchasing, allocating, storing and controlling. In this regard UNESCO (2006) has discussed school material management as follows: planning, distribution and control of the utilization of materials. In both cases, there is no a wide range difference but they differ only in the way they treat each of the functions.

2.5.1 Planning

Bantie et.al (2004) discuss that planning is the first function that all managers are engaged because it lays the foundation for all functions, and defines the goals and alternatives. It maps out courses of action that will commit individuals and the entire organization for the future time to come. SSDP module, (2011/12) states that planning of materials activities in education are the function and responsibilities of educational managers in the institutions and the concerned bodies of the sector. In short, planning is a continuous process that involves decision making, action and goal oriented to be achieved with optimal means.

Planning of school materials is based on need identification of the required school materials and budget allocated for the purpose (Adam, 2003). According to Lawanson (2011), the budget for school 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. Moreover, 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 school materials there are two ways in which the decision as to the need for school materials can be reached in one of the ways is based on the need of accurate information of the department, sections or sub-systems that require the materials. Requisition is a formal written request from schools or persons of the education systems to initiate purchase of school materials. The other way is determining the need from the supply side. This can be done using such available data as adequate number of school materials obtained from an inventory control, utilization standard of school materials per pupil or per group of pupils and service year of the school materials in the school (Adam, 2003). In which of the two ways discussed above, the need for school materials is decided is a matter of operational procedures or policy decision.

In the context of school material resources planning, UNESCO (1992), states that planning of school materials resources starts with collection compilation and analysis of data and information pertaining to the use of available material resources in education. Furthermore, the major factors considered in identification of school materials for the short, medium and long range requirements have been identified.

In addition to the data for quantitative requirements of school materials, the presence of quality information, standards of school materials with respect to the education objectives of the country is essential. In this respect, number of countries has 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 school materials or simply use as a reference.

Adams (2003) states that planning of school materials should also base on the budget allocated to the sector this budget allocation is also dependent on the total budget allocated to education and the emphasis that school materials attained in the system.

In Ethiopia as Bekuretsion (2005) argues, school 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 mentioned many reasons. The reasons are lack of timely and accurate needs requisition from schools, Woredas or regional educational bureaus, shortage of available and accessible data, less emphasis or inability to prioritize school materials among other issues in education, shortage of adequate finance or total allocated budget for education and lack of readiness to know policy and guideline about school materials management in the part of principals and the like.

2.5.2 Purchasing

As of any other business terms, purchasing is defined differently by various experts. For Sharma, (2010), purchasing is the activity engaging for getting the right materials to the right place, at a right time in the right quantity with a right price. Similarly, Chary (2000) defined purchasing as the process of buying materials for an organization with the intention of facilitating the entire activities so as to achieve the pre-determinate objectives or goals of that particular organization purchasing requires skill personal in order to facilitate the complicated procurement activities. Thus, it should be done carefully and based on the pre-determined objectives. Now days, purchasing has assumed a technical aspect and needs the service of professional or competent buyers.

The main objective of purchasing is to conduct purchasing functions so as to reduce or avoid problems In production resulting from lack of any materials or supplies/okland1988/. As 25

purchasing is the acquisition of goods and services in the exchange of money similarly, Naire (1998) also stated that the primary objective of purchasing is to obtain the correct equipment, material, supplies or services more explicitly stated that purchasing is expected to accomplish the nine items:

More precisely, according to Adams (2003), the objective of purchasing can be summarized as the activity to efficiently provide a fairly valued materials, supplies, and services in a timely manner.

From the above concepts, one can concluded that purchasing is used the process of identifying the demand for materials, locating and selecting supplies negotiating terms and prices, buying and follow up to ensure delivery on time.

2.5.2.1 Purchasing Procedures

Dereje (2006) indicates that the purchasing process varies based on the rules and regulations of a nation. Its basic aim is to ensure that what is needed is made available when it is required. The materials to be bought should confirm to the established standards and more of instructions but the procedure for procurement of school materials may vary according to the nature of education. The vital steps are listed below.

- Recognizing the need for material by using checkup of 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 detail specifications of the required items
- Preparing and publishing tender document
- Analyzing the tenders to determine the price, availability of materials etc
- Based on the present proposal on the quality, quantity of items, prices, delivery date, ability of suppliers, etc: approving the tenders who should supply the materials.

2.5.2.2 Parameters of Purchasing

Economists have proposed universal parameters to evaluate acquisition of materials functions of purchasing. Nair (1998) discussed these parameters.

- A. Right Time: - Timely purchasing is one of the major activities of the purchasing function. According to Gopabkrishnan (2005), to determine the right time, the purchaser should have lead time information for all products and analysis of its components. The right time means the time when the stock reaches the minimum level; any under delay on effecting delivers or issues defeats the objective of material management (Candoli, 2004).

If school materials are not provided timely, it negatively affects the whole educational process and quality of education. Sometimes early purchasing may create shortage of storage places. For this reason, the purchase requisition time of school materials should be determined beforehand and be communicated to department, sections or units of a system (Harris, 2008).

- B. Determining the right price:- As mentioned by curley (1968) in identifying the optimum price of purchased materials there are the types of discounts which concerns the purchaser. The first is trade discounts which is set by vendors on the bases of their classification of customers. The second is bulk purchasing which offers lower unit price.

The third is negotiating which is striving in making agreements that help the organization is saving money like seeing that proper cash discounts terms are incorporated in the order, securing invoice promptly form vendors, processing invoices promptly and getting them to t he proper paying agent and securing extended discount privileges when unavoidable delays are encountered. There are some common techniques purchasers assured the right price. Thus, personnel should consider the above techniques when buying school materials.

- C. Identifying the right resource:- The concept of right source deals which selection of the right supplier or manufacturer of materials required. In this regard, Harris (2008) has mentioned key points with which vendors can be evaluated. These include financial status, reference from other customers, and punctuality in delivery guaranteed service or products, discount programs and procedures, past bidding record and service offerings. Therefore, purchasing, personals should be concerned, enough since selection of the right supplier provides great importance to the educational establishments.

- D. The Right Quality:- Right quality implies the quality should be measurable, available, and understandable as a well as practicable. In order to determine the quality of

product, sampling schemes on incoming materials inspection would be useful. Another important issue is where the buyer is able to make the item to such quality standards when established vendors are unable to do so (Gapalakerishnan, 2005).

According to curly (1968) quality is the sum total of characteristics or attributes of a certain materials, product or part that makes it acceptable by the people. To this effect specification plays a great role. 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. Moreover, Balogun (2001) pointed out that though decision regarding quality and brand are made in corporation with purchasing agent special for school materials such as: text books, supplementary reading materials, charts, furniture, model or tools etc, the decision has to be made by some Instructional official or committee of teachers or educational personnel.

2.5.2.3 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. Concentrated vs diversified: - under concentrated purchasing the number of sources on which a whole 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.
- ii. 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.
- iii. Reciprocal buying policy:- This is to place an order with a seller who is your customer

In Ethiopia, there is a written guide line of purchasing school 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 days, Woreda, 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.

2.5.3 School Materials Resource Allocation

Resource allocation according to MOE (2013) is used to assign the available resource in an economic way and it is part of resource management. In strategic planning, resource allocation is a plan for using available resources. Allocation of school resources refers to transporting, sending or giving out of resources from a store/Warehouse where they are needed and in turn allocated to smaller groups such as teachers and students for use in class (Dereje, 2007). Regarding allocation, Morrison (1998) has the following to indicate: in accordance with manufacturing schedules, some materials may be received on a programmed delivery basis and keep for use only one the proportion line for which they are being purchased. For allocation of school materials UNESCO (2006) stated the following major criteria. The size of the system, the amount of materials available and using measurement units like size, total enrollment, cost per capital and teacher/pupil ratio.

Moreover equity is the important issue in allocation of school material resources. It significantly concerned with treating individuals or institutions with standard of what that reflects basis senses of fairness. Accordingly, it means equity means fair distribution of school material resources.

2.5.4 Distribution of School 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) school materials distribution involves the movement of school materials from the warehouse facilities to the requesting institution or unit. Educational resources once received and processed into 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 school materials through production, or procurement locally or form abroad. But some reasons that contribute delay and imbalanced distribution of school material these include:

- In accurate need requisition resulted from anaccurate data;
- Failure to submit requisitions on time;
- Lack of knowledge of the correct needs requisition;
- Absence of professional personnel in the planning activity of school materials;
- Absence of adequate storage so that the ware house personnel is obliged to free the space, etc. Due to this, unnecessary distribution that doesn't consider time and need may occur.

In conclusion, it is clear that effective and efficient distribution required timely distribution with optimum cost, good planning, appropriate warehousing and trained personnel.

2.5.5 Warehousing/Storekeeping School 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 ware housing (Solomon, 2005).

2.5.6 Maintenance of School Materials

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. School 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 follow 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 as 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.

2.5.7 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, p 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, fore casting 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, fore casting and purchasing.

2.5.8 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

Gopalakrishnan (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 education institutions several alternatives have to be weighted before reaching up on single decisions of disposal. For instance school 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. Melaku (2010:60) “the most cost effective approach of disposition is donation or selling.”

2.6 Utilization of School 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 school materials is defined as the function responsible for the coordination of planning, sourcing, purchasing, moving, storing, inventory and controlling such materials in a proper manager so as to provide pre-determined services to the customer at a minimum cost Gopalakrishnan (2005).

Controlling School Materials

UNESCO (2006) has defined the term controlling in relation to school material resources as follows: “controlling material resources may be defined 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 school 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 other involved.

Inventory as a managerial task deals with proper utilization of materials resources. Evertte (2003) states that the basic reason for carrying inventories are that are physically impossible and economically impractical for each stock item to arrive exactly where and when it is needed exactly.

He stated inventory is

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 (Balogum, 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 dependentcrucially important to almost all business or organization whether it is product or service oriented.

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 school 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 school materials are vital to facilitate and promote quality of education.

2.7 Challenges of School Materials Management

- 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)

- B. Lack of Accurate statistical Data of School materials: - proper records of school 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 school materials available (MOE, 2006).
- C. Poor maintenance culture:-Facilities and school materials are not adequately maintaining the old ones. Laboratories and their equipment 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 school 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 school materials (MOE, 2006; Deregje, 2006).
- E. Absence of professional to manage and use school 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 school material through there enough budgets (Solomon, 2005).

2.8 Material Management Policies and Guidelines

A clearly defined materials management policy and guide line enables the spelling out of authority and responsibility. According to Gopalakrishnan, P and Sundaresan (1998:177) policy should be spelt out in the following areas.

- i. Organization: Acceptance of integrated materials management itself is a major policy decision
- ii. Purchasing policy must be clearly laid down in with regard to source development etc.
- iii. Store: procedures must be established for receipt, inspection, handling, storage issue, stock verification etc....

- iv. 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 facilities 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 judgment in selecting appropriate resources in accordance with any school specific procedures and guidelines...
- Teachers have a right to hold views on issues and to express them, in appropriate forums.

III. School supervisors' responsibilities

- The importance of setting standards is mainly for avoiding a haphazard selection, training, assignment and/or entry of supervisors in to supervisory activities in school this also contributes to illuminate baseless expectations that require supervisors to demonstrate efficiency and effectiveness in their professional performances in supporting schools. The standards approach is also meant to assist in identifying critical competency gaps through testing and assessment and to design capacity development programs tailored to make supervisors more capable in their stay in their profession.

IV. Key stakeholders' (parents, learners, community, government ministers, private sectors NGOs etc) responsibilities

- Diagnostic analysis of current operation and trends, identification and prioritization of critical challenges and strategies issues, identification of personnel responsible for the implementation of the school learning strategy, identification of financial and material resources necessary for implementation of strategic plan, integrated strategic activity or

multiple related activities or strategies being conducted for one defined organization or entity, mechanisms for involving students, teachers, the school community and the societies at large in school leadership and management and in implementation of decision, mechanisms for the introduction of new or modified policies and procedures for the schools, mechanisms to facilitate continuous improvement process and quality procedures or work flow associated with implementation of learning and assessment strategies.

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 perceive and pas materials to an employee are following

No	Types of model	Responsible person	Function
1	Model 19	Store keeper	Used when material are submitted to store
2	Model 20	Store keeper and principal	Request of withdraw materials from a store
3	Model 21	principal	Used to give an approval for a requested material
4	Model 22	Principal and store keeper	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 guide lines and polices/rules and regulations. School principals should open therefore 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.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter focuses on the research design and methodology. The discussion included the research methodology, source of data, the instrument of data collection, sample and sampling technique, procedures of data collection and methods of data analysis.

3.1 Research Design

The research method adapted in the study is descriptive survey. It is believed that descriptive survey method helps to get firsthand information. It also permits the researcher to collect data via different tools such as interviews and questionnaires, since they are commonly used in educational researches. In such a method, the researcher asks questions concerning the attitude, belief, opinion, practice, characteristics and behavior of people to collect information.

It also enables to obtain current information about the problems encountered in the school, the actual practices they perform and their commitment regarding effective utilization of material resources management. In short, descriptive survey, is employed because it is believed to be the most suitable in fact finding study with adequate and accurate interpretation of the findings.

3.2. Source of Data

There are 24 Woredas in North Showa Administration Zone, Amhara Regional State. However, to make the study manageable, attempt to select the four General secondary schools from the two woredas was made. The two Woredas are Merhabete and Ensaro were selected using simple random sampling techniques. These two Woredas were selected to this study because in these two woredas there are also four General secondary schools, three of which operating in Merhabete Woreda and one in Ensaro Woreda. These general secondary schools are Arbegnoch, Fetra, and Zeyta general secondary schools (Merhabete woreda), Ensaro Karl general secondary school (Ensaro woreda). All of the four schools operating in the two woredas were involved in this study.

The total population is 140, specifically, the study was comprised of 4 principals, 4 vice principals, 44 department heads, 2 woredas general secondary school supervisors, 28 members of PTSA, 8 store keeper, 8 purchasers, 16 finance officers, 2 woredas material distributors, 4 plasma technicians, 8 Librarians, and 12 Lab technicians.

3.3 Sample Size and Sampling Techniques

Three sampling techniques, which are availability, purposive and simple random sampling techniques, were employed in this research. Accordingly, a total of 140 target of the study were comprised of 4 principals, 4 vice principals, 44 department heads, 2 woredas general secondary school supervisors were selected using purposive sampling technique. Twenty eight members of PTSA, 8 store keeper, 8 purchasers, 16 finance officers, 2 Woredas material distributors, 4 plasma technicians, 8 Librarians, and 12 Lab technicians were selected by simple random sampling/lottery system.

The 4 principals, 4 vice principals, 44 department heads, and 2 supervisors were school managers purposively selected in the study. They were represented from each sampled schools in the two Woredas.

This was made because the researcher believed that these were the leading actors in the issue under investigation, 4 plasma technicians (1 from each sampled schools) and 2 material distributors (1 from each woredas) were limited in number all were taken by availability techniques.

The remaining participants“ /samples/, had selected using simple random sampling technique by lottery method. Thus, 4 store keepers, 4 purchasers, 4 lab technicians, 4 librarians, 4 finance officers (1 from each samples), and 12 members of PTSA (3 from each schools) were included as a sample in the study. Therefore, a total sample of 92 participants was chosen for the study.

Firsthand sources were used to collect primary data from respondents. To achieve the ultimate goal of the study, investigating the practice and problems of school materials management, primary data were collected from school principals, vice principals, store keepers, department heads, school purchasers, PTSA (Parent, Teacher, and Student Association)

members, school supervisors, woreda material distribute personnel, Librarians, Lab technicians, plasma technicians and finance officers. These participants were selected because they directly or indirectly participate in planning, organizing, utilization, purchasing, controlling, warehousing and maintenance of school material resources. Moreover, secondary sources such as official and related literatures were reviewed and analyzed such as to support the data gathered from primary sources as well.

3.4. Instrument of Data Collection

For the purpose of this study, three data collection tools were used. These were questionnaire, semi- structure interview and observation. It is believed that using these tools was vital to triangulate the data collected, 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).

3.4.1 Questionnaire

The study mainly aimed at investigating the current practice of school materials resources management and utilization. In order to achieve this purpose, 120 questionnaire copies were distributed to both academic and administrative staff members in the four sample schools. The questionnaires included both open-ended and close-ended items. To begin with the researcher visited some of the offices and consulted the personnel working in the fields related to practices and challenges of school materials resources management. The researcher of this study also consulted to get ideas on who could be the best source of information. The draft questionnaire was also given to the management committee of general secondary schools and their comments were included. The questionnaire had two parts. The first part focused on personal background of respondents and the second part emphasized on the open-ended and close-ended items. Items were presented by grouping in to vital theme and identify the respondents view via the use of questionnaires. The questionnaires were self-developed referring the basic question of the study and the literature reviewed.

3.4.2 Interviews

Structured interviews were prepared and conducted by the researchers themselves. These interviews were used to collect data from woreda supervisors, personnel in material distributor, vice principals and members of PTSA.

The focus group discussion allowed the researchers to obtain valuable information and fortunately enabled them to analyze causes and get direct information from the respondents. The discussion will take place among participants involved about the practice and challenges of school materials resources management. The questions were also commented and improved in the same way as the questionnaires were improved.

3.4.3. Observation

Observations had also made a checklist consists of items which are thought by the researcher to be relevant to the problem being studied. After each item a space is provided for the observer to indicate the presence or absence of the item by checking „yes“ or „no“ or a type or number of items may indicated by inserting the appropriate word or number. A checklist draws attention of the observer to relevant factor and enables him/her to record the data quickly and systematical.

3.5 Procedures of Data collection

In this method the investigator does not go to any respondent for the collection of information. He simply mails the questioner and collects the required information on the bases of replies received by him.

The researcher should specify that method of data collection had used to get reliable data from the sample selected before and should justify why he was selecting this method among others or what makes the researcher to be interested in using among others from the purpose of collecting reliable, accurate, adequate and dependable data.

This stage of research consists of all the aspects of actually carrying out the research project. It start with project planning, which was the process of selecting future courses of action in carrying out a research project. Project planning is the first step in actually conducting and directing a research product. It was one of the most important tasks of a researcher. The

planning stage of a research project includes among other things formulation of the research objectives and goals and approach to reach enabling one to decide in advance what to do, how to do it, when to do it, where to do it, and who is to do it in investigating the concerned subject. It enables the researcher to effectively carry out the project within the given time, means and available man power for the achievement of the research in the best way possible.

A project plan results in project formulation. Once the project was planned, the research executive or the researcher made a practical approach to carry out the project. It consists of deciding up on the objective of the research, identifying the various factor that influence it determining the courses of action open to researcher from framing the questionnaire to interpretation and presentation, and so on.

Project formulation involves also a process of setting up priorities and determining the strategy for the collection of the data, identifying the variable and establishing their relations. Usually it calls for a thorough understanding of the environment, under which the survey was to be conducted, as well as the informants and the population from whom the data required for the study would be collected.

In order to systematically collect the primary data, questionnaires prepared and schedules are made.

A questionnaire is a schedule consisting of a number of coherent questions related to the various aspect of the topic understudy. A schedule is a tabulated statement of details. It may be identical almost to a questionnaire, which was usually used for the collection of information directly by the investigator. A questionnaire was a form of formulated serious of questions relating to a survey or research study. It was usually mailed to informants to supply the required information in the absence of the researcher. When a questionnaire was mailed, it was known as a mailed questionnaire.

Data collection was one of the most important aspects of research. The data may be primary and secondary resources. The primary data was data collected directly from the field for the first time, while secondary data was data collected from secondary sources, i.e.... from published or unpublished sources.

The data collected, both from the primary and secondary sources, should be tabulated and presented in a systematic form prior to classification. This was necessary for appropriate classification and interpretation. Classification was way of arranging the data in different classes in order to give a definite form and a coherent structure to the data collected and facilitating their use in the most systematic and effective manner. It was the process of grouping the statistical data under various understandable homogenous groups for the purpose of convenient interpretation. A uniformity of attributes was the basic criterion for classification; and the grouping of data was made accordingly to similarity. Classification becomes necessary when there was diversity in the data collected for meaning full presentation and analysis.

Testing of hypothesis was merely an assumption before going to do the research. It had null hypothesis and alternative hypothesis. If, the null hypothesis was accepted, then alternative hypothesis had rejected and vice versa. We can say that collection, completion, classification, tabulation and presentation of data enable the researcher to made appropriate analysis and interpretation. Proper analysis results in unambiguous observations, suggestions, conclusions, inductions, and deductions which may perhaps be the actual aid of identifying relationships between variables. Diagrammatic presentation, graphs, charts, mathematical models, statistical tools, etc. made the analysis more effective and meaning full.

In order to make sure whether the questioner were free from vague and unclear items, the draft questioners were administrated to experts in the area for comment. As a result, some comments were included on the improvement to raise the clarity of statements, grammatical and geographic errors, and interpretation of instruction.

3.6 Method of Data Analysis

The researcher should clearly state the analytical techniques that he had used in the research. The technique may use descriptive statistics like tables, graph, ratios or models which were suitable for analyzing the data collected or regression analysis. The analytical techniques could be as many as possible until each and every objective was well trained and achieved exhaustively. Finally, the researcher should specify the test statistic that had conveniently

used in testing the hypothesis established before. The selection of test-statistics depends on the size of the sample, nature of parameter to be tested and the nature of distribution of the population from which the sample was going to be selected.

Data gathered through the questionnaire was analyzed by SPSS (statistical package for social scientists) software. Tabular presentation was use in some of the quantitative data category to carry out the analysis.

The data resulting from the interview guidelines was analyzed using groundform of analysis which involved coding around major themes evolved from the discussion, noting common themes, and assessing interrelationship among recurring themes. Grounded form of analysis is a data analysis method usually applied in summarizing and analyzing qualitative data.

The data obtained through questionnaires were computed to generate frequencies and percentages and narratives were written describing the results that emerged. Open-ended questions, interviews, and focus group dissections were summarized manually and analyzed. All the participants confirmed the value ability of the study and also given suggestions that enrich the study. These suggestions are included in the result of the study.

3.7 Ethical Consideration in Data Collection

Among these attributes, ethical behaving was the main one. This section, therefore, mainly focused on the ethical requirements expected from all stakeholders on research.

To safeguard the interest of the respondents the researcher should follow the following guide lines:

- a. Begin data collection by explaining to the respondent the benefits expected from the research. Neither overstates nor understates the benefits so the respondent was not inclined to exaggerate answers.
- b. Explain to the respondents that their rights and well-being would be adequately protected. This may be accomplished by maintaining confidentiality of the responses or by destroying the names and addresses of the respondents.

- c. Be certain that interviewers obtain the informed consent of the respondent. Also, required that the method of getting the consent was appropriate and adequate. When questionnaires obtain blanket consent for the questionnaire instead the researcher should explain that the questionnaires contain some sensitive questions and the respondents were free not to answer any question that made them uncomfortable.
- d. Ethical researcher requires personal integrating from the respondents, researcher and the client.
- e. The client has the right not to be revealed
- f. In cases of unethical behavior of clients, the researcher should not comply by these behaviors because it is a breath of ethical standards.
- g. In cases where we have deceptions, the respondents need to be debriefed.
- h. The client has also the right to get “Quality Research”.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

An analysis and presentation of the data collected from selected participants via interviews, questionnaires and observation checklists are made in this chapter. The study was mainly aimed at investigating the current practice of school materials resource management and utilization. In order to achieve this purpose, a copy of 120 questionnaires was distributed to both academic and administrative staff members in four sampled schools. Thus, the return rate of the questionnaire was 115 (96%), which is considered to be valid. All the related questionnaire copies were properly filled and used for the study.

To get the needed information 20 research participants were interviewed. From these 2 Woredas school supervisors, 2 Woredas school material distributors, 12 members of the PTSA, and 4 vice-principals were involved.

4.1. Characteristics of the Respondents

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

Table 1: Characteristics of Respondents

No.	Variable	Category	Frequency	Percentage
1	Sex	Male	90	78.3
		Female	25	21.7
		Total	115	100
2	Age	25 and below	15	13.04
		26-30	48	41.7
		31-35	24	20.9
		36-40	10	8.7
		41-45	8	6.96
		46 and above	10	8.7
		Total	115	100
3	Educational level	Certificate	4	3.48
		TVET Diploma	8	6.96
		College Diploma	13	11.30
		BA/BSC/BED	78	67.83
		MA/MSc	12	10.43
		Total	115	100
4	Service years	5 and below	32	27.83
		6-15	51	44.34
		16-25	21	18.26
		26 and above	11	9.57
		Total	115	100

Answering the sex of research participants (78.3%) were males and the rest 21.7% were females. This may show that, the schools were male-dominated.

Regarding respondents' age, the majority (41.7%) and (20.9%) was in the age group of 26-30 and 31-35 years respectively. Therefore, it could be possible to say that their age was an indicator of maturing in management could enable them to shoulder the responsibility of managing school materials. Others (13.04%) were under the age category of 25 and below, they are at energetic age level. Others (24.36%) were under the age category of 36 and above which were senior and experienced school personnel.

In item 3 of the same table, respondents were requested to respond about their qualification. According to the response, 78.26% were BA/BSC/BED or MA/MSc of the rest 21.74% had certificate, TVET and College Diploma. This may show that respondents had good qualification according to their academic performance to use and manage school materials.

As of respondents work experience 27.83% had a work experience of less than 5 years while 62.6 were found to have between 6-25 years. The others 9.57% have 26 and above years of work experience. Finally 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. Furthermore, the mean score of all respondents is 2.39%. Hence, this mean score indicated that stakeholder's participation in planning of school materials were low. The same way, the qualitative data collected using interviews revealed that planning of school materials done by school leaders but stakeholders (such as members of PTSA) have some participation in planning phase. As of the participation of stakeholders in selection of school materials the data displayed on table 2 indicated that while non- of respondents had chosen very high participation. The participation in the selection of school materials indicated that 24.35%, 28.96%, 40%, and 6.96% of them was high, average, low and very low respectively. The mean score was also 2.63, which lies on average. The result obtained qualitatively, however, indicated that very few of the stakeholders participated in school materials selection. Participation of stakeholders in purchasing of school materials had a mean score of 2.35 which is to be rated low. The result found from interview also show low participation of stakeholders in this regard.

With respect to participation of stakeholders in school materials distribution, only 4.35% and 6.09% respectively rated their participation as very high and high. 47.82% of them rate their participation to be low, and very low. Though the mean score, 2.49, indicate the rate as average, the data gathered through interview and checklists 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 as document shown from Woredas.

4.2. Analysis of Data

4.2.1. Role of Stakeholders in the School Materials Management

This part deals with presentation and analysis of the data gathered from respondents. It is on stakeholders' participation on the practice of school materials management utilization.

Questionnaires were prepared using five pilot Likert scales ranging from very high (5) to very low (1). Mean scores and percentages results were used to analyze the quantitative data. Within the five point ranges, three trisecting scores were used to make the analysis clear. As suggested by Anbess, in Mengistu (2015) these scores were 2.49, 3.49, and 4.49. Thus, the participation of stakeholders in school materials management and utilization for the questionnaire items were analyzed based on the responses of the respondents within a mean value from 1.00 to 2.49 were low, 2.5 to 3.49 were medium, from 3.50 to 5.00 were high. Results from open-ended items, interview questions and observation checklist were also analyzed to supplement and / or triangulate the findings as necessary.

Responses from interviewees indicate that participation of stakeholders in relation to school material management functions is limited. They only comment on plan report; supervisors prepare checklists and at the beginning of the year and visit schools to identify; if shortage of materials was encountered in the schools or not controlling and direct participation system were not practical. The role of material distributors from the two Woredas was limited to just on material distribution. There is no way to control or evaluate the utilization of material management in these schools.

Table 2: Stakeholders Participation in School Material Management

No.	Items	Scales								
		High		Medium %		Low %		Total		Mean
		F	%	F	%	F	%	N	%	
1	Planning of school materials	18	15.65	44	38.26	53	16.09	115	100	2.39
2	Selection of school materials	28	24.3	33	28.69	54	16.96	115	100	2.63
3	Purchasing of School materials	21	18.26	36	31.30	58	50.43	115	100	2.35
4	Distribution of school materials	12	10.43	48	41.74	55	47.83	115	100	2.49
5	Controlling of school materials	7	6.09	60	52.17	48	41.74	115	100	2.49

F= frequency

Interview response on the issue of School Materials Management and Utilization from the two woreda school supervisors, material distributors and PTSA members respectively:

Merhabete Woreda School Supervisor said that the participation involved at the beginning of the year was on the school planning and checking the documents, in this process there was material planning checkup. In the purchasing activities of the schools, members of participants included 1 teacher as representative within purchasing committee. Other material management activities like material controlling were left to school principal.

The other supervisor from Ensaro Woreda described on how school materials like text book distributed to schools: he said as a supervisor I participated in the distribution process and also check on the ratio of text book distribution to each school.

Merhabete Woreda Material Distributer responded that material management activities were the responsibility of school administration and supervisors, they were limited to giving support to teachers in the classroom and Woreda Materials Distributers were to distribute

materials to school. But involvement in material management and utilization were not practical.

EnsaroWoreda Material Distributer explained that there are different materials that are donated or budgeted to schools. Our responsibility was limited to distributing these materials fairly.

PTSA members from Merhabeta said that at the beginning and at the end of the year they were invited on the meeting if there is shortage of materials they support the schools. Except material and money support there is no participation for PTSA member.

EnsaroWoreda PTSA described that when there is a material shortage in the schools they support the schools by collecting money and participated in purchasing process.

As it can be seen on Table 2, a total of (6.09%) of respondents indicate that participation of stakeholders in planning for school materials is very high. Similarly, (38.26), (18.26) and (27.83%) of respondents, respectively, reported that the participation of stakeholders in planning for school material was found to high, average, low, and very low. With regard to participation of stakeholders on controlling school materials the data collected through document analysis and interviews revealed that there is no accurately set system that supports stakeholders to participate in controlling the school materials. But supervisors included in the checklist if there shortage of textbooks. Furthermore, these data were supported by the quantitative data, i.e., only (6.09%) respondents rated their participation at very high and high. The mean score of the participation of stakeholders on controlling school materials is 2.49, which is a little bit beyond low.

Furthermore, there were also items which asked at what level stakeholders participate in the school material management. Accordingly, 12% of them responded that their participation is at committee level, 45.8% indicate that they participate whenever they are requested to give technical support and 42.2% of them said that they take part during discussions.

To sum up, the participation of stakeholders in school material management and utilization is limited to at planning phase which was based on giving comment on the planned documents and providing material support.

4.2.2 The Functions of School Materials Management

This section emphasis the presentation and discussion of data gathered from respondents on school materials management. Respondents were required to rate the level of their agreement on the three Likert, scale item questioners range from high to low. Accordingly, the planning activities were analyzed with a mean value of 1.00 to 2.49 as low, from 2.50 to 3.49 as medium, and from 3.50 to 5.00 as high. Results from open-ended items and interview questions were also qualitatively analyzed.

Table 3. Stake holder participation on Planning Activities of School Materials

No.	Items	Scales								
		High		Medium		Low		Total		Mean
		f	%	f	%	f	%	n	%	
1	Forecasting of materials requirement	12	10.43	52	45.22	51	44.35	115	100	1.52
2	Clearance of the purchased budget	12	10.43	55	47.83	48	41.74	115	100	1.55
3	Evaluation of supplier	14	12.17	58	50.43	43	37.4	115	100	1.62
4	Need assessment for planning processes	12	10.43	60	52.17	43	37.4	115	100	1.61

4.2.2.1. The Activities of Planning in School Materials

Interviewer response from the school Supervisors and vice-principals of the two woredas (Merhabete and Ensaro)

Response of school Vice-principals from MerhabeteWoreda: said that forecasting of materials requirement activities were implemented at all schools but the problem is the duplication of the privies Plan.

Response of school supervisors from (Ensar Wereda): Said that sometimes schools don't consider need assessment because of this gap there is mismatch between what is planned and what is purchased.

Material distributors of Merhabete Wereda said that: 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.

Merhabete Woreda material distributors said that some schools there is need assessment format but on the other schools do not properly use the format. There are attempts to participate users but there is lack of proper organization of team.

PTSA members of the two woredas said that: there is lack of users 'involvement made to miss important materials.

In Table 3, respondents were asked about the planning actives of school materials in their school. Accordingly, 45.22 % and 44.35% respectively rated as medium and low for the budget preparation for the provision of the required materials. The mean score for this item was 1.52, which is considered to be medium. The data obtained from Woredas supervisors vice principals and PTSA members revealed that there is budget plan in almost all schools but there is the problem of proper planning. As it displayed above around 44.35% of respondents indicated that the performance is low.

For the item that focuses on involvement of users only 10.43% rated high. The item has a mean score of 1.55 which lies on the medium rate. The data found from the interview and document analysis also indicated that there are attempts to participate concerned bodies on the planning of school materials management. But the attempts lack proper organization of the team. With respect to much between what is planned and purchased in terms of time 37.4% rate the activity as low and 50.43% as medium, only 12.17% of the respondents' rate is high. The mean score for planning activity is 1.62 which is found at the medium range. The data found from interviews also showed the same thing.

Regarding need assessment for planning process, the mean score is 1.61, which is rated as medium. 52.17% of the respondents also indicated that the need assessment for planning is almost fair.

In relation to planning activities the data gathered through interview indicate that, all schools prepare budget each year but there were duplication of privies budget plan. Sometimes in these schools lack adequate needs assessment and involvement of users made mismatch between what is planned and what is purchased. Respondents put these schools now day's formal prepared plans to be their strong side.

4.2.2.2. Purchasing of School Materials

This part deals with one of the school Materials management function purchasing.

Responses from interview of PTSA member, supervisor, Material distributors respectively about purchasing of school materials:

The Ensaro woreda PTSA members said that lack of transparency on purchasing system made school administration problem when the government body check the process of purchasing.

The Merhabete woreda school supervisors described that lack of professionals users participation lead less quality of purchased materials like photocopy and printer toner sometimes made material damaged.

The Merhabete and Ensaro Woredas material distributors were said that sometimes qualities of purchased material not good the reason is that after suppliers show there sample they were changed.

This Interview response indicated that transparency user's participation were the gap in purchasing system.

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

Accordingly, (14%) reported always, (56.5%) selected sometimes, and the rest (29.5%) indicated not at all. Hence, considerable number of respondents reported that there was a problem on purchasing school materials on time. Lack of transparency and accountability has been taken as major hindrance. as information obtained from the open ended questioner 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 4. Purchasing of School Materials

No	Items	Scales												Mean
		Excellent		V. good		Good		Fair		Poor		Total		
		F	%	F	%	F	%	F	%	F	%	N	%	
1	Quality of purchased material	6	5.22	9	7.82	51	44.35	43	37.39	6	5.22	115	100	2.63
2	Relevance of purchased materials	7	6.09	5	4.35	40	34.78	54	46.96	9	7.82	115	100	2.44
3	Transparency of purchased system	5	4.35	5	4.35	6	5.22	51	44.35	4	41.73	115	100	1.68
4	Qualification of purchasing body	3	2.61	9	7.82	41	35.65	56	48.7	6	5.22	115	100	2.46
5	Fair and genuine utilization of purchasing procedures	5	4.35	7	6.09	45	39.13	53	46.08	5	4.35	115	100	2.52

F= Frequency

As displayed in the above Table 4, the mean score for quality of purchased materials is 2.63 which rated as moderate. Accordingly 44.55%, 36.52% and 5.22% rated as good, fair and poor respectively.

With regard to relevance of purchased materials, data collected through questioner s indicate that more than 54.78% of respondents level these criteria as fair or else poor. The mean score is 2.44, which is found at the border line between fair and good. In line with transparency of purchasing system, only (8.7%) respondents rated the item as excellent or very good. On the other hand the mean which means 1.68 is low the result found from interviews and open ended questions confirms this lack of transparency and accountability is the bottlenecks of the purchase of school materials.

In respect to qualification of purchasing body, almost 48.7% and 35.65% rated it was fair and good respectively .the mean score for this item was 2.46. One can say that there is a visible skill and knowledge gap in this area. The researcher observed that the highest educational

level, in this regard, is college diploma. With respect to fairness and genuine utilization of purchasing procedures, 46.08% of the respondents rated it as fair and 39.13% rated good. The data collected through interview indicated that there were times when the formal purchasing system is violated. The mean score for this item is 2.52 rate averages.

4.2.2.3 The Allocation and Distribution of School Materials

Interview response:

Material distributes (both Merhabete and Snsaro): there is lack of getting reliable data from school as a result imbalance material distribution happened.

(PTSA, Merhabete) higher officials are not commuted on fair allocation of materials.

(PTSA from Ensaro) sometimes materials are not distributed on time to school. They are brought (distributed) after the school started.

Officials on fair allocation, there was a tendency to support the most “effective” schools in the two woredas. (PTSA members of both the Merhabete and Ensaro Woredas).

In these regard data collected from interview indicated that there were distribution problem, the reason were that lack of getting 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 ratings were employed, these sections also used the earlier mean score analysis.

Table 5. Allocation and Distribution of School Materials

No	Items	Scales												Mean
		Excellent		V. good		Good		Fair		Poor		Total		
		F	%	F	%	F	%	F	%	F	%	N	%	
1	The time lines of distribution and allocation process	3	2.61	9	7.82	44	38.26	53	46.08	6	5.23	115	100	2.49
2	The extent of collaborative performance of concerned bodies	3	2.61	5	4.555	53	46.08	54	46.96	0	0	115	100	2.56
3	The fairness of materials allocation among schools and sub units	3	2.61	11	9.57	60	52.17	38	33.04	3	2.61	115	100	2.71
4	Cooperativeness of higher officials on fair allocation	3	2.61	10	8.7	37	32.17	58	50.43	7	6.09	115	100	2.43

F= Frequency

The data displayed above indicate the allocation and distribution of school materials.

Accordingly, the mean score for the time lines of the distribution process is 2.49 which is good/moderate. In this case, almost 38.26% of the respondents' answer was good. 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 2.56, which lies on the moderate range. Forty seven percent of the respondents indicate the fair rate which shows as there are drawbacks.

In line with the fairness of school materials allocation to schools and sub units had a score mean of 2.71, which shows good allocation among schools and woredas. More than half (52.17%) of respondents also witnessed this fair distribution. but the result found from interview indicate that there is gap.

4.2.2.4 Maintenance of School Materials

This part deals with presentation and analysis of results found from questionnaires, interviews and document analysis, on maintaining and proper handling of school materials. These results found are discussed below.

Response of interviewees

Materials were distributed to schools every year from government and NGO, but properly maintaining is the problem of all schools /supervisors and vice principals from two woredas/ Maintenance activities were not planned even if there is budget allocated schools, they were not give attention in maintaining materials /Merehabete/ PTSA members from (two woredas) reported: in most cases 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.

Response from the questionnaire was presented: for the item “how is/are good regarding maintenance of school materials” about (11%) responded very low (49%) rated as low; (35%) rated it as average, (3%), (2%) said high and very high respectively. The mean score is 2.35 which lies under the category of low. The researcher had also observed that school materials, which need even simple repair, are thrown here and there in some schools. Of these school 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 school materials and why they were not quickly repaired. The result indicated that less qualified /experienced technicians 48% lack of proper planning and handling (40%) and lack of administrative follow up (12%) 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 school 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 interview.

The store management system is not at good condition in the school materials are damaged because of improper storage /PTSA Ensaro/

The store rooms are very tight which is impossible to get the material easily and arrange the materials (Ensaro material distributor)

The Merhabete Woreda store keeper said that I tried to record materials but technology support system were not implemented easily to know what is in store and out of store.

Table 6. Views on storage of school materials

No	Items	Scales												Mean
		Excellent		V. good		Good		Fair		Poor		Total		
		F	%	F	%	F	%	F	%	F	%	N	%	
1	Positioning equipment	5	4.35	1	9.56	5	43.048	4	40.787	2	2.74	11	105	2.67
2	Identification and control equipment	2	1.74	1	16.952	5	46.309	3	32.717	4	3.48	11	105	2.75
3	Unit lead formation equipment	-	-	1	8.69	4	42.960	5	45.223	4	3.48	11	105	2.49
4	Transport Equipment	-	-	8	6.96	4	36.252	5	46.496	1	9.56	11	105	2.32
5	Storage equipment	-	-	8	6.96	4	38.264	5	46.309	1	8.69	11	105	2.35

F= Frequency

As the data displayed above show, the mean score of properly recorded materials is 2.67 for an average score, the mean value of material identification is 2.75 which is at average score and also material codification is little bit than the low score 2.49 while 2.32 and 2.35 are mean values of immediate supply of materials from the store, and proper storage of school materials respectively which are at low score.

Moreover, there is an item using the respondents the way that the storekeeper cross check the return of materials, 66% of the respondents reported that there was not clearly set means to control materials return, 19% reported using master list and others 15% reported different methods. As indicated in the interview, there are efforts to record materials in many of the sampled schools; however, they were suffering from lack of proper material identification and conduction. Thus, they couldn't access or supply the available school materials easily. It is found from the results via interview and observation, the store keepers make a miss of school materials to search for one and the other is no clear set of material return technique.

4.2.2.6 Inventory Control of School 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. The inventory time is usually in July-August whereas the planning time is may (material distributor of the two wardas) An inventory was done in the school once in a year but the activities were not done whit professionals (Both the two woredas supervisors) (PTSA of the two woredas) 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 items of the questionnaire that requests how often inventory is made, 21.5% said once a semester, 48.3% indicated once a year and 30.2% respond when it is needed only. The result shows there are schools which even don't have regular inventory and control system.

Table 7.Inventory Control

No	Items	Scales												Mean
		Excellent		V. good		Good		Fair		Poor		Total		
		F	%	F	%	F	%	F	%	F	%	N	%	
1	Periodic	7	6.0	6	5.22	1	11.	5	50.	3	26.	11	10	1.9
	Review of invention control		9			3	3	8	43	1	96	5	0	8
2	Perpetual or	2	1.7	4	3.48	3	27.	5	44.	2	22.	11	10	2.0
	Fixed, quantity system of inventory		4			2	83	1	35	6	6	5	0	5
3	Two bin method	3	2.6	3	2.61	4	40.	5	50.	4	3.4	11	10	2.4
	of inventory		1			7	87	8	43		8	5	0	2
4	Optional	-	-	-	-	4	40	6	56.	4	3.4	11	10	2.2
	replenishment system of inventory					6		5	52		8	5	0	8

F= Frequency

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 1.98, 2.05, 2.42 and 2.28 respectively, which are at low rate. These indicate that there is a gap in inventory system. Result from interview 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

In all schools there are many materials that are not sold or donated (Both the two wordeas, material distributors). Materials which were not used in general secondary schools were compiled at one class idle.

(Ensaroworeda supervisor/in schools there are materials like machines and supplementary books which are not used in general secondary schools.) They were all out dated. (Merhabetworeda supervisor) text books were surplus in some school while there were shortages in other schools. Transferring this text book to the other school is also other cost.

Data obtained via questionnaire indicated the main reasons for obsolescence and surplus of school materials to be planning problems 55.5%, curriculum change 35.6% and technological advancement and change (8.9%) respectively. Moreover, measures taken by schools regarding surplus and obsolete of school material was also requested. As a result 44.8% respondents indicated that collecting at one place and storing them somewhere mass the measure taken similarly 36.6% and 18.6% respectively chose dumping/burning and donating to others. 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 intire sampled school compound.

4.2.3 Respondents View on Availability and Use of Guidelines for School Materialism Management

Response from the interview:

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 (Both the two woredas supervisors)

There are different guidelines in the schools, but made training or awareness and available to the school community were the problem (Ensaro PTSA)

There are guidelines with hard and soft copy. But the school administrators are not giving attention. They were not made accessible to school community which are assumed to help principals and others to implement them on their daily activities regarding school materials/ Ensaro supervisor)

Table 8: Availability and Use of Policies and Guidelines Regarding to School Materials Management and Utilization

No	Items	Scales												Mean
		Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total		
		F	%	F	%	F	%	F	%	F	%	N	%	
1	There are policies and guidelines regarding school materials management in school	15	13.04	42	36.52	44	38.26	79	6.09	79	6.09	115	100	2.46
2	The accessibility of policies and guidelines	92	7.82	60	52.17	34	29.57	77	6.09	55	4.35	115	100	2.37
3	Based on the government guidelines the school made their own guidelines	12	10.43	51	44.35	39	33.91	77	6.09	62	5.22	115	100	2.42
4	Commitment of concerned bodies to make awareness or training on policies and guidelines	86	6.96	56	48.7	39	33.91	107	8.77	24	1.74	115	100	2.41

F=Frequency

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 2.46, 2.37, 2.42 and 2.41.

Moreover, the above data indicated that there is guidelines in the schools as the mean value is at average score 2.46. 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 polices 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 Their Action to be taken in School Materials Management

Response from the interview

(Supervisors and vice principals from merehabet): In the schools even in the woreda, there is no organized supervision and controlling school material management system. Even school materials distributed from woreda or zone education officers did not have controlling and evaluation mechanism.

(Ensaro and Merhabetworeda material distributors) schools have a need to new education materials year to year rather than managing what is on hand

(Merehabet supervisor and vice principal): There is no cleared identification, codification system in schools store management. Technology support (computerized system) of school material management system was not practiced.

Data gathered from schools were not reliable because of such materials like text books are scarce in one school and are surplus in other school.

(PTSA merehabet) to administer school materials organizing different committee and settings recruiting from the stake holders is the first thing.

(Ensaro supervisors) school principals should create awareness to all school community and stake holders. Every individual in the schools should develop sense of responsibility and belongingness materials in the schools.

(Merehabet supervisor), each of material management function should be planed and the frequency of supervision inside and outside should be considered.

(Merehabet and Ensaro material distributors), uniform school material management and utilization system should be implemented.

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 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 close-ended questions an analysis of the major problems and action to be taken for the challenges in school material management is displayed here under of the 115 respondents, (65%) and (24.7%) responded disagree, and undecided for an item that asks whether there is a responsibility of assigned body to monitor the school materials management. This indicates that there are no clearly assigned professionals to effectively run the school materials in these schools.

Mechanisms use by school administers and education officers were found to be supervision and inspection. Furthermore, 51.9% of respondents believed that department heads are more committed in controlling and monitoring school materials 33.8% thought that principals are more committed and responsible in monitoring school 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 and woredas.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This parts of the study focuses on the summary of major findings, the conclusion drawn and the recommendations forwarded on the basis of the conclusion made.

5.1 Summary

The study was conducted with the aim of investigating the current practice of the school material management in some selected school in North Shoa, Amhara Regional State. Four general secondary schools from the two Weredas (Merhabete and Ensaro), were involved in this study. Supervisors, material distributors, selected schools principals, vice principals, department heads, librarian, lab and plasma technicians, members of the PTSA, finance officers, store keepers and purchaser were taken as informants in the study.

Out of 240,120 respondents were selected by simple random, sampling purposive sampling and availability sampling technique. 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. To what extent of effectiveness are such management functions as planning, organizing, coordinating, sourcing, purchasing, moving, storing, allocation, utilization, distribution and controlling of school material resource executed the study area?
2. How successful are the general secondary schools of North Showa Zone, Amhara Regional Sate successfully implement government rule and regulations of Material Resource Management?
3. How adequately do stakeholders play their roles in the management of school material resources?
4. What measures have been taken to ensure that general secondary school resources are utilized to contribute to the successful operation of the teaching learning process?

The analysis and interpretation of the data, come up with the following major findings are:

5.1.1 The Role of the Stakeholder in the Issue of Material Resources Management

The major problem for school materials management systems are: lack of uniformity of materials management and utilization, low awareness and training about material management function and their integrated relation between each activity. Moreover, lack of continuous supervision and controlling system from outside and inside the school made accountability and responsibility ineffective.

5.1.2 The Functional Issue of the School Material Management:

The score of the sampled school in terms of school material management function: especially, planning activity like, clearance of the purchase budget, request for quotation evaluation suppliers and need assessment could be rated 1.5, 1.55, 1.62, and 1.61 respectively. The findings indicate that the score are categorized under low rate. Interview result show that all school preparer plan. But their plan does not show how much resource to which school. Because of this there is shortage of material in some school while there were found surplus material in other school. As planning activity is a sensitive issue still there is a gap in planning of school materials.

The result found via interviews and document analysis on the purchasing process as a function revealed that there are weaknesses in the area of purchasing activity. Transparency of purchased system mean value is 1.68 which is low rate. Therefore one can conclude that there is a gap in transparency of purchasing material and purchasing guidelines were not properly applicable.

Relevance of purchased material and qualification of purchasing bodies were rated 2.44 and 2.46 respectively is a little better than the low score. Quality of purchased material and fair and genuine utilization of purchasing procedure were 2.63 and 2.52 respectively which indicate average score.

With regard to distribution of school material to the schools and subunit, the finding revealed that fairness of material distribution is at good level the mean value being 2.71. Mean value of collaboration of higher official considerable number of respondent expressed their dissatisfaction the mean value is 2.43 which are at low score. The findings also show that there is drawback in getting reliable data from school lack of organized distribution system of higher official is also there.

The result of the study shows that general secondary schools in the sampled Weredas were less effective in the area of maintenance of school materials. It was also revealed the text book, reference book, plasma TVs, and tables and chairs are the most frequently damaged school materials. In these schools lack of proper planning, assignment of qualified or experienced technician and lack of proper administration follow up is found to be reason for the damage and wastage of such material.

Storage and supply of school material system is poor. It is learnt that transport supply of material and proper storage material system were low 2.32 and 2.35 respectively. As their recordings are traditional, no one can access a material with less effort. Identification and control equipment is insecure and lacks proper codification.

The result on inventory control system was also found to be unsatisfactory. The mean score on usage of periodic review inventory control system, perpetual inventory, two bin method of inventory and optimal replenishment system of inventory in Table 7 were 1.98, 2.05, 2.42 and 2.28 respectively, which is low. The result indicate that inventory control was suffering from lack of appropriate check list 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.

Result on surplus or obsolesces material management revealed that planning problem (55.5%), curriculum change (36.5%), are the main cause as considerable number of respondent shows that the technological advancements and changes were taken as the second reasons. The data found through interviews revealed that there are different materials piled improperly in school that are useful for vocational schools are piled improperly. These were also realized by the researcher during his observation. Common measure taken by school regards obsolesces materials are dumping (burning), storing the materials at one place.

5.1.3 The Availability of Policies and Guideline in the Issue of School Materials Management

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

5.1.4 Result of the Major Problem of School Material Management

There was a huge gap in the availability and accessibility of the guidelines to the stakeholders. The school principals lack the commitment to create awareness or training in the area of school material management and utilization.

Poor involvement of stakeholders in terms of wise and efficient use of material management functions. There was a high amount of resource wastage in the schools. The other problems identified in the study are:

- Storage of school materials is not properly recorded.
- Lack of timely maintenance practice was a serious problem in the schools.
- Planning is prepared without adequate gathering of information.
- Updating inventory in the schools was poorly implemented.

There is no uniformity of material management and utilization systems among schools and Woredas. The storage management system is in poor condition in all schools. Lack of continuous supervision from concerned bodies leads to the fact that the materials management function is not properly practiced.

5.2 Conclusion

The effective and efficient use of school materials in the education process maintains the professional ethics, knowledge, skills as well as job satisfaction. It can also guide learners with rich and real experience that effective management of school materials is mandatory and learning is believed to be run through the assistance of school materials.

The school 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 mentioned many reasons. The reasons are lack of timely and accurate needs requisition from schools, Woredas or regional educational bureaus, shortage of available and accessible data, less emphasis or inability to prioritize school materials among other issues in education, shortage of adequate finance or total allocated budget for education and lack of readiness to know policy and guidelines about school materials management in the part of principals and the like.

The proper utilization, effective controlling mechanism and timely efficient inventories of school materials are vital to facilitate and promote quality of education.

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

The practice of school material management and utilization was found to be poor in terms of involving stakeholders (PTSA, Woreda office) wise and efficient use of material management function (purchasing, allocation, distribution, etc).

Way of handling obsolete and surplus material was simply collecting material at one place dumping/burning action taken by the schools/. It shows that these are high amount of resource wastage in these schools.

Storage of school material are not properly recorded or identified even if there is some effort to record material in many of the sampled school. There is no modern technology support system.

Lacks of timely maintenance practice were a serious problem in these schools. When school material are broken or damaged, immediate measure was not taken to repair or reuse.

In planning process, need assessment is the dominant activity. However, in this school need assessment was poorly exercised. It can be said that material planning is prepared without adequate gathering information in the present status of the already existing materials.

5.3 Recommendations

In education institution material resource management is a crucial issue to accomplish the objective of the institutions, and it is a cornerstone to achieve the education objective. Based on the findings and conclusion drawn, the following recommendations are forwarded:

- a. Material management function such as planning, purchasing, utilizing, and inventory control were not well done. Therefore, Amhara Regional State Education Bureau and North Shoa Zone Offices are recommended to building professional training and capacitating the school communities for success to be achieved in the area of school materials management and utilization.

- b. The result of the study showed that maintenance of school material were not adequately carried out. Therefore there is need for maintenance through repair and servicing a component in order to restore their physical condition and sustain their working capacity.
- c. Relevant and adequate school materials ought to be supplied to school at the right time. This would promote the implementation of education objectives. The government bodies and other stakeholders should set aside substantial amount of money for provision of such material.
- d. Teachers, students, and members of the school community should develop sense of belongingness on the utilization of school materials.
- e. Principals ought to make guidelines and policies accessible and available enough to all empower the entire staff with the knowledge and skill on the issue
- f. The Amhara Regional State Government Education Bureau and North Shoa Zone, Merehabete and EnsaroWereda education office ought to monitor and support the activities of school leader to make sure that allocated school materials are properly and timely utilized.
- g. The school should work closely with stakeholders/PTSA, Woreda office, etc/to achieve optimal productivity and efficiency in the area of school materials management.

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

Questionnaire to be filled by academic staff and administrative staff

The main purpose of this questionnaire is to collect valid and reliable data on the `` practice and problems of Materials Resource Management in Amhara Regional State, North Shoa, Merhabete and Ensaro Woredas General secondary Schools.`` Thus, your genuine responses will help the researcher to provide reliable and valuable suggestions and recommendations. Your response will be used only for academic purpose. This will be kept under strict confidentiality. I would like to express my appreciation in advance of your time and consideration.

Thank you!

General directions

1. No need of writing your name.
2. Mark ``√`` tick in the box of your alternative answer(s)
3. Please give answers to each close ended item as appropriate as possible.
4. Please give your short and precise responses to the open ended questions.
5. In your school participation to what extent were need assessment, planning, selection, purchasing, distribution, and inventory controlling of School Materials performed?

Section one: Background information

1. Name of the School.....
2. Sex: Male Female
3. Age of years: 25 and below 26-30 31-35 36-40 41-45 45and above
4. Educational Level: Certificate Level
: TVET Diploma
: College Diploma
: BA/BED/BSC
: MA/MSc

Section Three: Questions related to School Materials Resource Management Functions

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

No.	Items	Scales		
		High	Medium	Low
1	Clearance of purchase budget: when a purchasing department receive the requisition, fear clarification must be made whether the requesting unit or the department has the authority to request purchase and whether it has budget or not.			
2	Request for quotation /Bid: the purchasing department considers whether quotations or Bids are required or not. In small and repetitive purchase quotation is not required, but for large purchase quotation is a must.			
3	Evaluation of supplier: when potential candidates quote to supply materials, evaluation and selection of suppliers will be made. The organization sets policy and criteria for evaluation of suppliers. Per to the factors set, suppliers will be evaluated against these factors.			
4	<p>Need assessment for planning process (sequential phases of budgeting): A school budget includes three major features:- The educational plan, Expenditure plan and the revenue plan.</p> <ul style="list-style-type: none"> • Educational plan of the budget message is an outline of the needs and objectives of the school that underline the school budget. • Expenditures are estimates of the amounts required to put the educational plan into effect. • The revenue plan of the school should reveal an estimate of receipts from different sources. 			

	carry a number of information such as Name and specification of the Items, Time of delivery, Terms of Purchase, Date of opening for quotation and legal requirements.					
3	Transparency of purchasing system (clearance of the purchase budget): When the Purchasing department receives the requisition, fear clarification must be made whether the requesting unit /department has the authority to request purchase and whether it has budget or not. If the requesting department has the authority and budget to make the purchase we can proceed to the next step.					
4	Qualification of purchasing bodies (suppliers` specialized knowledge and research): A primary reason underlying most decisions to buy a part than make it is the user`s desire to take advantage the specialized abilities and research efforts of various suppliers.					
5	Fair and genuine utilization of purchasing procedures (to buy wisely): Buying wisely involves a continual search for better values that yield the best combination of quality, service, and price, relative to the buyer`s need. This frequently involves coordination with users in defining the need with suppliers` capabilities, perhaps through the use of cross-functional design teams, to achieve optimal value considering both issues.					

4. What major problems do you observe in Purchasing School Materials, please specify

.....

.....

.....

3.3. Allocation and distribution of school materials: Please rate the extent of allocation and distribution of school materials

The number indicates 5= Excellent 4= Very good 3= Good 2= Fair 1= Poor

No	Items	Scales				
		5	4	3	2	1
1	The time lines when moving materials from point of receipt to point of storage or use, releasing materials to users, and recording the transfer of accountability for the material.					
2	The time lines when used to assign the available resources in an economic way.					
3	The extent of collaborative performance of distributing bodies: To achieve maximum integration with other departments in the firm: It is essential to understand the major needs of their using departments, so that these needs can be translated in to materials support action and to develop good relationships with materials personnel and users.					
4	To assign the school available materials full fill equally					
5	The fairness of school materials allocation among departments: To assign the required materials equally for the departments.					
6	Volunteer/cooperativeness/ of higher official on fair allocation: The resource allocation in the scheduling of activities and the resources required by those activities while taking in to consideration both the resource availability and the organization time. Making priority ranking if Items excluded from the plan, showing which Items to fund if more resources should became available and there is apriority ranking of some items included in the plan, showing which Item should be scarified if total funding must be reduced.					

3.4.Maintenance of school material

1. How effective is your school regarding the maintenance of school facilities and equipment materials?
 - a. very high c. average e. very low
 - b. high d. low
2. If your answer is ``low`` or ``very low`` for the above question, what do you think about the reason why are? (you can choose one or more options)
 - a. lack of administrative follow up
 - b. less experienced or qualified technicians

- c. lack of proper planning
 - d. If other, 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 and reference books
 - c. plasma TV
 - d. remote controls
 - e. Computers
 - f. electric systems
 - g. laboratory materials
 - h. teaching aids
 - I. walls and windows
 - j. other, if any, please specify.....

3.5. Storage of school materials

How effective is your school regarding handling of materials like facilities, and equipment for moving, packing and storing the material to meet specific objectives? (The numbers indicate:

5= excellent 4= very good 3= good 2= fair 1= poor

No.	Items	Scale				
		5	4	3	2	1
1	Transport equipment: Equipment used to move material from one location to another					
2	Positioning equipment: Positioning equipment used to handle material at a single location so that it is the correct position for subsequent handling, machining, transport, or storage.					
3	Unit load formation equipment: Equipment used to restrict materials so that they maintain their integrity when handled a single load during transport and for storage.					
4	Storage equipment: Equipment used for holding or buffering materials over a period of time					
5	Identification and control equipment: Equipment used to collect and communicate the information that is used to coordinate the flow of materials within a facility and between a facility and its suppliers and customers.					

4. What method does the store keeper used to cross check the return of borrowed school materials?

- a) Using fixed code for durable school materials
- b) Using master list
- c) There is no way to cross check
- d) If other, specify.....

3.6. Inventory control of school materials

- 1. How often is inventory taken in your school
 - 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 indicate:
 5= Excellent 4= Very good 3= Good 2= Fair 1= Poor

No.	Items	Scale				
		5	4	3	2	1
1	Perpetual or fixed quantity system: Before discussing the perpetual inventory system, it is pertinent to discuss some of the vital components of the system. Such as; safety margin, recorder point, etc.					
2	Periodic review: In this, inventory records are reviewed periodically and replenishment order are placed for each item at each review. The review period may be a week, month, quarter, etc, which is best for the situation.					
3	Optional replenishment system: This system is combination of periodic and perpetual inventory systems. Optional replenishment system is use full in situation where the cost of reviewing the inventory is high or the cost of ordering is very significant.					
4	Two bin method: in this system, an amount of stock equivalent to the order point is physically segregated either in to a school bin or container.					

3.7. Obsolete and surplus of school materials

1) What do you think is the reason for obsolete and surplus of school materials? (you can choose one or more than one options)

a) Technological advancement and change

b) Planning problem

c) Curriculum change

d) Problem in using timely

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

a. Donating to other schools

b. Damping or burning

c. Selling

d. Collecting such school materials at one place

Section four: questions related to availability and use of guide lines for school material management.

To what extent the following guide lines issues are met in your school? (The number indicate 5= Strongly agree 4= Agree 3= Undecided 2= Disagree 1= Strongly disagree

No.	Items regarding guide lines and policies of government	Scale				
		5	4	3	2	1
1	There are policies and guide lines regarding school materials management in the school					
2	The policies and guide lines regarding school materials management are easily accessible for users.					
3	Based on the government guide lines the school made their own guide lines.					
4	There is high commitment of concerned bodies to make awareness to stake holders.					

Section five: Questions related to major problems in school materials management and action to be taken.

1. There is an assigned body to control the availability and utilization of school materials in the schools.
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
2. If your response is ``strongly agree`` or ``agree`` what mechanisms are used to monitor and control these school materials?
 - a. Supervision
 - b. Both supervision and inspection
 - c. Inspection through check list
 - d. If other mechanisms specify.....
3. In your opinion, which one of the following stake holders is more committed or responsible in controlling and monitoring school materials? (you can take one or more than one opinion)
 - a. Principals
 - b. Department heads
 - c. Members of PTSA
 - d. Store keepers
 - e. Woredas supervisors
 - f. Vice principals
 - g. If other, specify.....
4. From your experience, please, state some of the major problems you observed in school materials management and utilization
.....
.....
5. What major solutions do you suggest in solving some of the problems in school materials resource management?
.....
.....

Appendix B

Interview for woreda supervisors, materials distributors, school vice principals

Dear respondent; the purpose of this interview is to collect relevant data on the study entitled ``practice and problems of materials resource management in Amhara regional State, North Shoa Zone, Merhabete and Ensaro Woredas general secondary schools`` 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. Your participation is volunteer-based. No need of writing your name.

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: Guide line of questions for the interview

1. How do you evaluate the schools (within your woreda relation to the effective implementation of material resource management functions?
2. How do you evaluate the role of stake holders such as: PTSA, in the management and utilization of school materials in your school?
3. What are the major challenges that negatively affect the management and utilization of school materials in schools? What possible measures should be taken to avoid such challenges? Please make a detail clarification.
4. Are there policies and guide lenses' that help to properly guide the management and utilization of school materials in school (in your woreda)? Are these available and functional enough? Please explain briefly.

Appendix C

አዲስአበባዩኒቨርሲቲ

የድህረመረቃመርሃግብር

የትምህርትዕቅድናአመራርትምህርትክፍል

በመርሃቤቴእናእንሳሮወረዳዎችበሚገኙአጠቃላይሁለተኛደረጃትምህርትቤቶችየትምህርትቤቶችመሳሪያዎችአስተዳደርእናአጠቃቀም
የለውንልምድእናተግዳሮቶችየሚዳስስቃለ-
መጠይቅለትምህርትቤት፣ወላጅመምህር፣ተማሪህብረትኮሚቴአባላትተዘጋጅ፡፡ወድተሳታፊዎችየዚህቃለመጠይቅዋናአላማ
በመርሃቤቴእናእንሳሮወረዳዎችበሚገኙአጠቃላይየሁለተኛደረጃትምህርትቤቶችወስጥያለውንየትምህርትቤቶችመሳሪያዎች
አስተዳደርእናአጠቃቀምእንዲሁምባሉትተግዳሮቶችላይጠቃሚእናአስተማማኝመረጃመሰብሰብነው፡፡ከዚህአኳያየእርሶቅን
እናሃቀኛመረጃለጥናቱመሳካትከፍተኛአስተዋፅኦአለው፡፡በመሆኑምትከክለኛመረጃእንዲሰጡኝእየጠየኩኝየሚሰበሰበውመረ
ጃለትምህርትአላማብቻየሚወልድመሆኑንእገልጻለሁ፡፡ከዚህበተጨማሪምየእርሶተሳትፎበፈቃደንነትላይየተመሰረተሚስጥራ
ዊነቱምየተጠበቀመሆኑንአረጋግጣለሁ፡፡ስምመፃፍአያስፈልግም፡፡

አመሰግናለሁ!!

ክፍልአንድ፡አጠቃላይመረጃ

- ሀ. ፆታ.....
- ለ. ዕድሜ.....
- ሐ. የትምህርትደረጃ.....
- መ. የስራልምድ (ካለዎት).....
- ሠ. አሁንያለዎትሃላፊነት

ክፍልሁለት፡ዋናዋናጥያቄዎች

1. በእርስዎአመለካከትየትምህርትቤቱንየትምህርትመሳሪያዎችአጠቃቀምከንብረትአስተዳደርናአጠቃቀምተግባራትአን
ፃርወጤታማነቱንእንዴትይገመግሙታል?
2. በትምህርትቤቱትምህርትመሳሪያዎችአስተዳደርናአጠቃቀምሂደትወስጥባለድርሻአካላት (ለምሳሌወተመህ)
ሚናምንይመስላል?
3. በትምህርትቤታችሁወስጥበትምህርትመሳሪያዎችአስተዳደርናአጠቃቀምዙሪያየሚታዩዋናዋናተግዳሮቶችየትኞቹና
ቸው? የመፍተሔሃሳብናቸውየሚሏቸውስ?
4. ትምህርትቤቱየትምህርትመሳሪያዎችአስተዳደርናአጠቃቀምንበተገቢውሁኔታለመምራትየሚያስችሉፖሊሲዎችና
መመሪያዎችአለውን? እነዚህፖሊሲዎችናመመሪያዎችበበቂሁኔታተግባራዊእየተደረጉናቸውን?

Check list for observation

1. Availability of policies and guide lines in the school

No.	Focused area	scale		Remark
		Yes	No	
1	Purchasing guide lines			
2	Maintenance guide lines			
3	Obsolete and surplus guide lines			
4	Inventory guide lines			
5	Store procedures			
6	Governmental property management guide lines			

2. School materials handling in different section of the school. (the number indicate :

5= Excellent 4= Very good 3= Good 2= Satisfactory 1= Poor

No.	Focused items	Scale					Remark
		5	4	3	2	1	
1	Handling of school materials in the laboratory						
2	Handling of school materials in libraries						
3	Handling of school materials in the store						
4	School materials handling in different part of school compound						

3. Observation on participation of stake holders through document analysis on:

- Availability of different meeting documents and minutes
- Purchasing committee document

Declaration

I, the undersigned, declare that this thesis entitled “The Practice of Materials Resource Management in North Shoa General Secondary School Amhara Regional State” is my original work and has not been presented for a degree requirement by any other individual; and that all the source materials used for this thesis have been duly acknowledged.

Name: Kassahun Yigezu

Signature: _____

Date: _____

Confirmed by:

Name: Melaku Yimam (Thesis Advisor)

Signature: _____

Date: _____