



**WOLKITE UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT**

**ASSESSMENT OF EDUCATIONAL MATERIAL MANAGEMENT  
AND UTILIZATION IN SECONDARY SCHOOLS OF YABERUS**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF EDUCATIONAL PLANNING AND  
MANAGEMENT.**

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**MAY 2023**

**WOLKITE, ETHIOPIA**

## Acknowledgement

In the first place I would like to thank my almighty “God” Next to my Advisor Mr. Misgana Tekle for his invaluable advice, suggestions and comment from the time of proposal preparation to then final this senior essay report writing.

My deepest appreciation for my parent, I would like to thank who help me in finance and psychological guidance to do this paper effectively.

Finally, I would like to extend my heartfelt thanks to all others who provides various support and comment on my work.

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## **ACRONYMS**

**YGSS;** yaberus general secondary school

**PTA;** Parents Teacher Association

**MOE;** Ministry of Education

**SNNPR:** - South Nation, Nationality People Region

## **Abstract**

*The purpose of the study was to assess the current practice of educational materials management and utilization in yaberus general secondary school of gurage zone SNNPR. The study particularly, based on purchasing, planning, storing, inventorying and disposing of unused of educational materials management and utilization. To accomplish this purpose, the study employed a descriptive method, which was supplemented by qualitative to enrich data. The study carried out in wolkite town elected government secondary schools of yaberus . Then 50 teachers, and 5 PTA members were selecting using random sampling techniques and 1 store keeper, 1 lab technician and 1 librarian were selected by using sampling techniques. 2 school vice principals were also involved in the study for interviewing. Questionnaire was the main instrument of data collection. Interview was utilized to substantiate the data gained through the questionnaire. Percentage, mean and standard deviation were utilized to analyze the questionnaire. The qualitative data obtained through interview were analyzed using narration. The result of the study revealed that the management and utilization of educational materials in yaberus general secondary schools were in effective. School faced difficult task of without having prior training, planning, purchasing, storing, inventorying, maintaining and disposing unused materials in schools. Furthermore, the study revealed that, lack of trained personnel, lack of budget, lack of reference books, lack of science laboratories and inadequate of materials hinder the implementation of teaching learning in schools. Finally, recommendations drawn based on the above, findings. The point of the recommendations includes awareness on the management and utilization of educational materials through seminars, workshops and discussion forums to improve quality of teaching and learning process. Moreover, suggestions forwarded to solve the factors that hinder proper management and utilization of educational materials in yaberus general secondary schools.*

## **CHAPTER ONE**

### **1.1. INTRODUCTION**

#### **1.2. Background of the Study**

Materials management is simply the process by which an organization supplied with the goods and services that need to achieve its objectives of buying, storage and movement of materials Sadiwale (2013). Materials management is related to planning, procuring, storing and providing the appropriate materials of the right quality, the right quantity at the right place in the right time so as to coordinate and schedule the production activity in an integrative way for an industrial undertaking. The need for materials management as a separate organizational function depends on the growth of institutions or organization. In education sector, with the increases in its services, provision in line with the ever-increasing demand for education, it is not the human, financial and information resources that are escalating as inputs, but educational materials, which serve the educational process in preparing to days' youth for tomorrow, are also over increasing. These conditions definitely required identifying the right educational materials wisely purchase and to provide the schools on time and control their effective utilization Lenders (1989).

Moreover, Datta (1986) remind that the concern for materials management should not only be emphasized from it operational purpose in helping attaining educational objectives but should also be emphasized from the economic points of view. Hence, thought the educational budget allocated to educational materials, particularly to that sub-Sahara African countries is less as compared to that of the developed countries, giving emphasized to the management of educational materials would ever be of help to these small amount of allocated budget to be used properly. With this understanding of the increasing number and type of educational materials that are used for the educational purpose, countries around the world already have established or organized different institutions to manage educational materials. For instance, in France the ministry of education had established center for scientific equipment (CME) to make a special effort to equip colleges and secondary schools with science teaching materials. The major function of the institution was studying educational materials UNESCO (1984).

In Ethiopia, the management of educational materials gets attention during the early year of the Ethiopian revolution (1967 E.C) with the establishment of department under the MOE which was the inception of educational materials production and distribution Agency. EMPDA was

established in July, 1984 as an independent agency for educational materials productions and distribution. The main responsibility of the department was handling the productions and distributions of educational materials MOE (1989).

Educational materials play an important role in the development and enhancement of a given education system. The level of economic development and the government commitment towards education mainly determined the amount of human, materials and financial resources invested in education Geitom 2002). On the other hand, using various materials is necessary to create good teaching learning atmosphere and help teacher to conduct his/her lesson in more meaningful and more comfortable way. For this reason, no matter how far the objectives of any educational program is attractive, its resources will greatly depend up on the quality and quantity of resource it has Worku (2007).

According to FDRE (1994), educational materials are considered as the major factors for improving the quality of education. This policy document has also stated that, “in order to promote the quality of education, relevance and expansion of education, due attention should be given to the supply, distribution and utilization of educational materials, educational technology and facility. “Decentralization in Ethiopia, shift the role of managing and developing educational infrastructure including educational materials at the regional authority. Consequently, management function of educational materials i.e. planning, purchasing, receiving, and handling, distribution and control for primary, secondary and regional colleges was shift to the regions. In most of the regions, the management of educational materials is a shared responsibility of administration and finance, planning and program and department of educational support Nebiyu (2001). The overall organization of the educational materials management functions and personnel assigned in the area differ from region to region. This situation entails various responsibilities with the regard to the management of educational materials, provision and setting regional policies and guideline MOE (1989).

This achievement can appreciate that the regional government has paid more attention to education. As the number of school’s increase, the number of teachers and students in both secondary and primary schools is also increased. However, improving the quality of education

and making the system efficient has faced many challenges. Therefore, this study will assess the status of the management of educational materials utilization in yaberus general secondary schools of gurage zone yaberus Baribare Worada.

## **1.2 Statement of the Problem**

The new education training policy option for decentralization to the regional and woreda levels is present throughout all sectors including in education. The success of this policy, however, depends very much on the competence demonstrated by the local actors such as school principals among others. The school principals must bring all their abilities, physical, mental and emotional to the job. They need to be well equipped with the necessary skills and knowledge to perform their duties. Thus, school management involves principals making use of resources like materials and equipment to achieve the goals of the institutions while effective management involves ensuring efficiency and effectiveness in the use of the available physical resources together

with the ability to combat any constraints that might hamper the achievement of the objectiveB and doblerD.w [1996]. bmands that the school's manager should possess the necessary human relations skills to assemble and utilize the relevant individuals with and outside the school for efficient facilities management. But, as clearly indicated in ESDP IV program action plan, many principals and offices do not yet have the required capacity to exercise their responsibilities effectively krider P.H [1998].

The most fundamental problem in educational materials and facilities management is lack of policy guidelines for infrastructural development in schools. Furthermore, according to MoE report, notwithstanding major investments made by Federal and Regional states in improving the availability of secondary school materials resources, student's achievement has not sufficiently improved (MoE, 2010).

It's necessary therefore to shift attention to quality concerns in general and to those inputs (such as materials and facilities among others) and their utilization which translate more directly into improved student learning and which help change the school into a genuine learning environment.

The objective of this function is to ensure the efficiency of the system adopted. If the system and procedure adopted for materials management are inefficient or faulty, none of the school objectives mentioned above can fulfilled. How these duties performed leaves much to the desired. It is pertinent therefore to ask the question how secondary schools resources in the

guraige zone effectively managed. Considering this question, the objective of this study is to determine how effective the management of educational material resources in wolkite town of guraige zone Worda yaberus general secondary schools has been in meeting the objectives. In addressing this problem, the following basic research questions are raised: -

1.What is the status of educational materials management and utilization in yaberus general secondary schools?

2. what major factors do affected educational materials management and utilization in yaberus general secondary school ?

3.To what extent do various standards participation in the management and utilization of educational material ?

### **1.3 Objectives of the study**

The research would be conducted in wolkite town of guraige zone yaberus general secondary school, thus, in order to address the issue, the following general and specific objectives are described below.

#### **1.3.1 General Objective**

The general objective of this study is to assess the current status of educational materials management and utilization in yaberus general secondary schools of wolkite town of guraige zone and to provide the best used of scarce material resources to attained educational goals and objectives.

#### **1.3.2 Specific Objective**

The study had the following specific objectives

To determine the status of educational material management and utilization.

To identified the major problems that effective the management of educational materials in yaberus general secondary schools .

To assess what role do standards play in management and utilization of education materials.

### **1.4 Significances of the Study**

The study had the following significances:

It would provide feedbacks on effectiveness of educational materials management and utilization in yaberus general secondary schools from the informants' point of view.

It would create awareness to the principals, teachers, store keepers, lab technicians, librarians, students and PTAs members the existing problems of management and utilization of educational materials resource in yaberus general secondary school.

The study would forward the possible solution to tackle the existing problems that relate to the management of educational materials.

### **1.5 Delimitation of the Study**

The general objective of the research is to investigate the utilization and management of educational materials, therefore the study focus on geographically yaberus general secondary school.

Furthermore, the study was delimited in its context to materials need assessment, planning, purchasing, storing, inventory control, utilization, maintenance and disposing among various activities of materials management from 2002-2004 in yaberus general secondary schools of gurage zone.

### **1.6 Operational of the Terms and abbreviation**

**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 to the way how materials resources in education are managed.

**Materials utilization:** the practices of using the limited educational resources properly to minimize the unnecessary schools.

**Assessment:** the systematic process of investigating on the management and utilization of educational materials in secondary schools.

### **1.7 Organization of the Study**

The research had been five chapters. The first two chapters is intended to conceptualize the study and the next three chapters is the operation of the study. The first chapter deals with background of the study, statement of the problem, objectives of the study limitation of the study, operation of the Research paper and organization of the study. The second chapter are review of literature

related to the study, chapter three deals with research design and methodology, chapter four interpretations and data analysis and chapter five deals with summary of the major findings, conclusions and recommendations. At the end, reference and appendices attached.

## **CHAPTER TWO**

# **1. REVIEW OF RELATED LITERATURE**

This chapter deals with various issues on materials resources management and utilization in general and educational materials management and utilization in particular related to the study research questions.

## **2.1 The History of Materials Management**

The scarcity of materials which was felt during World War I in USA to a very large extent and it has become difficult for production managers to supply the war goods Sadiwale (2007). This has created it necessary to organize the materials management department for managing large inventories in stores and to analyze the problems arising to control and economize inventory cost problems and shortage elimination. The materials management was included as an important function of management.

With the development of principles of scientific management by F.W. Taylor in 20<sup>th</sup> century, the economic use of materials in all organization was critically felt to reduce the cost of production. The early years of developments in the field of materials purchase and supply systematically begins from 1850. According to (Sadiwale, cited in Charles baggage's book on the economics of machinery and manufacturing published in (1832), refers to the knows "Materials Man."

The global era of trading in between 1970 and 1999 for materials management increased. Purchasing approaches 2000 reflects a changing emphasis toward the improvement of quality of materials, supplier relationship, more co-operative approach, long term strategies of cost management and data base materials management systems for materials planning and utilization in industries to bring about overall improvement in production system, in cost reduction through economy and increase sales.

## **2.2. Meaning of Materials Management**

Materials management refers to the flow of materials from the environment to the organization and within the organization until it is ready to be dispatched back to the environment (Gopalakrishanan, 1998). He also stated that materials management is concerned with what types of materials to get, how much to get, when and where to get, at what price, etc. Materials management, therefore, is a process of planning, organizing, directing and controlling, the flow of materials including the acquisition and utilization of materials in an organization. Materials

management involves the task of coordinating the performance of the various materials functions, the provision of communication networks and controlling of materials flow within organization. It includes the coordination of planning, sourcing, purchasing, moving, storing and controlling of materials in an optimum manner so as to provide quality service at a minimum cost (Ahuja, 1992).

According to Aggarwal (1985), materials management can be defined as the function dealing with the preparation, placing and posing of materials to facilitate their movement or storage. From the above mention about materials management, we can understand that materials management is very vast in its scope.

### **2.3. The Major Function of Materials Resources Management**

Materials resources management in all organizations has major functions. These functions are purchasing, inventory control and store operations.

#### **2.3.1. Purchasing**

Every organization whether public, business or nongovernmental organization obtains materials and services supplied by other organizations. The purchasing function occupied a pivotal position in organizations information and decision making process. It is the most important function of materials management. Investment in materials purchasing affect an organization working capital and cash flow position purchasing need to maintain effective linkages with an organization marketing product design group and it ultimate customers (Ahuja, 1992).

As pointed out in Candoll (1984) the fundamental function of purchasing in educational institutions may be summarized as follows:

1. To plan a program for educational materials, equipment, procurement that will optimize the educational output of the school system
2. To maintain continuity of supply to the teaching learning process
3. To avoid duplication, waste, obsolesce of materials and equipment
4. To maintain standards and equipment at lowest cost consistent with quality and service required
5. To acquire materials and equipment at lowest cost consistent with quality and service required.

Furthermore, coordination of its activities with other internal divisions like traffic, receiving, store keeping and accounting so as to facilitate smooth operations, the development of effective communication system makes it an important organizational function that comprise definite objectives. From a top managerial perspective, the objectives of purchasing management can be expressed by the traditional right parameters such as right price, right quality, right contractual terms, right time, right source, right place, mode of transportation and right quality (Gopalakrishanan and Sundaresan, 2002).

#### ***2.3.1.1. Right Price***

The primary concern of any organization is setting a material at the right price. But this does not mean that a right price is the lowest price. The right price is the worth in terms of quality, time and adequacy of supply of an item obtained. What it is very difficult to determine the right price; general guideline can be taken from the cost structure of the product. The price can be kept low by proper planning and not by rush buying. Price negotiation can also help to determine.

#### ***2.3.1.2. Right Quality***

The concept of right quality implies that quality should be noticeable, measurable and understandable. A right is not the necessarily the best quality. Organizations, especially manufacturing enterprises determine the quality of goods inputs materials by the desired quality of the product they want to make. In many instances quality can be measured by the nature of materials, grade, size, design, colors, durability etc.

#### ***2.3.1.3. Right Source***

The source from which the materials would be procured should be dependable and capable of supplying items of uniform quality. Testing facilitates the supplier cases inspection of goods and all other problems arising out of inadequate supply at the producer end. The purchase department has to maintain the list of suppliers of different goods and develop it further from the information collected through journals, bulletins, and newspaper and exchange of information through buying association. Consider further the right mode of transportation, the right place of delivery, packaging etc.

#### **2.3.1.4. Right Time**

Materials should be purchased at the right time so that they will be delivered when they are needed. In most case, the ideal time of purchase period would be the minimum time for which the goods remain unconsumed. This could be achieved if the stockiest or manufacture of raw materials supplies the day to day requirements in regular installments. This would save the store cost. But due to geographical factors and market conditions, the situation may not allow doing so. In this case, purchasing department may relay on the ordering system (Ahuja, 1992).

#### **2.3.2. Inventory Control**

Inventory control involves the all activities and techniques required to maintain all materials at the desirable level. Magad and Amos (1995) overviewed the major activities including in inventory control are:

1. Determining how materials will be required to satisfy company operational demands
2. Maintaining detailed records of all materials available ordered and consumed
3. Determining optimum order quantities, issuing requisitions
4. Providing appropriate reports to aid in decision making with regard to inventories

Hence, educational institutions are required to keep complete and up to date records of educational materials resources. This processes lead to minimize the possibility at any one of an institutional unit from over ordering or under stock of educational materials. Perpetual inventories are kept in order to certain that regularly used supplies and educational materials are always on hand and that there is no over stocking.

According to Rechard (1994) inventories exist because supply and demand are difficult to synchronize perfectly and it takes time to perform materials related operations for several reasons supply and demand frequently differ in the rates at which they respectably provide and require stock. The reasons can be explained by four functional factors of inventory time, discontinuity, uncertainty and economy.

#### **2.3.3. Stores Management**

Stores play a vital role in the operation of an organization. The warehousing function is concerned with holding and caring for the materials pending disposition Rechard (1994). It responsibilities is providing a system for identifying and recording storage location, providing

physical state guards and security, rotation of materials to prevent deterioration and obsolescence, and preserving and packaging as necessary.

For appropriate location, the important things are: the numbers of end users and their location, the volume and variety of goods to be handled, the location of central receiving section, and accessibility to modes transportation. So the proper storage of an item is determined by the amount of space available, the length of time an item is expected to stay in storage, and the expected frequency.

The key points in the design of stores building should include lighting and safety clear and adequate lighting is a must for a proper work environment for stores personnel who work day in and day out in the stores receiving, checking, handling and issuing goods. A pleasing environment goes a long way in reducing monitory. Safety is the most important aspect to reduce the effect of accidents; the following measures need to be taken:

1. Training for stores personnel
2. Use of safety appliance must be facilitated
3. Stocking in appropriate position or location to minimize handling
4. Keeping all equipment in the stores in good order
5. Installing safety awards to stimulate healthy competition

## **2.4. Educational Materials Management**

The scope of educational materials management is entirely depending up on the overall educational materials policy. The educational part of materials management policy is considered in relation with important areas such as internal structure, delegation of authority, interface relation, coordination of the entire materials management function, identifying training needs and developing a policy manual.

## **CHAPTER THREE**

### **3. THE RESEARCH DESIGN AND METHODOLOGY**

This chapter discussed the methods of the study, source of data, sample and sampling techniques, instruments and procedures of data collection, methods of data analysis and ethical issue consideration.

#### **3.1. Design of the Study**

The main purpose of this study is to assess the educational materials management and utilization in yaberus general secondary schools of wolkite town gurage zone. Descriptive survey design employed for the fact that descriptive survey methods help the researcher to collect and describe a variety of data that is relevant for the study.

In supporting this, Kumar, R. (1999), stated that descriptive research design used to describe the nature of the existing conditions and points to the present need, identify the standards against which existing condition. Strengthen this assumption, Seyom and Ayalew (1995), expressed that descriptive surveys method of research is more appropriate to gather several kind of data on abroad size to achieve the objectives of the study.

#### **3.2. Methods of the Study**

To carry out of this study, both qualitative and quantitative research methods are employed. The combination of both quantitative and qualitative research methods is important to eliminate or at least minimize the short coming of each other. It is because, this method enabled to assess the educational materials management and utilization in yaberus general secondary schools of wolkite town. It also helped to gather various kinds of data relatively minimum resources.

#### **3.3. Sources of Data**

To investigate the utilization and management of educational material in yaberus general secondary school in wolkite town both primary and secondary sources of data are employed to gather a variety of information.

##### **3.3.1 Primary Sources**

The primary data for this study had been vice directors, teachers, store keepers, lab technicians, librarians, and PTAs members.

### 3.3.2 Secondary Sources

The secondary source of data for this study had been collected from school policy documents on educational materials utilization management, materials guideline of woreda/region, MoE materials management guideline, Federal Government purchasing manual and school inventory guideline.

## 3.4 Population and Sample Size

### 3.4.1. Population of the Study

The study was conducted in yaberus general secondary school in wolkite town . Therefore, 50 school teachers, 2 vice principals, a store keeper, a lab technician, and PTA are involved as respondents.

### 3.4.2 Sample Size and Sampling Techniques

The total population found in yaberus general secondary school, among those population; 50 teachers, 1 store keep, 1 lab technician, 1 librarian, and 5 PTA members were selected by random sampling technique.

Table 3. 1 Total population and sample size

| No    | Respondents     | Total Populations | Sample size |      | Sampling Techniques | Instrument Used |
|-------|-----------------|-------------------|-------------|------|---------------------|-----------------|
|       |                 |                   | No.         | %    |                     |                 |
| 1     | Teachers        | 103               | 50          | 48.5 | Random Sampling     | Questionnaires  |
| 2     | Vice Principals | 2                 | 2           | 100  | Random Sampling     | Interview       |
| 3     | Store Keepers   | 1                 | 1           | 100  | Random Sampling     | Questionnaires  |
| 4     | Lab technicians | 1                 | 1           | 100  | Random Sampling     | Questionnaires  |
| 5     | Librarians      | 1                 | 1           | 100  | Random Sampling     | Questionnaires  |
| 6     | PTA             | 5                 | 5           | 100  | Random Sampling     | Interview       |
| Total |                 | 113               | 60          | 100  |                     |                 |

Source: yaberus general secondary school record offices

### 3.5 Instruments of Data Collection

The instruments used for this study to collect the reliable information were questionnaire; document analysis, observation, and interview were employed.

#### 3.5.1 Questionnaire

Questionnaires were used as the data gathering tools to obtain sufficiency primary data. Closed ended question was prepared in English for teachers, storekeeper, lab technician and librarian and PTAs. From those some couldn't speak English language so, when I asked them to translate English language into Amharic language.

Table 3. 2

| No    | Respondents     | Total Populations | Sample size |     | Sampling Techniques | Instrument Used |
|-------|-----------------|-------------------|-------------|-----|---------------------|-----------------|
|       |                 |                   | No.         | %   |                     |                 |
| 1     | Teachers        | 50                | 50          | 100 | Random Sampling     | Questionnaires  |
| 2     | Vice Principals | 2                 | 2           | 100 | Random              | Interview       |
| 3     | Store Keepers   | 1                 | 1           | 100 | Random              | Questionnaires  |
| 4     | Lab technicians | 1                 | 1           | 100 | Random              | Questionnaires  |
| 5     | Librarians      | 1                 | 1           | 100 | Random              | Questionnaires  |
| 6     | PTA             | 5                 | 5           | 100 | Random              | Interview       |
| Total |                 | 60                | 60          | 100 |                     |                 |

Source: yaberus general secondary school record offices

#### 3.5.2 Documents Analysis

The records kept about educational materials planned, purchased, inventoried and utilization by different levels of management in the study area will be analyzed. This is useful in extracting information about the problem under study. It helped to describing the prevailing practices with regard to educational materials management and utilization that explain the possible casual factors related to the topic.

### **3.5.3 Interviews**

To supplement the information, gather through other instruments as well as for clearing of some unforeseen data, interview questions prepared and face-to-face communication made with two schools vice principals. The reason behind the semi-structured interview items are the advantages of flexibility in which new questions could forwarded during the interview based on the responses of the interviewee. Mobile recorder used to prevent loss of information to accompanying the interviews.

### **3.5.4 Observation**

Observational data is attractive as they afford the researcher the opportunity together lived data from lived situations. The researcher had been opportunity to look at was take place in situation rather than at second hand Patton (1990). This is enable the researcher to understood the context of programs, to close inductive, to see things that may otherwise been unconsciously missed, and to discovered things that participants might not freely talk in the interview situations. Patton (1990) suggested that observational data should enable the researcher to enter and understand the situation that is being described. The kind of observation available to the researcher lies on a continuation from unstructured to structured, responsive to preordination.

## **3.6 Methods of Data Analysis**

Based on the nature of the design of the basic question above, the data collected from the informants organized and statistical analysis made to assess the present educational materials management and utilization in yaberus general Secondary schools of wolkite town . For the analysis of the data, frequencymeans and standard deviation are used to analysis the responses of respondents.

## **3.7 Procedures of Data Collection**

Before starting the data collection, the questionnaire piloted in kilto yaberus general secondary school in wolkite town which is excluded in the study. The purpose of pilot test is to collect the information that would help to improve the items in the questionnaire. Then, the data collected from the respondents through questionnaire will be tailed, tabulated and analyzed quantitatively. The data generated through document analysis, closed questionnaire and semi-structured interview are analyzed qualitatively and finally the research final report prepared and presented.

### **3.8 Ethical Issues Consideration**

All participants will be offered the opportunity to give their response independently without the influence of others. The information they provide treated with the strictest confidentiality and the researcher would depend on the data given by the respondents.

## CHAPTER FOUR

### 4. PRESENTATION AND ANALYSIS OF DATA

This Chapter deals with the presentation and analysis of the data collected from seven groups of respondents through questionnaires, interviews, focus group discussion and documents analysis.

The data was collected from a total number of 60 respondents. To this effect, 50 questionnaires were distributed to teachers, 1 storekeeper, 1 lab technician and 1 librarian. Those who answered the given questionnaires were 100% from the teachers, 100% from the storekeeper, 100% from the lab technician and 100% from the librarian. Moreover, 2 school vice principals and 5 PTA were interviewed.

The first part of this chapter deals with the general background of respondents while the second section deals with the analysis of the findings of the study in relation to the based on research questions.

#### 4.1 Characteristics of Respondents

The groups of the respondents were asked to indicate their background information. The details of the characteristics of the respondents were given in table 4.1 below.

Table4. 1 Characteristics of Respondents

| No | Items                  |             | Respondents |     |           |      |       |      |
|----|------------------------|-------------|-------------|-----|-----------|------|-------|------|
|    |                        |             | Teachers    |     | Expertise |      | Total |      |
|    |                        |             | No          | %   | No        | %    | No    | %    |
| 1  | Sex                    | Male        | 49          | 98  | 2         | 66.7 | 51    | 96.2 |
|    |                        | Female      | 1           | 2   | 1         | 33.3 | 2     | 3.8  |
|    |                        | Total       | 50          | 100 | 3         | 100  | 53    | 100  |
| 2  | Age                    | 26-30       | 35          | 70  | -         | -    | 35    | 66   |
|    |                        | 31-35       | 10          | 20  | -         | -    | 10    | 18.9 |
|    |                        | 36-40       | 5           | 10  | 3         | 100  | 8     | 15.1 |
|    |                        | Total       | 50          | 100 | 3         | 100  | 53    | 100  |
| 3  | Work Experience        | 1-5         | 24          | 48  | -         | -    | 24    | 45.3 |
|    |                        | 6-10        | 22          | 44  | -         | -    | 22    | 41.5 |
|    |                        | 11-15       | 1           | 2   | 1         | 33.3 | 2     | 3.8  |
|    |                        | 16-20       | 3           | 6   | 2         | 66.7 | 5     | 9.4  |
|    |                        | Total       | 50          | 100 | 3         | 100  | 53    | 100  |
| 4  | Educational Background | Certificate | -           | -   | 1         | 33.3 | 1     | 1.9  |
|    |                        | Diploma     | 6           | 12  | 2         | 66.7 | 8     | 15.1 |
|    |                        | Degree      | 44          | 88  | -         | -    | 44    | 83   |
|    |                        | Total       | 50          | 100 | 3         | 100  | 53    | 100  |

NB: expertise means storekeeper, Lab technician and librarian.

As indicated in the introduction of this chapter total number of 50 teachers, a storekeeper, a lab technician and a librarian that respondents were answered the questionnaires. Regarding sex 51 (96.2%) were males and 2 (3.8%) were females. These indicates that the participation of females and males in education sector in gurage zone yaberus general secondary school but the number of female participation is low.

The interviewees with the school vice principal respondents were only males. From this, female teachers couldn't participate on the leadership position in the school. Thus, female teachers should be encouraged to be a leadership and a model for female students then, the respondents, 35 (66%) of teachers were found in ranged 26-30, whereas 3 (100%) of expertise not found in the category of 36-40 age. This indicated that the large numbers of teachers were found in the young ages. Thus, the young teachers had good opportunity to share experience of educational materials management and utilization from their senior teachers. Thus, it could possible to say, they were good at, keeping that the expensive educational materials in yaberus general secondary school. As far as the age of interview participants were concerned, except one secondary school vice principal whose age was above 30 years old. Then, they could in a young to help the teachers in improving their professional development and materials management and utilization.

Items 3 table 4.1 shows 24 (48%) respondent teachers were 1 to 5 year experience. Whereas 22 (44%) of respondent teachers were 6 to 10 years experience. The remaining 4 (8%) of teachers had above ten year services. It is possible to conclude that the majority of the teacher experience was below ten years. In the case of expertise work experience 2 (66.7%) of the respondents had 16-20 years. The remaining 1 (33.3%) had below 16 years service.

Regarding the education level of teachers and expertise 44 (88%) of teachers had a first degree holders. The remaining 6 (12%) teachers had diploma holders. Each of Expertise such as (Storekeeper, lab technician and librarian one of them had 1 (33.3%) whereas, two of them were (2/ 66.7%) diploma holders. Concerning the educational level of the interviewees, all of them were degree holders. Therefore, we can conclude that vice principals had equivalent education. Colleague teachers serve by helping each other, to improving management of educational materials and utilization and quality of education in yaberus general secondary school.

## 4.2 The involvement of user in materials needs assessment and purchasing

The quality of goals and objectives of school system depend on the quality of teaching and non-teaching personnel in school the extent to which productive human relationships are existent among people and the extent to which teaching and non-teaching personnel, which helped to develop their competence and encouraged to contribute more and better toward school goal achievement. These human factors are essential conditions for the successful accomplishment of school goals and objectives. It is, therefore, important to get the right people at the right time on the right position and ensure that these people are carrying out assigned tasks in a conducive work environment (MOE, 2006).

Table4. 2 The current practice of needs assessment purchase of educational materials

| No | Items                                                                                                                                            | Mean | Teacher |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------|------|---------|
| 1  | Participation of teachers in the planning for educational materials required for teaching and learning process                                   | 2.88 | .328    |
| 2  | Participation of teachers in transporting of educational materials from center to school before time to facilitate teaching and learning process | 3.22 | .464    |
| 3  | Participation of the teachers on the current practice of needs assessment for educational materials                                              | 3.36 | .525    |
| 4  | The role of teachers in coordinating of educational materials management and utilization in secondary schools                                    | 3.44 | .577    |
| 5  | The involvement of users in needs assessment of educational materials to be purchased.                                                           | 3.44 | .577    |
| 6  | Effectiveness of needs assessment in materials resource management in secondary schools                                                          | 3.12 | .593    |
| 7  | Effectiveness of planning for materials Resource management in secondary schools.                                                                | 3.42 | .498    |
| 8  | Safety of storage for educational materials resources to minimum the wastage                                                                     | 3.42 | .574    |
| 9  | The extent to which educational materials are well planned based on relevant information taking in to account the time they are needed           | 3.30 | .505    |

Level of performance

<2.00= Very high

2.00-3.00= Undecided

3.00-4.00= Very low

With the regard to the participation of teachers in the planning for educational materials required for teaching learning process, as table 4.2 items 1 above the majority of teachers agree with the mean (2.88) and standard deviation (0.328). This indicate that, the participation of teachers in educational materials planning to facilitate the teaching learning process were low. According to the interview conducted with school vice principals, all of them suggested that, the participation

of teachers was low. Regarding to this, (MOE, 2008), view that the involvement of the teachers in the planning for educational materials is very important to purchase the qualities of materials to facilitate teaching and learning process.

As it could be seen in the above table 4.2 items 2, respondents were asked about the time educational materials reach to schools before time to facilitate teaching and learning process. According to this, the mean (3.22) and standard deviation (0.465) revealed that the majority of respondents were agreed that educational materials didn't reached on time to school. Moreover, the data collected through interview also shown that, the purchasing procedures followed by the school entail long process. Educational materials required this semester might provide after a semester or after one year. Whereas regarding to the quality of materials in the right quality for teaching and learning in the same table of item 3. Though as mean, (3.4) and standard deviation (0.526) revealed that shortage of materials; due to educational materials couldn't distribute exact time then the quality of teaching and learning process was low.

As it can observe from table 4.2 items 4 above, the respondents were asked about the participation of the teachers on the current practice of needs assessment for educational materials. The data shown that the mean (3.5) and standard deviation (0.578), this indicate that the teachers were not participate on the current practices of needs assessment for educational materials in yaberus general secondary school. The participation of teachers on current practice of needs assessments and specifications of the materials determined the qualities of the materials to be purchased and provided. The qualities of educational materials available in turn have an impact on the effectiveness of the teaching learning process.

As indicated in the table 4.2 items 5 above, respondents were asked about whether the teachers were engaged in budgeting for purchasing of educational materials. The respondents rated mean (3.5) and standard deviation (0.578) this shown that the engagement of the teachers in budgeting for purchasing of educational materials were very low. Similarly, the interview made with school vice-principals also supplement the argument that teachers were not engaged in the budgeting for materials to be purchased. More over one of the PTA said that, "Teachers are neglected in the process of budgeting for purchasing educational material in yaberus general secondary school".

In regarding to the effectiveness of needs assessment in materials resources management, as table 4.2 items 6 above, the majority of the teachers responded with the mean (3.1) and standard deviation (0.593). This indicated that ways the materials resource had manage not in the right

track of the standard. In line with this, according to the interviewees, the mechanism used by the schools to check the quality of materials provided is not by committee. Thus, from the data obtained the staff or teachers and school principals have somehow no different perception on the issue. Moreover, the representativeness of the sampled and check educational materials provided are not satisfactory.

As shown in table 4.2 items 7 above, teachers were asked about the effectiveness of planning for materials resource management whether it was effective. Accordingly, the majority of them responded with mean (3.42) and standard deviation (0.498). This indicated that the planning for materials resource management in yaberus general secondary schools were not effective. As it has been discussed in the literature review, the planning process should be made based on the relevant information and previous experiences through the system. In doing so, the planners identify the failure of the previous activities and take a measure action to solve the problem for the future planning activities.

As indicated in table 4.2 items 8 above, the teachers were asked about the safe of the shortage for educational materials to minimize the wastage. Based on this, the majority of the teachers were response with the mean (3.42) and standard deviation (0.574). This indicated that most of educational materials were damaged. As the researcher observed the materials point of view, some materials are subjected to sun light; rain and some windows rope of the building were damaged.

From the table 4.2 items 9 above, the teachers were asked about the extent to which educational materials are well planned based on relevant information taking in to account the time they are needed. According to the respondents, the majority of them agree with the mean (3.3) and standard deviation (0.505). This indicated that some educational materials were present at schools on time they needed. According to interviewees with school vice principals and PTA, they were strongly agreed that schools have faced shortage of materials which are very important for students to improve their performance.

### **4.3 Effectiveness of Educational Material Utilization and Management**

According to the MOE (1994) guideline, educational materials are too expensive to purchase and distribute forever schools, Moreover, in developing countries particularly in Africa and uniquely in sub-share African countries resources are scares, thus, everybody who take the line share in

the management of the educational organization should take the responsibility in utilizing it effectively. Therefore, the following question related to the effective utilization of educational material in yaberus general secondary school.

Table4. 3 Effectiveness of educational materials resource management

| No | Items                                                                                             | Mean | Teacher Deviation |
|----|---------------------------------------------------------------------------------------------------|------|-------------------|
| 1  | Effectiveness of planning for materials resource management in secondary schools.                 | 3.42 | .498              |
| 2  | Effectiveness of purchasing education materials resources to meet the needs of secondary schools. | 3.26 | .486              |
| 3  | Utilization of educational materials resource to minimize the wastage                             | 3.30 | .505              |
| 4  | Level of control for educational materials resources in secondary schools.                        | 3.34 | .519              |
| 5  | Time of disposing unused educational Materials resources in secondary schools                     | 3.64 | .827              |

*Level of performance*

*<2.00= Very high*

*2.00-3.00= Undecided*

*3.00-4.00= Very low*

As indicated in table 4.3 items 1 above, teachers were asked about the effectiveness of planning for resource management in yaberus general secondary schools. In this regard, respondents reply with the mean (3.42) and standard deviation (0.498). This means that planning for materials resources management was low. As pointed out in the literature, planning is first and the important function of management. All other functions of management require planning without which managers may not even have clear ideas of what they need to organize.

In items 2 table 4.3 above, teachers were asked about the effectiveness of purchasing educational materials. As the data depicted, mean (3.26) and standard deviation (0.486). Respondents reported their disagreement that implied educational materials purchased were not effective. According to the related document analyzed, there were no clear pictures in the schools about educational materials purchased to facilitate teaching learning process. However, one interviewee stated that, ‘‘sometime educational materials are purchased without the knowledge of whom they are planned and requested’’. Hence, these educational materials purchased occupy spaces in storerooms unnecessarily. Moreover, educational materials purchased were damaged

due to they put aside on the building and other rooms. These show the ineffectiveness of planning good quality and durable educational materials.

From table 4.3 items 3 above, teachers were asked about the utilization of education materials resources to minimize the wastage. In this regard, respondents reported with the mean (3.30) and standard deviation (0.505). The utilization, control and disposition of unused materials are the materials management activities performed after the materials are distributed to the users, as discussed in the literature of this paper. These activities effectiveness will greatly reduce costs on materials and helps the institution to attain the intended goals. Based on the respondent's point of view, they reported that the effectiveness of educational materials utilization in yaberus general secondary school is low.

As indicated in the table 4.3 items 4 above, the teachers were asked the level of control for educational materials resource in yaberus general secondary school. In this case, the respondents reported with the mean (3.34) and standard deviation (0.519). The majority of teachers responded that the level of control for educational materials resources is low. From the literature in this paper, controlling is the way in which managers assure that resources obtained and use effectively and efficiently in the accomplishment of educational objectives. Whereas, regarding to time of disposing unused educational materials resource in yaberus general secondary schools in the same table of the last question. Teachers rated the mean (3.64) and standard deviation (0.827). This shows that the time of disposing unused educational materials resources is low.

#### **4.4 Store Management in yaberus general Secondary School**

The responsibility of stores is the storage and safe guarding of materials in anticipation of usage; this may be required prior to or throughout of the stores operation or management. The stores ensure that supplies are available when required, at minimum cost to the organization. It maintains a discipline in supplies and service and keeps appropriate records to interpret the stock position, replenishing stocks as required Osborn (1980)

Fundamentally, storage of materials during the course of their movement should ensure that the correct materials are available when needed. This calls for prior knowledge of what and when it is required. yaberus general secondary schools, found it convenient to keep large quantities of educational materials on hand for ready consumption when are needed. Staff members receive materials on certain days with proper requisition and close check by someone in charge of the supply or materials managers.

However, educational managers need to secure the means for proper utilization of educational materials. There should be also a good faith and cooperation between school principals, teachers, store keepers, lab technicians, librarians and students regarding the utilization of educational materials and all other facilities Haile selasse (1995). He also stated that the proper utilization of educational materials and other facilities in educational institutions comes because of confidence and understanding among school community members. Therefore, educational managers must assume major responsibility for them Haile selasse (1995).

Typically, this responsibility includes recommendations for the purchase of new and additional materials or the replacement of the old seeing that all equipment were kept in good and safe working order; and protecting materials from improper use and loss. Therefore, educational managers and other concerned body have a moral as well as a legal obligation to see to it that all materials are in good repaired Haile selasse (1995)

Table4. 4 Store Management in yaberus general Secondary School

| <b>No</b> | <b>Items</b>                                                                                        | <b>Mean</b> | <b>Deviation</b> |
|-----------|-----------------------------------------------------------------------------------------------------|-------------|------------------|
| 1         | Training for stores personnel about materials management codification and ordering                  | 3.33        | .577             |
| 2         | The proper storage of an items determined by the amount of space available                          | 2.66        | .577             |
| 3         | The length of time an items is stay in storage and the expected frequency                           | 3.66        | .577             |
| 4         | Physical state guards and security retention of materials to prevent deterioration and obsolescence | 4.66        | .577             |
| 5         | Judicious use of storage equipment, proper preservation from rain, sunlight and other elements      | 3.33        | .577             |
| 6         | Keeping all materials in the stores in good order                                                   | 3.33        | .577             |

*Level of performance*

*<2.00= Very high*

*2.00-3.00= Undecided*

*3.00-4.00= Very low*

As indicated in table 4.4items 1 above, expertise was asked about the training about materials management codification and ordering. In this regard, the respondents reported their view with the means (3.33) and standard deviation (0.577). This indicated that there was no training for stores personnel about materials management codification and ordering. In the same table of items 2, respondents were asked about the proper storage of an items determined by the amount of space available. The respondents gave their opinion with the mean (3.33) and standard

deviation (0.577). This shows the agreement that there is no space in the stores for materials. According to the school Vice-principals and PTAs interview replied that, stores were occupied by the other materials that why some materials are relayed outside. From the interviewees, they also stated that, the case of stores is very serious problems in their schools.

From table 4.4 items 3 above, expertise was asked about the length of time an items were stay in storage. The respondents reported with the mean (3.66) and standard deviation (0.577) which means the majority respondents agree that can stay in the stores for long time. From interviewees, and observation, because of no disposing of unused materials, some of materials could stay in the stores for more than five years and so on.

In the same table of item 5, regarding to the physical state guards and security of materials to prevent deterioration and obsolescence. The respondents reported with the mean (3.66) and standard deviation (0.577). This indicated that educational materials were not secured. Respondents also asked about the judicious use of storage equipment, proper preservation

from rain, sunlight and other elements. In this regard, respondents reported with the mean (3.33) and standard deviation (0.577). In this view, the majority of the respondents agree that some materials were subject to rain, sunlight and other elements. However, in the above table of items 6, respondents view had reply with the mean (3.33) and standard deviation (0.577) which means agrees on this indicated that, educational materials were not kept in the stores in good order.

#### **4.5 Maintenance of Educational Materials**

Maintenance of educational materials in schools are vital as it provides the means of ensuring that plants are kept in good order to guarantee continuity of production, waiting due to break downs is kept to a minimum (Osborn, 1980). Maintenance of educational materials includes activities, which are needed to allow for repair, servicing and replacement procedures. Ray (2001) stress on the point that maintenance enable the provision of services without stoppage. Hence, he defines it as “the function of the school system associated with up keep, repair and replacement that ensures continues usability of the physical plant, equipment and service facilities.”

Maintenance helps in protecting future damage of materials a lays a good ground for reuse which otherwise, demand or force to buy the newer one that is, of course, costly for the institution. From the above paragraphs concerning maintenance of educational materials, the authors in the

area emphasized that appropriate attention should be given for maintenance activities. Having this understanding in mind, the following questions were forwarded to the respondents to investigate their view on the issue.

Table 4.5 Maintenance of educational materials in secondary schools

| No | Items                                                                                     | N | Mean | Deviation |
|----|-------------------------------------------------------------------------------------------|---|------|-----------|
| 1  | How effective is the secondary schools regarding the maintenance of educational materials | 3 | 3.33 | .577      |
| 2  | If your answer is low or very low what would be the reason for that                       | 3 | 3.33 | .577      |

#### *Level of performance*

*<2.00= Very high*

*2.00-3.00= Undecided*

*3.00-4.00= Very low*

As indicated in table 4.5 item 1 above, the respondents were asked about how effective the yaberus general secondary school regarding the maintenance of educational materials. In this regard, respondents reported their view with the mean value (3.33) and standard deviation (0.577) this revealed that the majority of the respondents were agree on the issue that educational materials in yaberus general secondary school did not maintained. This finding is complemented by the opinion of the interviewees made with one school vice principals and two members of PTAs. They said that, in yaberus general secondary school were ineffective because, there is personnel who served in the school profession do not related with the required profession. Moreover, for those non-professional personnel's no any training was conducted in the school.

From table 4.5 items 2 above, respondents were asked about if their answer is low or very low on the effective of the maintenance, to state the reason for that. The mean result (3.33) and standard deviation (0.577) shows that lack of budget and maintenance personnel in the area were the most problems not to maintenance educational materials.

## **4.6 Inventory control of educational materials in secondary schools**

Inventory control includes activities and techniques required to maintain materials at desirable. According to Magad and Amos (1995), major activities included in inventory control are:

1. Determining how much material will be required to satisfy company operational demands
2. Maintaining detailed records of all materials available order and consumed

3. Determining optimum order quantities; issuing requisitions
4. Providing appropriate report to aid in decision making with regard to inventories

Educational institutions must strive for maximum utilization of educational materials and prevent the breakdown of the teaching learning process from lack of necessary materials resources. Hence, educational institutions are required to keep complete and up to date records of educational materials resources. This process tends to eliminate the possibility of any one of an institutional unit from over ordering or under stock educational materials. Based on this fact, the respondents were asked to evaluate the inventory control systems exercised in their yaberus general secondary schools.

Table4. 6 Inventory control of educational materials

| No | Items                                                                                                          | N | Mean | Std. Deviation |
|----|----------------------------------------------------------------------------------------------------------------|---|------|----------------|
| 1  | How often is inventory taking a place in your school                                                           | 3 | 3.33 | .577           |
| 2  | How do you rate the inventory control activities for the proper handling of materials resources in your school | 3 | 1.00 | .000           |

*Level of performance*

*<2.00= Very high*

*2.00-3.00= Undecided*

*3.00-4.00= Very low*

As indicated in table 4.6 items 1 above, respondents were asked about how often the inventory control is taking a place in yaberus general secondary school. The respondents rated mean (3.33) and standard deviation (0.77) which means disagree. The data revealed that, there was no inventory control for educational materials in yaberus general secondary school. Moreover, school vice principals in the interview said that inventory control is not taken a place in schools. However, inventories are taken when the heads of a given schools leave or transferred to others. From the responses obtained, it appears that inventory control is not taken for educational materials in yaberus general secondary school.

As indicated in table 4.6 items 2 above, respondents were asked about how they rate the inventory control activities for the proper handling of educational materials resources in secondary schools. In this regard, they reported with the mean (1.00) and standard deviation

(0.000). The responses obtained from this item indicated that inventory control activities for the proper handling of educational materials resources is poor in yaberus general secondary school.

#### 4.7 Disposing unused educational materials

It is surprising that more attention has not given by organization to the whole problem of disposal. The question of who bears the responsibility for management materials disposal in an organization has more than one answer. In large surplus, and waste materials and equipment are generated a separate department may be justified. In the area of education, unused materials resources need to be disposed on time to facilitate teaching learning process. The materials management cycle is not complete unless these unused materials are disposed in the right ways and on the right time economically.

Table4. 7 Disposing unused of educational materials

| No | Items                                                                                        | N | Mean | Deviation |
|----|----------------------------------------------------------------------------------------------|---|------|-----------|
| 1  | Are the educational materials disposed on time in your school                                | 3 | 3.66 | .577      |
| 2  | If yes how do the activities accomplished ( you can mark more than one alternative response) | 0 |      |           |
| 3  | If no to what extent is the teaching learning process negatively affected                    | 3 | 1.00 | .000      |

##### *Level of performance*

*<2.00= Very high*

*2.00-3.00= Undecided*

*3.00-4.00= Very low*

As indicated in table 4.7 item 1 above, the respondents were asked about the educational materials whether they were disposing on time or not. In this regard, the respondents reported their view with the mean (3.66) and standard deviation (0.577). The majority of the respondents reported that unused educational materials are not disposing on time. From the interviewees, they reported that the educational materials are mostly accumulated on the corridors of the building and in the classrooms. This additional problem made by not disposing unused educational materials on time affects the smooth implementation of teaching learning process. In line with this, school Vice principals were asked to spell out the reason why unused educational materials were not disposed on time. They reported that:

- ✓ Lack of guideline document on disposing unused educational materials

- ✓ Long bureaucratic system to permit disposing
- ✓ Non-existences of committed responsible body in the schools and in the woreda education offices

As indicated in table 4.7 items 3 above, the respondents were asked about to what extent the teaching learning process is negatively affected. The respondents reported their view with the mean (1.00) and standard deviation (0.000). From the respondents' points of view, the teaching learning process was affected by disposing unused of educational materials on time.

#### 4.8 Availability and Adequacy of Educational Support Inputs

Laboratory technicians in yaberus general schools were asked to rate the degrees to which schools have a list of facilities and resources indicated in the next table. Respondents ranged from available and adequate (1) and to not available (3).

Table4. 8 Availability of facilities

| No | Items                                            | N | Mean | Deviation |
|----|--------------------------------------------------|---|------|-----------|
| 1  | Availability of chemical equipment in laboratory | 3 | 2.66 | .577      |
| 2  | Water supply in laboratory                       | 3 | 3.00 | .000      |
| 3  | Availability of space in laboratory              | 3 | 3.00 | .000      |

*Level of performance*

*<2.00= highly adequate*

*2.00-3.00= Undecided*

*3.00-4.00= Not adequate*

As indicated in table 4.8 item 1 above, the respondents were asked about the availability of chemicals equipment in laboratory. The respondents rated the mean (2.66) and standard deviation (0.577). The mean scores are quite high and show that the availability of chemical in the laboratory is inadequate.

As indicated in table 4.8 items 2 above, respondents were asked about the water supply in the laboratory. In this regard, respondents reported their view with the mean (3.00) and standard deviation (0.000). This indicated that water supply in the laboratory in yaberus general secondary school is not available. From the above table 9 items 3, respondents were asked about the availability of space in the laboratory. In this view, the respondents rated the mean (3.00) and

standard deviation (0.000). This means that there is no space in the laboratory. From this, it could be concluded that the situation of resources and facilities in yaberus general secondary school is not encouraging. Obviously, science laboratories and rooms are not available in schools. However, the lack of such vital resources as drinking water and other facilities is alarming.

The process of education required tools. Textbooks comprise the lowest cost as well as the most essential of the tools utilized for education. Instructional materials such as teachers reference manuals, maps, posters; picture, etc. are also important tools. Equipment such as science and technical equipment, computers, televisions and videos, audio cassettes, and radios etc. are essential for certain types and levels of education.

School librarians were asked to rate the degree to which their schools have a list of facilities and resources indicated in the next table. Responses ranged from available and adequate (1) to not available (3).

Table4. 9 Availability of educational facilities

| No | Items                           | N | Mean | Deviation |
|----|---------------------------------|---|------|-----------|
| 1  | References book in the library  | 3 | 3.33 | .577      |
| 2  | Electronic media in the library | 3 | 3.00 | .000      |
| 3  | Time of opening the library     | 3 | 2.00 | .000      |
| 4  | Desks and chairs in the library | 3 | 2.66 | .577      |

#### *Level of performance*

*<2.00= highly adequate*

*2.00-3.00= Undecided*

*3.00-4.00= Not adequate*

As indicated in table 4.9 item 1 above, the respondents were asked about the availability of reference books in the library. In this regard, the respondents reported their view with the mean (2.33) and standard deviation (0.577). The majority of the respondents were reported that there were shortages of reference books in yaberus general school library. In addition to this, interviews were made with school vice principals and PTAs members of the yaberus general secondary school. They also reported that there were no reference books in school library. The school vice principals were asked to reason out the case why they did not have reference books in the library. They reported that lack of budget to coverage the cost of reference books is the major problems they faced.

In table 4.9 items 2 above, respondents were asked rate the availability of electronic media in the library. In this regard, the respondents reported with the mean (3.00) and standard deviation (0.00). This means that there were no electronic media in the library in yaberus general secondary school. However, in the same table of items 3 above, respondents were asked about whether the libraries were opening every time for students. The majority of respondents reported their view with the mean (2.00) and standard deviation (0.00) on the time of opening the library. The school vice principals were interviewed about the problem related to the time why library was not opening all the time for students and they stated that “numbers of librarians were limited not more than one in yaberus general secondary school that why libraries were not opening all the time”.

On the other, hand in table 4.9 of items 4 above, respondents were asked about whether the desks and chairs in the libraries were adequately enough for students or not. Based on this, respondents were reported with the mean (1.66) and standard deviation (0.577), which means the respondents were neutral. This indicated that, neither agreement or disagreement between respondents on the availability of desks and chairs in yaberus general secondary school. From the observation of the researcher in the libraries of yaberus general secondary school, there were some desks and chairs in the libraries, but they were not adequate.

#### **4.9. Finding out of the study in generally.**

First of all, this study showed that the investigated the educational materials not enough materials available in store, lab and library to be success teaching and learning process in school.

Thus, the educational materials distribution was not fair and also the utilization of education materials had not wisely used then, these all showed that the problem of educational materials management and the shortage of educational materials.

Finally, this the shortage of materials, the problem of educational materials management and unfair distribution, as the result had seen negative impact through teaching and learning process therefore, the access of educational materials should be full fill in store library as well as lab also. This all needed to be success the teaching and learning process in wisely.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, a summary of the major findings of the study, conclusions drawn on the basis findings and recommendations that are expected to be useful are presented.

#### 5.1 Summary of the Findings

The main purpose of this study was an assessment of educational materials management and utilization in yaberus general secondary school of wolkite town gurage zone S/N/N/P regional state. The researcher gone to complete this research, based on questions were raised:

1. What did the current practice of educational materials management and utilization look like in yaberus general secondary school of Silte zone?
2. What were the different components of the school educational materials management system and how did they interrelate functionally and structurally?
3. Did school principals' posse the necessary competence to assemble and utilize the relevant individuals within and outside the school for efficient materials and facilities management?
4. What major factors did affect educational materials management and utilization functions in the mentioned schools?

To this effect, the study was conducted in yaberus general secondary school of wolkite town gurage zone at S/N/N/P regional state. Then, researcher was select 50 teachers, 1 Storekeeper, 1 lab technician, and 1 librarian by using purposive sampling technique from all others. Because this sampling techniques were important for the study. In case this, the necessary information was gathered mainly through questionnaires filled by teachers, storekeeper, lab technician and librarian.

In addition to this, interview was conducted with two vice principals and 5 PTAs members to extract information that need clarification. The data collected from the close ended questionnaire was analyzed and interpreted using different statistical tools this such as percentage, mean and standard deviation. The data gathered through interview were analyzed qualitatively using narration. Hence, based on the review of literature and analysis of the data, the study came up with the following findings:

- The majority of the teachers indicated that the involvement of the users in needs assessment and purchasing of educational materials in yaberus general secondary school was very low.
- The majority of respondents reported that the planning for educational materials resource management in yaberus general secondary school was not effective.
- The majority of respondents asserted that the role of teachers in coordinating of educational materials management and utilization were very low.
- Regarding the training for storekeeper, majority of the respondents reported that the storekeeper was not trained about materials management, codification and ordering.
- Furthermore, the majority of respondents agreed that educational materials in yaberus general secondary school were subjected to sunlight, rain and thief.
- The majority of respondents confirmed that educational materials in yaberus general secondary school were not maintained.
- The findings of the study revealed that there were no inventory controls for educational materials.
- The majority of the respondents reported that the unused educational materials at yaberus general secondary school were not disposing on time to the users.
- The findings of the study indicated that science laboratories and laboratory equipment were not adequately available in the school. And also majority of respondents reported that reference books and electronic media were not available in the libraries.
- Moreover, the majority of the respondents confirmed that no strong attempts were made by school Vice principals, storekeeper, lab technician, librarian, and PTAs members in solving the above mentioned factors.

## 5.2. Conclusion

The policy of educational supports input services are useful to solve the problem of education system: The main directions in ETP as policy statements are highly useful to improve the situations of educational support inputs in the Ethiopian education. Respondents rated that which focuses on the supply, purchasing, planning, storing, inventorying, distributing, disposing, maintaining and utilization of educational materials and facilities are the most useful. However, the strategy which calls for the popular participation in the needs assessment, planning, purchasing, production, distribution and utilization, and keep up of resources were given the least

importance followed by the strategy calling for special attention to stakeholders in preparation, distribution utilization of educational materials.

Overall, facilities and support service in yaberus general secondary school in gurage Zone. To this end, the involvement of users in need assessment and purchasing of educational materials were very low, planning for educational materials were ineffective and didn't give training for storekeepers, lab technicians, librarians and teachers about materials management. On the other hand, some educational materials were subjected to sun light, rains and thief, there were no maintenance for materials, and unused educational materials were not disposing on time and no inventory control for educational materials. In the case of science, laboratories and laboratory equipment were not adequately available in yaberus general secondary school and reference books and electronic Medias were not available. However, libraries, desks, and chairs were available in some secondary schools but not adequately available in yaberus general secondary school. As a result, educational materials management and utilization in yaberus general secondary school of gurage Zone was not effective.

### **5.3. Recommendations**

Based on the findings of the study the following recommendations are forwarded to remedy the problem and to improve the management and utilization of educational materials in yaberus general secondary school of wolkite town gurage zonewhich will be implemented, applicable and cost effective.

- 1.The finding of the study showed that most of the teachers were not involved in needs assessment for materials to be purchased to improve the teaching learning process. Therefore, all the users would better participate in needs assessment of materials to be purchased and schools would better have guideline on purchasing and management of educational materials.
- 2.The finding of the study revealed that planning for materials resource management in yaberus general secondary schools was not effective. Therefore, gurage zoneEducation Offices, and yaberus general secondary school would better to plan based on interest of the user's institutions. The plan would be made based on the budget available and the materials should be present on actual time they are needed to properly run the teaching learning process.
- 3.Woreda education offices and Zonal Education Desk would better prepared clear guideline which teachers could coordinate the educational materials management and utilization effectively to improve the quality of teaching learning process.

4. Woreda education offices and yaberus general secondary school would better train the store keepers about educational materials management and utilization theoretical knowledge and skill on materials management.
5. The finding of the study revealed that there were no maintenance personnel for educational materials. Therefore, woreda education offices would better to employed qualified personnel and allocate budget for maintaining of educational materials resource to minimize the cost of instead of buying the Educational materials.
6. Zonal education office and woreda education offices in collaboration with yaberus general secondary school would better establishing storerooms with appropriate numbers and qualified personnel, developing and properly using policy guideline for unused educational materials disposing on time or returned gurage zoneneed to allocate sufficient budget for science laboratories and science equipment in yaberus general secondary school. Moreover, yaberus general secondary school management bodies together with PTA should open forums with local NGOs and local communities for funds rising objectively buying reference books and electronic Medias for secondary schools.

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## APPENDIX A

### WOLKITE UNIVERSITY

#### COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

#### DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

##### The Questionnaires Filled By Teachers

The purpose of this questionnaire is to collect the necessary information for the study on status assessment of educational materials management and utilization in yaberus general secondary school in gurage zone of S/N/N/P region. More specifically, it seeks to have your views and opinion about factor affecting educational materials measure to be taken to improve its utilization and management in yaberus general secondary school. The information you provide will only be utilized for the purpose of this research and will be confidential. You are not therefore, required to write your name. You are thus, kindly requested to complete the questionnaire by reading the instruction and each item in the questionnaire carefully before you give your response.

##### Section 1 Background of Respondents

1. Socio- demographic characteristics

2.1. Age \_\_\_\_\_

2.2 Sexes     Male ☐                      Femal ☐

2.3. Educational Background

A. TTI/Certificate ☐   B. Diploma ☐   C. Bachelor degree   ☐   E M.A   ☐

2.4. Experiences \_\_\_\_\_

##### Section Two: the current practices of needs assessment purchases of educational materials

The following question describes about the practices of needs assessment of educational material made in yaberus general secondary school. Therefore, you are requested to put your agreement among the given five liker scale by putting 'X' mark on the column as indicated the number below.

1= Very low,                      2= Low,                      3= Undecided,                      4= high and                      5= Very high

| No | Items                                                                                                                                            | 1 | 2 | 3 | 4 | 5 |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Participation of teachers in the planning for educational materials required for teaching and learning process                                   |   |   |   |   |   |
| 2  | Participation of teachers in transporting of educational materials from center to school before time to facilitate teaching and learning process |   |   |   |   |   |
| 3  | Participation of the teachers on the current practice of needs assessment for educational materials.                                             |   |   |   |   |   |
| 4  | The role of teachers in coordinating of educational materials management and utilization in secondary schools                                    |   |   |   |   |   |
| 5  | The involvement of users in needs assessment of educational materials to be purchased.                                                           |   |   |   |   |   |
| 6  | Effectiveness of needs assessment in materials resource management in secondary schools                                                          |   |   |   |   |   |
| 7  | Effectiveness of planning for materials Resource management in secondary schools.                                                                |   |   |   |   |   |
| 8  | Safety of storage for educational materials resources to minimum the wastage                                                                     |   |   |   |   |   |
| 9  | The extent to which educational materials are well planned based on relevant information taking in to account the time they are needed           |   |   |   |   |   |

### Section Three: leadership competence in mange educational materials

The following question describes about the competences of leadership in management of Educational materials in yaberus general secondary school. Therefore, you are requested to put your agreement among the given five liker scale by putting 'X' mark on the column as indicated the number below.

1= Very low,                      2= Low,                      3= Undecided,                      4= high and                      5= Very high

| No | Items                                                                          | 1 | 2 | 3 | 4 | 5 |
|----|--------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | School leaders role and effort in planning educational materials management    |   |   |   |   |   |
| 2  | School leaders role and effort in Directing educational materials management   |   |   |   |   |   |
| 3  | School leaders role and effort in Controlling educational materials management |   |   |   |   |   |
| 4  | School leaders role and effort in Organizing educational materials management  |   |   |   |   |   |
| 5  | Provision of Training for concerned body in educational materials management   |   |   |   |   |   |
| 6  | Students effort and commitment in managing educational materials               |   |   |   |   |   |
| 7  | School leaders communication with the concerned body in educational materials  |   |   |   |   |   |

### The Questionnaires Filled By Storekeeper, Lab technician and librarian

The purpose of this questionnaire is to collect the necessary information for the study on status assessment of educational materials management and utilization in yaberus general secondary school in gura zone of S/N/N/P region. More specifically, it seeks to have your views and opinion about factor affecting educational materials measure to be taken to improve its utilization and management in yaberus general secondary school. The information you provide will only be utilized for the purpose of this research and will be confidential. You are not therefore, required to write your name. You are thus, kindly requested to complete the questionnaire by reading the instruction and each item in the questionnaire carefully before you give your response.

## Section 1 Background of Respondents

### 2. Socio- demographic characteristics

2.1. Age \_\_\_\_\_

2.2 Sexes    Male ☐      Female ☐

2.3. Educational Background

A. TTI/Certificate ☐    B. Diploma ☐    C. Bachelor degree ☐    E. M. ☐

2.4. Experiences \_\_\_\_\_

2.5 position in the school \_\_\_\_\_

### Section Two: Store

#### management (Answered by Store Keeper)

The following question describes about the management of store in yaberus general secondary school. Therefore, you are requested to put your agreement among the given five liker scale by putting 'X' mark on the column as indicated the number below.

1= Very low,                  2= Low,                  3= Undecided,                  4= high and                  5= Very high

| No | Items                                                                                               | 1 | 2 | 3 | 4 | 5 |
|----|-----------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Training for stores personnel about materials management codification and ordering                  |   |   |   |   |   |
| 2  | The proper storage of an items determined by the amount of space available                          |   |   |   |   |   |
| 3  | The length of time an items is stay in storage and the expected frequency                           |   |   |   |   |   |
| 4  | Physical state guards and security retention of materials to prevent deterioration and obsolescence |   |   |   |   |   |
| 5  | Judicious use of storage equipment, proper preservation from rain, sunlight and other elements      |   |   |   |   |   |
| 6  | Keeping all materials in the stores in good order                                                   |   |   |   |   |   |

### Section Three: Maintenances of educational materials (Answered by storekeeper)

1= Very low,                      2= Low,                      3= Undecided,                      4= high and                      5= Very high

| No | Item                                   | 1 | 2 | 3 | 4 | 5 |
|----|----------------------------------------|---|---|---|---|---|
| 1  | Repairing of chairs, windows and doors |   |   |   |   |   |
| 2  | Repairing laboratories equipment       |   |   |   |   |   |
| 3  | The existences of Water supply         |   |   |   |   |   |
| 4  | Servicing and replacement procedures   |   |   |   |   |   |

### Section Four: Inventory controls of educational materials (Answered by storekeeper)

The following question describes about the inventory control of educational material in yaberus general secondary school. Therefore, you are requested to put your agreement among the given five liker scale by putting 'X' mark on the column as indicated the number below

1= Very low,                      2= Low,                      3= Undecided,                      4= high and                      5= Very high

| No | Item                                       | 1 | 2 | 3 | 4 | 5 |
|----|--------------------------------------------|---|---|---|---|---|
| 1  | Inventory control system that are use      |   |   |   |   |   |
| 2  | Frequency of inventory control taken place |   |   |   |   |   |
| 3  | Presentation of reports after inventory    |   |   |   |   |   |

### Section Five: Disposal of unused educational materials (Answered by storekeeper)

1= Very low,                      2= Low,                      3= Undecided,                      4= high and                      5= Very high

| No | Item                                                        | 1 | 2 | 3 | 4 | 5 |
|----|-------------------------------------------------------------|---|---|---|---|---|
| 1  | Worn out laboratories chemicals disposing on time by school |   |   |   |   |   |
| 2  | Old curriculum text books disposing on time by school       |   |   |   |   |   |
| 3  | Worn out laboratories chemicals disposing on time by woreda |   |   |   |   |   |
| 4  | Old curriculum text books disposing on time by woreda       |   |   |   |   |   |
| 5  | Inviting public offers and sales                            |   |   |   |   |   |
| 6  | Reclaim for use within the school                           |   |   |   |   |   |

### Section Six: Educational materials utilization and usage in yaberus general Library (Answered by Librarian)

The following question describes about educational material utilization and management by yaberus general secondary school. Therefore, you are requested to put your agreement among the given five liker scale by putting 'X' mark on the column as indicated the number below

1= Very low,                      2= Low,                      3= Undecided,                      4= high and                      5= Very high

| No | Item                                                | 1 | 2 | 3 | 4 | 5 |
|----|-----------------------------------------------------|---|---|---|---|---|
| 1  | Presence of reference text book in the library      |   |   |   |   |   |
| 2  | Presences of electronic media in the library        |   |   |   |   |   |
| 3  | Presence of out dated reference book in the library |   |   |   |   |   |
| 4  | The presence of desks and chairs in the library     |   |   |   |   |   |
| 5  | Presence of maps in the library                     |   |   |   |   |   |
| 6  | Presence of Globbs in the library                   |   |   |   |   |   |
| 7  | Presence of Dictionary in the library               |   |   |   |   |   |

### **Section Seven: Laboratory equipment utilization and usage in yaberus general secondary school Library (Answered by Lab technician)**

The following question describes about Laboratory equipment utilization and management by yaberus general secondary school. Therefore, you are requested to put your agreement among the given five liker scale by putting 'X' mark on the column as indicated the number below

1= Very low,                      2= Low,                      3= Undecided,                      4= high and                      5= Very high

| No | Item                                                    | 1 | 2 | 3 | 4 | 5 |
|----|---------------------------------------------------------|---|---|---|---|---|
| 1  | Presence of Balance beakers in the school lab           |   |   |   |   |   |
| 2  | Presence of Filter paper in the school lab              |   |   |   |   |   |
| 3  | Presence of Microscope in the school lab                |   |   |   |   |   |
| 4  | Presence of Electricity and Magnetism in the school lab |   |   |   |   |   |
| 5  | Presence of Light and optics in the school lab          |   |   |   |   |   |
| 6  | Presence of Alternative energy in the school lab        |   |   |   |   |   |
| 7  | Presence of thermometer in the school lab               |   |   |   |   |   |
| 8  | Presence of conductor in the school lab                 |   |   |   |   |   |
| 9  | Presence of Wash bottle in the school lab               |   |   |   |   |   |
| 10 | Presence of Heat and thermodynamics in the school lab   |   |   |   |   |   |

# **WOLKITE UNIVERSITY**

## **COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

### **DEPERTMENT OF EDUCATIONAL PLANNING AND MANGEMENT**

#### **Interview for school Principals and PTA**

The purpose of this interview is to collect the necessary information for the study on status assessment of educational materials management and utilization in yaberus general secondary school in gura zone of S/N/N/P region. More specifically, it seeks to have your views and opinion about factors affecting educational materials measure to be taken to improve its utilization and management in K/shoho secondary school. The information you provide will only be utilized for the purpose of this research and will be confidential. You are thus, kindly requested to forward your response without any fear and genuinely.

1. What is your understanding about educational materials management and utilization?
2. What management approach or strategies do you use in managing and effectively utilizing educational material as school leader?
3. What kind and to what extent do you provide support for teachers, storekeepers, lab technician and librarian in order to effectively and efficiently utilize the scarce educational resources in the school as you are school leaders?
4. What are the basic problems in your school regarding to effectively utilizing and managing educational material in your school or yaberus general secondary?
5. What do you suggest to solve the overall problems in educational material management and utilization in yaberus general secondary schools?