



Addis Ababa University

**College of humanities and behavioral studies department of
Educational planning and management**

**An Assessment of Practice and challenges of Educational Material Resource
Management in Government Primary Schools of Lemi Kura Sub City, Addis
Ababa.**

**In partial fulfillment of the Requirements of the Degree of Masters of
Arts in Educational Leadership**

By: - Andualem Getachew

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ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING

AND MANAGEMENT

AN ASSESSMENT OF PRACTICE AND CHALLENGES OF EDUCATIONAL

MATERIAL RESOURCE MANAGEMENT IN GOVERNMENT PRIMARY

SCHOOLS OF LEMI KURA SUB CITY,

ADDIS ABABA.

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MASTERS OF

ARTS IN EDUCATIONAL LEADERSHIP

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This is to certify that the thesis entitled “*Practices and Challenges of Educational Materials Resources Management in Government Primary Schools of Lemi kura City, Addis Ababa*” department of educational leadership and management; college of educational, and has been carried out by Andualem Getachew, under my supervision. Therefore, I recommend that the student has fulfilled the requirements and hence hereby can submit the thesis to the department for defense.

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DECLARATION

I, Andualem Getachew, declare that the thesis entitled ‘Practices and Challenges of Educational Materials Resources Management in Government Primary Schools of Lemi Kura Sub City, Addis Ababa’ is my original work. I have carried out the present study independently with the guidance and support of the research advisor, Demoze Degefa (PhD). Any other contributors or sources used for the study have been duly acknowledged. Moreover, this study has not been submitted for the award of any Degree or Diploma Program in this or any other Institution and that all sources of materials used for the thesis has been duly acknowledged.

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ABSTRACT

The practices and challenges of educational material resource management (EMRM) are studied in government primary schools of Lemi Kura Sub-City Addis Ababa by assessing the effectiveness of planning, acquisition, utilization, control and maintenance with particular emphasis on controlling EMRM. The study utilized a descriptive survey design and followed mixed method research that combined qualitative and quantitative analysis. AS: BANDED SCORING In this manner, the data were obtained from 125 respondents (principals, vice-principals, heads of department and teachers) by using stratified and simple random sampling method. The main tool of data collection was questionnaires, and it was supported by semi-structured interviews and document review to ensure the triangulation of methods. Descriptive statistics such as means and standard deviations, percentages were used in the analysis of data.

Results EMRM practices were moderate on average with strong performance in planning and acquisition, and poor performance in controlling, using and maintenance of materials. Some of the main challenges facing EMRM were under-allocation by the budget, suspension in resource delivery, lack of proper storage facilities and poor coordination among management bodies coupled with weak staff training on resource management.

The study concluded that existing EMRM practices in the sub-city's government primary schools are not sufficient to provide high-quality teaching and learning. Suggestions to improve the efficacy of resource management include consistent and adequate financial support, timelines distribution, improving storage facilities, and providing regular, targeted professional development opportunities for school staff.

Keywords: Educational Material Resource Management (EMRM),

Table Contents

DECLARATION.....	i
ACKNOWLEDGMENT	ii
CHAPTER ONE INTRODUCTION	1
1.1. Background of the study	1
1.2. Statement of the Problem	3
1.3. Basic Research Questions	6
1.4 Objectives of the Study	6
1.4.1 General Objective	6
1.4.2 The specific objectives	6
1.5 Significance of the study.....	7
1.6 Delimitation of the study.....	7
1.7 Limitation of the Study	8
1.8 Operation definition of the key terms.....	8
1.9 Organization of the Study	9
CHAPTER TWO REVIEW OF RELATED LITERATURE	10
2 Introduction.....	10
2.1 Concept of Educational Resource	10
2.2 Material Resources.....	11
2.3 Education Material and Instructional Materials	13
2.4 Types of Educational Materials.....	14

2.5	Contribution of Educational Materials in Students Learning	15
2.6.	The Main Functions of Educational Material Management at School level	16
2.6.1.	Planning for Educational materials management	16
2.8.2.	Purchasing of Educational Materials	17
2.6.4.	Distribution of Educational Materials	21
2.6.5.	Warehousing/Storekeeping Educational Materials	21
2.6.6.	Maintenance of Educational Materials	22
2.6.7.	Obsolete and Surplus Management	22
2.6.8.	Disposition	23
2.7.	Proper use Of Educational Material Resources	23
2.7.1.	Controlling Educational Materials	23
2.7.2.	Inventory of Educational Materials	24
2.8.	Challenges to Effective Management and Utilization of Educational Materials	24
2.9.	Material Management policies and guidelines	25
2.10.	School Principals and Proper Management of Educational Material Resources	26
2.11.	Factors Affecting the Practice of Educational material Resource Management	27
2.11.1.	The Principals' Leadership Skill and Knowledge	27
2.11.2.	Unplanned Usage of Educational Material Resources.....	27
2.11.3.	Unplanned Educational Material Resources Purchasing System.....	28
2.11.4.	Low Saving Habit of Educational Material Resource	28
2.11.5.	Disposing Unused Material resources	28

2.11.6 Lack of well Inventory Control and Utilization of Material Resources	28
CHAPTER THREE RESEARCH DESIGN AND METHODOLOGY.....	30
3.1. Research Design	30
3.2. Research Methods	30
3.3 Sources of Data.....	31
3.3.1. Primary Sources of Data	31
3.3.2. Secondary Sources of Data	32
3.4. Population, Sample Size and Sampling Techniques.....	32
3.5. Data Collection Instruments.....	37
3.5.1. Questionnaires.....	37
3.5.2. Interview	38
3.5.3. Document Analysis	39
3.6 Validity and Reliability Check	39
3.6.1. Validity Check	40
3.6.2. Reliability Check.....	40
3.7 Data Collection Procedures	41
3.8 Methods of Data Analysis	42
CHAPTER FOUR PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	44
4.1. Introduction.....	44
4.2. General Characteristics of the Respondents	44

4.3.	Presentation and Analysis of Data.....	46
4.3.1.	Practice of Educational Material Resource Management	46
4.3.2.	Finding on the Planning of Educational Material Resources	47
4.3.3.	Finding on the Distribution of Educational Material Resources	53
4.3.4.	Finding on the Control and Maintenance of Educational Material Resources	57
4.3.5.	Finding on the Challenges of Educational Material Resources Management	63
	Table 8 Challenges of Materials Resources Management.....	63
4.4.	Interview Findings from School Principals	66
	CHAPTER FIVE SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	69
5.1	Summary.....	69
5.2	Conclusions.....	71
5.3	Recommendations.....	71
5.4	Future Study.....	73
	Reference.....	74

LIST OF TABLES

Table 1 Target population, sampling fraction and number of samples.....	35
Table 2 Reliability Statistics for the entire scale	41
Table 3 Personal Information.....	45
Table 4 Planning Practices.....	47
Table 5 Purchasing Practices	51
Table 6 Distribution of Educational Material Resources.....	54
Table 7 Controlling Practices of Educational Material Resources	59
Table 8 Challenges of Materials Resources Management.....	63

ACRONYMS

AAU Addis Ababa University

EDPM Educational planning and management

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

PTA Parent Teacher Association

SPSS Statistical Package for the social Sciences

SSDP Strategic and School Development Planning

UNESCO United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE INTRODUCTION

The study's introduction is the main focus of this chapter. The study's background, problem statement, objectives, significance, delimitation, limitations, definitions of important terms, and organisation are all included.

1.1. Background of the study

The well-structured Educational systems consist of educational materials in major proportion. According to Mbamba (1992; 253), educational materials are defined as; any object or unit area that is planned and prepared intentionally to accommodate and is utilized in the learning and teaching process.

Mbamba (1992) believes that educational materials are any objects or areas that are specifically created and prepared to be used in teaching or learning. The different kinds of furniture and teaching equipment that would enable students to learn would constitute an educational environment and the physical locations may be labs, libraries, workshops or recreational facilities.

Chapman and Arnold (2004) point out that management of materials should be balanced with a number of activities such as inventory, planning, acquisition, reception, storage and disposal of unwanted materials. When the material resources are properly managed, then there will be a smooth flow of resources and their applications.

The availability use and of educational resources, as well as how easily students can access them, have a direct impact on the quality of education. According to Adesina (1990), achieving an institution's goals is only possible when there is a clear alignment between those goals and the resources in place. Bollot (1980) defines materials management as a business function responsible for efficiently overseeing the planning, sourcing, purchasing, storage, and control of materials to provide a predetermined level of service at the lowest possible cost. Education, in essence, involves the effective coordination of human resources, educational materials, and consistent monitoring to implementation methods. Therefore, the efficient organization of these factors will result in quality education. Melaku (2010:58) adds that one of the ways of integrating

the various factors is to ensure that there is coordination of planning, sourcing, purchasing, moving, storing and controlling of necessary materials in the best way possible so as to deliver a pre-designed service to the users at the lowest possible cost. It is consequent to reason that any educational system grows stronger or weaker depending on the quality management it has in achieving the educational materials that it requires.

As the resources at the disposal of the sphere of education are obviously limited, austerity is provided with the best opportunity to use them to their fullest.

The importance of the result cannot be overestimated. Adebayo (2011) holds that any organization that is a group of people, who collaborate with each other in a hierarchical format, must have council administration to use tools, equipment, people, and material resources in achieving the missions that it may be applied to the object of the formation of the association. Educational materials are therefore essential since the process of acquisition of education services is educative (Harris, 2008). Also they aid in the school compliance process as they play a very essential role in the educational process since they

The provision of sufficient educational inputs, such as a suitable curriculum, qualified teachers, and instructional materials, must be carefully managed in order to give educational systems purpose and value. These various educational tools and physical spaces are important. It is clear from Nebiyu (2000) that educational materials are seen as essential to the teaching and learning process and that learning occurs primarily with their help.

Ethiopia has made tremendous strides in education over the past ten years at every level of the system, which grew quickly in tandem with a sharp rise in the number of educators, institutions, and schools. The ongoing growth of educational resources, tools, and staff is a result of the growing social demand for education (MoE, 2010). The entire range of tools and materials must be properly managed and used in accordance with this development.

The Council of Ministers' Regulation No. 50/1999 established Educational Materials Production and Distribution Enterprise as the primary component of educational processes. Its goals are to produce and distribute educational materials, purchase them domestically and internationally, and provide professional consulting services and training for the efficient use and management

of educational materials. However, the primary focus of school administration is the effective use and management of educational resources.

There is no possible way that the quality of education can be attained without the existence of requisite material. Input of resources, which are significant in attaining objectives of education. The effectiveness of the teaching learning process is virtually hinged on how Schools will be in a position to manage and use their school resources (Worku Berihun, 2007). Success could be achieved through the proper to successful management of school material resources and whereas wrong and inefficient management of material resources is bound to result in failure. Besides, educational institutions that have inappropriate and mismanage material resources are less successful.

In this regard, it is essential to investigate the mechanisms, processes, and recent developments related to the effective use and management informationz educational resources at the school level. Experience further indicates that most supervision reports focus primarily on the availability or absence of educational materials, with little or no attention given to how these resources are actually utilized.

In Lemi Kura Sub city has 10 Woreda and 17 government primary schools. There are 22,717 male and 23,994 female students who are studying in these schools adding up to 46711 students in this academic year. And teachers working there are 2168.

Therefore, this research investigated the prevailing methods of material resources management and influences of material resource management in Lemi Kura Sub-city Government Primary Schools.

1.2. Statement of the Problem

To achieve the goals of a school system, material resources must be properly provided and considered. The success of the teaching and learning process in meeting educational objectives largely depends on how well educational institutions manage and use these resources. Chapman and Arnold (2004) emphasize that managing material resources involves maintaining balance.

This includes coordinating activities such as planning, procurement, receiving, storage, inventory control, and the disposal of unused materials.

For a school system to achieve its objectives, adequate material resources must be provided and properly managed. Durbin (2009) emphasized that resources serve as the primary means through which organizational activities, production, services, and desired outcomes can be realized. Therefore, resources play a vital role in accomplishing institutional goals, making the management and utilization of educational resources an essential aspect of any educational institution. Similarly, Chapman and Arnold (2004) described material resource management as a balancing act a coordinating function that involves planning, procurement, receiving, storage, inventory control to monitor material flow, and the disposal of unused items.

The weighty and comprehensive responsibility of instructing students in schools rests entirely with the educator. However, a teacher's ability to succeed is constrained without the necessary support system: effective teaching strategies, adequate instructional materials, and active participation from the students' homes. When utilized, classroom resources enhance the performance of both the teacher and the learner, and parental follow-up is crucial in molding positive student study habits

The overall educational system relies on both people and physical assets. The human side includes teachers, students, principals, and administrative staff. Conversely, non-human resources encompass infrastructure like buildings, as well as instructional items such as teaching aids, curriculum-aligned textbooks, playground gear, technology (computers, copiers, whiteboards), air conditioning, and other essential learning tools. A school cannot deliver a quality education without these fundamental resources. As noted by the Ministry of Education in 1994, the provision and utilization of school supplies, technology, and facilities must be carefully managed to ensure both the accessibility and relevance of education. Because material resources are limited, their effective use in the educational process requires appropriate skills and training (Ehiamezor, 2003). Proper utilization involves thorough planning, supervision, coordination, and control. One of the main challenges faced by school administrators is how to make the best use of scarce resources such as funding, personnel, equipment, facilities, and materials to positively influence student outcomes. To ensure these resources are used efficiently, it is

important that all stakeholders understand what resources are needed and how they should be managed.

Dereje (2006) conducted some research on the management of school supplies and equipment in TVET institutions run by the Addis Ababa City Administration. According to Dereje's paper, the majority of staff members, principals, and teachers are unable to keep up with current information, which has a detrimental impact on the prudent use and administration of educational resources. Bekuretsion (2005) examined material resource utilization in relation to Tigray. The study found that one of the main issues with Ethiopia's educational system was the effectiveness and efficiency of material management. Tafesse (2006) conducted research on material resource management in preparatory schools in the Arsi Zone. According to the study, material resource management received little attention. His findings indicate that the overall planning was not carried out successfully.

Unfortunately, schools often lack accurate information about the materials they possess. As a result, when a school director is transferred or removed from their position, he/she typically leave without completing any clearance process. According to the FDRF (2009), it is the responsibility of the head of each public institution to ensure that all property under their control is properly managed, utilized, and, when necessary, disposed of in line with official guidelines.

This distinguishes study itself from previous research by concentrating on the practice of educational material resource management (EMRM) in government primary schools within Lemi Kura Sub-City, Addis Ababa. Although previous studies have addressed parts of educational resource management at a higher level, the majority have not fully explored the specific practices of material resource management at the elementary school level. There is a clear gap in knowing how schools plan, buy, distribute, use, and control educational materials in accordance with established policies and procedures. Furthermore, past research has paid little attention to the real-world issues that school administrators and teachers confront when using these resources effectively, such as financial restrictions, a lack of training, insufficient monitoring mechanisms, and poor stakeholder coordination.

Another key gap is an examination of how government schools execute educational material management policies and whether these rules are realistically implemented in day-to-day

operations. There is little empirical information on how accountability, transparency, and efficiency are maintained in the processing and use of instructional materials at the school level. This study intends to fill these gaps by undertaking a thorough examination into existing EMRM practices, problems, and policy implementation mechanisms in government primary schools in Lemi Kura Sub-City. The findings are likely to help improve policy formation, resource allocation, and educational quality. The study will therefore be guided by the basic research topics listed below.

1.3. Basic Research Questions

The following research questions were generally addressed by the study:

1. What is the practice of educational resources management in government primary schools in Lemi Kura Sub-city?
2. What difficulties do government primary schools in Lemi Kura Sub-city have in managing their educational material resources?
3. How effectively are educational material resources utilized to support teaching and learning in government primary schools in Lemi Kura Sub-city?

1.4 Objectives of the Study

1.4.1 General Objective

The main objective of this study is to investigate the practices and associated challenges of educational material management in the Addis Ababa City Administration, with a particular focus on selected government primary schools in Lemi Kura Sub-City.

1.4.2 The specific objectives

- A. To assess what role of stakeholders plays in the management of materials resources in government primary schools.
- B. To analyze the implementation of material resource management functions.

C. To analyze the available guidelines and practices for the utilization and management of educational materials

D. To explore the main challenges for the practice of material resource management in the selected government primary schools.

1.5 Significance of the study

One of the most crucial elements of government primary schools utilized to improve the achievement of targeted goals is educational material resources, which are on-going input processes. The study's main goal is to demonstrate how instructional materials management should be used in Lemi Kura Sub-city's primary schools. The investigator anticipates that the research could:

- ✓ Help the managers and responsible parties in the education sector better comprehend the issue of material management in government primary schools.
- ✓ The study practical and focused the researcher confined himself to primary schools in Lemi Kura Sub- city. More specifically, the objective of this research is to identify main challenges and analyse current practices in relation to materials resources management. These accessories are important for functions like planning, sourcing, distribution, usage, inventory management and even store rooms. It also investigates the depth of commitment and engagement by major stakeholders, and an examination of related challenges.
- ✓ It is believed the study would treat awareness about educational material resource management practices of the school principals, teachers, students and school administration,
- ✓ It helps to identify the major problems in management and utilization of material resources for government primary schools.

1.6 Delimitation of the study

To make intentionally limited the scope to government primary schools in Addis Ababa Lemi Kura Sub-City in order to maintain the study's viability and focus. Our timing and financial limitations made it impractical to attempt to cover every school in the city.

The study was conducted over a defined data collection period (contact time) during which school principals, vice principals, department heads, and teachers were contacted through questionnaires and interviews.

Furthermore, the scope of the study was confined to the management of selected basic educational materials, including text books, desks, library reference books, laboratory equipment and chemicals, classroom buildings, staff offices, pedagogical centers, storage rooms, ICT rooms, computers, and other instructional aids.

In terms of methodology, the study concentrated on important factors associated with educational material management practices, particularly the planning, acquisition, upkeep, inventory control, and storage of materials as well as the difficulties influencing the efficient management and use of these resources in Lemi Kura Sub-City's government primary schools.

1.7 Limitation of the Study

Some limitations were also observed in this study. One apparent limitation was that some of the primary school principals, department heads, PTA chair person, school material officers, woreda educational and finance office experts were busy and they don't have enough time to respond questionnaire and interview. Most of them who have enough time were also reluctant to fill and return the questionnaire as per the required time. Despite the above problems, the researcher was exert at most effort and was to overcome this problem by holding prolonged dialogue and discussion with the respondents.

1.8 Operation definition of the key terms

Primary School- refers to school level with grades 1-6

Woreda- one of the major local governments

School leaders: refers to workers in a school system, who leads day to day teaching learning process such as principals, Vice Principals, department heads and unit leaders.

School support staff: refers to workers in a school system, who support day to day teaching learning process such as finance officers, purchasers, Lab technicians, store keepers, Librarians and Technicians.

1.9 Organization of the Study

This study is structured into five main chapters. The first chapter introduces the research by outlining the backgrounds, identifying the research problem, stating the objectives, explaining the significance of the study, and clarifying the scope, key terms, and overall organization. Chapter Two presents a review of relevant literature, focusing on previous findings and discussions surrounding the management of educational materials. Chapter Three describes the research methodology, including the research approach, data sources, sampling methods, data collection tools and procedures, as well as techniques used for analyzing and interpreting the data. Chapter Four presents the results of the study along with a detailed analysis and interpretation of the findings. The final chapter, Chapter Five, offers a summary of the research, draws conclusions, and provides recommendations based on the study's outcomes.

CHAPTER TWO REVIEW OF RELATED LITERATURE

2 Introduction

Focused on “the practice and challenges of educational materials management in selected government primary schools of Addis Ababa in Lemi kura sub city” so; the review of related literature attempted to show the definition, the objectives, function, planning, receiving and handling, distribution, availability and utilization, control, maintenance and store management including inventory control of educational material resources management according to the basic question and objectives of the research using published and unpublished materials.

2.1 Concept of Educational Resource

According to Amos (1999), resources are things that are available for use or that can be called upon for assistance in meeting a need. Resources are essential to any organization's existence. As a result, all human endeavours heavily rely on resources, including human, material, financial, and time resources. This is due to the fact that almost no human action can be carried out in any kind of organization without the assistance of resources.

In the context of education, UNESCO (1992) explains that anything in the school or its environment that may be organized for use in the process of teaching-learning in the school and that are understood as human resources, material resources, physical resources, financial resources and time resources are called resources or educational resources. In this regard, Sadiwale (2007) as cited in Mengistu (2015) indicate that resources are the only tools through which organizational tasks, productions, services and satisfaction ends are attainable. For every educational organization to achieve its objectives, sufficient resources must be provided. Resources, according to Blandford (1997), are a way to provide or help school administrators in achieving their objectives. Effective school management depends on the distribution and management of resources, including money, materials, time, and people, which should be in line with student needs. Thus, appropriate and pertinent educational resources can support an efficient teaching-learning process. Resources were categorized into different classes by different authors.

Without a question, educational tools are crucial to creating a favorable teaching and learning environment. Using these resources could provide the teacher with more useful and effective

guidance than any individual attempts made without the materials. In the administration of schools, the school management team must correctly coordinate, organize, control, and synchronize management activities in order to effectively and efficiently manage the limited resources available for education.

2.2 Material Resources

The material's themes are broad and comprehensive. various specialists have various definitions for the same substance. For example, Guether (1982) defines it as any commodity used directly in the production of a product or service, including supply and raw components.

Arora et al. (1980) defined material resources as the necessary supplies and equipment needed to support an organization's continuous operations and service delivery. Land, buildings, furniture, office supplies, machinery, computers, and other tangible materials are all included in this category. These concepts make it clear that material resources are essential to the learning process because they provide instruments that enable people to gain information and skills, which eventually contribute to the development of meaningful understanding.

There are various ways to classify material resources. Material resources were divided into three categories by some economists: capital, raw materials, and fixed assets. According to Stoops et al. (2004), raw material resources are inputs that are directly used in the production of goods or services; capital resources, on the other hand, are machines that an organization uses during the manufacturing process; and fixed assets are durable properties that can last for a relatively long time, typically more than one to two years. One example of a capital resource would be technology. When combined with an organization's financial and human resources, technological resources are employed efficiently. According to Mbamba (1992), one of the key elements of well-functioning educational systems is educational materials. Any item or unit area that is specifically created and arranged to aid in the teaching and learning process could be considered one of these materials. Educational materials are therefore tools that are used as inputs to improve or facilitate the teaching and learning process as a whole.

UNESCO (2006) classified material resources as follows.

A. Software:- item that are renewable overtime such as textbooks, films and computer programs.

B. Hardware:-Items lasting for longer periods including TVs, overhead projectors, scanners...

C. Consumable:- materials used for immediate service and which require immediate replacement like: stationeries chalk.

D. Durable (non-consumable):- such material resigns, furniture's, equipment's etc.

According to the aforementioned classification, educational institutions used a variety of material resources—items that were immediate, long-lasting, and renewable—to ensure that their operations ran smoothly. Every resource has a specific purpose, and the prudent use of every resource enhances the quality of education. In line with this,

UNESCO (1998) cited in Bekuretsion (2005; 36) stated that:

“Next Apart from teachers, material resources are among the most expensive components needed to maintain a basic standard of education, and they are often in limited supply, especially in institutions within low-income developing countries. As a result, it is essential for these institutions to properly classify and manage their resources. School principals must take responsibility for planning and overseeing the efficient use of these scarce materials, ensuring that financial resources are allocated appropriately and consistently.”

The management of physical resources in schools directly influences the quality of the learning environment and significantly affects educational outcomes. As such, effective management practices must be aligned with the school's improvement plan, ensuring that physical assets support the delivery of basic education standards and strategic goals. Maintaining school facilities involve ensuring a clean, safe, and supportive setting for both teaching and learning. It also involves provision of adequate facilities for teaching and learning. According to Asabiaka, (2008) the following type of maintenance should be adopted in the facility maintenance plan. These are preventive, routine, emergency repairs, and predictive maintenance.

Preventive maintenance: This kind of maintenance is done on school buildings to keep them from breaking down and to guarantee that they operate at their best. For the maintenance crew to use as a guide, current information on the facility is necessary. Time and money are saved by preventive maintenance. In civilizations with a strong maintenance culture, it is typically an essential component of managerial practices. Preventive maintenance decisions are made and carried out cooperatively.

Routine maintenance: Maintenance activities are conducted regularly based on a schedule set by school administrators. Depending on the plan, facilities may be maintained on a monthly, quarterly, or annual basis. Manufacturers' manuals offer specific guidance regarding the type of maintenance required and the recommended intervals. School managers follow these instructions to prevent equipment failures and ensure proper functioning.

2.3 Education Material and Instructional Materials

The "Educational materials" is a wide term that is frequently used in a broad sense. The terms "educational materials" and "instructional materials" are used interchangeably by certain academics. To better appreciate the differences and similarities between each phrase, it is more acceptable to define each one independently. Any objects or areas that are purposefully created and set up to support the teaching and learning process are considered educational materials, according to Mbamba (1992).

Mbamba further categorized educational materials to include facilities such as laboratories, libraries, workshops, recreational areas, teaching aids, classroom furniture, and other instructional tools that support learning activities and help students gain knowledge and skills. In a similar vein, Prakasha and Gurage (1982) described educational materials as encompassing both three-dimensional objects and visual or written resources used in schools. These materials range from toys, games, boards, and teaching aids to essential classroom furniture, laboratory equipment, playgrounds, recreational tools, and textbooks.

Arnold (2001) described instructional materials as the wide range of media that facilitate communication between educators and learners. This comprises a variety of instructional aids that improve the learning process, as well as books and audio-visual resources. According to

Amare (1999), tactile models, specimens, simulations, and things that immerse learners in hands-on activities are all part of instructional materials. According to Nebiyu (2000), instructional resources are both consumable and long-lasting components of the educational process. According to Bekuretsion (2005), these resources include both single-use and reusable things, each with a distinct function, and their combined use can greatly accelerate the educational process.

It is evident from the definitions given above that instructional and educational resources are similar in that they both support learning and raise educational standards. However, educational materials are more inclusive and general because they include real infrastructures and amenities.

2.4 Types of Educational Materials

In order to achieve educational objectives, instructional resources are crucial. School administrators must classify these materials according to their kinds in order to guarantee their effective and efficient utilization. This categorization helps schools make well-informed decisions about the acquisition and usage of particular resources by enabling them to ascertain whether they are scarce or easily accessible. Lawason (2011) has divided instructional material resources into several groups in this regard. Like

Instructional Materials: - are resources created especially for direct instruction and learning. Classrooms, furnishings, labs, libraries, experimental apparatus, books, chalk, chalkboards, audio visual teaching aids, zoological gardens, and farms are some examples of these. Among other educational resources, these materials are regarded as being of the highest priority. They directly impact the process of teaching and learnings.

Recreation Materials: - These include areas, fields, pitches, lawns, sporting goods, games, and general recreational supplies. In addition to fostering skill development, games and sports also encourage socializing, psychological well-being, and environmental fitness through relaxation. The importance and quantity of leisure resources should not surpass their worth in supporting the institution's overarching objective.

Residential materials: - These materials are characterized by their adaptability, meaning they can be utilized for purposes other than those originally intended. They often consist of open or semi-permanent spaces and facilities. Examples include developed areas such as sports fields, school

farms, access roads, parking lots, and lawns, as well as undeveloped land within the school's jurisdiction that has not yet been assigned a specific function. Additionally, this category includes hostels and hostel-related materials, dining halls (refectories) and their equipment, staff quarters, and other associated resources designed to offer residential comfort and support for both students and staff.

General Purpose Materials: - These types of materials are flexible in nature and can be repurposed for uses beyond their original intent. They are often made up of open space elements. Examples include developed open areas such as sports fields, playgrounds, school farms, access roads, and parking spaces. Additionally, they include undeveloped open spaces any land owned by the institution that has not yet been designated for a specific use or function.

2.5 Contribution of Educational Materials in Students Learning

Educational resources are essential to the teaching and learning process. In order to create a seamless teaching and learning process, well-trained teachers and staff are crucial, but educational materials can also have a significant impact on the educational system because they can either help or impede the overall activities of the school. For example, research has shown that when there are adequate resources, both teachers and students are motivated to teach.

As a result, educational resources can greatly improve the process of implementing the curriculum (Mbamba, 1992). Accordingly, Lockheed (2005) discovered that the availability of instructional resources has improved students' learning and increased their achievement. He went on to say that in order to prevent instability and training interruptions, educational materials should be used continuously throughout the educational process.

The curriculum's implementation is determined by the kind and calibre of educational resources allotted for the educational process. As a result, instructional resources can influence students' engagement and interest. In a similar vein, the kind and calibre of educational resources offered may have a beneficial or bad impact on students' knowledge and abilities. According to Amare (1999), instructional resources can have the following pedagogical benefits when they are appropriately created and used in the learning process. They promote active learning, foster creative thinking, transcend temporal and spatial constraints, make learning comparatively

permanent (unforgotten), open doors to invisible realities, connect theory to practice, and allow students to engage directly with the social and physical world.

2.6. The Main Functions of Educational Material Management at School level

Planning, acquiring, allocating, storing, and controlling are among the tasks of educational materials management, according to Gopalakrishnan (2005). UNESCO (2006) has addressed the following aspects of educational material management: Organizing the distribution of materials and managing their use. There isn't much of a difference between the two situations; they just change in how each function is handled.

2.6.1. Planning for Educational materials management

According to Bantie et al. (2004), planning is the first task that all managers perform since it establishes the framework for all other tasks and outlines the objectives and options. It lays up plans of action that will dedicate people and the organization as a whole to the future. According to the Strategic and School Development Planning (SSDP) module (2011/12), educational managers in the institutions and relevant bodies of the sector are responsible for planning educational materials activities. To put it briefly, planning is an ongoing process that entails making decisions, taking action, and focusing on achieving goals using the best possible methods.

Planning of educational materials is based on need identification of the required educational materials and budget allocated for the purpose (Adam, 2003). According to Lawanson (2011), the budget for educational materials can be prepared once the requirements are worked out. Thus, one can see that the purchase budget takes into account the inventory on one hand and orders on the other hand. 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 educational materials, there are two ways in which the decision as to the need for educational materials can be reached. One of the ways is to base the need on accurate information of the departments, sections or sub-systems that require the materials. Requisition is a formal written request from schools or persons of the education systems to initiate purchase of education materials. The other way is determining the need from the supply

side. This can be done using such available data as adequate number of educational materials obtained from an inventory control, utilization standard of educational materials per pupil or per group of pupils and service year of the educational materials in the school (Adam, 2003). In which of the two ways discussed above, the need for educational materials is decided is a matter of operational procedures or policy decision.

In the field of planning for educational material resources, UNESCO (1992) emphasizes that the process begins with gathering, compiling, and analyzing data related to the current use of materials in education. It also highlights the key factors involved in determining the materials needed for short-term, medium-term, and long-term educational goals. Beyond identifying the quantity of materials required, it is equally important to ensure the availability of quality data, including standards that align with national educational objectives. Consequently, many countries have adopted standardized lists of materials tailored to their specific conditions, priorities, and available resources. These lists serve either as a guide for distributing educational materials or as a general reference.

According to Adams (2003), the planning of educational materials should take into account the budget assigned to the education sector. This allocation, in turn, depends on the overall education budget and the level of priority given to educational materials within the system.

2.8.2. Purchasing of Educational Materials

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) defines 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.

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 (Okland, 1988). As purchasing is the acquisition of goods and services in the exchange of money Similarly, Nair

(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:-

1. Provide the right flow of goods, services, and supplies needed to run the business;
2. Reduce inventory loss and investment;
3. Uphold a sufficient standard of quality;
4. Locate or cultivate capable suppliers;
5. Standardize the products you purchase whenever and whenever you can.
6. Get necessary goods and services at the best possible price;
7. Boost the company's ability to compete.
8. Cooperate well with other organizational areas.
9. Reach the purchase goals with the least amount of administrative expense.

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.

2.6.2.1. Purchasing procedures

According to Dereje (2006), a country's laws and regulations affect the purchase process. Its primary goal is to guarantee that necessary resources are made available when needed. The process for purchasing educational resources may differ depending on the type of education, but the items to be purchased should adhere to the established criteria and additional instructions. The essential actions are outlined below.

Identifying the need for material by checking the stock that is available, assessing the quality of the materials that will be needed, deciding on a priority basis in relation to the available funds, drawing detailed specifications of the necessary items, preparing and publishing the tender document, analysing the tenders to determine the price and availability of materials, based on the current proposal on the quality, quantity, prices, delivery date, ability of suppliers, and approving the tenders who should supply the materials.

2.6.2.2. Parameters of Purchasing

Economists have put forth uniform criteria to assess the purchasing functions of material acquisition. These factors were covered by Nair (1998).

A. Right Time: - One of the main tasks of the purchasing function is timely purchases.

According to Gopab Krishnan (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 deliveries or issues defeats the objective of material management (Candoli, 2004).

If educational materials are not to go 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 educational materials should be determined beforehand and be communicated to departments, 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 concern the purchaser. The first is the trade discount, which is determined by vendors based on how they categorize their clientele. The second is buying in quantity, which lowers the cost per item. The third is negotiating, which involves attempting to reach agreements that will help the company save money. Examples of these agreements include ensuring that appropriate terms for cash discounts are included in the order, obtaining prompt invoices from vendors, processing invoices quickly and delivering them to the appropriate paying agent, and obtaining extended discount privileges when inevitable delays occur. These are some typical methods used by buyers to guarantee the correct price. Therefore, when purchasing instructional materials, staff members should take the aforementioned strategies into account.

C. Identifying the right resource:- I.e. The idea of "right source" refers to choosing the appropriate manufacturer or supplier supplies for the necessary. Harris (2008) has identified important criteria that can be used to assess vendors. These include past bidding records, service offerings, discount and procedures programs, references from previous clients, and timely delivery of assured goods or services. Because choosing best the supplier is crucial for educational institutions, purchasing personnel should be sufficiently concerned.

D. The Right Quality:- Right quality implies the quality should be measurable, available, and understandable as well as practicable. In order to determine the quality of a product, sampling on schemes incoming inspection would be materials 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 (Gapalakrishnan, 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. In this regard, specificity is crucial. The qualities of the item to be purchased and the conditions under which the purchase is to be made are described in plain and succinct language in the specification. Specifications are used for quality control. Furthermore, Balogun (2001) noted that although decisions about brand and quality are made in corporations with purchasing agents specifically for educational materials like textbooks, supplemental reading materials, charts, furniture, models, or tools, etc., the decision must be made by an instructional official or committee of educators.

2.6.3. Educational Material 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. Allocation of educational 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 on the proportion line for which they are being purchased. The dissemination of instructional materials is guided by a number of important variables, according to UNESCO (2006). These include the size of the educational system, the amount of resources available, and quantifiable metrics like the teacher-to-student ratio, total enrolment, and per capita expenses. Beyond these numerical metrics, equity is crucial to the distribution of resources. Ensuring that people and organizations are treated in a way that is consistent with basic fairness principles is the focus of equity. In actuality, this means that educational resources ought to be dispersed in a manner that represents a just and equitable balance throughout the system.

2.6.4. Distribution of Educational Materials

Distribution focuses on delivering goods from manufacturers to end users and often requires significant spending on storage and internal handling. According to Morrison (1998), the distribution of educational materials involves transporting these resources from warehouse facilities to the institutions or units that requested them. Once educational materials are received and stored, they must be managed carefully and distributed appropriately to their intended destinations. As Melaku (2010, p. 60) explains, distribution includes all activities related to moving materials from the point of receipt to storage or usage. The primary goal of distribution is to ensure that the education system receives the necessary resources in the right quantities, at the right time, and in good condition. However, Melaku also points out that the distribution process can encounter challenges such as limited transportation, financial difficulties, and material shortages, often resulting from ineffective management practices.

In Ethiopia, the Ministry of Education created the Educational Material Manufacture and Distribution Agency under Regulation No. 50/1999. This semi-autonomous body is responsible for providing educational resources either through local production or by procuring them from domestic and international markets. Despite this mandate, several challenges hinder the timely and equitable distribution of materials. These include inaccurate requisition requests caused by unreliable data, delays in submitting requisitions, insufficient professional expertise in planning, and inadequate storage facilities that force warehouse staff to clear space prematurely. Consequently, resources are often distributed inefficiently, disregarding both timing and actual needs.

In conclusion, it is evident that successful and efficient distribution relies on timely delivery, cost-effectiveness, thorough planning, proper warehousing, and skilled personnel.

2.6.5. Warehousing/Storekeeping Educational Materials

According to Ehiamentor (2003), store housing involves setting and achieving objectives through store management activities that make use of human, financial, and material resources. Melaku (2010) describes warehousing as the function concerned with storing and maintaining educational materials and supplies until they are distributed or disposed of. In this context, the school store manager is responsible for all types of educational materials by ensuring proper identification, efficient handling, and protection of items from damage within the warehouse. The store manager is also in charge of receiving, issuing, and methodically entering materials

into the ledger. Despite these obligations, a large number of store managers in Ethiopian schools lack professional training and frequently lack even the fundamental information needed for efficient storage (Solomon, 2005).

2.6.6. Maintenance of Educational Materials

As was previously said in this study, many schools sometimes disregard the significance of preserving their current supplies and equipment in favour of yearly requests for new resources. Students, instructors, and other members of the school community use educational resources intensively throughout the year, which emphasizes the necessity of routine maintenance and follow-up. Ray et al. (2001) emphasize that maintenance is essential for ensuring uninterrupted service delivery. Melaku (2010) also highlights that operations and maintenance are interrelated functions, and an effective program cannot succeed without both being carried out in tandem. One of the key responsibilities of educational administrators is to plan and oversee the maintenance of school facilities, equipment, and services.

Harries (1988:209) criticize that. “Maintenance function is seen as a layman’s job and managers usually undermine its importance. It helps in protecting further damage of the resource and lays a good ground for reuse, which offer wise, demand or force to buy the newer one.”

2.6.7. Obsolete and Surplus Management

At the amount of out dated and excess materials tends to increase as schools grow and the teaching-learning process grows more intricate. An efficient management system is crucial because resources are limited. Obsolete objects are defined by Gopalakrishnan and Sundaresan (1998:177) as products and equipment that, although undamaged and still having economic worth, are no longer useful for an organization's activities because of things like changes in product lines, procedures, or materials. Conversely, surplus items are resources that build due to ineffective planning, erroneous forecasts, or inefficient purchase yet have no urgent use.

According to the Ministry of Education (2013), curricular modifications, technology improvements, and deteriorating product efficiency are common causes of obsolescence in educational products. It does not, however, deal with the surplus problem. In actuality, the same issues namely, poor planning, forecasting, and procurement—usually result in surplus supplies in schools.

2.6.8. Disposition

Careful consideration must be given to the disposal of excess and out dated educational supplies. It is crucial that all members of the school community teachers, students, and other stakeholders are well informed about these characteristics. When scrap resources can no longer be used within the company, disposal becomes necessary, as noted by Gopalakrishnan (2005:180). According to the Ministry of Education (2013), disposal can occur by sale, transfer, or deletion. Government-owned property, however, cannot be used for purposes other than those for which it was designed.

Either as a modified teaching aid or as something that would be extremely necessary in another school. Therefore, it is more advantageous to move extra materials from one school to another. According to Melaku (2010:60), "donation or selling is the most cost-effective approach of disposition."

2.7. Proper use Of Educational Material Resources

2.7.1. Controlling Educational Materials

UNESCO (2006) has the defined term controlling in to relation educational 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. In general, it deals with determining the efficacy and efficiency of material distribution and use in achieving educational goals. Controlling entails setting performance criteria, evaluating the outcomes of work activities to determine whether they are acceptable, and promptly implementing corrective action if deviations are found either as a modified teaching aid or as something that would be extremely necessary in another school. Therefore, it is more advantageous to move extra materials from one school to another. According to Melakue (2010:60), donation or selling is the most cost-effective approach of disposition.

Setotaw (2003). According to Ayalew (1992:102), "controlling of educational materials should include the process of checking, the operation of the initial plan or production, allocation, distribution, and use of materials which are used in the attainment of educational objectives." According to MoE (2013), school principals should establish strong connections with all stakeholders in order to effectively and efficiently lead and organize these activities. Supervisors,

smart and qualified individuals, and other participants will undoubtedly provide their ideas and help.

2.7.2. Inventory of Educational Materials

As a managerial task, inventory deals with the appropriate use of resources and materials. According to Evertte (2003), the fundamental justification for keeping inventories is that it is both economically and physically unfeasible for every stock item to arrive precisely where and when it is needed. For practically every organization, whether it is focused on products or services, inventory is vital.

The primary objectives of inventory management are to ensure high levels of customer service and satisfaction, reduce costs, support smooth plant operations, and minimize inventory investment. Inventory functions as a cushion between various stages of supply and demand—such as between customer demand and finished products, or between finished goods and the availability of components. It also bridges the gap between the requirements of one production stage and the output of the previous one, as well as between the need for production materials and their supply (Balogun, 2001). In contrast, Chary (2000) argues that inventory is necessary due to uncertainties in material usage or availability. It helps prevent disruptions by ensuring that a particular stage of production is not adversely affected by issues in the preceding stage on which it depends..

In the Ethiopian education system, inventory is made on educational material, resources produced or purchased for various purposes once a year (MoE, 2006). To sum up, in order to facilitate and promote the quality of education, appropriate use, efficient control mechanisms, and timely inventories of educational materials are essential.

2.8. Challenges to Effective Management and Utilization of Educational Materials

A. Funds: - Educational financing is a crucial cornerstone of the entire education system, as the quality, quantity, nature, and overall efficiency of education heavily rely on the level, suitability, and proper management of financial resources. In this context, Nebiyu (2000) notes that Ethiopian schools often suffer from limited income sources and weak financial management.

B. Lack of Accurate statistical Data of Educational materials:- Maintaining accurate records of educational resources will aid in efficient administration, utilization, and accomplishment of

learning goals. The majority of school administrators do not give accurate and trustworthy information about the quantity and quality of educational resources available (MoE, 2006).

C. Poor maintenance culture:- According to Tafesse (2007), school administrators often prioritize constructing new classrooms over maintaining existing ones. As a result, laboratories and their equipment are left to deteriorate, and textbooks along with other instructional materials are frequently left to decay in their cartons instead of being properly displayed on shelves for easy access and use.

D. Capacity of personnel's to manage and use educational materials: The majority of staff members, principals, and educators are unable to stay current on their knowledge through conferences, workshops, and trainings. They don't have access to up-to-date literature, journals, or internet resources. As a result, they rely on their outdated textbooks, notes, and resources. The prudent use and administration of educational resources are adversely impacted by this lack of exposure (MoE, 2006; Dereje, 2006).

E. Absence of Professional to Manage and Use Educational Materials:-This is very critical problem in most Ethiopian schools which affects the quality of education negatively. Due to this, most schools suffer from getting the quality educational material though there enough budgets (Solomon, 2005).

2.9. Material Management policies and guidelines

In addition to facilitating uniform and consistent action in a variety of tasks, regulations and guidelines are crucial in schools to prevent confusion that could arise from interdepartmental operations. Regarding this matter, school principals are in charge of managing the school's resources and supplies. The material condition in the classroom is also approved by the teachers. According to MoE (2013), principals and teachers have the following responsibilities:

- I. Principal's responsibilities: Ensuring that all staff members are aware of the guidelines' content and the school-specific processes for choosing suitable teaching and learning materials.
- II. Teachers' responsibilities: Teachers must use their professional judgment to choose the right resources in compliance with any policies and procedures unique to their school. Teachers are entitled to share their opinions in the proper channels.

Any material property (bought, donated, community-contributed, etc.) should, in theory, be received with a valid receipt. This also applies to the materials that are being sent out. The following are the main models that assist in receiving and passing materials to an employee.

Types of model and function;

1. When materials are submitted to store, Model 19 is utilized.
2. Model 20 Request to take items out from store.
3. Model 21 is used to approve a material request.
4. Model 22 facilitates material withdrawal from a store.

Furthermore, various guidelines and processes pertaining to material management exist. For example, government property management Article 3/2003 and stock management manual purchase and material management, Article 17/2002, were created by MOFED. Given this, school principals and the school community as a whole should ensure that those limited resources are used and administered in accordance with the established policies, rules, and regulations. The availability of materials resources will aid in establishing specific control mechanisms that the school community will use, thus school principals should be open to information regarding the acquisition, allocation, distribution, and application of these resources.

Generally, the physical resource components of a school include all those non-human resources such as materials, the school premises and grounds, and all other goods and services available to the school. These resources can influence the physical, mental, social, and emotional and personality development of school children. So, material management must ensure that the materials are physically distributed at the right time with a minimum of careful handling and maintaining of physical flow of materials in a continuous manner. And the major activities involved are associated with warehousing, inventory control, distribution, and disposition.

2.10. School Principals and Proper Management of Educational Material Resources

Successful management of educational material resource entails effective and efficient utilization of material resource in order to provide organization and to achieve its purposes. Among numerous other educational inputs, material resource have significant roles towards achieving the intended curricular goals, hence would be handled with utmost care Barnett, (1996). Apart from this Amare Asegedom, (1999), asserted that the insufficiency of educational material in the

necessary quality, quantity and underemployment of the available resource are some of the most significant factor that influence on the achievement of the learning goals.

Other than this shortage of material resource and lack of definite school level policy of material the largest educational problem in education system is resource management and counselling. Hailesilase, (2005) stated that we are in an age that the value of material is appreciated but we have to go back to the basics. The practice of resource management is an activity that is continuously increasing in usage, knowledge and importance. In Ethiopia majority organization such as education organization, are still appreciate the value that could be derived through effective and efficient material resource related less attention is paid to activities. Effective management of material resources can be achieved through the treatment of effective and resourceful utilization of material in education institution.

2.11. Factors Affecting the Practice of Educational material Resource Management

2.11.1. The Principals' Leadership Skill and Knowledge

Teachers, storekeepers, school principals, and other staff members will inevitably be unaware of what resources are required and how. The kids gain from the coordinated utilization of these resources. The management of material resources necessitates the proficiency and dedication of all institutional members. The principle management skill in particular plays a significant role in improving the attainment of educational goals. In this regard, Mbamba (1992) asserts that in order to effectively and successfully complete complicated educational activities, managers must supply technical skills and expertise. Planning for resource allocation and usage is done in order to accomplish educational objectives.

2.11.2. Unplanned Usage of Educational Material Resources

The headmasters of this school are (according to Addis Ababa education office annual inspection report). It is not going to utilize the school education facilities. The properties are removed off store; they are required by someone. Such as printing papers, pens, chalks all these stationeries are removed off store since needed. The stationeries are permitted by the headmaster. Balance. This is the reason why principals provide any instruction to store keeper without checking past date requested and quantity requested. This is an ad hoc usage that cuts down top-to-bottom. (Principals to teachers) most of the printing papers are wasted to a large extent especially during examination periods. There are so many copies of paper which become useless. No teacher

permits use of bit of chalk during teaching in class room. Most of the secondary schools all the resources are not being used due to un-planned use of resources.

2.11.3. Unplanned Educational Material Resources Purchasing System

It is the responsibility of every secondary school to purchase educational materials for each new school year, regardless of budget. The principal does not visit the store to examine the available educational materials. This is because school resources, particularly those related to education, are the most crucial factors in implementing classroom instruction. Unwanted resources were purchased due to the lack of check balances, even if the lack of other educational resources hinders the improvement of classroom instruction. In most secondary schools, this type of job results in a shortage of educational resources. Pens, paper, carbon, and other stationery are occasionally purchased rather than other rare goods.

2.11.4. Low Saving Habit of Educational Material Resource

The general goal of education, according to MoE (ETP, 1994), is to create citizens who can manage resources and use them responsibly. The majority of secondary schools and the entire school community have a poor habit of conserving educational materials. The school societies believe that there are plenty of resources available. The supplies never run out. Teachers, non-staff teachers, pupils, and even the school's image, which suggests that the schools are financially stable and can afford to buy new study materials in the event that the existing ones are broken or damaged. Because of this, they end up utilizing educational materials without storing.

2.11.5. Disposing Unused Material resources

When material resources are improperly used and managed within an institution, disposal indicates that action is necessary. The store rooms are overflowing with various kinds of materials that are neither needed nor in use for a variety of reasons. Unused materials, such as worn-out textbooks, broken chairs, tables, irons, chemicals, etc., are typically found in schools and fill the storage rooms. As a result, the fact is that no one in Lemi Kura Sub City can obtain the worn-out resources. Maintaining the substance requires more storage space and pollutes the environment.

2.11.6 Lack of well Inventory Control and Utilization of Material Resources

Due to a lack of resource inventory control, the school's resources are not well understood. If a principle transfers or resigns from their post, they simply take up their new role. Without clearance document for education or any other field. The new principal will receive the resources

in this manner rather than the concealed ones. He or she just intends to purchase new educational materials and will never be eager to look through the school's physical resources.

Additionally, if they are not properly registered and managed, school personnel will take advantage of school property by taking its name, turning it into a forgettable resource, and eventually turning it into their own. The sub city education office instructed that at the conclusion of the school year, each school was expected to do an inventory and submit a report solely for reporting purposes. According to UNESCO (1984), administering inventories is not an easy task.

The school's resources are not well understood because there is no inventory control. When a principal transfers or resigns from their position, they simply move to the new school or another industry without a clearance document. As a result, only the obvious resources will be given to the incoming principle. He or she will just intend to buy new educational materials rather than searching for physical proof of the school's resources.

Additionally, because the resources are not properly recognized and managed, each member of the school will take school property under the pretence of borrowing it, forget about it, and eventually turn it into their personal property. Every school shall undertake an inventory at the conclusion of the academic year, according to the education office's recommendation, and the report should only be obtained for reporting purposes.

UNESCO, (1984) indicate the practice of inventory is not easy task for administers and the planner of instruction material to measure and quantity cost. Inventory system of material intended to guarantee the limited resource, measure the success in achieving the objective and also to settle the continuing relevance of limited resource in changing situation (UNESCO, 1984). In order to achieve the desired educational goal, material resources and physical facilities are crucial for the appropriate distribution and use of various educational inputs. Every secondary school that uses this kind of resource management has fewer resources for instructional materials. As a result, inventory control will receive a lot of attention.

CHAPTER THREE RESEARCH DESIGN AND METHODOLOGY

The research design and methodology used to carry out the study are presented in this chapter. The research design, research approach, target population, sampling strategies, sample size, data collection tools and measures, validity and reliability tests, data collection processes, data processing methodologies, and ethical issues are all covered.

3.1. Research Design

A descriptive survey research design was used in this investigation. This design was selected because it enables the researcher to characterize the current state of affairs and to pinpoint prevalent practices, obstacles, and circumstances pertaining to the management of educational material resources in government primary schools in Lemi Kura Sub-City, Addis Ababa.

The descriptive survey approach is particularly suitable for research that wants to collect data from a sample to reflect a larger group in order to provide a complete picture of existing practices and challenges. It also makes it feasible to predict future trends based on the outcomes of current conditions. A descriptive survey study approach, according to Cohen (1994), facilitates the gathering of data at a certain time to characterize current conditions, offer standards for contrasting existing behaviours', or determine connections between variables.

As a result, this approach was judged suitable for the study since it made it easier to examine the difficulties and current methods of managing instructional material resources and offered a solid foundation for pinpointing areas that needed improvement.

3.2. Research Methods

This study was a mixed-methods study since it included both qualitative and quantitative research techniques. The goal of merging the two methods was to integrate descriptive insights with numerical data in order to gain a more thorough and accurate grasp of the study subject.

The relationship between several factors pertaining to educational material resource management was investigated using the quantitative technique. It made it possible for the researcher to quantify variables and use statistical techniques like means, standard deviations, and percentages to study them. The methods and difficulties of managing instructional materials in the chosen schools were objectively and quantitatively demonstrated by this method.

In contrast, the qualitative approach concentrated on comprehending and analysing non-numerical data gathered through document reviews, open-ended questions, and interviews. It sought to document the perspectives, experiences, and viewpoints of department heads, vice principals, and school administrators regarding the administration and use of educational resources. By using this method, the researcher was able to investigate deeper insights into problems that could not be sufficiently addressed by using only quantitative data.

By combining both approaches, the study benefited from the strengths of each method:

- ✓ The quantitative data provided statistical evidence and general trends, while
- ✓ The qualitative data offered contextual understanding and detailed explanations behind those trends.

Creswell (2014), Saunders (2016), and Johnson and Christensen (2008), this integration of approaches guaranteed a thorough and well-rounded investigation of the research problem. Therefore, the researcher was able to gather current, reliable, and comprehensive data regarding the practices and difficulties of educational material resource management in Lemi Kura Sub-City's government primary schools thanks to the mixed-methods methodology.

3.3 Sources of Data

To guarantee the authenticity, trustworthiness, and thoroughness of the study findings, it is essential to use multiple data sources on the same topic. The study can cross-verify information and present a more accurate picture of the procedures and difficulties of educational material resource management by triangulating data from several sources (Creswell, 2014). The study used both primary and secondary sources of data in accordance with this idea.

3.3.1. Primary Sources of Data

People who were directly involved in or had significant experience with the administration and use of educational resources made up the primary data sources. The coordinators of the Lemi Kura Sub-City Education Office, woreda supervisors, school principals, vice principals, unit leaders, storekeepers, instructors, technicians, librarians, laboratory technicians, finance officials, buyers, and members of the Parent-Teacher Association (PTA) were among them. These individuals were chosen because they have first-hand experience in managing instructional

materials, either through their administrative duties or direct involvement with the use of resources.

Since they are in charge of organizing, acquiring, and managing school supplies, school principals and vice principals were seen as crucial informants. Due to their direct engagement in material acquisition, financial administration, and record-keeping, storekeepers, purchasing, and finance officials were included. Because they are responsible for overseeing certain resources like ICT equipment, library books, and laboratory materials, technicians, librarians, and laboratory technicians were involved. While PTA members offered views from the community and family perspectives, teachers were involved as the main users of educational materials and important observers of their availability and consumption. Coordinators and supervisors of woreda education provide administrative supervision and insights into the application of policies. By including these varied people, the data collected was guaranteed to be accurate, representative, and complete.

3.3.2. Secondary Sources of Data

A variety of written and formal papers pertaining to the management of educational materials provided secondary data. Records from the Sub-City Education Office Material Provision Unit, yearly school reports, material demand forms, laboratory activity records, library stock records, financial and procurement paperwork, and inventory records were among them. In order to provide objective, historical, and verifiable information on resource distribution, consumption, and control, these records were essential. By looking at these sources, the researcher was able to evaluate how well schools track supplies, keep records, and put accountability systems in place. Furthermore, by cross-referencing data from primary sources, these secondary data improved the study's validity and dependability.

3.4. Population, Sample Size and Sampling Techniques

The study was carried out in government primary schools in Addis Ababa City Administration's Lemi Kura Sub-City. The researcher's substantial professional expertise as a department head and school leader within the sub-city made it easier to access pertinent data and participants, which is why this research environment was specifically chosen. Principals, vice principals, unit leaders, department heads, teachers, storekeepers, finance officers, purchasers, technicians, librarians, laboratory technicians, PTA members, woreda supervisors, and coordinators of

education offices were among those directly or indirectly involved in managing or using educational materials.

The Lemi Kura Sub-City Education Office, (2024) reports that the sub-city has seventeen government elementary schools and ten woredas. Using a straightforward random selection technique, the researcher chose five elementary schools to make the study feasible in terms of time, money, and logistics. Arabsa, Meri, Meri Hidase, Cheffe, and Dudubisa Primary Schools were the chosen institutions. This selection ensures heterogeneity in size, administrative conditions, and resource availability while preserving feasibility for a comprehensive study. It represents around 30% of all schools.

Purposive sampling and simple random sample are the two sampling strategies used to choose the participants. To include important contributors with specific expertise in instructional material management, purposeful sampling was used. Principals, vice principals, unit leaders, woreda supervisors, education coordinators, technicians, librarians, and lab technicians were among them. They are key players in policy implementation, decision-making, and material management activity oversight due to their roles and duties, and their participation guaranteed the gathering of accurate, thorough, and pertinent data.

The remaining participant's storekeepers, buyers, finance officers, teachers, and PTA members were chosen using simple random selection. This strategy was developed to provide impartial representation, capture a range of viewpoints from the designated schools, and give every qualified participant an equal opportunity of being picked. Thirty-five department head teachers, thirty school administrators, five storekeepers, fifteen PTA members, sixteen woreda supervisors, ten buyers, ten finance officers, five technicians, five librarians, and five laboratory technicians were among the 125 respondents whose information was gathered. A thorough evaluation of current procedures and difficulties was made possible by this sample, which guaranteed a wide and thorough representation of all parties involved in the administration and use of educational resources.

The study was able to strike a balance between breadth and depth by combining purposive and random sampling techniques. While randomly chosen participants offered a range of viewpoints, key informants offered in-depth, professional insights that improved the findings' generalizability and richness. Logistical limitations justified the study's restriction to five schools, which also allowed the researcher to collect, analyze, and interpret data for each location in great detail.

In order to ensure a varied and pertinent representation of viewpoints for evaluating the management of educational material resources, data was gathered from 125 participants in total, including 35 department heads of teachers, 30 school administrators, 5 storekeepers, 15 PTA members, and 16 WEO supervisors.

3. 4.1 Sample Size and Sampling Technique

The total number of units chosen for examination in a study that represents the broader population is referred to as the sample size. According to Israel (1992), the formula proposed by Yamane (1967) with a 95% confidence level and a 5% allowable sampling error was used to calculate the sample size for this investigation. The 175 employees directly involved in the management of instructional materials in the chosen government primary schools of Lemi Kura Sub-City made up the entire population taken into account for this study. Applying Yamane's formula:

$$n = \frac{N}{1 + N(e)^2} = \frac{175}{1 + 175(0.05)^2}$$

$$n = \underline{121.78} \sim \underline{122},$$

About 122 individuals were chosen to take part in the study through questionnaires and interviews based on this computation. Coordinators of the Woreda Education Office, school administrators, and school support personnel were among these responders. William's (1974) proportional allocation formula was used to guarantee proportionate representation among the chosen schools. Using this method, the researcher was able to assign the sample size to each school in proportion to the total number of staff members. The number of respondents from each stratum—principals, vice principals, unit leaders, department heads, PTA members, finance officers, buyers, storekeepers, technicians, librarians, laboratory technicians, woreda supervisors, and WEO coordinators—was determined using this formula to represent their percentage of the overall population. This guaranteed that the chosen sample was impartial and representative.

Based on their jobs and responsibilities, participants were chosen using a combination of basic random sample and selective sampling procedures. Principals, vice principals, unit leaders, laboratory technicians, librarians, technicians, woreda supervisors, and WEO coordinators were among the key informants for whom purposeful sampling was used because they are directly in

charge of organizing, monitoring, controlling, and overseeing educational material resources. They were crucial in offering trustworthy and thorough insights into the procedures and difficulties of educational material administration because of their first-hand experience and specialist knowledge. Consequently, the following table summarizes the proportionate sample determination formula for each branch:

No	Participants	Target Group	Population Size	Sample Size	%	Sampling technique
1	School leaders(SL)	Principals	5	5	100	Census/Purposive Sampling
		V/principals	15	15	100	
		Unit leaders	10	10	100	
2	Teachers and Parents	Department Heads	55	35	63.6	Simple random sampling (Lottery method)
		PTA	25	15	60	
3	School Support Staff (SSS)	Finance officers	10	5	50	Simple random sampling (Lottery method)
		Purchasers	10	5	50	
		Store keepers	10	5	50	
		Laboratory technicians	5	5	100	Census/Purposive Sampling
		Librarians	5	5	100	
		Technicians	5	5	100	
4	Educational experts	woreda supervisors	16	16	100	Census/Purposive Sampling
		WEO Coordinators	4	4	100	
Total			175	130		

Table 1 Target population, sampling fraction and number of samples

School Leaders

Principals, v. principals, and unit leaders were among the school administrators who contributed significantly to this study by offering insights into the administration of educational resources. Purposive sampling was used to pick thirty of the thirty school leaders in the specified primary schools.

To ensure balanced representation among institutions, these leaders were chosen from a variety of sub-city schools. Their advice was particularly helpful for comprehending the procedures and difficulties associated with resource management because of their duties and first-hand knowledge of handling instructional materials. By adding leaders who are actively involved in

organizing, managing, and keeping an eye on the use of instructional materials inside their individual schools, the selection process sought to collect comprehensive and reliable data.

Department head

Due to their direct engagement in the administration and usage of instructional materials in classrooms, department head teachers made up a significant portion of the study's responses. Using simple random sampling, 35 (63.6%) of the 55 department heads in the chosen government elementary schools were chosen. This approach was selected to prevent bias and improve the data's dependability by guaranteeing that each head teacher had an equal and independent probability of being included in the study.

Department heads offered insightful viewpoints on the distribution and use of educational resources as well as the difficulties they have in obtaining the resources they need. Their opinions were very important when evaluating the general efficacy and efficiency of the schools' educational material management procedures.

The results were guaranteed to be representative of the larger teaching population within Lemi Kura Sub-City thanks to the utilization of a randomly selected head teacher sample.

Storekeepers

Storekeepers are essential to the administration and storage of educational supplies in classrooms. Five of the ten storekeepers from the chosen government primary schools were chosen by simple random sampling (lottery method). Storekeepers' thoughts were crucial for comprehending the operational difficulties and best practices in resource management because they are in charge of keeping track of inventory, supplying materials, and maintaining storage facilities. By including every storekeeper, it was ensured that reliable and thorough information was obtained from those who had first-hand experience with educational resources.

PTA Members

In order to reflect the community's involvement and viewpoint in the administration of educational material resources, PTA members were included in the study. They assist the school administration in determining which resources are most important and in enlisting the community's additional financial and material support. Using simple random sampling (lottery method), 15 of the 25 PTA members from the chosen government elementary schools were

chosen. From the perspective of the community, these chosen PTA members offered insightful information about the management of educational materials, including concerns about accountability, openness, and participation in decision-making. Their viewpoints helped create a more comprehensive grasp of the material management system's advantages and disadvantages.

WEO Coordinators

The study included coordinators from the Woreda Education Office (WEO) to offer a more comprehensive administrative viewpoint on the management of educational material resources. Purposive sampling was used to include the chosen four woredas from four WEO coordinators. This method was employed to deliberately choose those in charge of managing and coordinating the distribution, oversight, and accountability of educational resources at the woreda level. These coordinators provided crucial information about support systems and policies that affect school-level material management. In addition to highlighting systemic issues and possible areas for development, their comments assisted in connecting school-level activities to the larger administrative framework.

3.5. Data Collection Instruments

The study used a variety of data collection tools, including quantitative and qualitative methods, to produce thorough, trustworthy, and valid information. By using a mixed-methods approach, the researcher was able to gather quantifiable data as well as detailed information about the procedures and difficulties associated with managing educational material resources at government primary schools in Lemi Kura Sub-City. Questionnaires, interviews, document analysis, and observation were among the tools employed. Each approach was selected based on how well it addressed particular facets of the study topics and how well it complemented the other approaches.

3.5.1. Questionnaires

The main tool used to gather information from educators and school administrators was a questionnaire. Gall et al. (2007) define a questionnaire as a written instrument that gives each participant a set of standard questions to answer at their own convenience. This instrument was chosen because it is especially efficient at quickly achieving a big sample at a reasonable cost. Questionnaires offered a useful and effective way to gather quantitative data because of the study's sample size and the participants' dispersion among five schools.

Planning, procurement, distribution, utilization, storage, inventory control, and other key management tasks associated with educational material resources were the specific focus of the surveys. They used a five-point Likert scale to gauge respondents' opinions and were organized around the three main research objectives of the study. For example, the quality of some products was graded from Excellent (5) to Very Poor (1), and the frequency or extent of practice was rated from Very High (5) to Very Low (1).

Thirty department heads and thirty school administrators received a total of sixty surveys. This method ensured uniformity and comparability of replies throughout the sample while enabling the researcher to get significant quantitative data from key workers in charge of organizing and overseeing educational materials. According to Hopkins (1990), questionnaires are useful for rapidly collecting large amounts of data, and Gay and Airasian (2000) highlight their applicability for research that need input from a large number of respondents while saving money and time.

3.5.2. Interview

In order to gather richer, more complex information that could not be adequately captured by questionnaires alone, interviews were used as a qualitative method. Interviews entail direct oral communication in which questions are asked and answers are given in real time, as Kothari (2004) explains. This method is especially useful for comprehending participants' viewpoints, experiences, and the contextual realities of instructional material management since it permits flexibility in exploring and clarifying responses.

Five storekeepers, fifteen PTA members, and four coordinators of the Woreda Education Office were interviewed for this study. These people were specifically chosen because of their important positions and first-hand knowledge of managing and supervising instructional materials. An unstructured interview method was used, which allowed for the flexibility to take notes and use Amharic language to investigate themes that came up throughout the talk and to ask follow-up questions. With relation to operational difficulties, community involvement, and administrative supervision of material resources, in particular, this approach allowed the researcher to gain comprehensive, context-specific insights. By include these volunteers, the study was able to collect a variety of viewpoints and real-world situations that complemented the quantitative results obtained from the questionnaires.

3.5.3. Document Analysis

To get secondary data and verify the information gathered via surveys and interviews, document analysis was utilized. Inventory records, procurement models, school improvement plans, material supply records, store documents, policy guidelines, and other pertinent official files were among the pertinent documents examined.

The inclusion of document analysis was justified by the fact that it offered unbiased, reliable data regarding the administration of educational resources. In order to evaluate the efficacy of present procedures and spot differences between planned and actual resource management, these documents provided administrative and historical data on resource allocation, utilization, and control. The researcher was also able to cross-check data from primary sources by reviewing these materials, which improved the validity and reliability of the study's conclusions.

3.5.4. Observation

An additional technique for gathering information on the physical administration, handling, and operation of instructional resources in the schools was observation. The researcher noted the availability, state, and arrangement of supplies while observing classrooms, labs, school warehouses, libraries, pedagogical centres, and other pertinent facilities. The assessment of whether schools had and followed resource management policies and procedures was another aspect of observation.

This approach was essential for developing a realistic grasp of how educational resources were used and maintained on a daily basis. In addition to the self-reported information from surveys and interviews, observation offered concrete proof of resource management procedures, guaranteeing a more comprehensive and precise evaluation of the circumstances throughout the chosen schools.

3.6 Validity and Reliability Check

Before utilizing the data collection tool, the measures' validity and reliability must be evaluated (Hair 2003).

3.6.1. Validity Check

The degree to which an instrument measures what it is supposed to assess is known as validity (Yalew, 1998). The researcher first created draft versions of the questionnaires and interview guides in accordance with the goals and theoretical framework of the study in order to guarantee the validity of the data collecting instruments. Academic advisers and experts in school management then examined these drafts, assessing the items' clarity, applicability, and coherence with the research topics.

Their input was crucial in improving the instruments, making each question more precise, and eliminating any possible misunderstandings.

In addition, a pre-test was carried out to confirm the instruments' validity. A small group of respondents who were similar to but not included in the main study sample were given the draft questionnaire as part of the pretesting procedure. According to Presser et al. (2004), pretesting enables the researcher to make the required changes by identifying possible issues with question clarity, comprehension, or structure. To improve clarity, accuracy, and relevance, the pre-test's minor phrasing and interpretation problems were fixed. The final instruments, which successfully captured the practices and difficulties of educational material resource management within the study area, gained strong content validity through expert evaluation and pretesting.

3.6.2. Reliability Check

Cornbrash's Alpha coefficient was used in a reliability test to verify the questionnaire's internal consistency. This approach provides a measure of scale dependability by evaluating how closely linked a group of items are to one another. Calderon (2003) states that Cronbach's Alpha, often known as the alpha coefficient of reliability, indicates how frequently a scale's items measure the same underlying construct.

A high degree of internal consistency among the questionnaire items is indicated by the calculated Cronbach's Alpha value for the total scale, which was 0.87. Alpha levels above 0.70 are often regarded as acceptable, values above 0.80 as outstanding, and values above 0.90 as excellent, according to George & Mallery (2003). As a result, the tool employed in this study may be considered trustworthy for evaluating the procedures and difficulties associated with managing educational material resources in Lemi Kura Sub-City's government primary schools.

The analysis produced the following results for the overall scale and its major dimensions:

No	Scale/Dimension	Number of Items	Cronbach's Alpha (α)	Interpretation
1	Planning of Educational Materials	8	0.82	Good reliability
2	Acquisition and Purchasing	6	0.85	Good reliability
3	Utilization and Control	7	0.84	Good reliability
4	Maintenance and Storage	5	0.80	Acceptable reliability
5	Challenges in Resource Management	9	0.88	High reliability
Overall Scale		35	0.87	High reliability

Source: SPSS Result of Survey Data, (2022)

Table 2 Reliability Statistics for the entire scale

According to the table, all dimensions' Cronbach's Alpha values were higher than the 0.70 minimum acceptable thresholds, indicating good to high internal consistency (George & Mallery, 2003). As a result, the questionnaire was found to be trustworthy for evaluating the methods and difficulties of managing educational materials in Lemi Kura Sub-City government elementary schools.

3.7 Data Collection Procedures

Data from the chosen primary schools was gathered using a methodical and organized way. The Lemi Kura Sub-City Education Office first provided the researcher with an official letter of authorization. To obtain official permission to carry out the study, this letter was delivered to the principals of the chosen schools as well as the relevant woreda education offices. Following approval, the researcher met with participants and school administrators to discuss the relevance, goals, and purpose of the study. This stage ensured voluntary engagement, fostered mutual understanding, and increased trust. The chosen instructors, department heads, and school administrators were then given questionnaires. The researcher oversaw the participants' independent completion of the questionnaires to ensure correctness and completeness and to answer any questions.

Concurrently, storekeepers, PTA members, and Woreda Education Office coordinators were interviewed in order to get additional in-depth, qualitative information about the real-world difficulties and experiences associated with handling educational goods. Because of the flexible,

unstructured approach of these interviews, participants were allowed to expound and offer context-specific details.

To complement and validate the information gathered via questionnaires and interviews, document analysis was also carried out. Inventory records, procurement forms, material distribution reports, school improvement plans, and pertinent policy guidelines were among the documents examined. In order to evaluate the availability, state, and arrangement of instructional resources, observations were also made in classrooms, libraries, labs, warehouses, and other school facilities. By ensuring triangulation, this multi-method strategy improved the validity and thoroughness of the data gathered.

3.8 Methods of Data Analysis

The data were carefully coded, organized, and prepared for analysis after being collected. Quantitative data from questionnaires were assessed using descriptive and inferential statistical techniques. Descriptive statistics including percentages, means, and standard deviations were used to summarize the background characteristics of respondents, including teachers and school administrators. The current methods and challenges of managing instructional materials were also discussed.

To find statistically significant differences in how head teachers and other school administrators saw and handled educational materials, independent sample t-tests were employed.

The qualitative data gathered from document analysis and interviews was examined using thematic analysis. This procedure included reading and rereading comments, classifying data according to emerging themes, and interpreting findings in the context of the study goals. This study included observational data to offer context and validate information from other sources. By combining quantitative and qualitative analysis, the study was able to provide a comprehensive and fair assessment of educational material resource management strategies and issues in the selected schools.

3.9. Ethical Considerations

According to Creswell (2012), gaining informed consent, maintaining confidentiality, and informing participants of the study's advantages are all ethical concerns in research. Throughout the study, the researcher made conscious efforts to maintain ethical standards in accordance with these principles.

Participants gave their free agreement after being fully informed about the goal and parameters of the study prior to data collection. An official letter of authorization was obtained from the Department of Educational Planning and Management at Addis Ababa University to facilitate this process.

In order to secure their cooperation and set up suitable times for distributing surveys and conducting interviews, the researcher used this letter to contact storekeepers, PTA members, department heads, and school principals in the study area. Participants were given the assurance that their answers would be kept private and used only for study-related academic purposes.

Additionally, academic honesty and respect for intellectual property were ensured by correctly citing all sources and materials used in the study.

CHAPTER FOUR PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1. Introduction

This chapter presents, interprets, and analyses data gathered from government primary schools in the Lemi Kura sub city sample using a variety of data gathering techniques, including questionnaires, interviews, and document analysis. The standard deviation of the mean score values was used to calculate and analyse the data collected from questionnaires completed by teachers, store owners, and school administrators. In addition to a quantitative analysis of the accompanying questionnaire items, qualitative information obtained through interviews and observation was also presented and analysed. This chapter is divided into two sections. The first portion describes the characteristics of the respondents, and the second section analyses the data to propose the main conclusions in response to the study questions.

4.2. General Characteristics of the Respondents

The demographic and occupational data of the study participants from Lemi Kura Sub-City government primary schools are shown in this section. Gender, age, education level, work experience, and field of study were the main factors to be recorded. 130 questionnaires in all were created and sent to the intended responders. Of these, 125 surveys were gathered, yielding a 96% response rate. According to Mulugeta (1999), the response rate of 96% is regarded as extremely good.

The responders were from a variety of school stakeholder groups, such as educational specialists, school administrators, and school support personnel. Principals, vice-principals, department heads, unit leaders, and members of parent-teacher associations (PTAs) were among the respondents who identified as school leaders. In particular, 30 out of 55 department heads (54.5%), all 10 unit leaders (100%), all 5 principals (100%), and all 15 vice-principals (100%) took part in the survey. Additionally, 15 (60%) of the 25 PTA members were included.

The school support staff members who answered included finance officials, purchasers, storekeepers, lab technicians, librarians, and technicians. Five out of ten finance officers, five out of ten buyers, and five out of ten storekeepers were selected using simple random selection. In the meantime, every single one of the five laboratory technicians, five librarians, and five technicians (100% each) was purposefully included.

All 16 woreda supervisors (100%) and all 4 WEO coordinators (100%) were specifically included in the study under the category of educational experts.

A thorough grasp of the Lemi Kura Sub-City school system was made possible by the representation, which guaranteed a varied pool of respondents that included educators, administrators, support personnel, and education specialists. The respondents' primary attributes were displayed in

Table 3 Personal Information

Items	Variables	Category	No. (Frequency)	Percentage (%)
Sex		Male	70	56.0
		Female	55	44.0
	Total		125	100
Age		< 25 years	12	9.6
		26–30 years	28	22.4
		31–38 years	30	24.0
		39> years	55	43.6
	Total		125	100
Educational Level		Certificate	5	4.0
		TVET Diploma	8	6.4
		College	10	8.0
		Diploma	35	28.0
		BA/BSc	55	44.0
		MA/MSc	12	9.6
	Total		125	100
Work Experience		1- 2 years	5	4.0
		3–8 years	20	16.0
		8-15 years	40	32.0
		16-20 years	45	36.0
		> 20 years	15	12
	Total		125	100

A total of 125 people make up the study participants' demographic profile. The sex distribution showed a rather balanced representation with a small male predominance, with 56% of the population being male and 44% being female. In terms of age, the pluralities of responders 43.6% of the sample as a whole were above 39. Those between the ages of 31 and 38 (24%) and 26 and 30 (22.4%) came next. 9.6% of participants were under the age of 25. In terms of education, 44% of participants had a bachelor's degree, with diploma holders coming in second at 28%. The remaining individuals held lower-level credentials such TVET diplomas (6.4%), college-level education (8%), or certificates (4%), with a lesser percentage holding Master's degrees (9.6%).A. With 36% having 16–20 years of experience, 32% having 8–15 years, 16% having 3–8 years, and 4% having 1-2 years, the majority of responders were seasoned professionals. Furthermore, 12% have worked for more than 20 years. This demographic profile represents a population that is typically mid-career, professionally experienced, and well-educated.

4.3. Presentation and Analysis of Data

4.3.1. Practice of Educational Material Resource Management

The information gathered from respondents about the administration of instructional materials in the chosen primary schools is presented and discussed in this part. Using a five-point Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1), participants were asked to indicate how much they agreed with certain statements. On a scale ranging from Very High (5) to Very Low (1), respondents were asked to rate the frequency or degree of certain practices for other items.

The analysis's main goal is to pinpoint the prevalent methods, difficulties, and trends in the administration of instructional materials, including procedures for planning, acquiring, using, storing, and controlling them. To show how well schools manage their educational resources and to identify areas that need improvement, the data were arranged, condensed, and analyzed. To give a thorough grasp of the practices seen, both descriptive data and qualitative insights were employed.

4.3.2. Finding on the Planning of Educational Material Resources

According to the literature this study analysed, planning is an essential component of managing educational material resources, serving as the cornerstone for efficient resource acquisition, distribution, and use. As a fundamental element, purchasing goes beyond simple acquisition and involves meticulous planning, setting priorities, and alignment with the goals and educational requirements of the school. The conclusions drawn from their answers are shown below.

Table 4 Planning Practices

No.	Item	School Leaders		Teachers		t-value	p-value
		Mean	SD	Mean	SD	Mean	SD
1	The educational material resources are effectively aligned with the curriculum and the specific learning needs of students.	3.98	0.82	3.75	0.91	3.88	0.87
2	Teachers are actively involved in the planning process of educational material resources.	3.75	0.88	3.62	0.79	3.69	0.84
3	The planning practices consider the quantity and quality of educational material resources to a great extent.	4.05	0.77	3.81	0.85	3.94	0.81
4	The planning practices are flexible enough to accommodate changes in the curriculum or teaching approaches.	3.86	0.92	3.58	0.88	3.73	0.90
5	The process of determining and ranking the necessary instructional resources for all subjects and grade levels is thorough.	4.02	0.81	3.77	0.83	3.91	0.82
6	The planning practices consider emerging educational trends and pedagogical approaches.	3.90	0.87	3.65	0.92	3.78	0.89

Scales: 1.0 - 1.49 = Very Low, 1.50 - 2.49 = Low, 2.50 - 3.49 = Average, 3.50 - 4.49 = High, 4.50-5.00 = Very High

Key: t-value and p-value based on independent samples t-test comparing teachers and school administrators; WM = Weighted Mean; SD = Standard Deviation.

Item 1 investigated whether instructional material resources were appropriately matched with the curriculum and the various learning demands of students, as indicated in Table 5. The analysis revealed that the total mean was 3.88, with mean scores of 3.75 for teachers and 3.98 for school administrators. Given that the majority of respondents thought the resources aligned with the curriculum's goals, these results demonstrate a high level of practice. The p-value ($0.15 > 0.05$) indicates that there is no statistically significant difference between the two groups. Interview responses also showed that the process often lacks a methodical basis, despite efforts to coordinate. This supports UNESCO's (1984) assertion that successful planning requires both the assurance of qualitative standards and the quantitative assessment of material demands in order to fulfil educational goals.

Regarding item 2, which evaluated the degree of teacher participation in planning, leaders' and teachers' mean scores were 3.75 and 3.62, respectively, for a combined mean of 3.70. This implies that teachers participate in the planning process to a reasonable extent. There is no statistically significant difference between the two groups, as indicated by the p-value of 0.27 (> 0.05). However, information gathered from interviews with storekeepers and PTA members revealed that teacher participation is still uneven. Teachers are represented on committees, but their ability to participate effectively is frequently hampered by conflicting obligations and the lack of formal consultation.

The mean scores for item 3, which examined whether planning takes into account both the number and quality of resources, were 4.05 for leaders and 3.81 for teachers, with an overall mean of 3.95. This is indicative of a comparatively robust practice. Interviews with respondents revealed, however, that deficiencies continue because there is a lack of skilled workers who can create accurate requirements for purchases. This is consistent with Mbamba's (1992) emphasis that systematic need assessment, supplier selection, and specification adherence are necessary for effective purchasing.

The results for item 4, which deals with the flexibility of planning to adapt to curricular changes or instructional innovations, reveal mean scores of 3.86 for leaders and 3.58 for teachers, with an overall mean of 3.74. These indicate a moderate level of adaptability. There was no discernible difference between the groups, according to the p-value ($0.13 > 0.05$). However, qualitative data showed that while schools recognize curriculum reforms, they frequently find it difficult to make the necessary material changes because of budgetary constraints and bureaucratic hold-ups at the Education Office.

School administrators had a mean score of 4.02 and teachers received a mean score of 3.77 on item 5, which assessed the thoroughness of identifying and prioritizing material resources across topics and grade levels, for a total mean of 3.92. This suggests that the practice has been around for a while. However, interviews revealed that long-term planning techniques are often neglected in favour of pressing, short-term needs. There are often differences between subjects and grade levels as a result of this.

Schools, like any other organization, require an institutional plan in order to achieve effectiveness. Planning in schools has been defined in a variety of ways by educators in the field. According to Ubben and Huges (1997), planning in schools is a process that entails converting concepts, ideas, and beliefs into operational procedures and measuring results.

In addition finding from interviews shows that there is strategic and three year plan in all six primary schools. One of the principals of primary school said that

Planning is a major and most important activity of ours (to mean principals and vice principals). Our school has three years strategic plan and one year cascaded plan. In both three years planning and one year planning concerned bodies (parents, communities, teachers, students, supervisors and support staff of the school) participated on planning all activities done in the future.

However, one of the principals of a primary school clarified that, without the involvement of parents and the community, we created the school's strategic plan in cooperation with the supervisor and school community (teachers, principal, vice principals, student representatives, and supportive staff). Lastly, item 6 examined whether planning considers new pedagogical

techniques and trends in education. A fairly practiced consideration of innovations was indicated by the findings, which showed mean scores of 3.90 for school leaders and 3.65 for teachers, with an overall mean of 3.79. Once more, there was no discernible difference between the groups, according to the p-value ($0.14 > 0.05$).

Some schools have started incorporating digital tools and contemporary teaching aids into their plans, according to interviews with Woreda Education Office officials. However, due to financial, infrastructure, and technical limitations, many initiatives are still in their early stages. The results from both quantitative and qualitative sources show that Lemi Kura Sub-City elementary schools' planning of instructional materials is generally successful. Although there is consensus that resources are in line with the curriculum, that quantity and quality are taken into account, and that systems for setting priorities are in place, there are still certain restrictions.

These include insufficient teacher participation, lack of trained staff to prepare specifications, and difficulties in adapting to curriculum reforms and emerging pedagogical trends. Overall, although planning practices provide a solid foundation, they require strengthening in terms of systematic teacher involvement, capacity building, and integration of innovative educational resources to better support effective teaching and learning.

Finding on the Procurement of Educational Material Resources

One of the main duties of educational material resource management is procurement, which is essential to making sure that schools have the resources they need to support instruction. It entails more than just buying resources; in order to ensure both quality and relevance, it calls for effective budget usage, open procedures, alternative assessment, and integration of stakeholder feedback. By examining the opinions of teachers and school administrators, this study aimed to investigate the efficacy of procurement procedures in the setting of Lemi Kura Sub-City primary schools. As a result, respondents were asked to score how much they agreed with a number of statements about cost-effectiveness, budget allocation, decision-making, transparency, and stakeholder involvement. The following table displays the results..

Table 5 Purchasing Practices

No.	Item	School Leaders		Teachers		t-value	p-value
		Mean	SD	Mean	SD	Mean	SD
1	The budget allocation for the purchase of educational material resources is done efficiently.	3.85	0.83	3.62	0.91	3.74	0.87
2	The purchasing decisions are based on a thorough evaluation of available options.	3.90	0.81	3.66	0.89	3.79	0.85
3	The purchasing practices prioritize the acquisition of up-to-date and relevant resources.	3.77	0.87	3.55	0.92	3.67	0.90
4	There are mechanisms to ensure transparency and fairness in procurement.	3.72	0.90	3.49	0.95	3.61	0.93
5	The purchasing practices consider the feedback and input from teachers and students.	3.68	0.86	3.45	0.91	3.57	0.89
6	Cost-saving measures are employed without compromising quality.	3.81	0.88	3.59	0.93	3.71	0.91

Scales: 1.0 - 1.49 = Very Low, 1.50 - 2.49 = Low, 2.50 - 3.49 = Average, 3.50 - 4.49 = High, 4.50-5.00 = Very High

Key: WM = Weighted Mean; SD = Standard Deviation; t-value and p-value based on independent samples t-test between school leaders and teachers.

A key component of resource management in schools is the acquisition of instructional resources, which has a direct impact on the calibre of instruction. The results of the survey given to 125 employees of Lemi Kura Sub-City elementary schools show areas where procurement procedures need to be improved as well as their strengths.

Budget Allocation Efficiency

There is broad consensus that budgetary allotments for instructional materials are executed effectively, as indicated by the overall mean score of 3.75. Teachers' somewhat lower assessment, however, points to a belief that, despite the allocation of finances, their use may not

always be in line with the demands of the classroom. This disparity emphasizes how crucial it is to allocate funds and make sure they are used effectively in order to satisfy the real needs of teaching and learning.

Evaluation of Procurement Options

With a mean score of 3.80, respondents concur that weighing options is the foundation for making judgments about what to buy. Qualitative research, however, indicates that these assessments frequently give cost precedence over other elements like quality, relevance, and supplier dependability. This strategy might result in the purchase of resources that are less successful in advancing learning goals. To make sure that purchase selections are in line with the educational objectives of the school, best practices advise a thorough evaluation framework that takes into account a variety of factors.

Prioritization of Relevant and Up-to-Date Materials

The procurement methods prioritize the acquisition of current and pertinent educational resources, as indicated by the mean score of 3.68. Despite this, it could be difficult to regularly update materials due to financial limitations and other issues. According to research, a lot of schools struggle to keep up-to-date resources because of budgetary constraints and practical obstacles, which might affect the standard of instruction given.

Transparency and Fairness in Procurement

A mean score of 3.62 indicates a modest level of satisfaction with the fairness and transparency of procurement procedures. Although there are systems in place to encourage transparency, their uneven implementation could erode stakeholder trust. Research has demonstrated that a lack of openness in procurement procedures can result in inefficiencies and perceptions of partiality, which can undermine system trust and impede efficient use of resources.

Stakeholder Engagement in Procurement Decisions

The lowest mean score of 3.58 among the criteria shows that procurement decisions do not always take teacher and student input into account. When end users are not fully involved in the procurement process, materials may be purchased that do not entirely satisfy the needs of the

people who will use them. Involving stakeholders in the decision-making process is essential to guaranteeing that materials acquired are pertinent and useful in promoting learning objectives.

Cost-Saving Measures without Compromising Quality

A mean score of 3.72 indicates that procurement procedures use cost-cutting strategies, yet there might be worries about possible quality compromise. While controlling spending is vital, it's just as critical to make sure that cost-cutting measures don't compromise the quality of instructional materials. In order to preserve the integrity of educational materials, research emphasizes the significance of striking a balance between cost and quality issues.

Overall Analysis

The results indicate that although attempts are being made to efficiently manage procurement procedures, a number of areas need to be improved in order to better align procurement practices with educational goals. More efficient procurement procedures that enhance teaching and learning can result from addressing concerns about stakeholder engagement, transparency, and the trade-off between cost and quality.

4.3.3. Finding on the Distribution of Educational Material Resources

The distribution of educational resources is a crucial aspect of material resource management that goes beyond simply providing materials to users, as was emphasized in the literature review phase of this thesis. Respondents were asked to provide their opinions on the distribution methods used in elementary schools based on this understanding. Below are the conclusions drawn from their answers.

Table 6 Distribution of Educational Material Resources

No	Items	School Leaders		Teachers		Mean SD	WM	t-value
1	The distribution process of educational material resources to teachers and students is well organized	1.72	0.85	2.10	0.95	1.91	2.05	0.32
2	Clear guidelines and procedures are in place for the distribution of educational material resources	1.81	0.79	1.98	0.82	1.89	1.54	0.18
3	The educational material resources are distributed in a manner that ensures equitable access for all students	2.05	0.90	1.87	0.70	1.96	1.27	0.21
4	Mechanisms are in place to monitor and track the distribution of educational material resources	1.90	0.82	1.95	0.75	1.93	0.46	0.32
5	The condition and quality of distributed educational material resources are well maintained	2.15	0.88	1.92	0.70	2.04	1.48	0.19
6	The distribution practices consider the specific needs and preferences of different student groups	1.88	0.75	1.85	0.72	1.87	0.22	0.41

Scales: 1.0 - 1.49 = Very Low, 1.50 - 2.49 = Low, 2.50 - 3.49 = Average, 3.50 - 4.49 = High, 4.50-5.00 = Very High

Key: WM = Weighted Mean; SD = Standard Deviation; t-value and p-value based on independent samples t-test between school leaders and teachers.

A crucial aspect of material resource management in schools is the distribution of instructional resources, which guarantees the effective and equitable support of teaching and learning processes. Effective distribution necessitates careful planning, adherence to precise guidelines, monitoring, and consideration of the unique needs of various student groups. It goes beyond merely distributing resources to users.

A total of 125 participants—30 head teachers, 30 school administrators, 5 storekeepers, 15 PTA members, and 16 WEO supervisors—provided data for this study. A thorough and pertinent representation of viewpoints was guaranteed by the involvement of these varied individuals, resulting in a well-rounded evaluation of the allocation and administration of instructional materials in the schools.

The distribution process's organization, guidelines' clarity, equity of access, monitoring and tracking, material quality maintenance, and responsiveness to student requirements were the six main areas of attention for the questionnaire.

The first item evaluated how well-organized the contents are distributed to teachers and pupils. The overall weighted mean (WM) was 1.91, with teachers rating it somewhat higher at 2.10 (SD = 0.95) and school administrators giving a mean score of 1.72 (SD = 0.85). This shows a low level of practice, according to the scale, suggesting that the method of planning material distribution is not always successful.

The p-value of 0.32 (>0.05) and t-value of 2.05 indicate that there is no discernible difference between the opinions of teachers and school administrators. This suggests that both parties largely concur that distribution organization has to be improved. Occasional delays and a lack of staff coordination were identified as contributory issues by qualitative data from interviews. The second item looked at the existence and clarity of policies and procedures. Teachers assessed this at 1.98 (SD = 0.82), while school administrators rated it at 1.81 (SD = 0.79). The total WM was 1.89, indicating a poor degree of adherence to established processes. There is no discernible difference between the groups, according to the t-value of 1.54 and p-value of 0.18. The results of the interviews showed that although there are written criteria, they are not always followed, which results in inconsistent distribution.

The distribution of content in a way that guarantees fair access for every student was evaluated in the third item. A low degree of distributional equity is indicated by the overall mean score of 1.96. Teachers scored 1.87 (SD = 0.70), whereas school administrators scored 2.05 (SD = 0.90). There is no statistically significant difference between the groups, according to the t-value of 1.27 and p-value of 0.21. This result emphasizes how poor planning or tracking systems may

cause some students to receive materials later than others or in insufficient amounts. In terms of monitoring and tracking procedures, teachers scored 1.95 (SD = 0.75) and school administrators scored 1.90 (SD = 0.82), resulting in a WM of 1.93, which is regarded as low. There is no discernible difference between the groups, according to the t-value of 0.46 and the p-value of 0.32.

Teachers scored 1.92 (SD = 0.70) and school administrators scored 2.15 (SD = 0.88) for the total mean of 2.04 for the quality and condition of delivered resources. This indicates a low to moderate level of practice even if it is marginally greater than other things, indicating that materials are occasionally worn out or damaged as a result of improper handling and storage. The necessity for improved maintenance procedures to increase the materials' usability was highlighted by the respondents. The overall mean score for the degree to which distribution techniques take into account the unique requirements of various student groups was 1.87. Teachers (1.85, SD = 0.72) and school administrators (1.88, SD = 0.75) concurred that distribution seldom takes diverse needs into account. There is no discernible difference between the t-value of 0.22 and p-value of 0.41.

Interview responses confirmed that student preferences, grade levels, and subject-specific requirements are not systematically considered during distribution.

Organization of the Distribution Process the first item looked at how well-organized the provision of instructional materials to teachers and students is. While teachers gave the process a slightly lower rating, indicating that there may occasionally be delays or inconsistent distribution, the mean scores show that school administrators typically view it as orderly. Well-organized distribution systems are crucial for preventing bottlenecks, guaranteeing prompt delivery, and promoting continuous learning, according to research in educational resource management (UNESCO, 2017).

Guidelines and Procedures Responses indicate a moderate level of agreement on the existence of clear guidelines and procedures. While most schools have written procedures for distributing materials, interviews revealed that these guidelines are not always strictly followed or consistently applied, sometimes causing confusion among staff and unequal access for students.

Equitable Access the distribution of materials to ensure equity among students received a moderate rating. Although schools aim to provide equal access, resource shortages or uneven allocations occasionally prevent full equity. Research indicates that equitable distribution is crucial to minimizing disparities in learning outcomes, particularly in resource-constrained environments (World Bank, 2018).

Monitoring and Tracking Mechanisms schools have some monitoring and tracking procedures in place, according to responses, although they are frequently unofficial or poorly documented. To guarantee that goods are used as intended and reach all intended recipients, effective tracking is crucial (OECD, 2016).

Maintenance of Material Quality moderate ratings were given to the quality and condition of the materials that were supplied. Although schools make an effort to preserve resources, their durability and efficacy may be jeopardized by deterioration or incorrect handling. To maintain quality over time, best practices advise routine inspections, appropriate storage, and staff and student handling training (Mbamba, 1992). Lastly, distribution procedures were graded as somewhat taking into accounts the unique requirements and preferences of various student groups.

Although grade levels and subject-specific requirements are given some consideration, more structured methods could better meet the varied demands of students. According to research, the effectiveness of educational materials is increased and learning outcomes are improved when distribution is tailored to the specific requirements of pupils (UNICEF, 2019). Overall, the results indicate that although Lemi Kura Sub-City primary schools have procedures in place for providing instructional materials, there are still shortcomings in terms of monitoring, consistency, and student needs responsiveness. To improve the effectiveness and impact of material distribution in schools, it is imperative to strengthen distribution procedures, ensure adherence to norms, develop efficient tracking measures, and take equity and learner diversity into consideration.

4.3.4. Finding on the Control and Maintenance of Educational Material Resources

Controlling processes in educational material management are essential to ensuring that resources are used efficiently, maintained in good condition, and dispersed in accordance with the needs of teachers and students. Effective control, which goes beyond simply keeping track of

the availability of materials, includes monitoring usage, conducting routine audits, preventing loss or misuse, obtaining input from stakeholders, adapting procedures to changing needs, and ensuring adherence to copyright and licensing laws. For Lemi Kura Sub-City elementary schools to maximize the impact of limited educational resources and support the full teaching and learning process, controlling strategies are crucial. Materials may be misused, damaged, or disseminated inefficiently in the absence of appropriate control systems,

This can lead to gaps in instruction and poorer learning outcomes for students. To assess the techniques of regulating educational material resources, 125 participants—30 head teachers, 30 school administrators, 5 storekeepers, 15 PTA members, and 16 WEO supervisors—were given a questionnaire to fill out. The six primary components of the assessment included monitoring and tracking resource consumption, conducting audits, implementing preventive measures, obtaining stakeholder feedback, adapting to changing needs, and ensuring compliance with copyright regulations. The findings provide insights into the effectiveness of current regulating systems and point up areas for improved instructional material management.

Table 7 Controlling Practices of Educational Material Resources

No	Items	School Leaders		Teachers		Mean SD	WM	t-value
1	The usage and utilization of educational material resources are effectively monitored and tracked	2.10	0.85	2.25	0.90	2.17	1.45	0.21
2	Regular audits are conducted to assess the availability and condition of educational material resources	2.00	0.80	2.18	0.88	2.09	1.12	0.28
3	Measures are effectively implemented to prevent loss, damage, or misuse of educational material resources	2.12	0.87	2.20	0.82	2.16	0.85	0.33
4	Teachers' and students' opinions about the usefulness of the educational resources are gathered through a system.	1.95	0.78	2.05	0.80	2.00	0.72	0.42
5	In order to meet evolving needs and expectations for educational materials, the controlling techniques are modified.	2.05	0.80	2.10	0.82	2.08	0.41	0.38
6	Compliance with copyright and licensing requirements for educational material resources is ensured	1.98	0.75	2.05	0.78	2.02	0.36	0.45

Scales: 1.0 - 1.49 = Very Low, 1.50 - 2.49 = Low, 2.50 - 3.49 = Average, 3.50 - 4.49 = High, 4.50-5.00 = Very High

Key: WM = Weighted Mean; SD = Standard Deviation; t-value and p-value based on independent samples t-test between school leaders and teachers.

In order to guarantee that educational materials are efficiently utilized, kept, and maintained for teaching and learning objectives, Lemi Kura Sub-City primary schools must manage their resources in a methodical manner. Monitoring usage, performing audits, preventing loss or damage, gathering feedback, adjusting to changing educational needs, and guaranteeing compliance with copyright and licensing regulations are all examples of effective controlling procedures that go beyond mere record-keeping. Data on the current state of controlling practices in schools was gathered from 125 participants, including 30 head teachers, 30 school leaders, 5 storekeepers, 15 PTA members, and 16 WEO supervisors.

Participants were asked to rate the degree to which the use of educational materials is recorded and monitored, as shown in Table 7. The mean scores for teachers and school administrators were 2.25 and 2.10, respectively, with a p-value of 0.21 (>0.05), indicating that there was no statistically significant difference between the two groups. This finding suggests that while monitoring procedures are in place, they are not consistently implemented in all schools. This conclusion was supported by key informant interviews; a PSTA chairman (R-13) observed, "Monitoring and tracking of educational materials is not consistently practiced, and accountability for misuse is weak." This suggests that although schools acknowledge the necessity of monitoring, the efficacy of these procedures is constrained by the absence of official procedures and regular supervision.

Low levels of audit practice were indicated by teachers' ratings of 2.18 and school administrators' ratings of 2.00 for routine audits to evaluate the availability and condition of instructional resources ($p = 0.28 > 0.05$). Qualitative data showed that instead of being a part of an organized, proactive system, audits are frequently sporadic, unstructured, or reactive. According to storekeepers, the lack of rigorous audits leads to unreported material loss, damage, or misallocation, which lowers the standard of resource management as a whole. This is consistent with the claims made by Baily and Farmer (2005) that systematic audits are necessary to preserve quality, guarantee supply continuity, and cut waste.

Teachers and school administrators scored 2.20 and 2.12, respectively, on the application of preventative measures to safeguard materials from loss, damage, or misuse ($p = 0.33 > 0.05$). This suggests that while preventive measures are in place, they are insufficient. According to

interview data, materials are often wasted or damaged as a result of poor storage, untrained staff, and insufficient oversight. "Most educational materials are wasted due to poor storage practices and insufficient oversight," a storekeeper (R-15) highlighted. According to Mbamba (1992), efficient administration of educational materials necessitates technical expertise and proactive resource protection measures, both of which seem to be absent in the study institutions.

Teachers assessed the availability of procedures for gathering feedback on the efficacy of instructional materials at 2.05, whereas school administrators ranked it at 1.95 ($p = 0.42 > 0.05$). This implies that informal or inadequate feedback systems restrict schools' capacity to modify curricula to meet real-world teaching and learning requirements. Interviews showed that when input is gathered, it is frequently irregular and has no bearing on purchase or planning decisions. According to Jacobs (2008), efficient resource management necessitates on-going assessment and stakeholder involvement to match materials with curriculum requirements, both of which are currently lacking in the field of study.

Teachers and school administrators obtained mean scores of 2.10 and 2.05, respectively, for adapting controlling procedures to shifting needs and demands ($p = 0.38 > 0.05$). These poor ratings show that schools are more reactive than proactive when it comes to allocating resources, frequently failing to foresee shifts in the curriculum or the needs of their students. The efficacy and applicability of educational resources in promoting learning objectives are constrained by this lack of adaptability.

Teachers assessed compliance with copyright and license rules at 2.05, while school administrators rated it at 1.98 ($p = 0.45 > 0.05$). Although there is considerable understanding of copyright laws, they are not always enforced, and schools occasionally use items that are not properly licensed. This highlights the need for improved training and monitoring methods to guarantee compliance and has ethical and legal ramifications.

Overall, the results show that Lemi Kura Sub-City elementary schools often have poor management and upkeep of educational material resources. There are irregular monitoring and auditing procedures, poor preventive measures, informal feedback channels, limited ability to adjust to changing needs, and inadequate compliance with licensing requirements. The non-significant t-values and p-values show that teachers and school administrators generally concur

on these shortcomings, based on both quantitative data from the questionnaire and qualitative insights from interviews. Improving the effectiveness, accountability, and sustainability of instructional material management requires strengthening monitoring systems, carrying out frequent audits, putting preventive measures in place, gathering and using feedback, and making sure copyright laws are followed.

The study concludes that there is a direct correlation between the quality of teaching and learning and the efficacy of educational material control and maintenance. Materials are vulnerable to abuse, destruction, or waste in the absence of appropriate regulatory procedures, which compromises instructional goals.

Improving learning results and ensuring sustainable resource utilization in Lemi Kura Sub-City primary schools need strengthening accountability, stakeholder participation, and professional management of educational resources.

4.3.5. Finding on the Challenges of Educational Material Resources Management

Table 8 Challenges of Materials Resources Management

No	Items	School Leaders N=30 Mean (SD)	Teachers N=30 Mean (SD)	Others (Storekeepers, PTA, WEO) N=65 Mean (SD)	Total N=125 WM	t-value	p-value
1	Lack of adequate funding for acquiring educational materials	2.15 (0.81)	2.32 (0.75)	2.40 (0.88)	2.29	1.84	0.07
2	Educational materials are not readily available when needed	2.25 (0.77)	2.41 (0.83)	2.36 (0.80)	2.34	1.91	0.06
3	Lack of coordination/communication between departments	2.41 (0.92)	2.52 (0.89)	2.48 (0.91)	2.47	2.03	0.04
4	Inefficiency in selecting appropriate educational materials	2.33 (0.74)	2.48 (0.79)	2.44 (0.81)	2.42	1.77	0.08
5	Lack of storage space for educational materials	2.67 (0.91)	2.75 (0.88)	2.71 (0.90)	2.71	2.12	0.03
6	Educational materials become outdated/irrelevant quickly	2.51 (0.87)	2.63 (0.84)	2.58 (0.85)	2.57	1.95	0.05
7	Lack of awareness/training on resource management	2.44 (0.79)	2.56 (0.82)	2.49 (0.81)	2.50	1.88	0.06
8	Challenges in monitoring/tracking usage and condition of materials	2.38 (0.85)	2.47 (0.83)	2.43 (0.84)	2.43	2.01	0.04
9	Cumbersome process for replacing damaged/lost materials	2.29 (0.78)	2.37 (0.76)	2.34 (0.77)	2.33	1.82	0.07
10	Lack of collaboration/sharing among teachers and schools	2.20 (0.72)	2.31 (0.74)	2.27 (0.73)	2.26	1.75	0.08

Scales: 1.0 - 1.49 = Very Low, 1.50 - 2.49 = Low, 2.50 - 3.49 = Average, 3.50 - 4.49 = High, 4.50- 5.00 = Very High

Key: WM = Weighted Mean; SD = Standard Deviation; t-value and p-value based on independent samples t-test between school leaders and teachers.

The data shown in the above table showed that a number of obstacles prevent government primary schools in Lemi Kura Sub City from managing instructional material resources effectively. One important conclusion is that insufficient funding is still a major issue (WM = 2.29), since schools don't have enough money set aside in their budgets to buy the supplies they need to support the teaching and learning process. In a similar vein, educational resources are not easily accessible when needed (WM = 2.34), underscoring procurement inefficiencies and delays that impact classroom instruction. Additionally, the analysis demonstrates that a major obstacle is a lack of coordination and communication between the many departments involved in distribution and procurement (WM = 2.47, $p < 0.05$), indicating a lack of cooperation in resource management structures.

One of the more important infrastructure issues was the lack of suitable storage facilities for educational materials (WM = 2.71, $p < 0.05$), which made it challenging to arrange and preserve items appropriately. Many instructional resources soon become outdated or irrelevant (WM = 2.57, $p = 0.05$), which indicates a lack of timely updating and replacement processes. This is another significant issue that has been highlighted. Additionally, respondents reported that there are still awareness and training gaps among teachers, support personnel, and school administrators (WM = 2.50), which limits their ability to efficiently manage resources.

Monitoring and tracking systems for usage and condition of materials are also weak (WM = 2.43, $p < 0.05$), which hinders accountability and contributes to wastage or misuse of resources. In addition, replacing lost or damaged resources is reported to be a cumbersome process (WM = 2.33), often slowed down by bureaucratic procedures. Finally, lack of collaboration and sharing of materials among teachers and schools (WM = 2.26) further exacerbates inequities in access to teaching aids. Overall, most of the weighted means fall within the low to average range, indicating that while schools attempt to manage their resources, multiple structural, financial, and organizational challenges continue to undermine effective educational material resource management in the study area.

Many obstacles prevent the efficient planning, acquisition, distribution, and use of teaching and learning resources in Lemi Kura Sub-City elementary schools. A thorough grasp of the

challenges involved in managing these resources was obtained by gathering data from 125 participants, including head teachers, school administrators, storekeepers, PTA members, and WEO supervisors. Lack of sufficient cash for purchasing instructional materials is one of the most significant issues noted. Budgetary constraints, according to respondents, prevent schools from acquiring adequate amounts of textbooks, reference materials, teaching aids, and laboratory equipment. As a result, school administrators are forced to give priority to some necessities while neglecting others.

Since many courses continue to get insufficient funding, the quality of instruction and the educational experiences of students are negatively impacted. While community contributions occasionally aid in augmenting school resources, interviews with PTA members revealed that these initiatives are sporadic and unable to completely close the financing gap.

The lack of educational resources when needed is closely related to financial problems. Essential learning resources often arrive late or in little numbers, according to teachers, which slows the execution of lessons and has a detrimental impact on curriculum coverage. In a similar vein, the process of choosing suitable instructional resources was characterized as ambiguous and uneven. According to respondents, selection processes frequently lack uniform standards, which occasionally results in the purchase of materials that don't properly complement the curriculum or satisfy students' learning requirements. This inefficiency reduces the efficacy of educational methods in addition to wasting resources.

The inadequate coordination and communication between departments involved in material management is another issue that participants brought to light. Uncertain duties and responsibilities lead to duplication of effort, distribution delays, and occasionally misplaced supplies, according to teachers, school administrators, and storekeepers. The effectiveness of procurement, distribution, and monitoring procedures is compromised by this lack of organizational coherence, posing new difficulties for school administrators. In addition, a lot of schools don't have enough storage space to arrange and preserve instructional materials. Teachers find it challenging to retrieve materials effectively and safely in cramped, unsafe, or inadequately ventilated storage rooms, which also contribute to the deterioration and loss of resources.

Another significant issue mentioned was the educational materials' quick obsolescence. Teachers said that curricular changes or improvements in teaching techniques cause textbooks,

workbooks, and supplemental materials to quickly become out of date. Schools must constantly update their inventory to stay in line with educational standards because of this quick turnover, which diminishes the usefulness and relevance of current resources. The study also showed that school personnel lacked adequate knowledge and training about efficient material management techniques. Interviews revealed that many staff members lack the information necessary for appropriate inventory control, monitoring, and preventive steps to limit misuse or loss. Teachers and administrators frequently rely on traditional methods of handling resources, which are ineffective and prone to errors.

Another area of weakness was the tracking and monitoring of educational materials. The lack of digital systems or systematic processes to monitor resource condition and utilization, according to respondents, impedes accountability and delays prompt replacement. In addition, bureaucratic processes and financial limitations make it difficult and sluggish to replace a lost or damaged resource, which further interferes with teaching and learning. The lack of cooperation and resource sharing between educators and schools was another issue that participants highlighted. The majority of educational resources are still restricted to particular departments or classes, which inhibits students' fair access and the effectiveness of resource use.

The study concludes that financial limitations, ineffective procurement and selection procedures, poor coordination, a lack of storage facilities, rapid material obsolescence, inadequate staff training, inadequate monitoring systems, laborious replacement procedures, and a lack of staff collaboration all impede the management of educational materials in Lemi Kura Sub-City primary schools. All of these difficulties make it difficult to design, distribute, and use educational resources effectively. Comprehensive strategies are needed to address these problems, such as boosting funding, enhancing staff coordination and communication, offering focused training, setting up effective monitoring and inventory systems, making sure resources are replaced on time, and encouraging cooperation and material sharing. Schools may improve the quality, accessibility, and appropriate use of instructional materials by tackling these issues, which will eventually enable greater teaching results and enhanced student learning experiences.

4.4. Interview Findings from School Principals

According to school administrators, planning, purchasing, distribution, utilization, and control are all typically included in the practice of instructional material resource management in

government primary schools. Some of them did, however, note that the procedure is not well-organized and is frequently impacted by tight finances and bureaucratic hold-ups. Although attempts are made to give teachers and kids the resources they need, shortages are common, and schools frequently rely on community support, PTA contributions, or WEO help to make up the difference.

In terms of planning procedures, the majority of principals reported that plans are often created at the start of the school year, mostly in response to teacher requests. Enrolment numbers, curriculum requirements, and instructor input are taken into account when identifying needs. However, they acknowledged that the lack of standardized needs-assessment tools makes the planning process more reactive than proactive. This frequently leads to inefficiencies and discrepancies between planned and delivered services.

Principals attested to the fact that government regulations are followed when it comes to purchasing procedures. Purchases are typically restricted to necessary textbooks, stationery, and instructional aids due to the minimal budget. Cost-effectiveness is taken into account, although occasionally material quality suffers. Additionally, they stressed that bureaucratic procurement processes frequently result in delays, which means that by the time resources are delivered, the urgent requirement has already changed.

Principals clarified that materials are distributed through the storekeeper in response to requests from teachers. Core disciplines like science, math, and English are typically given priority. Even with the best of intentions, equal distribution is still difficult, particularly in large courses when there aren't enough resources. Teachers frequently share resources with one another, and students frequently experience textbook shortages.

School principals stated that their main methods for keeping an eye on utilization include stock registers, record books, and sporadic administrative inspections. The effectiveness and sufficiency of dispersed resources are also assessed using teacher input. The principals acknowledged that the approach is inadequate because there isn't a reliable way to keep track of materials once they are used. It is difficult to replace lost, damaged, or out-of-date resources, and improper disposal practices make management even more difficult.

Lastly, administrators outlined a number of difficulties in overseeing the resources for educational materials. Inadequate budget, inadequate storage facilities, procurement delays, poor departmental coordination, and inadequate staff awareness and training in resource management were the most prevalent problems. The issue of out-of-date materials, which frequently go unused in storage, was also brought up.

Schools prioritize necessary resources, encourage instructors to recycle and improvise with locally accessible materials, and look to PTAs and the community for additional support in order to handle these issues. However, they came to the conclusion that it is challenging to completely meet the resource needs of teachers and kids in government primary schools in the absence of increased funds, better training, and more robust management structures.

CHAPTER FIVE SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the key findings, draws implications from the findings, and offers suggestions for enhancing educational material resource management procedures in government primary schools in Addis Ababa's Lemi Kura Sub-City.

5.1 Summary

The main objective of this study was to assess the approaches and challenges related to managing instructional materials in the government primary schools of Lemi Kura Sub-City. The study's main focus was on the following research questions:

1. What is the practice of educational resources management in government primary schools in Lemi Kura Sub-city?
2. What difficulties do government primary schools in Lemi Kura Sub-city have in managing their educational material resources?
3. How effectively are educational material resources utilized to support teaching and learning in government primary schools in Lemi Kura Sub-city?

A descriptive survey design was used to address the study questions. The data came from 125 individuals, including 30 head teachers, 30 school administrators, 5 storekeepers, 15 PTA members, and 16 WEO supervisors. Teachers and school officials were selected by simple random sampling, and storekeepers, PTA chairpersons, and WEO supervisors were interviewed to triangulate the results. Quantitative data from surveys were analysed using percentages, mean scores, standard deviations, and t-tests to determine statistical significance between teachers' and school leaders' responses at a 0.05 confidence level. Quantitative findings were supplemented with narrative analysis of qualitative data from interviews and document analysis.

1. Practices of Educational Material Resources Management

The findings revealed several flaws in the way the selected primary schools handled teaching resources. Budgetary allotments for planning and purchases were generally inadequate. The distribution of resources to different school units was poorly coordinated, with mean ratings of 2.30 (SD = 0.79) for teachers and 2.30 (SD = 0.77) for school administrators. Stakeholder-specific demands were hardly taken into account throughout the purchasing process, according to non-teaching staff. Inadequate storage capacity hindered proper material organization and application, as demonstrated by teachers' mean scores of 1.60 and school

administrators' mean scores of 1.00. When it comes to staff collaboration in the allocation of instructional resources, teachers reported a mean score of 1.91 while school administrators reported a mean score of 1.77.

These results point to structural flaws in the design and implementation of educational resource management.

2. Planning, Utilization, and Control of Educational Material Resources

The study also identified deficiencies in the management and supervision of educational resources. Teachers reported a mean score of 2.41, suggesting insufficient supervision, while school administrators reported a mean score of 3.40 for follow-up and monitoring. Out dated materials, such out-of-date textbooks and lab chemicals, were often stored without sufficient accountability and improperly disposed of or handled because there was no clearly defined responsible organization. These planning, use, and control errors led to the overuse and inefficiency of educational resources, which negatively affected both the overall quality of resource management and teaching and learning activities.

3. Challenges in Managing Educational Material Resources

The study identified several challenges hindering effective management of educational material resources. Key issues included:

- ✓ Lack of awareness and training among staff on proper resource management practices.
- ✓ Insufficient planning and leadership skills among school principals.
- ✓ Inadequate storage facilities and improper handling of materials.
- ✓ Poor distribution practices within schools and low teacher engagement with available resources.
- ✓ Interference from higher-level management and minimal participation from PTA members.
- ✓ Delays in procurement processes, poor inter-departmental coordination, and inadequate monitoring and tracking systems.

Collectively, these challenges limited the efficient management and utilization of educational materials, which in turn adversely affected the teaching and learning process in the selected schools.

5.2 Conclusions

Several conclusions about the management of educational material resources in Lemi Kura Sub-City's government primary schools can be made in light of the study's findings. First, there was inadequate and poorly integrated management of educational materials overall, including needs assessment, selection, procurement, distribution, documentation, and inventory control. The effectiveness of teaching and learning is directly impacted by this circumstance since resources are not always accessible or used to their fullest potential. Second, inefficient use of available materials and resource waste were caused by insufficient funding, poor storage facilities, and a lack of organized disposal procedures.

Third, the low skill levels and limited training of school leaders and non-teaching staff were identified as significant factors affecting planning, distribution, and utilization of educational materials.

Fourth, there was little cooperative planning and resource management among teachers, PTA members, and other stakeholders. The overall effectiveness and transparency of resource management procedures are impacted by this low participation, which also lessens accountability.

Lastly, major obstacles to efficient administration included issues including insufficient budget, poor interdepartmental cooperation, a lack of established procedures, and the existence of out-of-date resources. The efficient operation of material resource management in the chosen schools is hampered by these systemic problems taken together.

In summary, ineffective planning, weak oversight, limited training, and systemic challenges contribute to inefficient management of educational materials, which negatively influences teaching and learning outcomes in government primary schools of Lemi Kura Sub-City.

5.3 Recommendations

Several suggestions are made to enhance the administration and use of instructional resources in Lemi Kura Sub-City's government primary schools in light of the study's findings and conclusions:

1. **Capacity Building:** To improve the knowledge and abilities of school administrators and non-teaching staff regarding the management of educational materials, the Lemi Kura Sub City Education Office should create a capacity building program. Effective planning, distribution, and inventory management procedures are more likely to be implemented by skilled staff.
2. **Training and Awareness:** Teachers, school administrators, and support personnel can become more knowledgeable and efficient by participating in organized training programs on material management techniques, such as planning, purchasing, warehousing, allocation, distribution, and inventory monitoring.
3. **Inventory Management:** Creating computer-based, structured inventory control systems can help track items throughout their lifecycle, maintain accurate records, and enable prompt reporting.
4. **Storage and Handling:** Damage, loss, and inefficient use can be minimized by setting up sufficient storage facilities and educating staff on how to properly organize and maintain resources.
5. **Disposal of Obsolete Materials:** It is possible to avoid the build-up of useless resources and guarantee adherence to governmental rules by establishing clear guidelines and allocating duties for the disposal of surplus or old materials.
6. **Guidelines and Regulations:** To encourage awareness, uniformity, and consistency in management practices, the Lemi Kura sub city education office should distribute governmental guidelines, regulations, and procedures on the management of educational resource materials that are available to all pertinent stakeholders.
7. **Monitoring and Follow-up:** Woreda education office managers and school principals should regularly evaluate how instructional materials are planned, used, and disposed of. This will help identify any gaps, make remedial actions easier, and improve school accountability.
8. **Collaborative Planning:** Including teachers' unions, PTA members, and other interested parties in the creation, distribution, and use of materials can improve resource management's accountability, transparency, and efficacy.

By putting these suggestions into practice, educational material management will probably become more effective and efficient. This will improve the teaching and learning process, make better use of available resources, and provide students in Lemi Kura Sub-City's government primary schools with better learning opportunities.

5.4 Future Study

The study's conclusions brought to light a number of shortcomings and difficulties in the administration of educational resources in Lemi Kura Sub-City's government primary schools. There are still areas that need more research, even though the study concentrated on the planning, acquisition, distribution, usage, storage, and monitoring of important educational resources.

Future research could examine how better instructional material management techniques affect student learning outcomes, academic achievement, and instructor efficacy over the long run. To improve productivity, accountability, and material accessibility in classrooms, research might also look at integrating technology-based inventory and resource management systems.

Additionally, studies may investigate the role of community involvement, including parents, local education authorities, and other stakeholders, in supporting sustainable resource management practices.

Lastly, investigating the connection between resource management efficacy and professional development programs for school administrators and employees may yield important data to guide training initiatives and policy at the school and sub city levels. Future studies of this kind could promote evidence-based decision-making in primary education, enhance teaching and learning quality, and strengthen educational resource management strategies.

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APPENDIX I: QUESTIONNAIRE

Addis Ababa University

College of humanities and behavioural studies department of

Educational planning and management

Questionnaires to be filled by Academic staff and Administrative staff

Dear Respondents - First, I would like to convey my gratitude for giving your precious time and energy to fill this questionnaire and contribute your part for the completion of this study.

Objective: The objective of the study is to examine ‘Practices and Challenges of Educational Materials Resources Management in Government Primary Schools of Lemi kura Sub City, Addis Ababa’ the Research is done as a partial fulfillment of academic requirements of M.A. degree in School Leadership. The purpose of this study is to identify Practices and Challenges of Educational Materials.

Confidentiality - Any information gathered in this questionnaire was used strictly for academic purpose only. There is no necessity for respondents to mention your name, position, department or branch and any response gathered from this questionnaire was kept in private and treated with utmost secrecy. Therefore, I request your cooperation to properly complete all the items covered in the questionnaire since your genuine feedback is of utmost importance in determining the study’s outcome. I thank you in advance for sharing your valuable experience and time in completing the questionnaire.

Yours Faithfully,

Andualem Getachew

Mob: 0913322625

Part I: Personal Information

Please give short answer on the blank space and put a thick mark “√” in the box for your response.

1. School _____
2. Sex F ☐ M ☐
3. Age ☐ < 25 ☐ 26-30 ☐ 31-38 ☐ >38
4. Work Experiences < 2 ☐ 3-8 ☐ 8-15 ☐ 16-20 ☐ >20 ☐
5. Level of education ☐ 10-12 ☐ Diploma ☐ BA/BSC ☐ MA/MSc
6. How money Year service in this school _____

Part II: Question related to Practices and Challenges of Educational Materials Resources Management

Please put right mark (√) on the spaces that specify your choice from the options that range from strongly agree to strongly disagree. 5-Strongly Disagree (**SD**) 4-Disagree (**D**) 3- Neutral (**N**) 2-Agree (**A**) 1- Strongly Agree (**SA**).

	Planning Practices of Educational Material Resources:	SD	D	N	A	SA
1.	The educational material resources are effectively aligned with the curriculum and the specific learning needs of students.					
2.	Teachers are actively involved in the planning process of educational material resources.					
3.	The planning Practices consider the quantity and quality of educational material resources to a great extent.					
4.	The planning practices are flexible enough to accommodate changes in the curriculum or teaching approaches.					
5.	The process of identifying and prioritizing the required educational material resources across different subjects and grade					

	levels is comprehensive.					
6	The planning Practices consider emerging educational trends and pedagogical approaches.					
	Purchasing Practices of Educational Material Resources:	SD	D	N	A	SA
7	The budget allocation for the purchase of educational material resources is done efficiently.					
8	The purchasing decisions are based on a thorough evaluation of available options.					
9	The purchasing Practices prioritize the acquisition of up-to-date and relevant educational material resources.					
10	There are mechanisms in place to ensure transparency and fairness in the procurement of educational material resources.					
11	The purchasing Practices consider the feedback and input from teachers and students.					
12	Cost-saving measures are effectively employed without compromising the quality of the educational material resources.					
	Distribution Practices of Educational Material Resources:	SD	D	N	A	SA
13	The distribution process of educational material resources to teachers and students is well organized.					
14	Clear guidelines and procedures are in place for the distribution of educational material resources.					
15	The educational material resources are distributed in a manner that ensures equitable access for all students.					
16	Mechanisms are in place to monitor and track the distribution of educational material resources.					

17	The condition and quality of distributed educational material resources are well maintained.					
18	The distribution Practices consider the specific needs and preferences of different student groups.					
	Controlling Practices of Educational Material Resources:	SD	D	N	A	SA
19	The usage and utilization of educational material resources are effectively monitored and tracked.					
20	Regular audits are conducted to assess the availability and condition of educational material resources.					
21	Measures are effectively implemented to prevent loss, damage, or misuse of educational material resources.					
22	There is a system in place to collect feedback from teachers and students regarding the effectiveness of the educational material resources.					
23	The controlling Practices are adapted to address changing needs and demands for educational material resources.					
24	Compliance with copyright and licensing requirements for educational material resources is ensured.					
	Challenges of Educational Material Resources Management:	SD	D	N	A	SA
25	There is a lack of adequate funding for acquiring educational materials.					
26	Educational materials are not readily available when needed.					
27	There is a lack of coordination and communication between departments regarding the procurement and distribution of educational materials.					
28	The process of selecting appropriate educational materials is unclear or inefficient.					
29	There is a lack of storage space to properly organize and manage					

	educational materials.					
30	Educational materials often become outdated or irrelevant quickly.					
31	There is a lack of awareness and training on effective educational material resource management practices.					
32	There are challenges in monitoring and tracking the usage and condition of educational materials.					
33	The process of replacing damaged or lost educational materials is cumbersome.					
34	There is a lack of collaboration and sharing of educational materials among teachers and schools.					

Thank you for taking time to complete this Questioner!

INTERVIEW
Addis Ababa University

College of humanities and behavioural studies department of
Educational planning and management

Dear Sir/Madam, I am Andualem Getachew, MA student in the department School leadership at Addis Ababa University. I am undertaking a research on the topic ‘Practices and Challenges of Educational Materials Resources Management in Government Primary Schools of Lemi Kura Sub City, Addis Ababa’ for the partial fulfillment of the requirements of the degree of M.A. degree in Educational leadership.

Interview questions for school principals of the school

- 1) Can you explain the practice of educational resources management in government primary schools? How do you ensure that the necessary educational materials are available for teaching and learning?
- 2) What planning practices do you employ for the management of educational material resources in teaching and learning in government primary education? How do you determine the needs and requirements of teachers and students?
- 3) What purchasing practices have you utilized in the management of educational material resources? How do you ensure cost-effectiveness and quality when acquiring educational materials?
- 4) Can you describe the distributing practices that have been used in the management of educational material resources for effective teaching and learning? How do you ensure equitable distribution of resources among teachers and students?
- 5) What controlling practices have you implemented for the management of educational material resources in government primary education? How do you monitor and evaluate the effectiveness of these resources in enhancing teaching and learning outcomes?

6) What are the main challenges you have encountered in the management of educational material resources in government primary schools? How have you addressed these challenges and what strategies have you implemented to overcome them?

Thank you for taking time!

DOCUMENT ANALYSIS

Addis Ababa University

College of humanities and behavioural studies department of

Educational planning and management

The following table presents a checklist for document analysis aimed at assessing the practices and challenges of educational material resources management in government primary schools of Lemi Kura Sub City. The checklist items examine various aspects of management, including the presence of key documents, adherence to guidelines, auditing practices, and planning of necessary resources. Through document analysis using this checklist, valuable insights can be gained to inform decision-making and potential improvements in educational material resources management in the government primary schools of Lemi Kura sub city.

Check List for Document Analysis

NO	Check-list items	Rating scales			Remarks
		"Yes"	"No"	"I am Not sure"	
1	Is there supervision checklist in the school?				
2	Is there inventory document in the school?				
3	Is there educational materials distribution report in the school?				
4	Are there purchasing guide lines in the school?				
5	Is there annually educational material resources auditing?				
6	Are educational material resources properly recorded, coded and handled?				

