



Addis Ababa University
School of Graduate Studies College of
Education and Behaviors Studies

An Assessment of Practice and Problems of Educational
Material Resource Management in Secondary Schools in
Addis Ababa

In partial fulfillment of the Requirements of the Degree of Master's of
Arts in Educational Leadership

By: Alemtsehay Negash

June, 2015

ADDIS ABABA UNIVERSITY

School of Graduate Studies

This is to certify that the thesis prepared by Alemtsehay Negash entitled, an assessment of practices and problems of Educational Material Resources Management in selected first cycle secondary school in Addis Ababa and Submitted in partial fulfillment of the requirement of Degree of Master's of Arts in Educational leadership and management compiles with the regulations and standards of the University and meets accepted standards with respect to originality and quality.

Approved by board of Examiners

Date

Signature

Internal Examiner

External Examiner

Advisor

Chair person of department of Graduate Program Coordinator

Abstract

This study made its objective to be assessing the practice and problems of educational materials resource management in selected government general secondary schools in Addis Ababa. It was concerned with material management functions (such as, planning, purchasing distribution, controlling etc), challenges faced for effective management and utilization of educational material management, and implementation of policies and guidelines. To meet already stated objective descriptive survey design is used to carry out this study. This is so because the design helps to obtain first hand information from multiple sources. Four groups of respondents were participated in the study. These were academic and administrative staff, sub city officers and PTSA members. As of study areas, 3 sub cities and 6 schools were selected randomly. 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 was collected through questionnaire, interviews and personal observation. Data gathered through questionnaire were quantitatively analyzed using SPSS percentage, mean value whereas the data gathered through interview open ended questions and observation were qualitatively analyzed. Having gone through these all the study found out that participation of stake holders in material management function process were not run properly. Integrated material management functions were not properly implemented. Lack of training and continuous supervision in the area of educational material management was challenging. Based on these findings, it is found legitimate to 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.

Acknowledgements

I am very much grateful to my Advisor Ato Haileselassie W/Gerima for his continuous and unreserved professional advice from the inception of this study to its completion next, I would like to express my thanks to school principals, department heads, PTSA (parent teacher student association) members, administrative staff, sub city supervisors and materials distributors who participated in this study for their hospitality, time and opinion without their participation and honest responses this study would have been impossible.

Moreover, I wish to express my appreciation to my husband and all members of my staff for their utmost consideration in making things easier for me to carry out the study. Finally, I would like to thank all of those who helped me to shape some ideas that have gone into this study directly or indirectly.

List of Tables

Table 1. Characteristics of respondents	40
Table 2. Stakeholder’s participation in education material management...44	
Table 3. Educational material planning activities.....	47
Table 4. Views on purchasing of Educational materials	49
Table 5.Views of allocation and distribution of educational materials.....	51
Table 6.Views storage of Educational materials	53
Table 7. Views on inventory control	55
Table 8 . Views on availability and use of policies and guidelines	57

Acronyms

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

Table of Contents

CHAPTER ONE: The Problem and its Approach

1.1 Background of the study	1
1.2. Statement of the Problem	3
1.3 Objectives of the Study	6
1.4. Significance of the study.....	7
1.5. Delimitation of the study	7
1.6. Limitation of the study	7
1.7. Operational Definition of key Terms	8
1.8. Organization of the Study	9

CHAPTER TWO: Review Of Related Literature

2.1. Concept of Resource	10
2.2. Material Resources	11
2.3. Educational Materials and Instructional Materials.....	12
2.4. Types of Educational Materials	13
2.4.1. Instructional Materials.....	14
2.4.2. Recreation Materials	14
2.4.3. Residential materials	14
2.4.4. General Purpose Materials	14
2.5. Contribution of Educational Materials	15
2.6. The Concept of Educational Material Management.....	16
2.7. Integrated Concept in Educational Material Management	17
2.8. The Main Functions of Educational Material Management at School level.....	17
2.8.1. Planning for Educational materials management.....	18
2.8.2. Purchasing of Educational Materials	19
2.8.2.1. Purchasing procedures	21
2.8.2.2. Parameters of Purchasing	21
2.8.2.3. Purchasing Policy	23
2.8.3. Educational Material Resource Allocation	24
2.8.4. Distribution of Educational Materials.....	25
2.8.5. Warehousing/Storekeeping Educational Materials	26
2.8.6. Maintenance of Educational Materials.....	26

2.8.7. Obsolete and Surplus Management.....	27
2.8.8. Disposition	28
2.9. Proper use Of Educational Material Resources.....	28
2.9.1. Utilization of Educational Material resources	28
2.9.2. Controlling Educational Materials	29
2.9.3. Inventory of Educational Materials	29
2.10. Challenges to Effective Management and Utilization of Educational Materials	30
2.11. Material Management policies and guidelines	31

CHAPTER THREE: Research Design and Methodology

3.1. Study Area	34
3.2. The study Design.....	34
3.3. Source of Data	34
3.4. Target Population, Sample Size and Sampling Method	36
3.4.1. Target population.....	36
3.4.2. Sample and Sampling technique	36
3.5. Method of Data Collection.....	37
3.5.1. Questionnaire	38
3.5.2. Semi-structured Interviews	38
3.5.3. Observation	39
3.6. Data Analysis Methods	39
3.7. Ethics Issues	39

CHAPTER FOUR: Presentation, Analysis and Interpretation of the Data

4.1. Characteristics of the Respondents.....	40
4.2. Analysis of Data	41
4.2.1. Role of Stakeholders in Material Management	41
4.2.2. Educational Materials Management Functions	46
4.2.2.1. Educational Materials Planning Activities	46
4.2.2.2. Purchasing of Educational Material	48
4.2.2.3. Allocation and Distribution of Educational Materials ..	50
4.2.2.4. Maintenance of Educational Materials	51
4.2.2.5. Storage of Educational Materials	53

4.2.2.6. Inventory Control of Educational Materials	54
4.2.2.7. Result on Obsolete and Surplus.....	55
4.2.3. Respondents' view on Availability and Use of Guidelines for Educational Materials Management	56
4.2.4. Majors Problems and their Action to be taken in Educational Materials Management.....	58
CHAPTER FIVE Summary, Conclusions and Recommendations	
5.1. Summary	60
5.1.1. Role of stakeholder's in material management issues:	61
5.1.2. Educational Material management function issues:.....	61
5.1.3 .Availability of Policies and guidelines in the school issue	63
5.1.4. Results on the major problems.....	63
5.2. Conclusions	64
5.3. Recommendations	65
Reference	
Appendix	

Chapter One

The problem and its Approach

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

1.1 Background of the study

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

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

On the other hand, materials management is described by Bollo (1980) as a function of business that is responsible for the coordination of planning, sourcing, purchasing, storing and controlling materials in an optimum manner so as to provide service to the customer at a pre-decided level at a minimum cost. Education is basically a combination of a coordinated management of human resources, curriculum development, Educational Materials and appropriate monitoring and implementation procedures. Quality education is therefore, the result of a combined management of these components. In integrating different factors (Melaku,2010:58),states that “...coordination of planning ,sourcing ,purchasing ,moving ,storing, and controlling necessary materials in an optimum manner so as to provide a

pre-designed service to users at a minimum cost.” The strength of any educational system, is thus, largely depends on the quality of educational materials’ management and acquisition. As discussed in MoE (1994) quality improvement in education is unthinkable without an extensive improvement of school facilities and provision of better instructional Materials. The discipline of school business administration concerns the utilization of available resources which are scarce in relation to the needs to achieve the goals of the education system .But the major problem confronting the school administrator is how to utilize the Available limited funds, manpower, equipment, buildings and materials for effective impact on the teaching and learning process (Ehiametalor, 2003).

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.

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

As the main component of educational processes the Council of Ministers’ Regulation No. 50/1999 established Educational Materials Production and Distribution Enterprise with the objective of Production and distribution of educational materials, domestic and foreign purchase; giving training and professional consultancy service for effective utilization and management of

educational materials. But proper educational materials resource utilization and management is the main emphasis in school management.

In line with this the mechanisms, processes and current developments in the proper utilization and management of educational materials at school level must be studied. From experience, most of the supervision report say nothing about the utilization status of educational materials rather than the presence or absence of educational materials .The need to conduct a research on this area also comes from the need for better management and utilization of educational material since the provision of quality education partly depends on the quality and standards of these materials. Thus, this study tries to assess the current practices how these coordinated functions of material management implemented and the factors that have affected material resource management in Addis Ababa city Administration Government first cycle secondary schools (grade 9-10) of selected three sub cities.

1.2. Statement of the Problem

Education system in general involves human and non-human resources. The human component involves teachers, students, school principals, education managers and administrators while the non-human part involves buildings, instructional materials and other teaching learning resource .These resources are so important that no school system can give quality education without them. MoE (1994) indict that to promote the quality relevance and expansion of education, due attention will be given to supply, distribution and utilization of educational materials, technology and facilities. Since these resources are scarce, their utilization in the production process requires skill and training (Ehiametalor, 2003).The utilization of the resources demands careful planning, supervision, coordination and control. The major problem of confronting the school administrator as mentioned earlier is how to utilize the available limited funds, man power, equipment, buildings, and 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 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 Kolfe -Keranio sub city Education office (2014) report disclosed that in the secondary 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 paper Dereje mentioned that most personnel's, principals and teachers are unable to update their knowledge which negatively affected the wise utilization and management of educational materials. Sitotaw 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. Amare (1999), studied availability and use of instructional materials in Tigray and has reported that “instructional materials have always appeared as an annex to books.” He concluded that planners are not convinced about the clear role of instructional materials. It is argued that even in the ESDP Action plan (1994) document that has devoted only a paragraph to the subject of books and materials.

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

This research was different from the above studies focuses on the practice of educational material management in first cycle secondary schools in Addis Ababa city administration. It was concerned with material management functions (such as, planning, purchasing distribution, controlling etc), challenges faced for effective management and utilization of educational material management, and implementation of policies and guidelines. The study therefore will contribute its part to fill in such knowledge gaps on the issue under investigation. It is also believed that the research will serve to governmental and non-governmental organizations to

conduct further study in the area. Thus the following basic questions will be the main focus of the study;

Basic Questions

1. What main roles do stakeholders (PTSA, Supervisors, Government officers etc) play in the management process of Educational Materials?
2. How is the process of material management function (planning, purchasing, distribution, controlling etc) in the Government first cycle secondary schools of Addis Ababa?
3. What practices and guidelines are available to facilitate the utilization and management of educational materials in selected first cycle secondary schools of Addis Ababa?
4. What major problems affect educational material management and utilization in first cycle secondary school of Addis Ababa ?

1.3 Objectives of the Study

The main Objective of the study is to assess and investigate the practice of educational materials management in Addis Ababa City Administration with particular emphasis to selected first cycle secondary schools in three sub-cities. Specifically the research aimed to:

- Analyze the available practices and guidelines for the utilization and management of Educational materials.
- Assess what role do stakeholders play in the utilizations and management of educational materials. .
- Explore the main challenges for the proper utilization and management of educational materials in the selected schools?

1.4. Significance of the study

Material elements have to get attention of many managers, as resources are scarce to address economic and social needs of the society. Educational material resources are continuous input processes and among the most important factors of the secondary schools used to enhance the accomplishment of desired goals. But from experience there are problems in managing material resources in Addis Ababa secondary Schools. The overall importance of this study is therefore, to address and improve the proper use of educational materials management in secondary schools of Addis Ababa. The researcher hopes that the study will:

- help the education sector managers and responsible bodies in material management affairs to have better understanding about the problem of material management in secondary schools.
- may indicate some solutions about the problem under investigation
- awaken educational leaders, planners and decision makers to consider and look in to problems that existing educational Material management strategies.

1.5. Delimitation of the study

Considering the material resource management the investigator confined herself to conduct the study in six first cycle secondary schools (9_10) of three sub cities (Kolfa kernyo, Lidita and Addis Ketma) schools. In Addition, the study was delimited itself to address the major problems and current practice of material resource management function, such as planning, purchasing, distribution utilization, and inventory control and storage management. The support and participation of stakeholders in place and problem encounter are seen. The study was conducted only on government secondary schools only

1.6. Limitation of the study

The following are some of the major problems that the researcher wants to mention as limitation to the study. First, there was lake of adequate time to

accomplish the study 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. Thirdly, lack of adequate financial support affected the coverage of the study as well. 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.

1.7. Operational Definition of key 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 grade 9 & 10.
- **Assessment:** the systematic process of investigating on the management and utilization of educational materials in secondary schools.
- **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 physical materials and instructional materials are managed particularly in secondary schools.
- **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.
- **Region:** refers to one of the federal states that constitutes Ethiopia

1.8. Organization of the Study

The study is organized in to five major chapters. The first Chapter deals with the introductory section of the research. It tried to identify gaps, statement of the problem, objectives, significance and justification of the study. Chapter two examined the theoretical and conceptual aspects of Educational materials management. It tries to assess different theories and methods in materials management in different contexts. Chapter Three will explore the case under investigation. The tried chapter contains the methodology and procedure employed to collect data for the study .Chapter four will give attention to analyze and interpret challenges, problems and prospects of educational materials management in the selected study area. The final chapter will provides conclusion and policy recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The study mainly emphasized on “assessment of the practice and challenges of educational material resources management in selected first cycle secondary schools in Addis Ababa city administration.”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 (2003:376) 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 Guether (1982), for instances, defines it as any commodity used directly in producing a product or service such as raw sub assemblies and supply.

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

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

UNESCO (2006) classified material resources as follows.

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

As of the above classification, educational institutions used all kinds of material resources, which are renewable, long lasting and immediate use items to smoothly run their activities. Each material is used for specific objective and the wise utilization of all items promotes education quality. In line with this,

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

“Next to teachers material resources remain the most costly items required for a minimum standard of education and they are critically short in supply in the institution of poor developing countries. Therefore, it is necessary for the institutions that materials to be classified and managed properly. Principals must plan and control to ensure the effective utilization of those 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, 295) "... 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 include renewable and immediate use items .Each item is used for specific objectives and integration of all items can help to promote the education process."

From the above definitions, one can understand that 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, Lawson (2011) has grouped educational material resource as follows.

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

2.4.2. 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.

2.4.3. 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.

2.4.4. 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, Lockheed (2005) 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.

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;
- 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

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

2.7. 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.

2.8. 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.

2.8.1. 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.

2.8.2. 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.

2.8.2.1. 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 check up 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.

2.8.2.2. 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 before hand 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.

2.8.2.3. 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

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 adays, 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.

2.8.3. 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.

2.8.4. Distribution of Educational Materials

Distribution is concerned with getting goods from a Manufactures to consumer. It usually involves substantial expenditure for warehousing and internal materials handling. In the words of Morrison (1998) educational materials distribution involves the movement of educational materials from the warehouse facilities to the requesting institution or unit. Educational resources once received and processed in to storages, should be handled properly and distributed to their destination. Melaku (2010, 60) “Distribution refers to those activities involved in physically moving materials from point of receipt to point of storage or use.” The main purpose of distribution is to facilitate the education system in obtaining the required amounts of resource on time with proper care and safety. He further discussed the distribution function may face some hindrances due to shortage of transportation, financial and materials constraints. Such problems may happen from failure in doing the expected managerial functions properly.

Taking the Ethiopian context, the Ministry of Education has organized a semi –autonomous agency regulation no.50/1999 called Educational Material Production and Distribution Agency which is charged with the responsibility of providing educational materials through production, or procurement locally or from abroad .But some reasons that contribute delay and imbalanced distribution of educational material these include:

- inaccurate need requisition resulted from inaccurate data;
- failure to submit requisitions on time;
- lack of knowledge of the correct needs requisition;

- 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.

2.8.5. Warehousing/Storekeeping Educational Materials

Store housing in words of Ehiamentor (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).

2.8.6. 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 exist with operation and maintenance functions being performed exclusive of each other. One of the key planning roles of educational institutions administration is in the maintenance operation of the plant, equipment and service facilitates.

Maintenance function should be considered during initial planning. In Integrated of maintenance function into the overall planning stage enables it proper management and implementation with its allocated budget. However, careful purchase will be reducing maintenance cost. Harries (1988:209) criticize that."Maintenance function is seen as a layman's job and managers usually undermine its importance. It helps in protecting further damage of the resource and lays a good ground for reuse, which offer wise, demand or force to buy the newer one."

2.8.7. Obsolete and Surplus Management

As schools grow and the teaching learning process gets complex the amount of obsolete and surplus materials increases and as materials are scarce management system is necessary. According to Gopalakrishanan, P and sundaresan (1998:177)

Obsolete items are those materials and equipment which are not damaged and which have economic worth but which are not longer useful for the company's. Operation to 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.

2.8.8. 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 Gopalakrisnan (2005:180) “Disposal action follows when the scrap cannot be utilized within the organization”. According to MoE (2013) disposition can be realized through selling, transfer and disposal. In no way government owned property could be taken for private use.

In educational institutions several alternatives have to be weighted before reaching up on single decisions of disposal. For instance educational materials that are surplus or obsolete for one activity may be needed in another activity. As a teaching aid by some modification or may be seriously needed in another schools. So in this regard transfer of excess materials from one school to other schools is more profitable way. Melakue (2010:60) “the most cost effective approach of disposition is donation or selling.”

2.9. Proper use Of Educational Material Resources

2.9.1. Utilization of Educational Material resources

According to Ehiamentalor (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 manager so as to provide pre- determined services to the customer at a minimum cost Gopalakrishanan (2005).

2.9.2. 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 (1992:102) also indicated that "controlling of educational materials should include the process of checking, the operation of the initial plan or production, allocation, distribution and use of materials which are used in the attainment of educational objectives". As MoE (2013) indicates that the school principals should lead and coordinate these activities effectively and efficiently by creating strong linkages with all stakeholders. While there are certainly a number of others involved who will provide their input and assistance, supervisors, talented and skilled people and others involved.

2.9.3. Inventory of Educational Materials

Inventory as a managerial task deals with proper utilization of materials resources. Evertte (2003) states that the basic reason for carrying inventories is that it is physically impossible and economically impractical for each stock item to arrive exactly where and when it is needed exactly. He stated that inventory is crucially important to almost all business or organization whether it is product or service oriented.

The ultimate goals of inventory are maximum customer service and satisfaction, low cost, plant operation and minimum inventory investment. Inventory serves as a buffer between supply and demand, customer demand and finished goods, finished goods and component availability, requirements for an operation and the output from the preceding operation parts and

materials to begin production and the supplier of materials (Balogun, 2001). Chary, (2000), on the contrary, stated that inventory is needed for the uncertainties involved in the usage or availability of materials. Thus, it ensures that one stage of production doesn't suffer because of none functioning or malfunction of the previous stage of production over which the former is dependent.

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

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

2.10. 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 equipments are allowed to waste, text books and other instructional

materials are exposed to rot away in the cartoons rather than displaying them on their proper place/shelves for easy retrieval and usage (Tafesse, 2007).

D. Capacity of personnel's to manage and use educational materials:

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

E. Absence of Professional to Manage and Use Educational

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

2.11. 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

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

In addition to these, there are different manuals and procedures in relation to material management .For instance, purchasing and storage management that MOFED prepared government property management Article 3/2003 and stoke management manual purchasing and material management, Article 17/2002. In light of this the school principals and the school community together should make sure those scarce materials resources are used and administrated according to the set guidelines and policies/rules and regulations. School principals should open their for information with regards to materials resource acquisition, allocation, distribution and application, the availability of materials resource will help to set certain control mechanism to be applied by the school community.

Having discussed the literatures extensively, the research methodology will be discussed on the next chapter.

Chapter Three

Research Design and Methodology

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

3.1. Study Area

The main purpose of this study was to investigate the current practices and problems of educational materials (facilities) management. The areas selected for this study were six first cycle secondary schools (grades 9-10), which are found in three sub- cities of Addis Ababa city Administration. The study areas were selected using simple random sampling techniques by lottery method .In addition to this; the researcher has also come up with different experiences with regard to the management of educational materials while working as a supervisor in one of the sub cities. As a result of her exposure, the researcher had better access to different information sources and knowledge of the site that helped to get rich and deep data to understand the issue under study. The table below displays list of selected schools from the sub-cities.

No	Name of sub-cities	Name of secondary schools
1.	Kolfe-keranyo	1.Yemane Birhan 2.Kolfe Higschool
2.	Lideta	1. Africa Hibret 2. Hidase
3.	Addis Ketema	1.Efoyta 2.Yekatit 23
Total	3	6

3.2. The study Design

The selection of research design is believed to depend on problem to be investigated. Therefore, descriptive survey design was employed in this study. It is believed that descriptive survey design helps to get first hand information. It also permits the researcher to collect data via different tools such as interviews and questionnaires, since they are commonly used in educational researches. In such a design the researcher asks questions concerning the attitude, belief, opinion, practice, characteristics and behavior of people so as to collect factual information.

Of the two survey designs, cross sectional design was employed. This was chosen since it enables to collect data at one point in a time regarding people's beliefs and opinions (Best and & Khan, 1989). It also enables to obtain current information about the problems encountered in the school, the actual practices they perform and their commitment regarding effective utilization of material resources management. In short, descriptive survey, cross sectional design, is employed because it is believed to be the most suitable in fact finding study with adequate and accurate interpretation of the findings

3.3. Source of Data

First hand sources were used to collect data from respondents. To achieve the ultimate goal of the study, investigating the practice and problems of educational materials management, data were collected from school principals, vice principals, store keepers, department heads, school purchasers, PTSA(parent teacher student association) members, sub city supervisors, sub city material distributors, Librarians, lab technicians, plasma technicians and finance officers. These participants were selected because they directly or indirectly participate in planning, organizing, utilization, purchasing, controlling, warehousing and maintenance of school material resources. Moreover, documents and related literatures were reviewed and analyzed to support the data gathered from primary sources as well.

3.4. Target Population, Sample Size and Sampling Method

3.4.1. Target Population

There are ten sub-cities in Addis Ababa city Administration. However, to make the study manageable, an attempt was made to include six first cycle secondary schools from three sub-cities. The three sub-cities (Lideta, Kolfe-Keranyo and Addis Ketema) were selected on simple random sampling techniques. There were also ten first cycle secondary schools in the selected three sub-cities. Of them, six schools were selected using quota sampling. Accordingly, two first cycle secondary schools from each sub city were included in this study. These were: Kolfe high school, and Yemane Birhan Secondary Schools (Kolfe-Keranyo Sub city); Africa Hibret, and Hidase secondary schools (Lideta Sub city); and Efoyta and Yekatit 23 secondary schools (Addis ketema sub city). In addition to these, from Kolfa-Keranyo 5 first cycle secondary schools and Addis Ketem 3 first cycle secondary schools 2 schools were selected from each sub-city by random sampling method. Since there are only 2 schools in Lideta sub-city, both of them were taken.

A total of 216 were the target of the study were comprised of 6 principals, 12 vice principals, 66 department heads, 9 sub- city supervisors, 42 members of PTSA, 12 store keepers, 12 purchasers, 24 finance officers, 3 sub city materials distributors, 6 plasma technicians, 12 librarians, and 18 lab technicians.

3.4.2. Sample and Sampling technique

Three sampling techniques, namely; availability, purposive and simple random sampling techniques were employed in this research. Accordingly, all the principals 6 (from each sampled school 1), 12 vice principals (2 from each sampled schools), 66 department heads (11 from each sampled schools) and 9 supervisors (3 from each sub-city) were purposively included in the study. This was made because the researcher believed that these were the leading actors in the issue under investigation, 6 Plasma technicians (1

from each sampled schools) and 3 material distributors (1 from each sub-city) were limited in number all were taken by availability techniques. The remaining participants (samples), on the contrary, were selected using simple random sampling technique by lottery method. Thus, 6 store keepers (1 from each school), 6 purchasers (1 from each school), 6 lab technicians (1 from each school), 6 librarians (1 from each school), 6 finance officers (1 from each school) and 18 members of PTSA (3 from each school) were included as a sample in the study. Therefore, a total sample of 150 participants was chosen for the study. The table below displays the total population, sample size and sampling techniques employed for this study.

No	Participants	Total Population	Sample size	Sampling technique
1	Principals(1from each school)	6	6	Purposive sampling
2	Vice Principals(2from each schools)	12	12	
3	Department heads(1 1from each schools)	66	66	
4	Sub city supervisors(3 from each sub-city)	9	9	
5	Sub- city material distributors (1 from each sub-city)	3	3	Availability sampling
6	Plasma Technicians(1 from each school)	6	6	Simple random sampling(Lottery system)
7	School level store keepers(1 from each school)	12	6	
8	School level purchasers(1 from each school)	12	6	
9	School level finance officers(1 from each school)	24	6	
10	Librarians(1 from each school)	12	6	
11	Members of PTSA(3 in each school)	42	18	
12	School level Lab technicians (1 from each school)	12	6	
Total		216	150	

3.5. Method of Data Collection

For the purpose of this study, three data collection tools were used. These were questionnaires, semi-structure interview and direct observation. It is believed that using these tools was vital to triangulate the data collected and to combine the strengths of each instrument and to minimize their

weaknesses. As a result, the data collected through that would be reliable (Dawson, 2002).

3.5.1. Questionnaire

Questionnaires were used as the data gathering tool to obtain sufficient and reliable primary data. Open-ended and close ended questions were prepared in English language for administrative and academic staff so that respondents could easily understand it. Each questionnaire had two parts. The first part focused on personal details (general background), and the second part emphasized on the open-ended and closed-ended items. Questions were presented by grouping in to vital theme and identify the respondents' view via the use of likert scale. The questionnaires were developed from literatures focusing on the research questions of the study.

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

3.5.2. Interviews

To triangulate the data gathered through other instruments and to get in-depth information, interview questions were prepared and face-to-face communications were made with sub-city supervisors and material distributors and members of PTSA. In doing this, interview guide questions were prepared with the main focus to get detail information in relation to the research questions. The discussion took place in English (for supervisors and material distributors) and in Amharic language for PTSA to make the communication understandable, the analysis clear and to make the results reliable. The questions were also commented and improved in the same way as the questionnaires were improved.

3.5.3. Observation

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

3.6. Data Analysis Methods

Based on the nature of the research questions, the data collected from the respondents were analyzed qualitatively and quantitatively. For the analysis of the data collected through questionnaires, percentages, means values and frequency were employed by using SPSS. In addition to this, data collected from open ended items, semi-structured interviews and observations were analyzed qualitatively.

3.7. Ethics Issues

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

Chapter Four

Presentation, Analysis and Interpretation of the Data

An analysis and presentation of the data collected from selected participants via interviews, questionnaires and observation checklists are made in this chapter. The study was mainly aimed at investigating the current practice of educational material resources management and utilization. In order to achieve this purpose, 120 questionnaires were distributed to both academic and administrative staffs in six sampled schools. Thus, the return rate of the questionnaire was (110) 92% this is considered to be valid since the unreturned questionnaires are less than 10%. 110 out of the 120 distributed questionnaires were properly filled and returned by 92% of the respondents.

Though 30 candidates were assumed to interview, due to some reasons 26 were found and interviewed. From these 8 sub city supervisors, 2 sub city educational materials distributors, and 16 member of the PTSA were involved.

4.1. Characteristics of the Respondents

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

Table.1. characteristics of Respondents

No	Variable	Category	No. (frequency)	Percentage (%)
1	Sex	Male	89	80.9
		Female	21	19.1
		Total	110	100
2	Age	≤ 25 years	17	15.5
		26-30 years	42	38.2
		31-35 years	26	23.6
		36-40 years	7	6.4
		41-45 years	7	6.4
		≥ 46 years	11	10
		Total	110	100
3	Educational Level	Certificate	3	2.7
		TVET Diploma	8	7.3
		College	14	12.7
		Diploma		
		BA/BSC	78	70.9
		MA/MSC	7	6.4
		Total	110	100
4	Service years	≤ 5 years	29	26.4
		6-15 years	48	43.6
		16-25 years	20	18.2
		≥ 26 years	13	11.8
		Total	110	100

As indicated 80.9% of the respondents were male and the rest (19.1%) were females. This shows that the majority of the respondents were males. Therefore, the schools were male dominated.

Regarding respondents' age, the majority 38.2% and 23.6% was in the age group of 26-30 and 31-35 years. There for, it could be possible to say that, their age could enable them to shoulder the responsibility of managing educational materials. Whereas there is also (15, %) are under the age category of 25 and below years they are at energetic age level. Others (18%) 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). (77.3%) were BA/BSC or MA/MSc the others (23%) were college diploma and certificate. These show that respondents have good qualification according to their academic performance to use and manage educational materials. As of respondents work experience (26.4%) had a work experience of less than 5 years while (61.3%) were found to have between 6 -25 years. The others (11.8%) 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.

4.2. Analysis of Data

4.2.1. Role of Stakeholders in Material Management

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

Interview response on the issue

(kolfe keranyo supervisor)

Our participation at the binging of the year was on the school planning and checking the documents, in this process there was material planning check up. 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.

(Ledeta supervisor)

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.

(Addis ketema material distributor)

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

(Kolfa Sub-city material distributors' response:

There are different materials that are donated or budgeted to schools. Our responsibility was limited to distributing these materials fairly.

PTSA member from lideta responds:

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.

(Kolfe-keranyo PTSA)

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. Sub-cities material distributors' role was limited to just on material distribution. There is no way to control or evaluate the material management and utilization in these schools.

Questionnaires were prepared using five point Likert scale range from Very high (5) to very low (1). Mean scores and percentages result were used to analyze the quantitative data. Within the five point ranges, three trisecting scores were used to make the analysis clear. As suggested by Anbessa, in (Mengistu 2015) these scores were 2.49, 3.49, and 4.49. Thus, the participation of stakeholders in educational materials management and utilization for the questionnaire items were analyzed based on the responses of respondents within a mean value from ≤ 1.49 were very low, 1.5 to 2.49 were low, from 2.5 to 3.49 were average, from 3.50 to 4.49 were high, and from 4.50 to 5.00 mean very high. Results from open ended items, interview questions and observation checklist were also analyzed to supplement and/or triangulate the findings as necessary.

Table .2 Stakeholders Participation in Education Material Management

N	Items	Scales										Total		Mean
		VH	%	H	%	AV	%	L	%	VL	%	N	%	
		F		F		F		F		F				
1	Planning of educational materials	6	13.6	10	0.9	43	39.1	20	18.2	31	28.2	110	10	2.45
2	Selection of educational materials	0	0	26	23.6	32	29.1	45	40.9	7	6.4	110	11	2.45
3	Purchasing of educational materials	6	5.5	13	11.8	35	31.8	52	47.3	4	3.6	110	10	2.68
4	Distribution of e/m	4	3.6	6	5.5	47	42.7	43	39.1	10	9.1	110	10	2.55
5	Controlling of e/ m	1	0.9	4	3.6	59	53.6	41	31.3	5	4.5	110	10	2.5

F= Frequency

As it can be seen on table 2, a total of (13.6%) of respondents indicate that participation of stakeholders in planning for educational materials is very high. Similarly, (0.9), (39.1), (18.2%) and (28.2%) of respondents, respectively, reported that the participation of stakeholders in planning for educational material was found to be high, Average, low, and very low. Furthermore, the mean score of all respondents is 2.45. Hence, this mean score indicated that stakeholders participation in planning on educational materials were low. the same way, the qualitative data collected using interviews revealed that planning of educational materials done by school leaders but stakeholders (such as members PTSA) have some participation in planning phase. As of the participation of stakeholders in selection of educational materials, the data displayed on table 2 indicated that while none of respondents had chosen very high participation. 23.6%, 29.1%, 40.9% and 6.4% of them indicated that their participation in the selection of educational materials was high, average, and low respectively. The mean score was also 2.45, which lies on low. The result obtained qualitatively, however, indicated that very few of the stake holders participated in educational materials selection. Participation of stakeholders in purchasing of educational materials had a mean score of 2.68 which is to be rated

average. The result found from interview also show low participation of stakeholders in this regard.

With respect to participation of stakeholders in educational materials distribution, only 3.6% and 5.5% respectively rated their participation as very high and high. 49% of them rate their participation to be low, and very low. Though the mean score, 2.55, indicate the rate as average, the data gathered through interview and check lists also revealed that the time, ratio and way of distributing of such materials are not clearly mentioned but the participation were better than other activities as document shown from sub-city.

With regard to participation of stake holders on controlling educational materials the data collected through document analysis and interviews revealed that there is no accurately set system that support stake holders to participate in controlling the educational materials. But supervisors included in the chick list if there shortage of text books. Furthermore, these data were supported by the quantitative data, i.e. only (4.5%) respondents rated their participation as very high and high. The mean score of the participation of stakeholders on controlling educational materials is 2.5, which is a little bit beyond low.

Furthermore, there were also items which ask at what level were stake holders participate in the educational materials management. Accordingly, 11.8% of them responded that their participation is at committee level, 45.5% indicate that they participate whenever they are requested to give technical support and 42.7% of them said that they take part during discussions.

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.

4.2.2. Educational Materials Management Functions

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

4.2.2.1. Educational materials planning activities

Response from interview

supervisors: budget preparation activities were implemented at all schools but the problem is the duplication of the privies plane (Ledeta). Sometimes schools do not consider need assessment because of this gap there is mismatch between what is planned and what is purchased(kolfe/k)

Material distributors: in schools material need like textbook was not depend on exact need of the schools, in case some textbooks were surplus in one school there may be shortage in the other school (Lideta).in schools there is need assessment format but some schools do not properly use the format. There are attempts to participate users but there is lack of proper organization of team (Addis Ketema)

PTSA Lack of users' involvement made to miss important materials (kolfe/k)

Table.3. Planning Activities of Educational Materials

No	Item	Scales								
		High		Medium		Low		Total		Mean
		F	%	F	%	F	%	N	%	
1	Budget preparation for the provision of the required materials	10	9.1	50	45.5	50	45.5	110	100	2.39
2	The involvement of users in the planning of educational materials	10	9.1	53	48.2	47	42.7	110	100	2.33
3	The match between what is planned and purchased in terms of time	21	10.9	56	50.9	42	38.2	110	100	2.27
4	Need assessment for planning process	10	9.1	58	52.7	42	38.2	110	100	2.30

F= Frequency

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

In table .3, respondents were asked about the planning activities of educational materials in their school. Accordingly 45.5% and 45.5% 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 45.5% of respondents indicated that the performance is low.

For the item that focuses on involvement of users, only 9.1% 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 38.2% rate the activity as low and 50.9% as medium only 10.9% 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. 52.7% 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.

4.2.2.2. Purchasing of Educational Material 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 (kolfe/k PTSA).

(lideta supervisor) Lack of professionals users participation lead less quality of purchased materials like photocopy and printer toner sometimes made material damage.

(Addis Ketema material distributer) Sometimes quality of parched materials were not good the reason is that after suppliers show there sample they were changed.

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

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

Accordingly, (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.

Table.4. Purchasing of Educational Materials

N	Item	Scales										Total		Mean
		Excellent		V.Good		Good		Fair		Poor		N	%	
		F	%	F	%	F	%	F	%	F	%			
1	Quality of purchased materials	5	4.5	8	7.3	50	45.5	42	38.2	5	4.5	110	100	2.69
2	Relevance of purchased materials	6	5.5	4	3.6	39	35.5	53	48.2	8	7.3	110	100	2.51
3	Transparency of purchased system	4	3.6	4	3.6	5	4.5	50	45.5	47	42.7	110	100	2.3
4	Qualification of purchasing body	2	1.8	8	7.3	40	36.4	55	50	5	4.5	110	100	2.51
5	Fair and genuine utilization of purchasing procedures	4	3.6	6	5.5	44	40.0	52	47.3	4	3.6	110	100	2.58

F= Frequency

As displayed in the above table, the mean score for quality of purchased materials is 2.69 which rated as moderate. Accordingly 45.5% 38.2% and 4.5% rated as good, fair and poor respectively.

With regard to relevance of purchased materials, data collected through questionnaires indicate that more than 55% 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 (7.3%) 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 47% and 40% 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.

4.2.2.3. Allocation and Distribution of Educational Materials

Interview response

Material distributors (Kolfe and Lideta); there is lack of getting reliable data from schools as a result imbalance material distribution happened.

(PTSA Addis Ketema) higher officials are not committed on fair allocation of materials.

(PTSA from Lideta) Sometimes materials are not distributed on time to school. They are brought /distributed after the school started.

Officials on fair allocation, there was a tendency to support the most “effective” schools in the sub- cites, (PTSA Lideta).

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.

Table.5. Allocation and distribution of educational materials

No	Item	Scales										Total		Mea
		Excellent		V.Good		Good		Fair		Poor		N	%	
		F	%	F	%	F	%	F	%	F	%			
1	The time lines of the distribution and allocation process	2	1.8	8	7.3	43	39.1	52	47.3	5	4.5	110	100	2.54
2	The extent of collaborative performance of concerned bodies	2	1.8	4	3.6	51	46.4	52	47.3	0	0	110	100	2.59
3	The fairness of materials allocation among schools and subunits	2	1.8	10	9.1	59	53.6	37	33.6	2	1.8	110	100	2.77
4	Cooperativeness of higher officials on fair allocation	2	1.8	9	8.2	36	32.7	56	50.9	6	5.5	110	100	2.49

F= Frequency

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

Accordingly, the mean score for the timeliness of the distribution process is 2.54 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. 47% 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 (53.6%) of respondents also witnessed this fair distribution. But the result found from interview indicate that there is gap

4.2.2.4. 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.

Response of interviewees

Materials were distributed to schools every year from government and NGO, but properly maintaining is the problem of all schools (supervisors Addis ketema).

Maintenance activities were not planned even if there is budget allocated schools were not give attention to maintaining materials (Lideta.)

PTSA members from (kolfak) reported : In most cases materials are broken and piled in one room or in some place in the school compound every day but efforts are not made to maintain them .

Response from the questionnaire was presented: for the item” how 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.

4.2.2.5. Storage of Educational Materials

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

Response from interview

The store management system is not at good condition in the school materials are damaged b/c of improper storage (PTSA Ledeta).

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

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 (kolfa supervisors)

Table .6 views on Storage of Educational Materials

No	Item	Scales										Total		Mean
		Excellent		V.Good		Good		Fair		Poor		N	%	
		F	%	F	%	F	%	F	%	F	%			
1	Properly recorded materials	4	3.6	10	9.1	49	44.5	46	41.8	1	0.9	110	100	2.72
2	Materials identification	1	2.7	18	32.7	52	47.3	36	32.7	3	2.7	110	100	2.8
3	Material codification	-	-	9	8.2	48	43.6	51	46.4	2	1.8	110	100	2.5
4	Immediate supply of materials	-	-	6	5.5	41	37.3	53	48.2	10	9.1	110	100	2.39
5	Proper storage materials system	-	-	7	6.4	43	39.1	52	47.3	8	7.3	110	100	2.44

F= Frequency

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.

4.2.2.6. Inventory Control of Educational Materials

Response found from interview:

All schools did this activity but the problem was that it is not well planned. The time of inventory in schools did not match with the planning of materials time. The inventory time is usually in July- august where as the planning time is May (material distributor Addis ketema).

An inventory was done in the school once in a year but the activities were not done whit professionals (Leideta, kolfe/kand Addisketma supervisors)

(PTSA kolfu and Lideta) Inventory reports were not well organized to use during planning time. There are materials which is not included in inventory like materials donated to schools

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

Table.7 Inventory Control

No	Item	Scales										Total		Mean
		Excellent		V.Good		Good		Fair		Poor				
		N	%	N	%	N	%	N	%	N	%			
1	Usage of inventory control system	6	5.5	5	4.5	12	10.9	57	51.8	30	27.2	110	100	2.09
2	Frequency of conducted inventory	1	0.9	3	2.7	31	28.1	50	45.5	25	22.7	110	100	2.13
3	Report after inventory	2	1.8	2	1.8	46	41.8	57	51.8	3	2,72	110	100	2.48
4	Process of updating inventory	-	-	-	-	44	40	63	57.3	3	2.7	11	100	2.37

F= Frequency

The above table shows the usage of inventory control items, usage of inventory control, frequency of conducted, report after inventory and process of updating. The result show that the mean score 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.

4.2.2.7. Result on Obsolescence and Surplus

Response from interview:

In all schools there are many materials that are not sold or donated (Addis ketema. material distributer). Materials which were not used in secondary schools were compiled at one class idle.

(kolfe/k supervisors) in schools there are materials like machines and supplementary books which are not used in secondary schools. They were all out dated.

(Addis ketema supervisors) 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 was 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

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

Response from the interview:

There are guidelines in the schools, the problem is that when the school principals leave the school they were not transfer to the new one (Addis ketema supervisor).

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

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

Table 8. Availability and use of policies and guidelines regarding to educational materials Management and utilization

No	Item	Scales												Mean
		Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total		
		F	%	F	%	F	%	F	%	F	%	N	%	
1	There are polices and guidelines regarding m/m in school	14	12.7	41	37.3	43	39.1	6	6.5	6	6.5	110	100	2.5
2	The accessibility of policies and guidelines	8	7.3	59	53.6	33	30	5	4.5	4	3.6	110	100	2.43
3	Based on the government guidelines the school made their own guide/L	11	10	50	45.5	38	34.5	6	5.5	5	4.5	110	100	2.46
4	commitment of concerned bodies to make awareness/training on polices and guidelines	6	5.5	55	50	38	34.5	9	8.3	1	0.9	110	100	2.48

F= Frequency

As displayed in the table above, the mean values for the presence of formally established guidelines and policies in the school , accessibilities of these policies and guidelines, based on the government guidelines they made their own guidelines , and commitment of concerned bodies to create awareness are, respectively 2.50, 2.43; 2.46; and 2.48.

Moreover, the above data indicated that there is guidelines in the schools as the mean value is at average score 2.5. Lacks of accessibility of guidelines, the preparation of their own guidelines and creating awareness/training to the community were the gaps observed.

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

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

Response from the interview

(Supervisors Lideta): 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.

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

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

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

(PTSA kolfe) less coordination between school communities left material management activities to be only the responsibility of principals and store keepers

Response to action to be taken:

(PTSA Lideta) to administer educational materials organizing different committee and settings recruiting from the stakeholders is the first thing.

(kolfa supervisors) 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.

(Addis ketema supervisors) Each of material management function should be planed and the frequency of supervision inside and outside should be considered.

(kolfe and Lideta material distributors) 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 current practice of educational materials management in some selected school in Addis Ababa city Administration. Six secondary schools from three sub-cities (kolfe-keranyo, Lideta and Addis ketema) were sampled for this study. All the sub city supervisors, sub city educational material distributors, 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 240 people, sample of 150 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 main roles do stakeholders (PTSA, Supervisors, Government officers etc) play in the management process of Educational Materials?
2. How is the process of material management function (planning, purchasing, distribution, controlling etc) in the Government first cycle secondary schools of Addis Ababa?
3. What practices and guidelines are available to facilitate the utilization and management of educational materials in some selected first cycle secondary schools of Addis Ababa?

4. What are the major problems observed in the practice of material management and utilization and the measures taken by the concerned bodies?

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 were at low level. Most of the stakeholders were found to participate in material supports and by giving comment on planned manual .There are no organized participation and controlling system.

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 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 schools in the sampled sub-cities 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 and sub-cities. Storage management system is in poor condition in all schools. Lack of continuous supervision from concerned bodies lead that materials management functions is not properly practiced.

5.2. Conclusions

The study findings indicated that;

- There are guidelines and policies regarding to educational material management and utilization in schools. But there was huge gap in the availability and accessibility of these guidelines to the stakeholders and school community. The concerned bodies such as school leaders lack the commitment to create awareness or training in the area of educational material management and utilization.
- The practice of educational material management and utilization was found to be poor in terms of involving stakeholders (PTSA, Sub city officers, etc)wise and efficient use of material management functions (purchasing, Allocation Distribution etc.)
- 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.
- 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 mess of materials to search for one. This could also expose the materials to wastage and damage.
- 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.
- 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.
- The process of updating inventory in these schools was poorly implemented.

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

5.3. Recommendations

In education 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 cities education offices and secondary 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.
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.

Reference

- Adam, E. and Ebert. R.Jn (2003). **Production and Operations management. Concepts, models and Behaviors.** 5th Education. New Delhi Asokek. Chosh Prentice. Hall of India Pvt. Ltc.
- Aggarwal J.C (2003) **Essential of Educational Technology, Teaching/learning innovations in Education** (2nd ed.) Vikas publishing House, New Delhi.
- Alpha University College, (2006). **Material management Distance studies.** Addis Ababa.
- Amare Asgedom (1999). **Availability and use of instructional material in Tigray Primary Schools.** IER flambed u,59-60.
- A mos J. and magad (1999) **Total Material management Achieving maximum profit through materials operation** (5th ed.) Boston. Kluwer Academic publisher.
- Arnold B., Tony, Stephen N. and J. Chapman (2001). Introduction to Material management. (2nd ed.) San Francisco. Prints Hall.
- Arora, S.p. etal (1980). **Office organization and management** new Delhi, Vikas publishing House PVLtd.
- Ayalew Shibeshi (1992). **Approaches to Educational organization and management (part one).** (unpublished). Teaching material. Addis Ababa University.
- Balogun A.A (2001) **The principal and the material management of public Secondary Schools in Osun state. Journal of Educational system and Development.** 5 (1) pp.1-10.
- Ballot ,R.B. (1980) **Materials Management: Result approach** (3rd ed.) New York. American Management Association.
- Bantie Workie, et.al. (2004). **Introduction to management.** Addis Ababa. Alem Printing Press,
- Bekuretsion Haileslasse. (2005) **Utilization of material resources in implementing the curriculum in skill development centers of Tigray.** Unpublished MA thesis, AAU.

- Best, J.W. and Khan, J.v. (1989). **Research in Education**. New Delhi: Prentice Hall of India Private Limited.
- Candoli. I.C. (2004). **School Business Administration: A planning approach**. (4th ed.) Boston. Allyn and Bacon, Inc.
- City Government of Addis Ababa Bureau (2013/2014). **Educational Statics Annual Abstract** printed by ASG printing Press.
- Chary, S.N. (2000). **Production and operations management**. New Delhi. Mc Graw Hill
- Curley, T.J. (1968) **Purchasing and supplied management**. Sydney. west publishing corporation
- Datta, A.K. (1984) **materials management procedures, Text and cases**, 2 ed. New Delhi prentice How of India.
- _____ (1992) **Material management procedures text book and case**, New Delhi, prints of India.
- Dawson, Catherin. (2002). **Practical research methods**. New Delhi. UBs Publishers and Distributors Ltd.
- Dereje Mekonnen, (2006). **A study of Educational material and Equipment management**. The case of Addis Ababa City Administration Government TVET institution. AAU thesis (unpublished).
- Dobler Donald W. (1997) **purchasing and supply management**. Text and cases (6th ed) new Delhi. Tata Mcaw – Hill
- E.T. Ehiamentor (2003). **Educational Resource management failure of past university of Benin**, Bennin.
- Evertte, E.A. and others (2003). **Production and operation management. Concet, models and Behavior**. 5th Edition. New Delhi Asoke K. Ghush. Prentice Hall of india Pvt Ltd.
- Federal Negarit Gazeta (1999). **Educational material production and Distribution Enterprise Establishment**, Council of ministers Resolution No. 50/1999, Addis Ababa Ethiopia.
- Guether, N. (1982). **Production and operation management A. problem solving and decision making Approach**. Tokyo. The Dryden Press.

- Gopalakrishnan, p and Sundaresan M. (1998) **material management and integrated Approach new Delhi: prentice Hall of India private. Limited. New Delhi.**
- Gopalakrishnan (2005). **Materials Management: an integrated Approach** (4th ed.) New Delhi: Prints Hall, PTD.
- Harris G.W. (2008). **Management of Logistical system in Education:** (8th ed.) Boston, Springfield publisher.
- Kwaliski, Jamie C.(2011). Applying the principles of supply chain management in Education (7th ed.) Chicnago Routledge Falmer.
- L.Cambell (2008). **Challneges of Managing teaching and learning resurces.** Capetown, McGrew Hall companies.
- Lawson et al. (2011) **provision and Management of school Facilities for the implementation of UBE programme;** Journal of Educational and social Research Vol. 1(4) University of port Harcourt, Nigeria.
- Lockheed (2005). **Improving Education in Developing countries** (6th ed.)
- Mbamba A (1992). **Book of Readings in Educational Management** Harare:.
- Melaku Yimam (2010). **Resource management in education** (set readers) Department of Educational planning and management (EDPM) College of Education not published.
- Mengistu Defaru .(2015) **The practices of educational materials management and utilization in secondary schools of Jimma town.** Unpublished MA thesis, Jimma university
- _____ (2013). **School Research management.** Mekelle University (Unpublished)
- _____ (2010). **Education Sector Development Program (ESDP IV)** Ethiopia Addis Ababa.
- _____ (2006). **General Education Quality Improvement package.** Ministry of Education, Addis Ababa Ethiopia.
- _____ (2005). **Education sector development program (ESDP III) Ethiopia.** Addis Ababa Berhanenaselam printing Enterprise.
- _____ (2002). **Education Sector development program II (ESDP II).** Ethiopia. Etor Seps. And print united printers plc.

- _____ (1994). **Education and Training Policy**. Ethiopia Addis Ababa, Berehanena Selam Printing Enterprise
- Morrison, A. and .D.J. (1998). **Storage and control stok for Commerce**. Industry and public under talking. 4th Edition. Singapore: pitman publishing
- N.K.Nair, (1998). **Parchasing material management** 2nd ed. Vikas Publishing hous PVT LTD
- Nebiyu Tadesse, (2000). **Educational materials and financial management in education**. Text book for the course Educational materials and financial management AAU (unpublished)
- Okland J. and others. (1988). **Production and operations management** 5th Edition. London pitman publishing
- Prakasha G. (1998) **Improving the quality of Basic learning opportunities and Responses**. UNICEF Cooprvative program company.
- Ray. J.R. (2001). **School Business Administration. A planning Approach** Baston: Allyn and Bucon
- Sharma (2010) **Management in Educational system**. New Delhi prentice hleke
- Sherlekar et.el.(1988). **Industrial organization management**. Bombay: Himalaya publishing House.
- Sitotaw Yimam (2001). **The management of primary school text books in Addis Ababa. Issues, practices and problems**. Unpublished MA thesis, AAU.
- Solomon Alehegn. (2005). **Store and warehousing operation**. A.A Alpha University College, (unpublished).
- Stoopso, S., Osbron, F., Moon, L.W (2004). **Handbook of educational Administration: A guide**.
- Strategic and School Development Planning, (2011/12). **Module. (EDPM) 605**. Addis Ababa University (Unpublished).
- Tafesse Assefa (2007). **A study of material resource management in preparatory school of Arsi Zone of Oromia regional state**. AAU thesis (unpublished).

UNESCO (2006). **A review of the technical and Vocational Educational and Training programme in East Asian countries.** UNESCO.

UNESCO. (1992). **Books of readings in educational management:**
Zimbabwe: Mazongororo paper converters Pvt L.

በአዲስ አበባ ከተማ አስተዳደር የግዥና ንብረት አስተዳደር አዋጅ ቁጥር **17/2002**.

በአዲስ አበባ ከተማ አስተዳደር የግዥ አፈፃፀም መመሪያ ቁጥር **3/2002** ከሐምሌ 1 ቀን 2002 ጀምሮ ሥራ ላይ እንዲውል ተደርጓል፡፡

የአዲስ አበባ ከተማ አስተዳደር ፋይናንስ ኢኮኖሚያዊና ስራና የመንግሥት ግዢ አፈፃፀም ማኑዋል ሰኔ 2003 ዓ.ም አዲስ አበባ

የመንግሥት ቋሚ ንብረት አስተዳደር ማኑዋል 17/2002

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

Questionnaire to be filled by Academic staff and Administrative staff

The main purpose of this questionnaire is to collect valid and reliable data on “An Assessment of the Practice and Problems of Educational Materials Management in Some Selected First cycle Secondary 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 will be used only for academic purpose. I would like to express my appreciation in advance for your time and consideration.

Thank you!

General Directions:

1. No need of writing your name
2. Mark “✓” tick in the box of your alternative answer(s)
3. Please give answers to each closed ended items as appropriate as possible.
4. Please give your short and precise responses to the open ended questions.
5. Your participation is voluntary -based. You have the right to stop whenever you like.

Section one: Back ground information

1. Name of the School: _____
2. Sex: Male Female
3. Age: <25 years 26-30 years 31-35 years
36-40 years 41-45 years Above 45 years
4. Educational Level:
- Below Certificate level BA/BSC
- TVET diploma MA/MSc
- College diploma
5. Years of service
< 5 years 6-15 years 16-25 years
26 and above
6. Your current position _____

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

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

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

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

A. At committee level

B. by discussion

C. By asking technical support

D. If others -----

Section three: Questions Related to Material Management Functions

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

No	Item	Scales		
		High	Medium	Low
1	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			

3.2. Purchasing of Educational Materials

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

- a. Always b. Some times 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

3.3. Allocation and Distribution of Educational Materials

Please rate the extent of allocation and distribution of educational materials. (The number indicates:

5= Excellent 4=very good 3= 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)					
5	Volunteer (cooperativeness) of higher official on fair allocation					

3.4. Maintenance of Educational Materials

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

a. Very high

b. High c. Average d. Low e. very low

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

a. Lack of administrative follow up

b. Less experienced or less qualified technicians

c. Lack of proper planning

d. If others, please specify _____

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

a. Tables and chairs

b. Text books and reference books

c. Plasma TV

d. Remote controls

e. Computers

f. Electric systems

g. Laboratory materials

h. Teaching aids

I, Walls and windows

J. If any other, please specify _____

3.5. Storage of Educational Materials

How effective is your school regarding material handling in store? (The numbers indicate:
5=excellent 4=Very good 3=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					

4. 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

d. If others, specify _____

3.6. Inventory Control of Educational Materials

1. How often is inventory taken in your institution? 4

A. Once a year only B. once a semester C. When it is needed only

D. If others, specify _____

2. How do you rate the following inventory control activities in your school?(The number dedicate

5= Excellent 4= V.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					

3.7. 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. Dumping or burning C. Selling

D. Collecting such materials at one place

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

To what extent the following guidelines issues are met in your school? (The number 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	There are polices and guidelines regarding material management in the school					
2.	The policies and guidelines regarding educational materials management are easily accessible for users					
3.	Based on the government guidelines the school made their Owen guidelines					
4.	There is high Commitment of concerned bodies to make awareness to stake holders					

Section five: Questions Related to Major Problems in Material 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

Interview for sub city supervisors and material distributors

Dear respondent, the purpose of this interview is to collect relevant data on the study entitled “An assessment of the practice and problem of Educational material management in some selected first cycle secondary schools in Addis Ababa” your response is vital for the success of the study. You are kindly requested to response the interview confidentially. Be sure that your response will not be used for any purpose rather than academic purpose. Your participation is volunteer-based. No need of writing your name.

Thank you in advance for your genuine and kindly cooperation!

Part One: General Information

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

Part TWO.

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

በአዲስ አበባ ዩኒቨርሲቲ

የድንገር ምረቃ ሚሮክ ግብር

የትምህርት እቅድ እና አሚር ትምህርት ክፍል

በአዲስ አበባ ከተማ በሚገኙ ሁለተኛ ደረጃ ትምህርት ቤቶች ያለውን የትምህርት መሳሪያዎች አስተዳደር እና አጠቃቀም ያለውን ልምድ እና ተግዳሮቶች የሚያሰስ የቃለ መጠይቅ ለትምህርት ቤት ወላጅ መምህር ህብረተ ኮሚቴ አባላት የተዘጋጀ

ውድ ተሳታፊዎች፡ የዚህ ቃለ መጠይቅ ዋና ዓላማ በ “አዲስ አበባ ከተማ መስተዳደር በሚገኙ የሁለተኛ ደረጃ ትምህርት ቤቶች ውስጥ ያለውን የትምህርት መሳሪያዎች አስተዳደር እና አጠቃቀም እንዲሁም ባሉት ተግዳሮቶች” ላይ ጠቃሚ እና አስተማማኝ መረጃ መስጠት ነው፡፡ ከዚህ አኳያ የእርስዎ ቅን እና ሐቀኛ መረጃ ለጥናቱ መሳካት ከፍተኛ አስተዋፅኦ አለው፡፡ በመሆኑም ትክክለኛ መረጃ እንዲሰጠኝ እየጠየቅኩኝ የሚሰበሰቡው መረጃ ለአካዳሚካል ዓላማ ብቻ የሚያገለግል መሆኑ እንገልጻለሁ፡፡ ከዚህ በተጨማሪም የእርስዎ ተሳትፎ በፈቃድኝነት ላይ የተመረኮዘ ምክጠራዊነትም የተጠበቀ መሆኑን አረጋግጥሎታለሁ፡፡

ስም መግ ፍ አያስፈልግም፡፡

አመሰግናለሁ!!

ክፍል አንድ፡ አጠቃላይ መረጃ

ሀ. ስም፡ _____

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 ወጠታማነት ተን ይገመገማል?
2. በትምህርት ቤቱ የትምህርት መሳሪያዎች አስተዳደር እና አጠቃቀም ሂደት ውስጥ የባለድርሻ አካላት (ለምሳሌ ወተመህ) ማን ምን ይመለከታል?
3. በትምህርት ቤታችሁ ውስጥ በትምህርት መሳሪያዎች አስተዳደር እና አጠቃቀም ዙሪያ የሚታዩ ዋና ዋና ተግዳሮቶች የትኞቹ ናቸው? የመፍትሄ ሀሳብ የሚለዩባቸውስ?
4. ት/ቤቱ የትምህርት መሳሪያዎች አስተዳደርና አጠቃቀምን በተገቢው ሁኔታ ለመሥራት የሚያስችሉት ፖሊሲዎችና መመሪያዎች አለው? እነዚህ ፖሊሲዎች እና መመሪያዎች በበቂ ሁኔታ ተግባራዊ እየተደረጉ ናቸው?

Appendix D

Check-list for observation

1. Availability of policies and guidelines in the school.

No	Focused eras	Scales Available		Remark
		Yes	No	
1.	Purchasing guidelines			
2.	Maintenance guidelines			
3.	Obsolete and surplus guidelines			
4.	Inventory guidelines			
5.	Store procedures			
6.	Governmental property management guidelines			

2. material handling in different Section of the school

Scale 5=very good 4=good 3=satisfactory 2=poor

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

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

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