

**THE PRACTICE OF MATERIAL RESOURCE MANAGEMENT IN SECONDARY AND
PREPARATORY SCHOOLS OF KOLFE KERANYO SUB-CITY, ADDIS ABABA**

BY

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ACRONYMS/ABREVIATIONS

ECCE	Early Childhood Care and Education
EFA	Education for All
ESD	Education Sector Diagnosis
LSE	Lower Secondary Education
MDG	Millennium Development Goals
MoE	Ministry of Education
MODE	Management-of-Differences Exercise
NFE	Non-formal Education
PSTA	Parent-Student-Teacher Association
SWOT	Strength, Weakness, Opportunity and Threat
UPE	Universal Primary Education

Abstract

The objective of this research was to assess the practice of material resource management in Kolfe Keranyo Secondary and Preparatory schools of Addis Ababa sub-city. It was concerned with material management functions (such as, planning, purchasing distribution, controlling, utilization, storage, inventory control and maintenance, scrap and surplus disposal) challenges faced for effective management and utilization of educational material guidelines policies. To meet the stated objective descriptive survey method of research was used in carry out. Four groups of respondents participated in the study. These were academic and administrative staff, sub city officers and PTSA members. As of study areas, One sub city and 3 schools were selected purposely. Respondents were selected by purposive sampling technique due to their direct relation with the issue under study and also to gain sufficient information. Availability and simple random sampling techniques were also employed. The data were collected through questionnaire, interviews and personal observation. Data gathered through questionnaire were quantitatively analyzed using percentage and mean value using SPSS whereas the data gathered through interview open ended questions and observation were handled through thematic analysis. Integrated material management functions were not properly implemented. Lack of training and continuous supervision in the area of educational material management, Based on these findings, it was forward some recommendation. Therefore capacitating professionals' through training assist users in putting these materials in to effective usage. To develop positive attitude towards the management and utilization of educational materials, school managements should work closely with the school community and stakeholders. Organized and integrated education materials management system should be designed by concerned bodies to utilize and manage materials properly.

CHAPTER ONE

1. BACKGROUND OF THE STUDY

Besides its importance, education is an expensive affair anywhere; leave alone, in a poor country such as Ethiopia expenditures have been increasing gradually. However, there is still a wide gap between unmet demand and the supply of needed resources.

The attainment of education objectives requires effective utilization of essential and scarce material resources in school. So, care should be taken to select, organize, allocate, distribute, control and evaluate education resources to minimize wastage. Regarding this, the education and training policy of TGE (1994) states “in order to promote the quality, relevance and expansion of education due attention were given to supply, distribute and utilization of educational materials, technology and facilities.

The above policy statement shows that material resources and physical facilities play a significant role to promote quality of education. Thus, due attention has to be given to qualitative and quantitative supply and utilization of material resources to education system. No matter how far the objective of any education program is attractive its success will greatly depend upon the quality and quantity of resource it has. Among a lot of education input material resources and physical facilities play a major role in term of achieving the intended education objectives, so a great attention should be given for them. Regarding this Tekeste (1990) illustrated the role of education as human investment is largely responsible for economic growth and national development. So, to achieve these objectives the priority should be given to minimize the scarcity of finance and inefficiency of administration practices.

The above idea shows that the teaching learning process can be more successful in school where material resources are available and well managed conversely school with poor material resources and physical facilities tend to be less successful. The education and training policy and its implementation (ETPI) (2000) put the relevance of material resources in secondary school as follows:-

One of the basic problems that educational managers face is meeting the constantly increasing social demands of education while resources are in scare. Regarding this, Bock and Papagiannie (1983) state as follows:

The main problem with which education is faced are the rapidly rising costs, inefficient management and teaching methods, unsuitability of present output and scarcity of resources available for educational expansion.

This implies, the proper management and utilization of school material resources should be efficient to create conducive environment for an effective teaching-learning process and improving on the quality of education. Effectiveness and efficiency in materials resources management implies that school systems shall make the best use of their scarce material resources to attain their goals and objectives. Effectiveness and efficiency in management also implies that school systems shall make the best use of their scarce material resources to attain their goals and objective.

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

In addition to this Barnett (1996) noted that the supply of material resources in terms of both quality and quantity with the right way of control and delivery has a great importance for the attainment of education objectives.

Generally, the existence of material resources in quality and quantity, the presence of sound management practices, the effectiveness of construction and maintenance services, inventory and control systems with better clerical and administration procedures can make a valuable contribution to the achievement of education objective. Therefore, this study were deal with identifying major problem areas and current practices of secondary and preparatory schools in Kolfe Keranyo Sub-City of Addis Ababa in relation to material resources management.

2. STATEMENT OF THE PROBLEM

Promote the quality relevance and expansion of education, due attention will be given to supply, distribution and utilization of educational materials, technology and facilities. Since these resources are scarce, their utilization in the production process requires skill and training (Ehiametalor, 2003).

The utilization of the resources demands careful planning, supervision, coordination and control. The major problem confronting the school administrator as mentioned earlier is how to utilize the available limited materials for effective impacts on the students'. Allocating large amount of budget and the availability of resources by the government alone do not guarantee effectiveness. Hence, exhaustive utilization of the material resource is essential. For the better utilization of educational materials, stakeholders should have necessary knowledge what resources are required and how these resources are managed.

As opposed to this fact, in most cases effective control of the school material resources is not carried out especially in secondary and preparatory schools in Addis Ababa. There is a great tendency to demand new additional Materials in each year from the government, NGO's or from the local communities without properly utilizing the available resources. According to the ESDP III (2005/6) out of the total program cost, a recurrent expenditure of 26.5% is allocated to improvement of instructional materials in which 4.6 percent goes to the supply of textbooks to enhance quality education. Even though, there is government commitment in the sector, it is common to see educational materials for example, desks, and chairs, tables broken down and piled somewhere or in one room improperly. Moreover, expensive teaching materials like plasma TV sets and computers have been stored at improper situation without paying any attention for periodic maintenance.

For instance according to Kolfe -Keranio sub city Education office report in the secondary and preparatory schools located in the sub city out of 312 plasma screens 40 of them are dysfunctional. Furthermore in this sub city out of 539 computers 127 are dysfunctional. Textbooks which are provided to students free of charges to be used for at least three to five years are improperly handled and damaged before expected life time. Even though improper utilization and management of educational materials is a serious issue that incurs additional cost to the government gets little attention by the stakeholders.

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

Bekuretsion, in 2005 studied utilization of material resource, with reference to Tigray. In the study it has been realized that effectiveness and efficiency in material management was one of the major problems of education system of Ethiopia. Tafesse, in (2006), studied in Arsi zone on material resource management in preparatory schools. The study has shown that the attention given to material resource management in the system was low. According to his finding the overall planning was not effectively implemented.

These studies were aimed at pinpointing the practice and problems of educational material management that are related to organizational, neighborhood and community rather than at school level. Therefore, as opposed to others, the present study is different from the above mentioned researchers: (1) It is concerned with material management functions (such as, planning, purchasing distribution, controlling), challenges faced for effective management and utilization of educational material management, and implementation of policies and guidelines. (2) All stakeholders couldn't participate equally in order the practice educational material management

It is also believed that the researches were serving to governmental and non-governmental organizations to conduct further study in the area. Thus the following basic questions were the main focus of the study;

Basic Questions

1. Are the practices and guidelines available to facilitate the utilization and management of educational materials in selected secondary and preparatory schools?
2. What main roles do school communities play in material resources management in terms of: Planning, Purchasing and storage, Distribution, Utilization, Inventory control and maintenance of materials and Scrap and surplus disposal
3. Are there qualified personnel assigned specifically to carry out the activities of material resources management in secondary and preparatory schools?
4. What are the major problems encountered by secondary and preparatory schools in managing and utilizing materials resources?

3. OBJECTIVES OF THE STUDY

3.1 GENERAL OBJECTIVE

The general objective of this study is to implement the practice, problems and prospects of material resource management in the Case of Kolfe Keranyo Sub-City secondary and preparatory Schools of Addis Ababa.

3.2 SPECIFIC OBJECTIVES

The Specific objectives are to

- ➡ Assess the practice of instructional material resource management;
- ➡ Propose the future prospects of instructional material resource management;
- ➡ Identify problems of instructional material resource management;
- ➡ Examine the efficiency of instructional material resource management;
- ➡ Examine how secondary and preparatory schools are utilizing instructional material resources.

4. SIGNIFICANCE OF THE STUDY

Educational materials resources are among the most important factors of the education system used as input to enhance the accomplishment of the desired goals. Besides this, the attainment of educational objectives can be achieved through the effective management and proper utilization of finance and material resources. The study is believed to create and ensure awareness among school principals, administrative workers, students and teachers regarding management of instructional material resources in schools.

This study will be important as it attempts to:

1. Give some insights about the current status of instructional material resources management practices in secondary and preparatory schools.
2. Asses some educational problems related with the management of instructional material resources and show those problem areas.
3. Suggest some solutions concerning the problems under study.
4. Reveal some useful information to school principals and educational administrators at different levels by making them clearly understand their role in effective utilization of instructional material resources and physical facilities of a school.

5. Enable educational planners and administrators at various levels see the extent to which involvement and the increasing demand for instructional material resources are in a state of equilibrium.

5. DELIMITATION OF THE STUDY

This study tries to investigate the major factors that affect the current practices of material resources management in secondary and preparatory schools of Kolfe Keranyo Sub-City of Addis Ababa. The study was incorporating all of the three secondary and preparatory schools in the sub-city. These schools are: - Ayer Tena secondary and preparatory school, Keranyo Medhanialem secondary and preparatory school and Millennium secondary and preparatory school

As material resources management is a broad system of organization, which includes a lot of activities, it is difficult to deal with all problems and activities. The researcher limited himself only to studying the major problems and the current practices of Kolfe Keranyo Sub-City secondary and preparatory Schools of Addis Ababa in relation to instructional material resources management activities in terms of planning, purchasing and storage, distribution, utilization, inventory control and maintenance of instructional materials, scrap and surplus disposal and their prospects regarding material resources management activities.

6. LIMITATIONS OF THE STUDY

The following are some of the major problems that the researcher wants to mention as limitation to the study. First, there was a problem in return back of distributed questioners in a smooth manner. Secondly, the researcher faced lack of adequate literature related to the topic under study which could have supported the researcher to enrich the study. Finally, it may be because of the increasing number of researchers from time to time, most of respondents seem bored of entertaining the researcher's questions. In this regard, the researcher faced a big challenge from his subjects.

7. DEFINITION OF TERMS

To keep uniformity throughout the study, the following terms have the following definition throughout the research:

- **Instructional materials:** these are materials which help to facilitate the learning and teaching process
- **First Cycle Secondary School:** Refers a level where students are expected to be equipped for preparatory class. It basically refers to grade 9 & 10.
- **Second Cycle Secondary School:** Refers a level where students are expected to be equipped for preparatory class. It basically refers to grade 11 & 12.
- **Educational Materials:** are any materials used as input or resources that can facilitate the overall teaching and learning process in school system.
- **Materials Management:** it is concerned with the way instructional materials are managed particularly in secondary schools and preparatory school.
- **Materials Utilization:** the practices of applying physical materials and instructional materials in the approved manner to minimize unnecessary problems that can affect teaching learning process in schools.

8. ORGANIZATION OF THE STUDY

The study comprises five chapters. The first chapter presents the problem and its approach. The second chapter focuses on the review of the related literature. The third chapter treats the research design and methodology whereas the fourth chapter asserts data presentation, analysis and interpretation of the major findings. The last chapter provides summary of findings, conclusions reached and recommendations made on the basis of conclusions derived from the data analyzed. Bibliography and appendices are also included at the end.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

The study mainly emphasized on “the practice, problems and prospects of material resource management in Addis Ababa secondary and preparatory schools: the case of Kolfe Keranyo sub-city. Therefore, the review of the related literatures attempted to indicate the main components of educational materials management.

2.1 Concept of Educational Resource

Resources are defined as something that lies for use or that can be drawn up on for help to take care of a need (Amos, 1999). Resources are the vital ingredients for the existence of any organization. Thus, any human activity is badly depending on resources such as: human, materials, time information, and financial resources. In this regard, Sadiwale (2007) in Mengistu (2015) indicate, that resources are the only tools through which organizational tasks, productions, services and satisfaction ends are attainable. Like any other organization, resources are major inputs of educational systems in schools.

Now days, the social demand for education is increasing from time to time. This is because education plays a significant role in the economic and social development of people. To this end, provision of adequate resources is needed to attain the desired goals for any educational organization. These resources, according to Aggarwa (2003) include: “human resources, material resources, financial resources, information resources and time resources.” In line with this, UNESCO (2006) further clarifies that anything in the school or its environment that may be organized for the use in the teaching learning are understood as human resources, material resources physical resources are called educational resources. As it has been discussed above, resources are among the key factors in the achievement of goals in any educational institution.

2.2. Material Resources

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

Concerning the scope of material resource, Arora others (1980) pointed out that necessary supplies and equipment which are very useful to maintain organizational production or services are material resource. Such resource includes land, buildings, furniture, office, machines, computer or any other materials. Based on the above definitions, material resources can provide an opportunity to learn more about a given fact and skill and thereby contributing to the development of meaningful concept.

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

UNESCO (2006) classified material resources as follows.

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

As of the above classification, educational institutions used all kinds of material resources, which are renewable, long lasting and immediate use items to smoothly run their activities.

Each material is used for specific objective and the wise utilization of all items promotes education quality. In line with this, UNESCO (1998) cited in Bekuretsion (2005) stated that: “Next to teachers material resources remain the most costly items required for a minimum standard of education and they are critically short in supply in the institution of poor developing countries. Therefore, it is necessary for the institutions that materials to be classified and managed properly. Principals must plan and control to ensure the effective utilization of those scare resources and allocation of financial to every time.”

2.3.Education Material and Instructional Materials

The concept of Educational Materials is generic in its nature. Some experts use educational materials and instructional materials interchangeably. Therefore, it is better to define educational materials and instructional materials separately and then point out their similarities and differences. Educational materials as defined by Mbamba (1992) refer to any object or unit area that is designed and organized deliberately to support and used in teaching and learning process. He further listed educational materials such

as laboratories, libraries, teaching aids, workshops, recreational spaces that serve to house instructional activities, furniture, teaching and learning materials in which learners draw knowledge and acquire skills. Similarly Prakasha and Gurage (1982) defined educational materials as all three dimensional objects as well as all graphic and written materials use in schools. Such materials include toys, games, boards, educational aids, basic classroom equipment and furniture’s, laboratory equipments, play grounds, recreational instruments, and text books.

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

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

2.4.Types of Educational Materials

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

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

Recreation Materials: - These are spaces, lawns, fields, pitches, sport equipment, games and general recreation materials. Games and sport activities apart from developing skills also promote socialization, psychological and environmental wellness through relaxation. The significance and level of provision of recreational materials should not exceed their values in facilitating the overall goal of the educational institution.

Residential materials: - include hostels and hostel materials, refectory and refectory materials. Staff quarters and other associated materials meant to provide residential convenience for staff and students.

General Purpose Materials: - These are materials that can easily be converted to uses other than those for which they are being used. Such materials in most cases are made of space materials. These include developed open space materials like sporting pitches, fields, lawns, school farms, access roads, parking lots and so on and undeveloped open spaces all the land area within the legal authority of the institution which are yet to be developed into specific functions.

2.5. Contribution of Educational Materials in Students Learning

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

The type and quality of educational materials allocated for the education process determines the implementation of the curriculum. Thus, educational materials can affect the interest and active participation of learners. In the same sense, learner's knowledge/skill could be positively or negatively influenced by the type and quality of the provision of educational materials.

In this regard, Amare (1999) has indicated that educational materials, when properly designed and applied in the educational process can have the following pedagogical merits. They: stimulates active learning, encourage creative thinking, overcome limitations of time and space, make learning relatively permanent (unforgotten), create the access of invisible realities, relate theory with practice and Provide direct interaction of students with the reality of social and physical environment.

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

2.6. The Concept of Educational Material Management

For instance, Datta (1984) There is no one and conventional definition of material management, defines material resource management as an activity of school for the

procurement and use of materials distinctly separated from the process of procurement and use of human skills and labor for the ultimate deployment to attain some predetermined objectives. He further explained that material resource management is not an exact science.

Ballot (1980) also defined material management as organization and mobilization of material resources for the attainment of predetermined goals of an institution. Moreover, for him material resource management is coordinated function responsible to plan for, acquire, store, move, utilize and control materials and final products to optimize usage of facilities, personnel, capital funds, and to provide customer service in line with corporate goals. Similarly, a module prepared by, Alpha U.C (2006) defines material management as a process of planning, organizing, directing and controlling the flow of materials including the acquisition and utilization of materials in an organization.

In relation to education, Nebiyu (2000), also state the functions of educational materials management as the coordination of planning, purchasing, moving, storing and controlling materials in an optimum manner so as to provide education service at a minimum cost. The above authors define material management differently this is because of that each as its own experience and background, so that variation can be understandable as there is common agreement on those areas directly responsible to the materials management function. In conclusion, material resources management is concerned with conscious engagement in searching for obtaining necessary materials that are essential for running the organizational activities and optimal utilization of the procured material resources for efficient achievement of organizational goals.

2.6.1. Integrated Concept in Educational Material Management

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

In this regard MoE (2013) Purchase of educational materials is carried out at a wereda level. But actual utilization and administration of the school properties and resources is, however, the responsibility of principals, teachers, and administrative staff of the school. The principal,

teachers and parent teacher student association (PTSA) could also participate in search of receiving donations from NGOs or private organizations. It is the principal's responsibility to lead and coordinate the managerial process of materials resources effectively and efficiently by creating strong linkage with all stakeholders.

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

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

2.7.1. Planning for Educational materials management

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

Planning of 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 context of educational material resources planning, UNESCO (1992), states that planning of educational materials resource starts with collection, compilation and analysis of data and information pertaining to the use of available material resources in education. Furthermore, the major factors considered in identification of educational materials for the short, medium and long range requirements have been identified. In addition to the data for quantitative requirements of educational materials, the presence of quality information, standards of educational materials with respect to the education objectives of the country is essential. In this respect, number of countries has adapted a standard list of materials depending on their prevailing situation, chosen priorities and available options which countries may use as a basis for allocation of educational materials or simply use as a reference.

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

In Ethiopia as Bekuretsion (2005) argues, educational materials did not get enough attention in the planning process by both planners and implementers in their action plans due to the problem of conceptualization. As evidence he mentioned many reasons. The reasons are lack of timely and accurate needs requisition from schools, weredas or regional educational bureaus, shortage of available and accessible data, less emphasis or inability to prioritize educational materials among other issues in education, shortage of adequate finance or total allocated budget for education and lack of readiness to know policy and guideline about educational materials management in the part of principals and the like.

2.7.2. Purchasing of Educational Materials

As of any other business terms, purchasing is defined differently by various experts. For Sharma, (2010), purchasing is the activity engaging for getting the right materials to the right

place, at a right time, in the right quantity with a right price. Similarly, Chary (2000) 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. Now days, purchasing has assumed a technical aspect and needs the service of professionals or competent buyers.

The main objective of purchasing is to conduct purchasing functions so as to reduce or avoid problems in production resulting from lack of any materials or supplies (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 proper flow of materials, supplies and services required to operate the firm, (2) Minimize inventory investment and loss (3) Maintain adequate quality standard, (4) Find or develop competent suppliers, (5) Standardize, the items bought wherever and whenever possible, (6) Purchase required items and services at the lowest ultimate price, (7) Improve the organization's competitive position, (8) Work harmoniously with other departments in the organization, (9) Accomplish the purchasing objectives at the lowest possible level of administrative cost.

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

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

2.7.2.1. Purchasing procedures

Dereje (2006) indicated that the purchasing process varies based on the rules and regulations of a nation. Its basic aim is to ensure that what is needed is made available when it is required. The materials to be bought should confirm to the established standards and more of

instructions but the procedure for procurement of educational materials may vary according to the nature of education. The vital steps are listed below.

Recognizing the need for material by using checkup of available stock, determining the quality of materials which will be required, regarding to the level of available funds, Deciding on priority basis in relation to the available funds, Drawing detail specifications of the required items, Preparing and publishing tender document, Analyzing the tenders to determine the price, availability of materials etc. Based on the present proposal on the quality, quantity of items, prices, delivery date, ability of suppliers, etc.; approving the tenders who should supply the materials.

2.7.2.2. Parameters of Purchasing

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

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

If educational materials are not provided timely, it negatively affects the whole educational process and quality of education. Sometimes early purchasing may create shortage of storage places. For this reason, the purchase requisition time of 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 concerns the purchaser. The first is trade discount which is set by vendors on the bases of their classification of customers. The second is bulk purchasing which offers lower unit price. The third is negotiating which is striving in making agreements that help the organization is saving money like seeing that proper cash discounts terms are incorporated in the order, securing invoice promptly from vendors, processing invoices promptly and getting them to the proper paying agent and securing extended discount privileges when unavoidable delays

are encountered. These are some common techniques purchasers assured the right price. Thus, personnel should consider the above techniques when buying educational materials.

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

D. The Right Quality: - Right quality implies the quality should be measurable, available, and understandable as well as practicable. In order to determine the quality of a product, sampling schemes on incoming materials inspection would be useful. Another important issue is where the buyer is able to make the item to such quality standards when established vendors are unable to do so (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. To this effect specification plays a great role. Specification for an item to be purchased describes in clear and concise terms the characteristics of what is to be purchased and the condition under which the purchase is to be made. The purpose of specification is for quality control. Moreover, Balogun (2001) pointed out that though decision regarding quality and brand are made in corporation with purchasing agent special for educational materials such as: textbooks, supplementary reading materials, charts, furniture, model or tools etc., the decision has to be made by some instructional official or committee of teachers or educational personnel.

2.7.2.3. Purchasing Policy

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

i. Speculative Vs. conservative: - under speculative buying, bulk purchases are made through large orders at a time and conservative buying are purchases made through small and frequent orders.

ii. Concentrated Vs. diversified under concentrated purchasing the number of sources on which a while seller or retailer may depend for

24 his/her supplies may be very few or limited. However, in the diversified purchases, buying is made from a large number of sources.

iii. Reciprocal buying policy: - this is to place an order with a seller who is your customer.

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

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

2.7.3. 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. In strategic planning, resource allocation is a plan for using available resources. 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. For allocation of educational materials UNESCO (2006) stated the following major criteria. The size of the system, the amount of materials available and using measurement units like size, total enrollment, cost per capital and teacher/pupil ratio. Moreover, equity is the important issue in allocation of educational material resources. It significantly concerned with treating individuals or institutions with standard of what that reflects basis senses of fairness. Accordingly, it means, equity means fair distribution of educational material resources.

2.7.4. Distribution of Educational Materials

Distribution is concerned with getting goods from a Manufactures to consumer. It usually involves substantial expenditure for warehousing and internal materials handling. In the words of Morrison (1998) educational materials distribution involves the movement of educational materials from the warehouse facilities to the requesting institution or unit. Educational resources once received and processed in to storages, should be handled properly and distributed to their destination.

Melaku (2010) “Distribution refers to those activities involved in physically moving materials from point of receipt to point of storage or use.” The main purpose of distribution is to facilitate the education system in obtaining the required amounts of resource on time with proper care and safety. He further discussed the distribution function may face some hindrances due to shortage of transportation, financial and materials constraints. Such problems may happen from failure in doing the expected managerial functions properly.

Taking the Ethiopian context, the Ministry of Education has organized a semi –autonomous agency regulation no.50/1999 called Educational Material Production and Distribution Agency which is charged with the responsibility of providing educational materials through production, or procurement locally or from abroad .But some reasons that contribute delay and imbalanced distribution of educational material these include: Inaccurate need requisition resulted from inaccurate data, Failure to submit requisitions on time, Lack of knowledge of the correct needs requisition, Absence of professional personnel in the planning activity of educational materials, Absence of adequate storage so that the ware house personnel is obliged to free the space; etc. due to this, unnecessary distribution that doesn’t consider time and need may occur.

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

2.7.5. Warehousing/Storekeeping Educational Materials

Store housing in words of Ehiamentalor (2003) is a process of setting and achieving goals through store management functions that utilize human, financial and materials resources. Melaku,(2010) define warehousing or storage function as that concerned with holding and caring for educational materials and supplies pending distribution and/or disposition, In this regard, store manager in schools, is responsible for each type of educational materials through proper identification of materials, efficient materials handling and protection of materials against spoilage in the warehouse, in addition, the store manager also controls the activity of materials during receiving, issuing and controlling materials recorded in the ledger in a systematic manual. Even though this is the principle, in Ethiopian schools, most of the store managers are not professional and sometimes they even lack basic knowledge of warehousing (Solomon, 2005).

2.7.6. Maintenance of Educational Materials

As explained earlier in this study, that most schools had a great tendency to demand new additional resources each year as a result materials and equipment maintenance may be neglected. Education materials served for many people at large throughout the year by the students, teachers and other school communities. Due to this and other reasons materials need continues maintenance and fallow up. According to Ray et.al (2001) maintenance enables the provision of service without stoppage. Melaku (2010) indicates,

Operation and maintenance are closely allied functions, and a successful program cannot exit with operation and maintenance functions being performed exclusive of each other. One of the key planning roles of educational institutions administration is in the maintenance operation of the plant, equipment and service facilitates.

Maintenance function should be considered during initial planning. In Integrated of maintenance function into the overall planning stage enables it proper management and implementation with its allocated budget. However, careful purchase was reducing maintenance cost. Harries (1988) 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.”

2.7.7. Obsolete and Surplus Management

As schools grow and the teaching learning process gets complex the amount of obsolete and surplus materials increases and as materials are scarce management system is necessary. According to Gopalakrishanan, P and sundaresan (1998)

Obsolete items are those materials and equipment which are not damaged and which have economic worth but which are no longer useful for the company's. Operation too many reasons such as change in product line, process materials, and so on. Surplus items are those materials and equipment which have no immediate use but have accumulated due to faculty planning, forecasting and purchasing.

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

2.7.8. Disposition

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

In educational institutions several alternatives have to be weighted before reaching up on single decisions of disposal. For instance educational materials that are surplus or obsolete for one activity may be needed in another activity. As a teaching aid by some modification or may be seriously needed in another schools. So in this regard transfer of excess materials from one school to other schools is more profitable way. Melakue (2010) “the most cost effective approach of disposition is donation or selling”

2.8. Proper use Of Educational Material Resources

2.8.1. Utilization of Educational Material resources

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

2.8.2. Controlling Educational Materials

UNESCO (2006) has defined the term controlling in relation to 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.” It generally deals with the determination of the effectiveness and efficiency of provision of the material and use in the attainment of educational objectives. Controlling involves establishing standards of performance, measuring results of work activities deciding if they are acceptable and taking corrective measures on time if deviations are detected Setotaw (2003).

Similarly, Ayalew (1992) also indicated that “controlling of educational materials should include the process of checking, the operation of the initial plan or production, allocation, distribution and use of materials which are used in the attainment of educational objectives”. As MoE (2013) indicates that the school principals should lead and coordinate these activities effectively and efficiently by creating strong linkages with all stakeholders. While there are certainly a number of others involved who will provide their input and assistance, supervisors, talented and skilled people and others involved.

2.8.3. Inventory of Educational Materials

Inventory as a managerial task deals with proper utilization of materials resources. Evertt (2003) states that the basic reason for carrying inventories is that it is physically impossible

and economically impractical for each stock item to arrive exactly where and when it is needed exactly. He stated that inventory is crucially important to almost all business or organization whether it is product or service oriented.

The ultimate goals of inventory are maximum customer service and satisfaction, low cost, plant operation and minimum inventory investment. Inventory serves as a buffer between supply and demand, customer demand and finished goods, finished goods and component availability, requirements for an operation and the output from the preceding operation parts and materials to begin production and the supplier of materials (Balogun, 2001). Chary, (2000), on the contrary, stated that inventory is needed for the uncertainties involved in the usage or availability of materials. Thus, it ensures that one stage of production doesn't suffer because of none functioning or malfunction of the previous stage of production over which the former is dependent.

Inventory constitutes one of the most important elements of any system dealing with the supplying, manufacturing and distribution of goods and services. In the Ethiopian education system, inventory is made on educational material, resources produced or purchased for various purposes once a year (MoE, 2006)

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

2.9.Challenges to Effective Management and Utilization of Educational Materials

A. Funds: - The issue of educational financing is clearly the central pivot. This is so because the vital issue of the nature, quality, quantity and efficiency of educational system largely depends on the level or as well as the appropriateness and the management of financial provision. In this regard, Ethiopian schools have poor source of income and management Nebiyu (2000).

B. Lack of Accurate statistical Data of Educational materials: - Proper records of educational materials will help in effective management utilization and achievement of educational objectives. Most school administrators fail to provide accurate and reliable data on the quality and quantity of educational materials available (MoE, 2006).

C. Poor maintenance culture: - Facilities and educational materials are not adequately maintained. Administrators prefer building new classrooms instead of maintaining the old ones. Laboratories and their equipment's are allowed to waste, text books and other instructional materials are exposed to rot away in the cartoons rather than displaying them on their proper place/shelves for easy retrieval and usage (Tafesse, 2007).

D. Capacity of personnel's to manage and use educational materials: - Most personnel's, principals and teachers are unable to update their knowledge through trainings, workshops and conferences. They lack access to current journals, textbooks and internet facilities. They, therefore, rely on their old text books, notes and materials. This lack of exposure, negatively affects the wise utilization and management of educational materials (MoE, 2006; Dereje, 2006).

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

2.10. Material Management policies and guidelines

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

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

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

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

I. Principal's responsibilities

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

II .Teachers' responsibilities

Teachers are responsible for using their professional judgments in selecting appropriate resources in accordance with any school specific procedures and guidelines...Teachers have a right to hold views on issues and to express them, in appropriate forums.

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

Table 1: The major models that help to receive and pas materials to an employee are the following

No	Type of model	Function
1	Model 19	Used when material are submitted to a store
2	Model 20	Request to withdraw materials from a store
3	Model 21	Used to give an approval for a requested material
4	Model 22	Helps to withdraw materials from a store
5	Model 70A	Helps to register permanent materials.
6	Model 70B	Helps for depreciation of permanent materials.
7	Model 70C	Helps to balance b/n received and pass.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 RESEARCH DESIGN

This study involves descriptive survey research method to describe the current practices of material resource management in Addis Ababa secondary and preparatory schools of Kolfe Keranyo sub-city Addis Ababa city of Administration. This method was selected because, it was appropriate when the aim of the study was to get an exact description of current status (Ayalew and Seyum, 1989). In line with this, Kumar (1996) state that descriptive survey was concerned with the systematical assessment of a situation, practice, problems, phenomena and programs (Babbie, 1990; Fowler, 1998; Cresswell, 2003) also indicated that descriptive survey research method help for rapid turnaround in data collection and identifying the attributes of a large population from small study.

In addition, according to Keeves (1990) descriptive research method is a fact finding study with adequate and accurate interpretation of the findings. It describes with emphasis what actually exist such as, current condition, practices, situations or any phenomena particularly, descriptive survey method is one which is commonly used in educational research. Besides this, qualitative approach was employed so as to obtain detailed information that cannot be gathered through quantitative method. Which relies mainly on close-ended questionnaire the qualitative method can be effective in obtaining such information. The justification made the descriptive survey research method more appropriate for this study.

3.2 SOURCES OF DATA

Both primary and secondary sources were captured to obtain data for the study. Primary sources of data were: supervisors from the sub-city, teachers, principal, parent-student-teacher association members, store keepers, purchasers. The reason behind selecting these as sources of data was to get firsthand information about the material resource management, since the respondents have a direct relation and experience about the implementation of planning, purchasing and storage, distribution, utilization, inventory control and maintenance of materials and scrap and surplus disposal with schools. In addition to this, secondary sources such as, different documents, guidelines, related literatures; magazines were review and analyzed in order to substantiate the information gathered from primary sources.

3.3.POPULATION, SAMPLE SIZE AND SAMPLING TECHNIQUES

3.3.1. Population of the Study

The target population of this study was composed of 3 government secondary and preparatory schools that are found in Kolfe Keranyo Sub-City of Addis Ababa. There were 317 teachers including department heads, 127 administrative workers including principals, store keepers and Purchasers, 40 PTSA and six supervisors,. Therefore, the target populations of the study were 7185.

To conduct the study, however, about 255 respondents were selected from the schools under investigation. These are: Six principals, 15 administrative workers (five from each school), three supervisors, eight PSTA members, 86 department heads and teachers, three store keepers and three purchasers. The researcher believed that the sample sizes were represented the population of the study and it was assumed to be manageable for the research operations.

3.3.2. Sample and Sampling Techniques

To select the sample of the study, different techniques were employed. Sample schools were selected based on the following criteria: Availability, the problem was serious; and Proximity to the researcher's working place. However, principals, purchasers, store keepers, Supervisors and PSTA members were selected for the study by using purposive sampling method. The reason behind using this sampling technique was that those all were highly involved in the planning, utilizing, maintenance... of material resources management at schools. Particularly, officials were key individuals who play a paramount role as an agent of communication that all other stakeholders in the school management interact through them.

In relation to this, De Vos, and others (2002), states that purposive sampling "it is based entirely on the researcher's decision in that a sample is composed of elements that contain the most characteristic, representative or typical attributes of the population", Therefore, purposive sampling method was employed to get better information from the above mentioned respondents.

But, in selecting administrative workers, simple random sampling technique was applied with the assumption that it could help to avoid bias. Moreover, the number of students' council may vary from school to school that it depends on the data given by the school itself. Thus, readers must take care-off in this regard.

Table 2: Sample of the Study

Sample Wereda	Wereda 4			Wereda 8			Wereda 12			Total
Name of Schools	Ayer Tena secondary and preparatory school			Keranyo Medhanialem secondary and preparatory school			Millinium secondary and preparatory school			
Sex	M	F	T	M	F	T	M	F	T	
Teachers’	87	29	116	65	24	89	76	36	112	317
Sample teachers selected	23	8	31	18	7	25	20	10	30	86
Administrative staff	2	3	5	4	1	5	3	2	5	15
Principal’s	1	1	2	2	-	2	2	-	2	6
Store keepers	1	-	1	1	-	1	-	1	1	3
Supervisors	-	1	1	1	-	1	-	1	1	3
purchasers	1	-	1	1	-	1	-	1	1	3
PSTA	1	1	2	1	1	2	1	1	2	6
Sampling Techniques used	SR/lottery			SR/lottery			SR/lottery			119

Source = own survey**GRAND TOTAL RESPONDENTS = 119****3.3.3. SAMPLING TECHNIQUES**

Member of Principals, supervisors and Parent-Student-Teacher Association, purchasers, store keepers, were selected for the study by using purposive sampling method since all of them are highly involved in the implementation of a working relationship at schools. Particularly, officials are key individuals who play a paramount role as an agent of communication that all other stakeholders in the school management interact through them.

Teachers and administrative staff on the other hand, were selected by using random sampling technique were the assumption that it could help to avoid bias. But, note that, equal number of respondents was given to every school. Moreover, the number of teachers' may vary from school to school according to the data given by the schools. Thus, readers must take care-off in this regard.

3.4. DATA GATHERING TOOLS

Relevant information's for the study were collected through questionnaire, and a semi-structured interview. The questions used for interview and questionnaire were prepared based on the review of literature on the practice, problems and prospects of material resource management. Two separate questionnaires were prepared. The question items (both open and close-ended) were prepared and administered to two groups in general: teachers and

Administration staff and the interview were prepared for supervisors, principals, PSTA, store keepers and purchasers for the purpose of its manageability. The teachers and Administration staff were selected by using simple random sampling methods and the rest were taken without selection.

Apart from this, an interview was held with six principals, three from store keepers and three from purchasers, six from PSTA members and three supervisors. All of them were purposively selected from each school because it was assumed by the researcher that they usually serve as mediators when the schools use effectively implement planning, utilizing, distributing, maintaining, purchasing practice. On the other side, it is in order to get other contextual implementation of the practice of material resource management, if there are, and for the purpose of triangulation. Furthermore, the interview was conducted in Amharic as like as the questionnaire.

3.5. DATA GATHERING PROCEDURES

Questionnaire and interview were revised and translated into Amharic with the intention of getting information that is more reliable by minimizing language barriers on the parts of the respondents and participants.

Moreover, the data collection was enhanced by conducting a pilot study. This is a method used to design an instrument prior to carrying out the research. The pilot study assesses the relevance of the designed instruments to collect data for the main study. The sample will be then selected from three groups; as we grouped them in the previous selection students, teachers, and administrative workers. The responses from the pilot study will be computed to find out the reliability of the instruments or items designed to measure the source, individuals' perception about implement the practice, problems and prospects of material resource management by using descriptive analysis.

This method will help to check the internal consistency of the items. According to Geda (as cited in Gray, 1980) state that in order to accept a given instrument as reliable, the reliability coefficient should be greater or equal to 0.5 results as criteria. Finally, based on the results of the pilot study, the necessary correction and improvement of the instruments will be made to make ready for the main study. The first questionnaires will be prepared in Amharic for the students with same number for each individual. The second type of questionnaire will be

prepared in English. The objectives and the instructions of the questionnaire will be explained clearly in understandable way. Since the questionnaire will be distributed I will give enough time to answer carefully. Finally I will be collecting the questionnaires paper. Based on the information gathered from the questionnaire observation the data will be analyzed and interpreted.

3.6. METHODS OF DATA ANALYSIS

The data collected through questionnaires were arranged and presented in a table form as per their similarities and analyzed by using different statistical tools such as frequency counts, percentages and mean values. The qualitative data drawn from open-ended items interview, document analysis data were analyzed qualitatively along with data from close-ended (items) school reports and expression. Meanwhile in-depth qualitative data were analyzed using narration made as expressed by respondents and as understood by the researcher. The analysis and interpretation of rating scales were made by grouping mean values into ranges. Accordingly, the organization of the items will be based on a five point Likert Scale, (Armstrong and Dowson, 1985) i.e. strongly agree, agree, undecided, disagree and strongly disagree while the second and third parts of the questionnaire will be always, usually, sometimes, rarely and never for its last section. 1-1.49 counts for strongly disagree, 1.5-2.49 for disagree, 2.5-3.49 for moderate, 3.5-4.49 for agree, 4.5-5.00 for strongly agree. In addition, the scores will be determined by counting the frequencies of responses before computing those using SPSS (Statistical Package for Social Science) program.

Table 3: Respondents by gender, age, educational qualification and year of service

No	Variable	Category	f	(%)
1	Gender	Male	63	67.74
		Female	30	32.26
		Total	93	100.00
2	Age	< 25 years	17	18.28
		26-30 years	35	37.63
		31-35 years	21	22.58
		36-40 years	7	7.53
		41-45 years	7	7.53
		> 46 years	6	6.45
		Total	93	100.00

3	Educational qualification	Certificate	0	0.00
		TVET Diploma	8	8.60
		College Diploma	12	12.90
		BA/BSC	31	33.33
		MA/MSC	42	45.16
		Total	93	100.00
4	Year of Service	< 5 years	23	24.73
		6-15 years	41	44.09
		16-25 years	18	19.35
		> 26 years	11	11.83
		Total	93	100.00

As indicated 67.74% of the respondents were male and the rest (32.26%) were females. This shows that the majority of the respondents were males. Therefore, the schools were male dominated.

Regarding respondents' age, the majority 37.63% and 22.58% was in the age group of 26-30 and 31-35 years. Whereas there is also (18.28%) are under the age category of 25 and below years they are at energetic age level. Others (21.51%) were under the age category of 36 and above which is senior employees in the schools and they are experienced. In item 3 of the same table, respondents were requested to respond about their level of education (qualification). (78.49%) were BA/BSC or MA/MSC the others (21.51%) were college diploma and TVET diploma. These show that respondents have good qualification according to their academic performance to use and manage educational materials. As of respondents work experience (24.73%) had a work experience of less than 5 years while (63.44%) were found to have between 6 - 25 years. The others (11.83%) have 26 and above years of work experience. Finally combination of different age, education level and service of participants in the study area were found to be satisfactory to get reliable data for the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

The analysis and presentation of the data collected from selected participants via interviews, questionnaires and observation checklists are made in this chapter. The study was mainly aimed at investigating the current practice of educational material resources management and utilization. In order to achieve this purpose, 101 questionnaires were distributed to both teachers and administrative staffs in three sampled schools. Thus, the return rate of the questionnaire was (93) 92% this is considered to be valid since the unreturned questionnaires are less than 10%. 101 out of the 93 distributed questionnaires were properly filled and returned by 92% of the respondents.

Though 20 candidates were assumed to interview, due to some reasons 16 were found and interviewed. From these two supervisors, sex member of the PTSA, four school principals and four purchasers and store keepers were involved.

4.1. Analysis and Interpretation of the Data

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

Table 4: Availability and use of policies and guidelines regarding to educational materials Management and utilization

No	Item	SA		S		UD		DA		SD		Total		Mean
		F	%	F	%	F	%	F	%	F	%	N	%	
1	The accessibility of policies and guidelines	11	11.83	34	36.56	35	37.63	6	6.45	7	7.53	93	100.0	2.43
2	Based on the government guidelines the school made their own guide line	12	12.90	33	35.48	35	37.63	5	5.38	8	8.60	93	100.0	2.46
3	commitment of concerned bodies to make awareness or training on polices and guidelines	7	7.53	8	8.60	32	34.41	9	9.68	37	39.78	93	100.0	2.50

*F= Frequency

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

***Average Mean score ranges: mean < 1.00 as low, mean 1.0 to 2.00 as medium, and from 2.00 to 3.00 as high.**

* Strongly agree: SA, Agree: A, Undecided: UD, Disagree: DA and strongly disagree: SD

As displayed in the table above, the mean values for the presence of formally established accessibilities of these policies and guidelines, based on the government guidelines they

made their own guidelines, and commitment of concerned bodies to create awareness are, respectively 3.43; 3.43; and 2.50.

Table 4 item 1 reveals that 45 of the respondents showed their view as the accessibility of policies and guidelines become high. Whereas, 13 of the sample respondents disagree with the issue, On the other hand, 35 of the respondents could not make decision. The mean value of the item was 2.43 which indicated moderate consideration of established accessibilities of these policies and guidelines.

Table 4 item 2 reveals that 45 of the respondents showed their view as based on the government guidelines they made their own guidelines become high. Whereas, 13 of the sample respondents disagree with the issue, On the other hand, 35 of the respondents could not make decision. The mean value of the item was 2.43 which indicated moderate consideration of established based on the government guidelines they made their own guidelines.

Concerning item 3 of Table 4, 45 of the respondent showed their disagreement and 15 of the sampled respondent confirmed that their agreement. The remaining 32 could not decide on the item. The calculated mean score was 2.50 which imply disagreement moderate. The analyses revealed that disagree to which the commitment of concerned bodies to make awareness or training on policies and guidelines become poor.

In general terms, Results indicate that there were different government policies and guideline in the schools but there is no effort in creating awareness or organizing training to staff and available to use. In addition to these when school principals leave the school or position they did not transfer them to the new one. In relation to these most schools did not develop their own guideless for these activities.

On top of this, information was collected through open-ended question and interview concerning about most of the item these respondents in the qualitative data explained that statistics information in relation to quality. There are guidelines in the schools, the problem is that when the school principals leave the school they were not transfer to the new one and the schools made training or awareness and available to the school community were the problem. But the school administrators are not giving attention. They were not made access able to

school communities which are assumed to help principals and others to implement them on their daily activities regarding educational materials.

4.1.2. Material resource Management

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

Table 5: School communities' participation in material resource Management

No	Items	Scales												
		SA		S		UD		DA		SD		Total		Mean
		F	%	F	%	F	%	F	%	F	%	N	%	
1	Planning of educational materials	4	4.30	7	7.53	31	33.33	20	21.51	31	33.33	93	100	2.45
2	Selection of educational materials	0	0.00	17	18.28	24	25.81	45	48.39	7	7.53	93	100	2.38
3	Purchasing of educational materials	4	4.30	11	11.83	22	23.66	52	55.91	4	4.30	93	100	2.29
4	Distribution of e/m	4	4.30	5	5.38	33	35.48	41	44.09	10	10.75	93	100	2.55
5	Inventory control and maintenance of materials	1	1.08	4	4.30	42	45.16	41	44.09	5	5.38	93	100	2.27
6	Scrap and surplus disposal	3	3.23	4	4.30	40	43.01	41	44.09	5	5.38	93	100	2.25

Table 5 item 1 reveals that 51 of the respondents showed there view as the degrees of Planning of educational materials become low. Whereas, 11 of the sample respondents agree with the issue, On the other hand, 31 of the respondents could not make decision. The mean value of the item was 2.45 which indicated moderate consideration of diagnoses the Planning of educational materials.

Item 2 of Table 5 tries to address whether Selection of educational materials. Accordingly, 52 of the respondents stated as low, While, 17 of sampled respondent agreed the issue. 24 of the respondents failed decide on the item. The mean value of the item was 2.38 which indicated disagreement on the Selection of educational materials. This analysis implies that school administration moderate participation in Selection of educational materials in the selected secondary schools of kolfe keranyo sub-city.

As we seen item 3 Table 5, academic staff and administration staff were asked whether the Purchasing of educational materials 15 of the respondents agree. Whereas, 56 less agree on the item. The calculated mean score was 2.29 which imply levels of agreement become moderate. The data entails that the involvement of the community by Purchasing of educational materials was moderate.

In the response to item 4 Table 5, respondents showed 51 of the respondents disagreed on the schools consider the Distribution of educational materials and nine of the respondents agreed on the items. The mean score was 2.55 which indicated considering Distribution of educational materials was moderate.

Regarding to item 5 Table 5, four of sampled respondents agree on the Inventory control and maintenance of materials and 46 of the respondents disagreed on the specified items. The mean score of the respondent was 2.27 which have in the interval of moderate levels of effectiveness. This implies that the consideration of Inventory control and maintenance of materials were insufficient.

In item 6 of Table 5, investigated how much secondary school planners were carried out scrap and surplus disposal. With agree to this 46 of the sampled respondents disagree. Seven of the respondents agree on the stated item and the reaming 40 of the respondents couldn't decide the decision on the item. The mean score of the respondent was 2.25 this implies that the scrap and surplus disposal were attempting to make situational analysis is moderate.

In general terms, options rated as 'strongly agree' and 'agree' in most of the items as described in the above table are much greater than that of respondents who are rating 'disagree' and 'strongly disagree'. Therefore, the findings and responses are in line with the factors as we mentioned in the review part i.e. Boone and Kurtz (1987), Frojalla (1993), Gatewood (1995) and Gamage (2006); together with school practices and experiences.

On top of this, information was collected through open-ended question and interview concerning about most of the item these respondents in the qualitative data explained that statistics information in relation to quality. Our participation at the binging of the year was on the school planning and checking the documents, in this process there was material planning checkup. At the purchasing activities schools include one teacher as representative with in

purchasing committee. Other material management activities like material controlling were left to school principal.

When materials like textbook distributed to schools as supervisor we were participated in distribution process and also check up on the ratio of textbook distribution. At the beginning of the year and at the end of the year we are invited on the meeting if there is shortage of materials we support the schools. Rather than material and money support there is no participation. When there is a material shortage in the schools PTSA support the schools by collecting money and participated in purchasing process.

Responses from interview indicate that participation of stakeholders in relation to material management functions is limited. They only comment on plan report. Supervisors prepare check lists and at the beginning of the year visit schools to identify; if shortage of materials are there in the schools. Continuous controlling and direct participation system were not practical. There is no way to control or evaluate the material management and utilization in these schools.

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

4.1.3. Educational Materials Management Functions

This section emphasizes the presentation and discussion of data gathered from respondents on educational material managements. Respondents were required to rate the level of their agreement on the three Likert, Scale (in order to minimize the range) item questionnaires range from high (3) to low (1). Accordingly, the planning activities were analyzed with a mean value of < 1.00 as low, from 1.00 to 2.00 as medium, and from 2.00 to 3.00 as high. Results from open ended items and interview questions were also qualitatively analyzed.

4.1.3.1.Educational materials planning activities

Table 6: Related to Material Management Functions

No	Items	High		Medium		Low		Total		Mean
		F	%	F	%	F	%	N	%	
1	Budget preparation for the provision of the required materials	5	5.38	41	44.09	47	50.54	93	100.00	2.39
2	The involvement of users in the planning of educational materials	7	7.53	45	48.39	41	44.09	93	100.00	2.33
3	The match between what is planned and purchased in terms of time	13	13.98	41	44.09	39	41.94	93	100.00	2.27
4	Need assessment for planning process	7	7.53	47	50.54	39	41.94	93	100.00	2.3

In table 6, respondents were asked about the planning activities of educational materials in their school. Accordingly 44.09% and 50.54% respectively rated as medium and low for the budget preparation for the provision of the required materials. The mean score for this item is 2.39, which is considered to be medium. The data obtained from sub city supervisors and PTSA members revealed that there is budget plan in almost all schools but there is a problem of proper planning. As it displayed above around 50.54% of respondents indicated that the performance is low.

For the item that focuses on involvement of users, only 7.53% rate high. The item has a mean score of 2.33 which lies on the medium rate. The data found from the interview and document analysis also indicated that there are attempts to participate concerned bodies on the planning of educational material management. But the attempts lack proper organization of the team. With respect to match between what is planned and purchased in terms of time 41.94% rate the activity as low and 44.09% as medium only 13.98% of the respondents' rate it high. The mean score for this planning activity is 2.27 which are found at the medium range. The data found from interviews also showed the same thing.

Regarding need assessment for planning process, the mean score is 2.30, which is rated as medium. 50.54% of the respondents also indicated that the need assessment for planning is almost fair.

In relation to planning activities the data gathered through interview indicate that, all schools prepare budget each year but there were duplication of privies budget plan. Sometimes in these schools Lack of clear need assessment and involvement of users made mismatch

between what is planned and what is purchased. Respondents put those schools now days formally prepare planes to be their strong side.

On top this, from the interview made their academic staff, principals, supervisors and PSTA members head forward their understanding on the whole participation of budget preparation activities were implemented at all schools but the problem is the duplication of the privies plane. Sometimes schools do not consider need assessment because of this gap there is mismatch between what is planned and what is purchased and Lack of users' involvement made to miss important materials.

4.1.3.2. Purchasing of Educational Material

Table 7: Purchasing of Educational Materials

No	Items	Scales												
		SA		S		UD		DA		SD		Total		Mean
		F	%	F	%	F	%	F	%	F	%	N	%	
1	Quality of purchased materials	5	5.38	7	7.53	35	37.63	41	44.09	5	5.38	93	100.00	2.69
2	Relevance of purchased materials	4	4.30	4	4.30	30	32.26	49	52.69	6	6.45	93	100.00	2.51
3	Transparency of purchased system	3	3.23	3	3.23	4	4.30	44	47.31	39	41.94	93	100.00	2.3
4	Qualification of purchasing body	2	2.15	5	5.38	31	33.33	50	53.76	5	5.38	93	100.00	2.51
5	Fair and genuine utilization of purchasing procedures	4	4.30	6	6.45	34	36.56	45	48.39	4	4.30	93	100.00	2.58

As displayed in the above table, the mean score for quality of purchased materials is 2.69 which rated as moderate. Accordingly 37.63%, 44.09% and 5.38% rated as good, fair and poor respectively.

With regard to relevance of purchased materials, data collected through questionnaires indicate that more than 59.14% of respondents level these criteria as fair or else poor. The mean score is 2.51, which is found at the border line between fair and good. In line with transparency of purchasing system, only (6.46%) respondents rated the item as excellent or very good. The overall mean is 2.3 which are low. The result found from interviews and open ended questions confirms this lack of transparency and accountability is the bottleneck of the purchase of educational materials.

In respect to qualification of purchasing body, almost 53.76% and 33.33% rated it was fair and good respectively. The mean score for this item was 2.51. One can say that there is a visible skill and knowledge gap in this area. The researcher observed that the highest educational level, in this regard, is college diploma. With respect to fairness and genuine utilization of purchasing procedures, 52.5% of the respondents rated it as fair and 40% rated good. The data collected through interview indicated that there were times when the formal purchasing system is violated. The mean score for this item is 2.58 rate averages.

Accordingly, (17.3%) reported always, (54.5%) selected sometimes, and the rest (28.2%) indicated not at all. Hence, considerable number of respondents reported that there was a problem on purchasing educational materials on time. Lack of transparency and accountability has been taken as a major hindrance. As information obtained from the open ended questionnaire items also justify this delay of budget release and shortage of budgets was taken as other problems. The extent of purchasing issues is discussed in the table below.

This part deals with one of the educational materials management function purchasing Interview response: Lack of transparency of purchasing system made school administration problem when the government body check the process of purchasing, Lack of professionals users participation lead less quality of purchased materials like photocopy and printer toner sometimes made material damage.

Interview response indicated that transparency and users participation were the gap in purchasing system. Data from questionnaire show that, with regard to the frequency of purchasing educational materials on time, the respondents were asked to indicate how frequently purchasing of such materials is made on time.

4.1.3.3.Allocation and Distribution of Educational Materials and Maintenance of Educational Materials

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

Table 8: Allocation and distribution of educational materials

No	Items	Scales												
		SA		S		UD		DA		SD		Total		Mean
		F	%	F	%	F	%	F	%	F	%	N	%	
1	The time lines of the distribution and allocation process	2	2.15	5	5.38	37	39.78	45	48.39	4	4.30	93	100.00	2.54
2	The extent of collaborative performance of concerned bodies	2	2.15	4	4.30	44	47.31	43	46.24	0	0.00	93	100.00	2.59
3	The fairness of materials allocation among schools and subunits	3	3.23	7	7.53	49	52.69	32	34.41	2	2.15	93	100.00	2.77
4	Cooperativeness of higher officials on fair allocation	1	1.08	8	8.60	29	31.18	49	52.69	6	6.45	93	100.00	2.49
5	Volunteer (cooperativeness) of higher official on fair allocation	4	4.30	6	6.45	31	33.33	47	50.54	5	5.38	93	100.00	2.49

Accordingly, the data displayed above indicate the allocation and distribution of educational materials. the mean score for the timeliness of the distribution process is 2.54 which is good/moderate. In this case, almost 86% of the respondents' answer was good. The data found via interviews was indicating as it is a problem of timely distribution.

Regarding the extent of collaborative performance of concerned bodies, the data gathered indicated that there is less cooperation and commitment in taking actions. The mean score for this item is 2.59, which lied on the moderate range. 46.24% of the respondents indicate the fair rate which shows as there are draw backs.

In line with the fairness of educational materials allocation to schools and subunits had a score mean of 2.77, which shows good allocation among schools and sub-cities. More than half (52.69%) of respondents also witnessed this fair distribution. But the result found from interview indicates that there were gaps.

Response from the questionnaire was presented: for the item "how good are schools regarding maintenance of educational materials" about (10%) responded very low; (50.9%) rated as low; (34.5) rated it as average, (2.7%), (1.8%) said high and very high respectively. The mean score is 2.35, which lies under the category of low. The researcher had also observed that educational materials, which need even simple repair, are thrown here and there

in some schools. Of these educational materials all were bought with heavy governmental budget but are found damaged.

Responses from short answer of the questionnaire indicate the materials including text books and references books, Plasma TV, tables and chairs etc... were frequently damaged. The participants were asked the reason for the frequent damage of these educational materials and why these were not quickly repaired. The result indicated that less qualified/experienced technicians (50%), lack of proper planning and handling (38%), and lack of administrative follow up (9.1%) were the most common causes for the damage and reasons for not immediately repair.

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

Materials were distributed to schools every year from government and NGO, but properly maintaining is the problem of all schools, Maintenance activities were not planned even if there is budget allocated schools were not give attention to maintaining materials, In most cases materials are broken and piled in one room or in some place in the school compound every day but efforts are not made to maintain them. Higher officials are not committed on fair allocation of materials, Sometimes materials are not distributed on time to school. They are brought /distributed after the school started. Officials on fair allocation, there was a tendency to support the most “effective” schools.

In these regard data collected from interview indicted that there were a distribution problem, the reasons were that lack of gating reliable data from schools and lack of organized distribution system of higher officials.

Under this section, results found from questionnaire, were analyzed and presented. Since the same rating, are employed, this section also used the earlier mean score analysis.

4.1.3.4.Storage of Educational Materials

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

Table 9: Views on Storage of Educational Materials

No	Items	Scales												
		SA		S		UD		DA		SD		Total		Mean
		F	%	F	%	F	%	F	%	F	%	N	%	
1	Properly recorded materials	4	4.30	7	7.53	41	44.09	40	43.01	1	1.08	93	100.00	2.72
2	Materials identification	1	1.08	11	11.83	45	48.39	33	35.48	3	3.23	93	100.00	2.8
3	Material codification	0	0.00	6	6.45	41	44.09	44	47.31	2	2.15	93	100.00	2.5
4	Immediate supply of materials	0	0.00	4	4.30	35	37.63	47	50.54	7	7.53	93	100.00	2.39
5	Proper storage materials system	0	0.00	5	5.38	37	39.78	46	49.46	5	5.38	93	100.00	2.44

As the data displayed above show, the mean score of properly recorded materials is 2.72 for at average score, the mean value material identification is 2.80 which is at average score and also material codification is little bit than the low score 2.5 while 2.39, and 2.44 are mean values of immediate supply of materials from the store, and proper storage of educational materials respectively which are at low score.

Moreover there is an item asking the respondents the way that the storekeeper cross check the return of materials, 65% of the respondents reported that there was no clearly set means to control material return, 20% reported using master list and the others 15 % reported different methods. As indicated in the interview, there are efforts to record materials in many of the sampled schools; however, they were suffering from lack of proper material identification and codification. Thus, they couldn't access or supply the available educational materials easily. It is found from the results via interview and observation, the store keepers make a mess of educational materials to search for one and the other is no clear set of material return technique.

On top of this, information was collected through open-ended question and interview concerning about most of the item these respondents in the qualitative data explained that statistics information in relation to quality. The store management system is not at good condition in the school materials are damaged because of improper storage and Store keepers are try to record materials but technology support system were not implemented easily to know what is in the store and out of store.

4.1.3.5.Inventory Control of Educational Materials

Table 10: Inventory Control

No	Items	Scales												
		SA		S		UD		DA		SD		Total		Mean
		F	%	F	%	F	%	F	%	F	%	N	%	
1	Usage of inventory control system	5	5.38	4	4.30	9	9.68	51	54.84	24	25.81	93	100.00	2.09
2	Frequency of conducted inventory	1	1.08	3	3.23	25	26.88	43	46.24	21	22.58	93	100.00	2.13
3	Report after inventory	2	2.15	2	2.15	37	39.78	49	52.69	3	3.23	93	100.00	2.48
4	Process of updating inventory	0	0.00	0	0.00	41	44.09	49	52.69	3	3.23	93	100.00	2.37

The above table shows the usage of inventory control items, usage of inventory control, frequency of conducted, report after inventory and process of updating. The result show that the mean score o to be 2.09, 2.13, 2.48, and 2.37 respectively, which are at low rate .These indicate that there is a gap in inventory system. Result from interview indicates that all schools did this activity but the problem was that it is not well planned and the inventory results were not properly used on planning of materials.

Accordingly, in the short item of the questionnaire that requests how often inventory is made, 20.9% said once a semester, 47.3% indicated once a year and 31.8% respond when it is needed only. The result shows there are schools which even don't have regular inventory and control system.

On top of this, information was collected through open-ended question and interview concerning about most of the item these respondents in the qualitative data explained that statistics information in relation to quality. An inventory was done in the school once in a year but the activities were not done whit professionals, Inventory reports were not well organized to use during planning time. There are materials which is not included in inventory like materials donated to schools.

4.1.3.6.Result on Obsolescence and Surplus

On top of this, information was collected through open-ended question and interview concerning about most of the item these respondents in the qualitative data explained that statistics information in relation to quality. In schools there are materials like machines and supplementary books which are not used in secondary schools. They were all out dated.

Textbooks were surplus in some school while there were shortages in other schools. Transferring these textbook to the other school is also other cost Data obtained via questionnaire indicated the main reasons for obsolescence and surplus of educational materials to be: planning problems (54.5%), curriculum change (34.5%), and technological advancement and change (6.4%) respectively. Moreover, measures taken by schools regarding surplus and obsolete of educational material was also requested. As a result, 41.8% of the respondents indicated that collecting at one place and storing them somewhere mass the measure taken. Similarly, 33.6% and 16.4% respectively chose dumping/burning and donating to others. The result indicated that there is high amount of resource wastage in these schools.

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

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

On top of this, information was collected through open-ended question and interview concerning about most of the item these respondents in the qualitative data explained that statistics information in relation to quality. In the schools even in the sub-cities there is no organized supervision and controlling material management system. Even materials distributed from sub-city or education bureau did not have controlling and evaluation mechanism.

There is no cleared identification, codification system in schools store management. Technology support (computerized system) of marital management system was not practiced.

Data gathered from schools were not reliable because of these materials like text books are scarce in one school and are surplus in other school, less coordination between school communities left material management activities to be only the responsibility of principals and store keepers and administer educational materials organizing different committee and settings recruiting from the stakeholders is the first thing.

School principals should create awareness to all school community and stakeholders. Every individual in the schools should develop sense of responsibility and belongingness materials

in the schools. Each of material management function should be planed and the frequency of supervision inside and outside should be considered. uniform educational material management and utilization system should be implemented

Data gathered from open- ended question were summarized as follows there is no uniformity of material management and utilization system among the schools community Less commitment on the side of school principals to create awareness and provide training to school community and stakeholders on material management -Lack of close supervision and proper planning from concerned bodies cause shortage of important materials in the schools materials are stored for a long period of time in store and some of them became out of use.

From closed- ended questions an analysis of the major problems and action to be taken for the challenges in educational material managements is displayed here under. Of the 110 respondents, (60%), and (22.7%) responded disagree, and undecided for an item that asks whether there is a responsibility of assigned body to monitor the educational materials management. This indicates that there are no clearly assigned professionals to effectively run the educational materials in these schools.

Mechanisms use by school administers and education officers were found to be supervision and inspection. Furthermore, 50.9% of respondents believed that department heads are more committed in controlling and monitoring educational materials; 32.7% thought that principals are more committed and responsible in monitoring educational materials. This indicated that there is a gap in considering responsibility.

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

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

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

5.1. Summary

The study was conducted with the aim of investigating the practice, problems and prospects of material resource management in Addis Ababa secondary and preparatory schools. Three secondary and preparatory schools from Kolfe-Keranyo sub city were sampled for this study. All the sub city supervisors, selected schools principals, vice principals, department heads, librarians, lab and plasma technicians, members of PTSA, finance officers, store keepers and purchasers were taken as informants in the study .

Out of 490 people, sample of 121 respondents were selected by simple random sampling, purposive sampling and availability sampling techniques. Descriptive survey research design was employed to conduct the study.

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

1. What practices and guidelines are available to facilitate the utilization and management of educational materials in selected secondary and preparatory schools?
2. what main roles do school communities play in material resources management in terms of: Planning, Purchasing and storage, Distribution, Utilization, Inventory control and maintenance of materials and Scrap and surplus disposal
3. Are there qualified personnel assigned specifically to carry out the activities of material resources management in secondary and preparatory schools?
4. What are the major problems encountered by secondary and preparatory schools in managing and utilizing materials resources?

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

5.1.1. Role of stakeholder's in material management issues:

Participation of stakeholders in planning, selection, purchasing, distribution, controlling of educational materials in the schools were found their mean score to be 2.45, 2.45, 2.68, 2.55, and 2.5 respectively. At planning and selection activities the mean value was the same (2.45) which are low. Controlling score are 2.5 at border of low scored .The other activities were lie on average. Furthermore results from qualitative data revealed that stake holders participation was at low level. Most of the stakeholders were found to participate in material supports and by giving comment on planned manual .There are no organized participation and controlling system.

5.1.2. Educational Material management function issues:

The score of the sampled schools in terms of educational material management function; especially, planning activities, budget preparation, involvement of users ,match between planned and purchased and need assessment could be rated medium 2.39,2.33,2.27,2.30 respectively . The findings indicate that the scores are categorized under medium rate. Interviews results show that all schools prepare plan. But their plans do not show how much resource to which schools. Because of this there is shortage of materials in some schools while there found surplus materials in other schools, as planning activity is a sensitive issue still there is a gap in planning of educational materials.

The result found via interviews and document analysis on the purchasing process as a function revealed that there are weaknesses in the areas of purchasing activities. Transparency of purchased systems mean value is 2.3 which is low rate. Therefore, one can conclude that there is gap in transparency of purchasing materials and purchasing guidelines were not properly applicable.

Relevance of purchased materials and qualification of purchasing bodies were rated 2.51 which is a little better than the low score. Quality of purchased materials and fair and genuine utilization of purchasing procedures were 2.69 and 2.58 respectively which indicate average score.

With regard to distribution of educational materials to schools and sub units, the findings revealed that fairness of material distribution is at good level the mean value being. 2.77. Mean value of collaboration of concerned bodies on the same condition is 2.59. Regarding

cooperation of higher official considerable number of respondents expressed their dissatisfaction the mean value is 2.49 which are at low score. The finding also shows that there is drawback in getting reliable data from schools lack of organized distribution system of higher officials is also there.

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

Storage and supply of educational materials system is poor. It is learnt that immediate supply of materials and proper storage materials system were low 2.39 and 2.44 respectively. As their recordings are traditional, no one can access a material with less effort. Identification is insecure and lacks proper codification.

The result on inventory control system was also found to be unsatisfactory. The mean score on usage of inventory control system, frequency of conducted inventory, report after inventory and process of updating inventory were 2.09, 2.13, 2.48 and 2.37 respectively, which is low. The result indicates that inventory control was suffering from lack of appropriate check lists to make sure that the borrowed and returned materials are well identified, but there is a huge gap in utilization and management of the materials.

Results on surplus or obsolescence material management revealed that planning problems (54.5%) curriculum change (34.5%) are the main cause as considerable number of respondents show. Technological advancements and changes were taken as the second reasons. The data found through interviews revealed that there are different materials piled improperly in schools that are useful for vocational schools are piled improperly. These were also realized by the researcher during her observation. Common measures taken by schools regarding obsolescence materials are dumping (burning), storing the materials at one place.

5.1.3. Availability of policies and guidelines in the school issue

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

5.1.4. Results on the major problems:

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

5.2. Major Finding

In this study findings indicated that;

- A. There are guidelines and policies regarding to educational material management and utilization in schools. But there was gap in the availability and accessibility of these guidelines to the stakeholders and school community. The concerned bodies such as school leaders lack the commitment to create awareness or training in the area of educational material management and utilization.
- B. The practice of educational material management and utilization was found to be poor in terms of involving stakeholders (PTSA, Sub city officers) wise and efficient use of material management functions (purchasing, Allocation and Distribution etc.)
- C. Way of handling obsolete and surplus material was simply collecting material at one place and dumping /burning action taken by the schools. It shows that there is high amount of resources wastage in these schools.
- D. Storage of educational material is not properly reordered or identified even If there is some effort to record materials in many of the sampled schools. There is no modern technology support system. As storekeeper make a miss of materials to search for one. This could also expose the materials to wastage and damage.
- E. Lack of timely maintenance practices were a serious problems in these schools. When school materials are broken or damaged, immediate measure is not taken to repair or reuse.

- F. In planning process, need assessment is the dominate activity. However in these schools need assessment was poorly exercised. It can be said that materials planning is prepared without adequate gathering information on the present status of the already existing materials.
- G. The process of updating inventory in these schools was poorly implemented.
- H. Major problems that are found challenge for material management system are ; lack of uniformity of material management and utilization , low awareness and training about material management functions and there integrated relation between each activities. Moreover lack of continuous supervision and controlling system from outside and inside the schools made accountability and responsibility infective.

5.3. Conclusions

Based on the preceding of the major findings, the following conclusions were made:-

1. The responsible bodies in schools were not able to properly manage the material resources due to inadequate knowledge and skills.
2. The un-programmed implementation of inventory control and improper application of guidelines and policies.
3. Lack of proper specification and standardization of materials to be purchased was a major problem.
4. The non-existence of skilled store- keepers, the non-existence of properly identified, coded, arranged and recorded materials were the major problems in the schools.
5. The participation of stake holders was low in material resource management activities that have a negative impact on the teaching and learning process.
6. The maintenance activities of the schools already forgotten. This in turn negatively affects the teaching and learning processes.
7. The non-existence (low) of training and development programmed in material resource management activities, lead to the personnel in the field to perform their task with only experience other than skill and knowledge.

5.4. Recommendations

In educational institutions material resource management is a crucial issue to accomplish the objectives of the institutions, and it is a corner stone to achieve the educational objective. Based on the findings and conclusions drawn, the following recommendations are forwarded:

1. Material management functions such as planning, purchasing, inventory control were not well done. Therefore Addis Ababa city education Bureau and sub-city education offices are recommended to building professional training and capacitating the school community is demanded if success is to be achieved in the area of educational material management and utilization.
2. The result of the study showed that maintenance of Educational materials was not adequately carried out. Therefore, there is need for maintenance through repair and servicing of components in order to restore their physical condition and sustain their working capacity. Therefore, city education bureau, sub city education office and secondary and preparatory schools management would plan together and maintain educational materials permanently.
3. Relevant and adequate educational materials ought to be supplied to schools at the right time. This would promote the implementation of educational objectives. The government bodies and other stakeholders should set aside substantial amount of money for provision of such materials.
4. Moreover, teachers, students, and members of the school community should develop sense of belongingness on the utilization of educational materials.
5. Principals ought to make guidelines and policies accessible and available enough to all empower the entire staff with the knowledge and skills on the issue.
6. The city Government Education Bureau and sub-city Education office should monitor and support the activities of school leaders to make sure that allocated educational materials are properly and timely utilized by the schools.
7. The school should work with stakeholders (PTSA sub-city officers etc) to achieve optimal productivity and efficiency in the area of educational materials management.

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APPENDICES

APPENDIX A
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Administrative staff

The main purpose of this questionnaire is to collect valid and reliable data on “The Practice, Problems and prospects of Educational Materials Management in Some Selected Secondary and preparatory Schools in Addis Ababa City Government Administration.” Thus, your genuine responses will help the researcher to provide reliable and valuable suggestions and recommendations. Your response was used only for academic purpose.

I would like to express my appreciation in advance for your time and consideration.

With Deepest Respect!

GENERAL DIRECTION

Dear respondent! Please note that:

- ❖ Don't write your name
- ❖ Put (√) or (×) mark in the box to indicate your response
- ❖ Write additional opinion, if any, on the space provided
- ❖ Please follow instructions provided for each part.

1. Demographic Information

1. School Name: _____

2. Sex: Male ☐ , Female ☐

3. Age: Below 20 ☐ , 21-30 ☐ , 31-40 ☐ , 41 & above ☐

4. Educational Level: Secondary Education ☐ , Diploma ☐

BA/BSC/BED ☐ MA/MSc ☐ Others ☐

5. Work Experience (except students): 1-5 ☐ , 6-10 ☐ ,
11-15 ☐ , 16 & above ☐

SECTION TWO: Questions Related to Availability and Use of Guidelines for Educational Materials Management

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

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

SECTION THREE: Questions Related to school communities participation in material resource Management

3.1. In your school participation of school communities to what extent need assessment, planning, selection, purchasing distribution, utilization, controlling, and inventory of educational materials are performed? . (The numbers indicate: 5=strongly agree 4=agree 3=undecided 2=disagree 1= strongly disagree)

No	Items	Scales				
		5	4	3	2	1
1	Planning of educational materials					
2	Utilization of educational materials					
3	Purchasing and storage of educational materials					
4	Distribution of educational materials					
5	Inventory control and maintenance of materials					
6	Scrap and surplus disposal					

3.2. At what level the schools use the participation of stake holders? (You can take more than one)

A. At committee level ☐

B. by discussion ☐

C. By asking technical support ☐

D. If others -----

SECTION FOUR: Questions Related to Material Management Functions

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

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

4.2. Purchasing of Educational Materials

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

- A. Always ☐ B. Sometimes ☐ C. not at all ☐ D. If any other _____

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

- A. Shortage of budget ☐
 B. Absence of quality materials in the market ☐
 C. Lack of commitment on the part of concerned bodies ☐
 D. Delay of budget release on the part of finance office ☐
 E. Absence of purchasing committee ☐

3. To what extent are the following purchasing issues met in your school?

(The number indicates: 5= Excellent 4=very good 3. Good 2=fair 1=poor)

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

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

4.3.Allocation and Distribution of Educational Materials

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

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

4.4.Maintenance of Educational Materials

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

- A. Very high ☐ B. High ☐
 C. Average ☐ D. Low ☐ E. very low ☐

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

- A. Lack of administrative follow up ☐
 B. Less experienced or less qualified technicians ☐
 C. Lack of proper planning ☐
 D. If others, please specify _____

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

- A. Tables and chairs ☐
 B. Text books and reference books ☐
 C. Plasma TV ☐
 D. Remote controls ☐
 E. Computers ☐
 F. Electric systems ☐
 G. Laboratory materials ☐
 H. Teaching aids ☐
 I. If any other, please specify _____

4.5.Storage of Educational Materials

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

No	Items regarding material handling in store	Scales				
		5	4	3	2	1
1	Properly recorded materials					
2	Material identification					
3	Material codification					
4	immediate supply of materials from the store					
5	Proper storage facilities					

2. What methods does the storekeeper use to cross check the return of borrowed materials? ☐

A. Using fixed code for durable educational materials

B. Using master list ☐

C. There is no way to cross check ☐

If others, specify _____

4.6. Inventory Control of Educational Materials

1. How often is inventory taken in your institution?

A. Once a year only ☐

C. once a semester ☐

B. When it is needed only ☐

D. If others, specify _____

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

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

4.7.Obsolete and Surplus Materials

1. What do you think is the reason for obsolete and surplus materials (you can choose one or more than one)
 - A. Technological advancement and change ☐
 - B. Planning problem ☐
 - C. Curriculum change ☐
 - D. Problems in using time ☐
2. What measure does the school take regarding to surplus or obsolete materials?(you can choose one or more options)
 - A. Donating to other schools ☐
 - B. Selling ☐
 - C. Dumping or burning ☐
 - D. Collecting such materials at one place ☐

SECTION FIVE: Questions Related to Major Problems in Material Resource Management and Action to be taken

1. There is an assigned body to control the availability and utilization of educational materials in the school.
 - A. Strongly agree ☐
 - B. Agree ☐
 - C. Undecided ☐
 - D. Disagree ☐
 - E. Strongly disagree ☐
2. If your response is “strongly agree” or “agree”, what mechanisms are used to monitor and control these materials?
 - A. Supervision ☐
 - B. Inspection through checklist ☐
 - C. Both supervision and inspection ☐
 - D. If other mechanisms, specify_____
3. In your opinion, which one of the following stake holders is more committed or responsible in controlling and monitoring educational materials (you can take more than one opinion)
 - A. Principals ☐
 - B. Store keepers ☐
 - C. Department heads ☐
 - D. Sub city supervisors ☐
 - E. Members of PTSA ☐
 - F. If others, specify_____

4. From your experience, please, state some of the major problems you observed in education material management and utilization.

5. What major solutions do you suggest in solving some of the problems in educational resources management? _____

Thank you

APPENDIX B
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Teacher's

The main purpose of this questionnaire is to collect valid and reliable data on “The Practice, Problems and prospects of Educational Materials Management in Some Selected Secondary and preparatory Schools in Addis Ababa City Government Administration.” Thus, your genuine responses will help the researcher to provide reliable and valuable suggestions and recommendations. Your response was used only for academic purpose.

I would like to express my appreciation in advance for your time and consideration.

With Deepest Respect!

GENERAL DIRECTION

Dear respondent! Please note that:

- ❖ Don't write your name
- ❖ Put (√) or (×) mark in the box to indicate your response
- ❖ Write additional opinion, if any, on the space provided
- ❖ Please follow instructions provided for each part.

1. Demographic Information

1. School Name: _____

2. Sex: Male ☐ , Female ☐

3. Age: Below 20 ☐ , 21-30 ☐ , 31-40 ☐ , 41 & above ☐

4. Educational Level: Secondary Education ☐ , Diploma ☐

BA/BSC/BED ☐ MA/MSc ☐ Others ☐

5. Work Experience (except students): 1-5 ☐ , 6-10 ☐ ,
11-15 ☐ , 16 & above ☐

SECTION TWO: Questions Related to Availability and Use of Guidelines for Educational Materials Management

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

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

SECTION THREE: Questions Related to school communities participation in material resource Management

3.1. In your school participation of school communities to what extent need assessment, planning, selection, purchasing distribution, utilization, controlling, and inventory of educational materials are performed? . (The numbers indicate: 5=strongly agree 4=agree 3=undecided 2=disagree 1= strongly disagree)

No	Items	Scales				
		5	4	3	2	1
1	Planning of educational materials					
2	Utilization of educational materials					
3	Purchasing and storage of educational materials					
4	Distribution of educational materials					
5	Inventory control and maintenance of materials					
6	Scrap and surplus disposal					

3.2. At what level the schools use the participation of stake holders? (You can take more than one)

A. At committee level ☐

B. by discussion ☐

C. By asking technical support ☐

D. If others -----

SECTION FOUR: Questions Related to Material Management Functions

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

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

4.2 Purchasing of Educational Materials

- In your view, how frequently the school purchases educational materials on time?
A. Always ☐ C. not at all ☐
B. Sometimes ☐ D. If any other _____
- If your answer for item 1 is “not at all”, what do you think is the reason? (You can take more than one)
A. Shortage of budget ☐
B. Absence of quality materials in the market ☐
C. Lack of commitment on the part of concerned bodies ☐
D. Delay of budget release on the part of finance office ☐
E. Absence of purchasing committee ☐
- To what extent are the following purchasing issues met in your school?
(The number indicates: 5 = Excellent 4= Very good 3. Good 2 = Fair 1= Poor)

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

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

4.3 Allocation and Distribution of Educational Materials

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

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

4.4 Maintenance of Educational Materials

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

A. Very high ☐ B. High ☐

C. Average ☐ D. Low ☐ E. very low ☐
- If your answer is “low” or “very low” for the above question, what do you think the reason are (you can choose one or more options)

A. Lack of administrative follow up ☐

B. Less experienced or less qualified technicians ☐

C. Lack of proper planning ☐

D. If others, please specify _____
- Which materials are frequently damaged and need maintenance in your school. (You can choose one or more options)

A. Tables and chairs ☐

B. Text books and reference books ☐

C. Plasma TV ☐

D. Remote controls ☐

E. Computers ☐

F. Electric systems ☐

G. Laboratory materials ☐

H. Teaching aids ☐

I. If any other, please specify _____

4.5 Obsolete and Surplus Materials

1. What do you think is the reason for obsolete and surplus materials (you can choose one or more than one)
 - A. Technological advancement and change ☐
 - B. Planning problem ☐
 - C. Curriculum change ☐
 - D. Problems in using time ☐
2. What measure does the school take regarding to surplus or obsolete materials? (you can choose one or more options)
 - A. Donating to other schools ☐
 - B. Selling ☐
 - C. Dumping or burning ☐
 - D. Collecting such materials at one place ☐

SECTION FIVE: Questions Related to Major Problems in Material Resource Management and Action to be taken

1. There is an assigned body to control the availability and utilization of educational materials in the school.
 - A. Strongly agree ☐
 - B. Agree ☐
 - C. Undecided ☐
 - D. Disagree ☐
 - E. Strongly disagree ☐
2. If your response is “strongly agree” or “agree”, what mechanisms are used to monitor and control these materials?
 - A. Supervision ☐
 - B. Inspection through checklist ☐
 - C. Both supervision and inspection ☐
 - D. If other mechanisms, specify_____
3. In your opinion, which one of the following stake holders is more committed or responsible in controlling and monitoring educational materials (you can take more than one opinion)
 - A. Principals ☐
 - B. Store keepers ☐
 - C. Department heads ☐
 - D. Sub city supervisors ☐
 - E. Members of PTSA ☐
 - F. If others, specify_____

4. From your experience, please, state some of the major problems you observed in education material management and utilization.

5. What major solutions do you suggest in solving some of the problems in educational resources management? _____

Thank you

APPENDIX C
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview for sub city supervisors

This guided interview questions was responded by the Interview for sub city supervisors

Dear respondent, the purpose of this interview is to collect relevant data on the study entitled “The Practice, Problems and prospects of Educational Materials Management in Some Selected Secondary and preparatory Schools in Addis Ababa City Government Administration.” your response is vital for the success of the study. You are kindly requested to response the interview confidentially. Be sure that your response will not be used for any purpose rather than academic purpose. Your participation is volunteer-based. No need of writing your name.

Thank you in advance for your genuine and kindly cooperation!

PART 1: Demographic Information

1. School Name: _____

2. Sex: Male ☐ , Female ☐

3. Age: Below 20 ☐ , 21-30 ☐ , 31-40 ☐ , 41 & above ☐

4. Educational Level:

Secondary Education ☐ , Diploma ☐ BA/BSC/BED ☐ MA/MSc ☐ Others ☐

5. Work Experience (except students): 1-5 ☐ , 6-10 ☐ , 11-15 ☐ , 16 & above ☐

PART TWO

Guideline questions for the Interview

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

APPENDIX D

በአዲስ አበባ ዩኒቨርሲቲ

የድኅረ ምረቃ መርሐ ግብር

የትምህርት እቅድ እና አመራር ትምህርት ክፍል

በአዲስ አበባ ከተማ በሚገኙ ሁለተኛ ደረጃና መሰናዶ ትምህርት ቤቶች ያለውን የትምህርት መሳሪያዎች አስተዳደር እና አጠቃቀም ያለውለን ልምድ እና ተግዳሮቶች የሚዳሰስ የቃለ መጠይቅ ለትምህርት ቤት ወላጅ ተማሪ መምህር ህብረተ ኮሚቴ አባላት የተዘጋጀ

ውድ ተሳታፊዎች፡ የዚህ ቃለ መጠይቅ ዋና ዓላማ በ “አዲስ አበባ ከተማ መስተዳደር በሚገኙ የሁለተኛ ደረጃ እና መሰናዶ ትምህርት ቤቶች ውስጥ ያለውን የትምህርት መሳሪያዎች አስተዳደር እና አጠቃቀም እንዲሁም ባሉት ተግዳሮቶች” ላይ ጠቃሚ እና አስተማማኝ መረጃ መሰብሰብ ነው። ከዚህ አኳያ የእርስዎ ቅን እና ሐቀኛ መረጃ ለጥናቱ መሳካት ከፍተኛ አስተዋፅኦ አለው። በመሆኑም ትክክለኛ መረጃ እንዲሰጡኝ እየጠየቅኩኝ የሚሰበሰበው መረጃ ለአካዳሚክ ዓላማ ብቻ የሚውል መሆኑ እገልጻለሁ። ከዚህ በተጨማሪም የእርስዎ ተሳትፎ በፈቃደኝነት ላይ የተመረከበ ምስጢራዊነቱም የተጠበቀ መሆኑን አረጋግጥሎታለሁ።

➤ ስም መፃፍ አያስፈልግም።

አመሰግናለሁ!!

ክፍል አንድ፡ አጠቃላይ መረጃ

ሀ. ፆታ፡ _____

መ. የሥራ ልምድ (ካለዎት)፡ _____

ለ. ዕድሜ፡ _____

ሠ. አሁን የለዎት ኃላፊነት _____

ሐ. የት/ት ደረጃ፡ _____

ክፍል ሁለት፡ ዋና ዋና ጥያቄዎች

1. በእርስዎ አመለካከት የትምህርት ቤቱን የትምህርት መሳሪያዎች አጠቃቀም ከንብረት አስተዳደርና አጠቃቀም ተግባራት አንጻር አንዴት ውጤታማነቱን ይገመግሙታል
2. በትምህርት ቤቱ የትምህርት መሳሪያዎች አስተዳደር እና አጠቃቀም ሂደት ውስጥ የባለድርሻ አካላት (ለምሳሌ ወተመህ) ሚና ምን ይመስላል?
3. በትምህርት ቤታችሁ ውስጥ በትምህርት መሳሪያዎች አስተዳደር እና አጠቃቀም ዙሪያ የሚታዩ ዋና ዋና ተግዳሮቶች የትኞቹ ናቸው? የመፍትሄ ሀሳብ የሚሉዋቸውስ
4. ት/ቤቱ የትምህርት መሳሪያዎች አስተዳደርና አጠቃቀምን በተገቢው ሁኔታ ለመምራት የሚያስችሉት ፖሊሲዎችና መመሪያዎች አለው? እነዚህ ፖሊሲዎች እና መመሪያዎች በበቂ ሁኔታ ተግባራዊ እየተደረጉ ናቸው?

DECLARATION

I hereby declare that this thesis is my own work done under the guidance of Dr. Dejene Nigussie, which has not been presented for a Degree in any other University. All relevant sources of information used in this dissertation have been dully acknowledged.

Name: **Dereje Nigussie**

Signature: _____

Date: May 2018

This thesis has been submitted for examination with my approval as University Advisor.

Name: **Dejene Nigussie (PhD)**

Signature: _____

Date: May 2018