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The Practice of Material Resource Management in Primary Schools of Hageremariam Kesselem Woreda

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BAHIRDAR UNIVERSITY
College of Education and Behavioral Science
Department of Educational Planning and Management

**The Practice of Material Resource Management in Primary Schools of
Hageremariam Kessem Woreda**

By
Tsehay Zikarge

June, 2021
Bahir Dar, Ethiopia

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Hageremariam Kessew Woreda**

By

Tsehay Zikarge

**A Master Thesis Submitted to the Department of Educational Planning and
Management in Partial Fulfillment of the Requirements for the Degree of Master of
Arts in Educational Planning and Management**

Advisor: Melaku Mengistu (PhD)

June, 2021
Bahir Dar, Ethiopia

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Declaration

This study is intended “to assess the practice of material resource management in Hageremariam Kesseem Woreda primary schools”, for a partial fulfillment of the requirements for the degree of Master of Arts in Educational Planning and Management. This is original work carried out by me and has never been submitted to this or any other institution to get any other degree or certificates. The assistance and help I received during the course of this investigation have been duly acknowledged.

Tsehay Zikarge 29/06 /2021 Bahir Dar

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Approval of Thesis for Defense

I hereby certify that I have supervised, read, and evaluated this thesis titled “to assess the practice of material resource management in Hageremariam Kesseem Woreda primary schools” by Tsehay Zikarge prepared under my guidance. I recommend the thesis be submitted for oral defense.

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Approval of thesis for defense result

As members of the board of examiners, we examined this thesis entitled “to assess the Practice of material resource management in Hageremariam Kesselem Woreda primary schools” by Tsehay Zikarge prepared. We hereby certify that the thesis is accepted for fulfilling the requirements for the award of the degree of Master of Arts in “Educational Planning and Management”.

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Abbreviations

ESDP	Education Sector Development Program
KETB	Kebele Education and Training Board
MoE	Ministry of Education
SPSS	Statistical Package for the Social Sciences
UNESCO	United:-Nation Educational Scientific and Cultural Organization

Abstract

The purpose of this study is to assess the practice of material resource management in Hageremariam Kesseem Woreda primary schools. To accomplish this purpose, the study employed a quantitative and qualitative research approach and a descriptive survey design. The data collection instrument was structured close ended survey questionnaires and semi-structured interview. About 124 respondents were involved in the study selected through proportional sampling technique and eight principals, four supervisor and eight kebele education and tanning boards were selected using comprehensive sampling technique. The study used the statistical package for social science (SPSS) in order to analysis quantitative data. The analysis of the quantitative data was carried out the mean; standard deviation and one sample t-test have been used for data analysis. The main findings of this study showed that the practice of material resource management were low level in the study area due to the participation of KETB, principals, supervisors and teachers were inadequate and lack of audiovisual learning tools, pedagogy center and libraries were challenges for effective materials resource management practices in the study area. Accordingly, the conclusion drawn is that the material resource management practice in primary schools under consideration was found at a lower level. The present study recommends that Hageremariam Kesseem Woreda's education office should give training for school stakeholders to increase their capacity in managing school resources. Amhara Regional State Education Bureau had better increase the standard of primary school facilities in the study area and access to professional training rules to minimize major challenges faced in Hageremariam Kesseem Woreda primary schools.

Key words *material management practice, planning, purchasing*

Chapter One

Introduction

1.1. Background of the Study

Educational resources are sources that include instructional materials, energy, services, staff, knowledge, time, or other assets that are transformed to promote educational benefits in the lives of pupils and society at large (Omolade, 2014). They are central to the educational process because they play an important role in the achievement of educational goals and objectives (Mwangi &Nayambura, 2015).

Material resource refers to non-human resources that are available for the attainment of organizational goals (Adeyaju, 2010).Similarly, Olele and Nwabueze (2015) observed that material resource as a potent factor in education delivery that includes instructional materials (such as textbooks, audiovisual, software, and hardware devices) and facilities (such as classrooms, tables, chairs, chalkboards, shelves) available for use by the human resource within the organization. It also refers to the totality of non-human resources that are applied in teaching, sporting activities, and laboratory experiments for the attainment of organizational goals (Adeyanju, 2010).

Material resource management is the processes of material planning, material purchasing system, inventory control system, warehousing system, distribution, and disposition system (Seppala, 2015).The Utilization of educational resources has been a major source of concern for education managers (Oragwu & Nwabueze, 2018). Material resources management concerns with the supply of materials, utilizing, conserving, and eliminating wastes (Menigstu, 2015). Material management paves the way for the efficient utilization of procuring resources by enlightening the cost issue and forwarding the necessary techniques and skills for optimal utilization of the scarce resources (Alemu, 2014). Material management is the process of planning, procuring, storing, and providing the appropriate material of the right quality, the right quantity at the right place at the right time to coordinate and schedule the production activity in an integrative way for an industrial undertaking (Roy, 2015).

According to Dawitt (2017), effective and efficient materials functions contributes to the improvement of performance, leads to a significant reduction in the total materials cost, and helps to enhance the profitability of the organization. He also stated that material resource management has a great role in the achievement of the organizational goal by providing quality service and optimizing profitability through effective and efficient utilization of it.

Educational materials and equipment are considered major instruments for raising quality education. When resources are available, learning becomes more meaningful and information is incidental to the process of teaching which can be communicated permanently to the students, and facts are the aspects of education that necessitate incurring a considerable amount of material resources, which is a great challenge for developing countries (Alemu, 2014).

According to Kasim and Pandey (2013), most of the developing country's school leadership is not qualified in educational leaders and, as a result, they lack such competence. Hence, the schools do not have organized and integrated resource management systems trained better when supplemented with educational resources (Omolade, 2014).

The fundamental problem in educational materials and facilities management is the lack of clear policy guidelines for educational material management in schools (Menigstu, 2015). To put it in other words, while there are adequate classrooms, staff offices, laboratories, workshops, libraries, and study areas in some schools, these facilities are inadequately provided in another school, and where they exist, such facilities are poorly utilized.

Akinwonmi (2006) also reveals that problems connected with low supply and utilization of material resources in secondary schools were imbalanced distribution of educational resources by the government, irregular supervision and inspection by the inspectorate unit of the ministry of education, poor resource management by school principals, and the inability of school principals to manage and control teachers and students in their schools.

A study conducted on material resources management skills needed by Preschool teachers in on does state *revealed* that some of the material resources in pre-primary schools were not well utilized, organized, and stored by the caregivers (Folasade, 2015). Some materials were spoilt and not replaced. Some pupils struggled to overplay materials claiming ownership and

everywhere was rowdy. The material resources were not available while in some the resources were packed in the cupboards and baskets to the extent that the caregivers will be struggling to search for them to be used by the preschoolers.

Material resource management and utilization practices could be affected by various challenges. Regarding the factors that affect educational materials management and utilization (Uloma, 2011) mentioned that lack of funds, lack of accurate statistical data of the teaching resources; poor maintenance culture, and the like were challenges to effective management and utilization of resources.

Local studies which were conducted in the Ethiopian context also reveal that most schools in Ethiopia were poor in their material management and utilization status. In other words, the studies found out that there were several problems related to material resource management and utilization practices in Ethiopian schools. For instance, a study conducted at public technical and vocational education and training colleges of Southern Zone of Tigray shows that the insufficient budget, most of the store men are less qualified, obsolete materials, not disposed of, identified and coded and inefficient utilization of resources was the problems of the stated educational institutions (Gashaw, 2014). Likewise, a study conducted by Alemu (2014) found out that although some authorities at various zones, woreda, and schools are concerned about the procurement of various types of educational resources, they did not mostly pay due attention to its management and utilization. As Demissie (2006) notes, the necessary care and controls of school resources are not carried out in Ethiopian schools' context. Accordingly, some teachers and students do not feel responsible and they also misuse and are unconcerned while properties are damaged by some individuals.

Materials management is a total concept involving an organizational structure unifying into a single responsibility the systematic flow and control of material from identification of the need through customer delivery (Mishra, 2013). Materials management is concerned with the planning, identification, procuring, storage, receiving and distribution of material (Pataska, 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 (Ashebir, 2013).

1.2. Statement of the Problem

Material resources must be put in place and into consideration for the objectives of the school system to be accomplished. According to Durbin (1989), resources are the only means through which organizational activities, production, service and satisfactory ends are attainable. For the achievement of organizational objectives, resources play the crucial roles. Due to this fact, the emphasis on educational resources management and utilization in the educational institution is unquestionable.

Educational management in Ethiopian context is decentralized towards school levels for more participatory decision making and implementation at lower levels. The responsibilities in operational planning, monitoring and evaluating of school resources are given for the school governing bodies (MOE, 2006). Schools are also required to prepare their annual plan, budget and get approval from the Kebele Educational Training Board (KETB). Then, the plan will be delivered to Woreda council for final ratification. Thus, the schools have been required to utilize the block grant proposed from Woreda and manage school resources efficiently by themselves. In addition, schools are responsible to maintain the school property, building, grounds, purchase school materials, make inventory and protect the safety and security of the school building (MOE, 2002). In light of this, it is assumed that participation, careful planning and using resource play a great role for effective teaching and learning process of the school. If resources are not planned, wisely used, managed carefully with the collaboration of school and local community, educational administrators, the school programs could not meet its objectives.

In addition, there are various studies that have been conducted in our country. For instance Girma (2011) done research on current practice and the problem of managing the financial and physical resources in government primary school West Gojjom Zone. His funding indicates that school governing bodies were a low participatory role in the planning, following, and coordinating of school physical resources.

Another study conducted by Getahun (2014), studies the practices and problems of managing school financial and physical resources in full-cycle primary schools of Adwa Woreda. He revealed that regarding managing school physical resources were stored, collected, and maintained poorly and most schools didn't prepare a plan of how to manage and maintain the school physical resource.

Moreover, a study conducted by Abebe (2014) on the current Practice and problems of managing financial and physical resources in the full-cycle primary school of East Gojjam Zone. His finding indicates that managing financial resources, purchasing quality materials, proper management of physical resources, inventory, and storage managing, maintaining and renewing properties, the role, responsibility, and problems of managing financial and physical resources management were portrayed at a low level.

Generally, the researchers Abebe (2014),Girma (2011),and Getahun (2014) in relation to financial and physical resources that differ in, concept, variables, objectives, a research setting (time, place, and participants), and so on. Study findings of the past financial and physical resource management in schools indicated that there are some problems within its practice.

However, this research was different from the aforementioned studies, because it focuses on the practice of material resource management in primary schools in Hageremariam Kesseem Woreda. It is concerned with material resource management functions (material planning, material purchasing system, controlling system, warehousing system, distribution, and disposition system), the problem faced for effective management and utilization of school material management.

The researcher informally observed broken chairs at the back of classrooms, unmaintained old classrooms, dusty libraries, and laboratories. Besides, from the knowledge of the researcher, no study focused on material resource management practices in Hageremariam Kesseem Woreda. For this reason, the researcher is initiated to attempt to partially fill the empirical research gap in

the study context by find root causes of poor material resource management practice in Hageremariam Kessew Woreda primary schools.

Therefore, the purpose of this study is to assess the practice of material resource management in Hageremariam Kessew Woreda primary schools.

The study will try to address the following basic research questions

- i. To what extent do primary schools under examination apply the major functions of school resource management practices?
- ii. To what extent do KETB involve in school material resource management practices?
- iii. To what extent do principals, teachers, and supervisors get done their resource management responsibilities?
- iv. What are the major challenges that hinder the effectiveness of material resource management?

1.3 Objectives of the study

1.3.1 General Objective

The general objective of the study is to assess the practices of material resources management in Hageremariam Kessew Woreda primary schools.

1.3.2 Specific Objectives

To achieve the purposes of the study, the following specific objectives have been formulated:

- ❖ To describe the major functions of school resource management practice
- ❖ To examine the roles and responsibilities of stakeholders in the practice of material resource management
- ❖ To assess how principals, teachers, and supervisors do their resource management responsibilities
- ❖ To identify the major challenges that hinder an effective material resource management practice.

1.4. Significance of the Study

To policymakers, it may provide information about the current practice of material management and initiate to do them in improving material management practice on the government primary schools of the Hageremariam Kessem Woreda. To academics, it may also give pertinent and timely information to school principals on how material resource management practice is being carried out in primary schools of the Hageremariam Kessem Woreda. Besides, the study is considered to create awareness among the stakeholders (teachers, principals, supervisors &KETB) of the existing problems and to take common responsibility for the proper utilization and the management of material resources. Moreover, it may show them the better solutions of material resource management that were used by students, teachers, and staff that are supportive of primary school teachers in the Hageremariam Kessem Woreda. Ultimately, the study may serve as a starting point for other researchers who are interested to do their research in this area.

5.1. Scope of the Study

The scope of this study is divided into geographical and conceptual. This study geographically delimited to eight full cycle government primary schools (1-8) of Hageremariam Kessem Woreda in the North Showa Zone. The study was delimited itself because the concept of the practice of material resource management in education is wide that the researcher does not cover all full-cycle primary schools in a short period time. The woreda is selected as the researcher who worked in the woreda as a teacher and education expert for the last four years. This helped the researcher to easily obtain relevant information about the practice of material resource management.

Participants of the study were consisting of primary schools teachers, principals, and supervisors' head of kebele education and training boards. Therefore the findings might not apply in other geographical region outside Hageremariam Kessem Woreda unless prevalent circumstances exist. It was not include secondary schools.

Conceptually, the scope of the study also focuses on the practices of material resource management function (material planning, material purchasing system, controlling system, warehousing system, distribution, and disposition system).

1.6. Limitation of the study

The most apparent limitation of this study is accessibility of head of kebele education and training boards that come from the remote rural area. Similarly the most primary school principals and supervisors were busy and had no enough time to respond interviews. Some of them have time were also unwilling to interview. In this regarded the researcher face big challenges from participants or subject.

1.7. Definition of Key Terms

Practices: it is ways in which primary school utilize materials for teaching purpose through their actions.

Material resource refers to the materials of schools which include textbooks, chairs, property, and equipment of the schools

Materials management: is the process in which an organization like an educational institution properly uses its material resources. It encompasses activities such as material planning, material purchasing system, inventory control system, warehousing system, distribution, and disposition system.

Material Planning: refers to the function of material resource management practice that involves setting objectives and determining a course of action for achieving those objectives.

Material Purchasing: it is the process of buying educational materials resource and equipments.

Controlling material resource: is a process of checking, the operation of the initial plan or product allocation, distribution and use of materials which are used in the attainment of educational objectives.

Distribution of educational resources: refers to transporting, sending, or giving out the resources from available resources to where they are needed and in turn allocated to smaller groups such as teachers and students for use in classes.

Warehousing: it is a place various school material resource were handling /store in the school.

Primary school: it is the education level that comprises full-cycle primary school (1-8).

1.8 .Organization of the Study

This research paper contains five main chapters. The first chapter deals with the introduction section of the research. It includes background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitation of the study, operational definition of key terms and organization of the study. The second chapter on the other hand examined the conceptual aspects of school materials management (review of related literature). More over chapter 3 research methodology. In this part, research methods, sampling techniques, data gathering tools, method of data analysis. The fourth chapter will give attention to presentation of the result the practice of materials management in the selected study area. On the other hand, it will deal with presentation, analysis and interpretation of data. The last which is chapter 5, may, discussion, conclusions and recommendations.

Chapter Two

Review of Related Literature

2.1. Concept of Material Resources Management

Material resources management in relation to education may be defined as that aspect of managerial functions concerned with planning, purchasing, allocation, distribution, and controlling the proper use as well as maintenance of educational materials and facilities to realize the objectives of the education system (Mbamba, 1992). As stated by Harris (2008) school material management is defined as the function of taking responsibility for the coordination of planning, purchasing, moving, storing, and controlling materials in an optimum manner to provide a pre-decided service to the customer at a minimum cost. Similarly Nebiyu (2000), also states the functions of educational materials management as the coordination of planning, purchasing, moving, storing, and controlling materials in an optimum manner to provide education service at a minimum cost. The above authors define material management differently this is because that each has its own experience and background, so that variation can be understood as there is common agreement on those areas directly responsible for the materials management function. To summarize, material resources management is concerned with conscious involvement in the quest for obtaining appropriate materials that are needed to operate organizational operations, as well as optimum use of the procured material resources to achieve organizational objectives efficiently.

Many scholars define material resources in different ways viewing them from their educational perspectives and philosophical backgrounds. For instance, Olele and Nwabueze (2015) defined material resource as a potent factor in quantitative education delivery, and they include instructional materials (such as textbooks, audiovisual, software, and hardware devices), and facilities such as classrooms, tables, chairs, chalkboards, shelves on which instruments for practical are properly kept, etc.

According to Adeyanju (2010), material resource refers to the totality of non-human resources that are applied in teaching, sporting activities, and laboratory experiments for the attainment of organizational goals. These material resources are referred to as the infrastructural facilities and

finance available for use by the human resource within the organization. In this regard, Usman (2007) educational resources are central to the educational process because they play an important role in the achievement of educational goals and objectives since they facilitate teachers' work and accelerate learning on the part of the student.

The concept of school materials is generic. Some experts use school materials and instructional materials interchangeably. Therefore, it is better to define school materials and instructional materials separately and they point out their similarities and differences in school materials as Mbamba (1992) explains that, any object or unit area that is designed and organized deliberately to support and used on teaching and learning process. He further listed school materials such as laboratories, libraries, teaching aids, workshops, recreational spaces that serve to house instructional activities, furniture, teaching and learning materials in which learners draw knowledge and acquire skills. Similarly, Prakasha (1998) defined school materials as all three-dimensional objects, as well as all graphic and written materials, that are used in schools. Such materials include toys, games, boards, educational aids, basic classroom equipment, and furniture laboratory equipment, playgrounds, recreational instruments, and textbooks.

Arnold (2001) defined instructional material as the whole range of media through which teachers and pupils communicate. This includes books, audiovisual materials that include all types of teaching aids/ auxiliary instructional devices that are used to facilitate the teaching and learning process. Amare (1998) explains that instructional materials as those that can be seen as concrete models, specimens, simulators, and objects that allow the physical involvement of learners.

According to Nebiyu (2000), school materials are any inputs or consumable items that are fixed or recurrent objects used in the process of production." Bekuretsion (2005), states that school material includes renewable and immediate use items. Each item is used for specific objectives and integration of all items can help to promote the education process." From the above definitions, one can understand that school materials and instructional materials are similar in the sense that they both are used to facilitate the educational process and enhance education quality. But school materials are more generic and inclusive for they include physical infrastructures and facilities.

2.2. Types of School Materials

School materials are critical inputs in achieving educational objectives. For they have to be used effectively and efficiently the school administration should identify them accordingly to their classification (Varta, 2014). This classification of school materials helps to point out whether the scarcity and/or availability of a given material, which in turn, help to make a proper purchase and utilization of such materials. In this regard, Lawason (2011) has grouped school material resources into two: instructional materials and recreational materials. Instructional materials include classrooms, furniture, laboratories, libraries, experimental equipment, books, chalk, chalkboards, audiovisual learning tools, zoological gardens, and agricultural farms. These materials are considered of prime priority among other school materials. They have a direct influence on the teaching-learning process (Sharma, 2007). Recreation materials include spaces, fields, pitches, sports equipment, games, and general recreation materials. Games and sports activities apart from developing skills also promote socialization, psychological and environmental wellness through relaxation. The significance and level of provision of recreational materials should not exceed their value in facilitating the overall goals of the educational institution. Essential materials such as equipment like radio, television, computers, botany garden, playground equipment, electrical wiring for air- conditioning, heavy casting, and components like pumps, compressors, and motors, etc., the material of an attractive nature, which are prone to be pilfered or stolen, ventilators (Godana & Ngugi, 2014).

2.3. Functions of Material Resource Managements

According to Gopalakrishnan (2005) state that, functions of school materials management include planning, purchasing, allocating, storing, and controlling.

2.3.1. Planning Materials Requirements

According to Lawanson (2011), the budget for school materials can be prepared once the requirements are worked out. Thus, one can see that the purchase budget takes into account the inventory on one hand and orders on the other hand. Moreover, the budget itself may be formulated to attain certain targeted inventory levels. It is the usual practice to formulate budgets both in terms of quantity and money.

Planning of educational materials is based on need identification of the necessary educational materials and budget allocated for the purpose. According to Dobler (1971), the budget for educational materials can be prepared once the requirements are worked out. Thus, one can see that the purchase budget takes into account the inventory on one hand and orders on the other hand. Besides, the budget itself may be formulated to attain certain targeted inventory levels. It is the usual practice to formulate budgets both in terms of quantity and money.

In identifying the need for educational materials, there are two ways in which the decision as to the need for educational materials can be reached. One of the ways is to base the need on accurate information of the departments, sections, or subsystems that request the materials. The requisition is a formal written request from schools, persons, or departments of the education system to initiate the purchase of educational materials. The other way is determining the need for the supply side. This can be done using such available data as the available number of educational materials obtained from control, utilization standard of educational materials per pupil or group of pupils, and service year of the educational materials in the schools (Dobler, 1971). As mentioned by UNESCO (1984) in the process of planning, in addition to the data for quantitative requirements of educational materials, the presence of qualitative information, standards of educational materials concerning the educational objectives of a country are essential. In this respect, many countries adopted a standard list of materials depending on their prevailing situation, chosen priorities, and available options which countries may use as a basis for allocation of educational materials or simply use as a reference. Planning of educational materials should also be based on the budget allocated to the sector. However, this budget is dependent on the total budget allocated to education and the emphasis that educational materials attained in the system.

In Ethiopia, as Amare (1998) argues, educational materials did not get enough attention in the planning process by both planners and implementers in their action plans due to the problem of conceptualization. As evidence, he mentions the budget allocated by the country in the five years education sector development program (ESDP) plan. This is 6.8 percent out of the total budget of 12.2 billion birr. Therefore, availability and accessibility of data, priority or emphasis given to

educational materials among another issue in education, availability of finance or total allocated budget for education are some of the impacts of educational materials planning.

2.3.2. Purchasing of Educational Materials

According to Sharma (2010) point out that purchasing is the activity of engaging for getting the right materials to the right place, at a right time in the right quantity with the right price. Similarly, Chary (2000) defined purchasing as the process of buying materials for an organization to facilitate the entire activities to achieve the pre-determinate objectives or goals of that particular organization purchasing requires skill personal to facilitate the complicated procurement activities. Thus, it should be done carefully and based on the pre-determined objectives. Nowadays, purchasing has assumed a technical aspect and needs the service of professional or competent buyers. Timely purchasing is one of the major activities of the purchasing function.

According to Gopalakrishnan (2005), for determining the right time, the purchaser should have lead time information for all products and analyses their components. Lead time covers the entire duration of the materials cycle that consists of manufacturing, transporting, and inspection. If educational materials are not provided by the time they are required, it affects the teaching, learning situation, and the quality of education negatively. To make timely purchasing the purchaser should be conscious about the total time that the material requires from the point of need identification to the time they arrive in the users. Every organization has its policies, whether written or not. An established policy avoids the necessity of making a fresh decision whenever urgent situations arise. A written policy ensures that decisions and actions will be consistent and such an approved policy statement gives authority to purchasers (Sharma, 2007).

2.3.3. Controlling of School Materials

According to UNESCO (2006) states that controlling in relation to school material resources is a process of checking the operation to the initial plan or production, allocation, distribution and use of materials to affect educational interaction." It generally deals with the determination of the

effectiveness and efficiency of the provision of the material and its use in the attainment of educational objectives. Controlling involves establishing standards of performance, measuring results of work activities, deciding if they are acceptable, and taking corrective measures on time if deviations are detected Setotaw (2001). Similarly, Ayalew (1992) also indicated that "controlling of school materials should include the process of checking, the operation of the initial plan or product allocation, distribution and use of materials which are used in the attainment of educational objectives.

2.3.4. Distribution of Educational Material

Educational materials distribution involves the movement of educational materials from the warehouse facility to the requesting unit or department (Maluku, 2010). Educational materials once received and processed in the storage, should be distributed to their destination. The main purpose of distribution is to help the education system in obtaining the required amount of materials on time with proper care and safety. However, the distribution function may face some problems due to shortage of transport, financial constraints, and insufficient amount of educational materials that correspond to the number of users. Some of these problems may emanate from failure in doing the required managerial functions properly.

Nebiyu (2000) taking the Ethiopian education system experience has mentioned some of the reasons that contribute to delay and imbalanced distribution of educational materials. These include inaccurate need requisition as a result of inaccurate data, failure to submit the requisition timeliness, lack of knowledge of the correct needs requisition, absence of personnel in the planning activity of educational materials, the absence of adequate storage so that the warehouse personnel are obliged to free the space. In such a case, the unnecessary distribution that does not consider time and need may occur.

For that reason, it is clear that for effective and efficient distribution in which the required amount of educational materials are distributed timely with optimum costs, good planning, appropriate warehousing, and trained personnel are essential. Distribution of educational materials and equipment involves the movement from the warehouse storage facility to the requesting or the originating unit (Lemma, 2018).

Allocation of educational resources refers to transporting, sending, or giving out the resources from available resources to where they are needed and in turn allocated to smaller groups such as teachers and students for use in classes. The allocation includes both far and nearer areas. The allocation includes both resources allocated to users are not to be kept in the store but are to be handed out to the teachers and the students, to effect good teaching and learning interaction (Benedict & Margeridis, 2009). Once distributed teachers too, are accountable for the loss and mishandling of textbooks and other instructional resources. This is realized by making each student sign against the books received. It is also equally important to inform parents and guardians of students through a duplicate copy of the signed papers. The signed paper or document shows the kind of instructional materials that will help them to check and to continue checking the conditions of the materials, this double-checking system of the school and parents will increase the span of life of the material (Gopalakrishnan, 2005).

2.3.5. Warehousing School Materials

Warehousing is concerned with holding and caring for educational materials and supplies pending distribution and/or disposition, in this regard, store manager in schools is responsible for each type of educational materials through proper identification of materials, efficient materials handling, and protection of materials against spoilage in the warehouse, in addition, the store manager also controls the activity of materials during receiving, issuing and controlling materials recorded in the ledger in a systematic manual (Melaku, 2010). The educational materials stored in school stores can be new or/and old materials used by members of the school including students, teachers, and administrative staff (Solomon, 2005).

Even though receiving and store department seems unrelated, they are very important in the materials management chain, “receiving and store operation provides both service and control function” when the receiving department is responsible for proper receiving of materials from supplies, the store’s department is also responsible for storing materials in an appropriate place in the storeroom (Lemma, 2018).

2.3.6. Disposition and Obsolete Management

Teaching materials and equipment of schools served for many people at large throughout the year by the teachers and students. Due to this and other reasons, teaching materials need continuous maintenance and follow-up. Similarly, Ray (2001), points out that maintenance enables the provision of services without stoppage. It is a process of repairing and replacing pieces of property, whether grounds, building, or equipment as nearly as possible to the original condition of completeness.

As schools grow and the teaching-learning process gets complex the amount of obsolete materials increases. Obsolete items are those materials and equipment which are not damaged and which have economic worth, but which are no longer useful for the organization. Operation too many reasons such as a change in a product line, process materials, and so on. Surplus items are those materials and equipment which have no immediate use but have accumulated due to faculty planning, forecasting, and purchasing (Hadush, 2011). The main aim of disposing of excess material is to transfer it to another school or institution that has use of the material. The most cost-effective approach of disposition is a donation or selling. Only as a last resort should school property to be dumped, buried, burned, or otherwise destroyed (Sharma, 2007).

2.4. Involvement of Kebele Education and Training Boards

Stakeholders are people and groups inside and outside the organization who have a legitimate interest in the schools and can influence the success of the school. These include parents, teachers' association members' school boards, community and advocacy groups, and local politicians and policymakers (Elmore, 2007). Parents and community involvement is made possible when the school is governed by relatively decentralized management where parents, as school board members, have a say in the planning, implementation, and evaluation of the school development activities (Zenebe, 2006). Therefore, community participation should be carried out in schools by giving due attention to the management functions and by allowing the community to take part freely in all managerial activities. The involvement of the community in the plan helps to create a sense of ownership in the community and to strengthen the relationship between the school and society. Kebele education and training board (KETB) participation is playing an important role in all aspects of education from raising resources to managing schools. But, for

KETB to carry out more what expected from them to support the school, they must further enhance the participation of the community in different management functions. As UNESCO (2006) stated that community participation in school management has very often been to requests or even demands for contribution in kind, in cash, or labor.

2.5. Responsibilities of Principals, Supervisors and Teachers

2.5.1. Responsibilities of principals

According to Keitany (2014), the school principal has the responsibilities of reviewing and diagnosis the weakness and problems of the school, designing and developing reform measures for rectifying weakness and problems, projecting needs in resource, obtaining and utilizing, monitoring day to day operations for, constant guidance, supervision, and maintenance of information, mobilizing public participation of obtaining and managing of the school resources, and coordinating the overall activities of the school. Lockheed (2005) agrees that principals should oversee the task of the care taken and the clearing staffs to guarantee that material sure in the right place at the right time, buildings and playgrounds are well maintained, and to ensure that there are effective ways of selecting, storing, maintaining, and using materials and equipment. In addition, Mbamba (1992) states that the principal of the school uses as the school resources to plan, coordinate, supervise and control the development and implementation of an education program.

2.5.2. Responsibilities of Teachers

The role of teachers in the school is the mainspring of the school's activities. In addition to giving teaching purpose in the school, the participation of the teacher in administration activities is greatly expected from the teacher for smooth implementation of teaching and learning process (Candoli, 2004). In addition to this UNESCO (2006) also stated about the role of a teacher in managing education or resources underlined that the participation of the teacher in planning, administrating, and implementing the educational materials should be given attention. UNESCO (1992) as investigating one of the actual educational problems today is the inadequacy of up-to-date information needed by the school manager and the role of the teachers in counseling and disseminating existing idea and data for the school administration is available.

2.5.3. Responsibilities of School Supervisors

The importance of setting standards is mainly for avoiding a haphazard selection, training, assignment, and/or entry of supervisors into supervisory activities in school; this also contributes to illuminate baseless expectations that require supervisors to demonstrate efficiency and effectiveness in their professional performances in supporting schools.

The standard approach is also meant to assist in identifying critical competency gaps through testing and assessment and to design capacity development programs tailored to make supervisors more capable in their stay in their profession (Curley, 2008).

2.6. Challenges in Educational Material Resource Management

The issue of educational financing is the central pivot. This is because the nature, quality, quantity, and effectiveness of the educational system are all heavily reliant on the level of financial contribution, as well as its appropriateness and management. In this regard, Ethiopian schools have poor source of income and management (Nebiyu, 2000). The existence of a lack of accurate statistical data of school materials leads to inappropriate utilization of resources. Proper records of school materials will help in the effective management, utilization, and achievement of educational objectives. Most school administrators fail to provide accurate and reliable data on the quality and quantity of school materials available (MOE, 2006). Facilities of school materials are not adequately maintaining the old ones. According to Tafesse (2007), explain that laboratories and their equipment are allowed to waste textbooks and other instructional materials are exposed to rot away in the cartoons rather than displaying them on their proper place/shelves for easy retrieval and usage. Personnel can manage and use school material is needed to be effective in an organization. Most personnel principals and teachers are unable to update their knowledge through training, workshops, and conferences. They lack access to current journals, textbooks, and internet facilities. They, therefore, rely on their old textbooks, notes, and materials. This lack of exposure negatively affects the wise utilization and management of school materials (MOE, 2006). An absence of professionals to manage and use school materials is the current challenge to efficient utilization of resources. This is a very critical problem in most Ethiopian schools which affects the quality of education negatively. Due to this, most schools suffer from getting quality school material through their enough budgets (Solomon, 2005).

2.7. Summary of Literature Review

Educational resources are central to the educational process because they play an important role in the achievement of educational goals and objectives since they facilitate teachers' work and accelerate learning on the part of the student (Usman, 2007). School material management is defined as the function of taking responsibility for the coordination of planning, purchasing, moving, storing, and controlling materials in an optimum manner to provide a pre-decided service to the customer at a minimum cost (Harris,2008).Similarly Nebiyu (2000), also states the functions of educational materials management as the coordination of planning, purchasing, moving, storing, and controlling materials in an optimum manner to provide education service at a minimum cost. To summarize, material resources management is concerned with conscious involvement in the quest for obtaining appropriate materials that are needed to operate organizational operations, as well as optimum use of the procured material resources to achieve organizational objectives efficiently.

Many scholars define material resources in different ways viewing them from their educational perspectives and philosophical backgrounds. For instance, Olele and Nwabueze (2015) defined material resource as a potent factor in quantitative education delivery, and they include instructional materials (such as textbooks, audiovisual, software, and hardware devices), and facilities such as classrooms, tables, chairs, chalkboards, shelves on which instruments for practical are properly utilized.

Chapter Three

Research Methodology

3.1 Descriptions of the Study Area

The investigation area is found in region 03, North Shoa Zone in Hageremariam woreda. The relative location of Hageremariam is in the north from Anigolela in from Minjar in the from south Asagirt and in the from sheno woreda. The study area called NefasAmba is located near Asagirt Woreda. The absolute location of 09^o16.006 N longitudes and 39^o 27.086 E latitudes. Hageremariam locates adjacent sheno or Ormiya zone and 84 Km from D/berhan. The overall topography of Hageremariam is 58% dega 20% woynadega and 2% kola. Hageremariam woreda has ethnics with different religion. The ethnics group includes 100% Amhara and the religions are 98% orthodox, 1% Muslim and 1% protestant. The way of living of society depends on agricultural activates and to some extent trade economic activates. The weather is suitable for all activities and their economy based on remittance agriculture and livestock reaming is the sole activities of the surrounding farmers. The highest rain recorded in the month of July, August and September (Hageremariam woreda Information desk, 2013 E.C).

3.2. Research Design

This survey study has employed the embedded design. Since the purpose of the embedded design is to collect quantitative and qualitative data simultaneously whereby one form of data plays a supportive role to the other form of data (Creswell, 2014), in the current study the qualitative data will be embedded in the quantitative data. The design was selected with the intention to understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone because Creswell (2014) and Gay *et al.* (2012) assert that one method fills the gap of the other and helps to have a more sound output than using either of the two methods.

3.3 .Population, Sample Size and Sampling Technique

The target population of this study includes primary school teachers, principals, supervisors, and head of kebele education and training boards in Hageremariam Kesse Woreda. The researcher believes they are the right source of information on the practices of material resource management in the woreda. In the woreda, there are 26 full cycle primary schools. However, to manage the study properly and as the result of time and budget constraints to cover all primary schools, the researcher has selected 8 full cycle primary school using simple random sampling method. The researcher selected this method because simple random sampling was appropriate to give equal chances for all schools.

According to the 2012 E.C performance report of the woreda education office, there were 180 teachers, 8 principals, 4 supervisors, and 8 head of kebele education and training board in eight selected primary schools.

Among these 8 principals, 4 supervisors and 8 head of kebele education and training boards were selected through comprehensive sampling technique because they are small in number and manageable. Nonetheless, teachers were recruited using Yamane's (1967) formula to select teacher participants in filling out questionnaires after which the proportional sampling technique was applied to keep the proportion of participants in terms of schools. Accordingly, about 124 participants were selected among the teachers by using the formula hereunder:

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

Where n is the sample size, N is the total population, e is an error term (0.05)

Table 1: Sample Size of Teachers

Schools Name	Population	Sampling size
Sholagebeya	32	22
Nifasanba	22	15
Sekoru	20	14
Gorfo	24	17
Kumdingay	16	11
Gugibll	18	12
Tulefa	26	18
Koremash	22	15
Total	180	124

3.4. Data Gathering Instruments

In order to obtain relevant data for the study, the researcher used primary data using closed ended questionnaire and semi-structured interview, which provides a precise means of evaluating sample information and an appropriate data to illustrate conclusion about generalizing the finding from a sample of responses to the entire population (Creswell, 2014).

The data were obtained from teachers, principals, supervisors and head of kebele education and training boards (KETB) and through questionnaires and semi-structured interview. These instruments were considered important to triangulate the data and/or to combine the strengths of each instrument by minimizing their weaknesses.

3.4.1. Questionnaires

A questionnaire is the most widely used types of instrument in educational research (Creswell, 2014). The researcher used questionnaire as the main data gathering instrument because it was easier to handle and simpler for respondents to answer within a short period of time using closed-

ended items. To measure *the* complete representation of each item, the researcher employed by preparing and adopting from previous author. The study prepared 34 items questionnaires to measure the functions of material resource by adapting from (Oragwu & Nwabueze, 2018). In addition, to measure the involvements of kebele education and training boards (KETB) on material resource management, the study prepared 4 items questionnaires and prepared 12 items questionnaires to measure the responsibilities of Principals, supervisors, and teachers in material resource management by adapting from (Amhara Regional State Education Bureau, 1996). To measure the major challenges on material resource management, the study prepared 15 item questionnaires by adapting from (Amhara Regional State Education Bureau, 2002). This questionnaire was distributed to teachers who are currently working in Hageremariam Kessem Woreda primary schools.

3.4.2. Interviews

In addition to the questionnaire, interview was the other instrument of collecting data for the study. The interview questions provided for principals, and supervisors, and head of KETB. The researcher used semi-structured interview because it allows flexibility for the interviewer and interviewee for a better chance to explain more explicitly what he or she knows about the issue and helps the researcher to cross check the data collected through the questionnaire. 8 principals, 4 supervisors, and 8 heads of KETB were interviewed.

3.4. Data Collection Procedure

Before distributing the questionnaire, the researcher asked formal permission paper from the department of educational planning and management (EDPM), and submitted the letter to the selected primary schools and asked permission from the concerning body. After the researcher got permission, the researcher introduced herself to the participants and informed them the consent about the purpose of the questionnaire and interview, and gave directions how to the questionnaire was completed; and the interview conducted.

3.6. The Validity and Reliability Check

Before a full scale data collection validity and reliability of instruments were checked. Checking validity and reliability of instruments is useful to ensure the appropriateness of instruments. To ensure validity, primarily, instruments were developed under close guidance of the advisor. Then after, a piloted test was conducted in primary schools, in the same woreda, involving 20 teachers. It helped to reduce ambiguities and confusion of the contents of the items and to take necessary corrections based on the feedback of respondents. The pilot school was excluded from the final study. The pilot test also helped to check the reliability or the internal consistency of the items. Reliability test measured through cronbach alpha coefficient (see Table 2).

Table 2: Reliability Test Results

Variables	Number of items	Cronach alpha
Planning materials requirements	6	0.806
Purchasing educational material	5	0.735
Controlling of school materials	5	0.829
Distribution of educational materials	4	0.837
Warehousing system of materials	10	0.887
Disposition and obsolete management	4	0.767
Kebele educational and training boards	4	0.744
Responsibilities of principals	4	0.790
Responsibilities of supervisors	4	0.828
Responsibilities of teachers	4	0.852
Total	50	0.807

3.6. Data Analysis Technique

Collected data was edited, coded, classified and tabulated. After tabulation, the data was analyzed using the Statistical Package for Social Sciences (SPSS) version 26. Qualitative data was analyzed using narration and the summary of the words of respondents. Quantitative data were analyzed using both descriptive and inferential statistics, where descriptive statistical analysis included mean and standard deviation the findings presented using tables while inferential statistics included sample t-test, were used to test all the statistical hypotheses. However the qualitative data was used as a supplementary evidence to strengthen quantitative data

3.7. Ethical Consideration

The first ethical consideration is showing respect for the participant's. And ask their permission before distributing the questionnaire to get their willingness. This study was conducted on the practice of material resource' management and all information from participants were used only for research purpose. Considerable efforts were made to keep participants anonymous and maintain the maximum confidentiality. Above all, each and every source that was used in the study under investigation was acknowledged.

Chapter Four

Presentation of Results

Chapter four intended to present the findings by explaining descriptive statistics techniques. It is devoted to describing the background characteristics of respondents, data analysis of descriptive results of each item.

4.1. Background Characteristics of Respondents

The demographic factors in this survey constitute gender, qualification, and years of experience of respondents in Hageremariam Kesselem Woreda primary schools.

Table 3: Demographic Characteristics of Respondents

Characteristics	Items	Frequency	Percent
Gender	Male	70	56.5
	Female	54	43.5
	Total	124	100.00
Education Level	High school complete	4	3.2
	College diploma	109	87.9
	Bachelor degree	11	8.9
	Total	124	100.0
Work Experience	Below 4 Years	22	17.7
	4-6 years	30	24.2
	7-10 years	31	25.0
	Above 10 years	41	33.1
	Total	124	100.0

Table 3 indicated that 124 participants are included in this study. Of the total respondents of 124, 70(56.5%) are males, whereas 54 (43.5%) of respondents are females as indicated in table 2 above sex distribution of respondents. The above table 2 shows that 4(3.2%) of the total respondents of 124 have high school completion, the majority 109(87.9%) are diploma holders,

and the remaining 11(8.9%) are bachelor degrees. Thus, we can understand that the majority of the respondents are diploma holders.

Table 2 above indicates that 22 (17.7%) of respondents have work experience below 4 Years, the majority 41 (33.1 %) of the respondents have above 10 years of experience, 30(24.2%) of the respondents have 4-6 years' experience, the remaining 31(25.0%) have above 7-10 years of experience. We can conclude that more than half of the respondents have considerable work experience, skills, and knowledge.

4.2. The Practice of School Resource Management

Table 4: Planning Material Requirements (One-Sample Test) N=124

Variables	Grand mean	SD	Test value	T	Sig
Planning material requirements	3.622	.591	3.00	11.712	.000

Statistically significant at $P < 0.05$

A one-sample t-test was to determine for the planning materials requirements. The result shows that the mean score (3.622) is significantly higher than the test value (3) at $t=11.712$, $p < 0.05$.

This impels that schools had been conducting Planning of educational materials.

Table 5: Purchasing Educational Material (One-Sample Test) N=124

Variables	Grand mean	SD	Test value	T	Sig
Purchasing Educational Material	2.756	.549	3.00	-.243	.000

Statistically significant at $P < 0.05$

A one-sample t-test was conducted to determine for purchasing educational materials. The result shows that the mean score (2.756) is significantly less than the test value mean (3) at $t=-.243$, $p < 0.05$. This impels that 'schools are not engaged in material purchasing activities effectively.

Table 6: Controlling of school materials (One-Sample Test) N=124

Variables	Grand mean	SD	Test value	t	Sig
Controlling of school materials	2.821	.504	3	3.954	.000

Statistically significant at $P < 0.05$

A one-sample t-test was conducted to determine for controlling of school materials. The result shows that the mean score (2.821) is significantly less than the test value (3) at $t = 3.954$, $p < 0.05$. These indicate that there is a gap in controlling of school materials in the study area.

Table 7: Distribution of Educational Material (One-Sample Test) N=124

Variables	Grand mean	SD	Test value	T	Sig
Distribution of educational material	2.782	.504	3.0	-4.279	.000

Statistically significant at $P < 0.05$

A one-sample t-test was conducted to determine for distribution of educational materials. The result indicates that the distribution of educational materials the mean score (2.782) which is significantly less than the test value (3) at $t = -4.279$, $p < 0.05$. This impels that schools are not distributing educational materials based on demands.

Table 8: Warehousing System of Materials (One-Sample Test) N=124

Variables	Grand mean	SD	Test value	T	Sig
Warehousing of System materials	2.700	.361	3.00	-.179	.000

Statistically significant at $P < 0.05$

A one-sample t-test was conducted to determine for warehousing system of materials. The result shows that the mean score (2.700) is significantly less than the test value (3) at $t = -.179$, $p < 0.05$. This impels that the schools are poor warehousing system of materials.

Table 9: Disposition and Obsolete management (One-Sample Test) N=124

Variables	Grand Mean	SD	Test value	T	Sig
Disposition and obsolete management	3.094	.917	3.00	1.151.	.000

Statistically significant at $P < 0.05$

A one-sample t-test was conducted to determine for disposition and obsolete management. The result shows that the mean score is (3.094) which is significantly greater than test value (3) at $t=1.151, p < 0.05$). This impels that ‘schools are engaged in disposition and obsolete management activities effectively.

4.3. Involvement of KETB in School Materials Resource Management

Table 10: Involvement of KETB in Material Management Practices (One-Sample Test) N=124

Variables	Grand Mean	SD	Test value	T	Sig.
Involvement of KETB in Material Management Practices	2.727	.695.	3	-.272	.000

Statistically significant at $P < 0.05$

A one-sample t-test was conducted to determine for the involvement of KETB involve in annual procurement plan preparation, mobilize the community to contribute in supplying materials and facilities, following up and controlling property management, and evaluate school material management effectiveness. The result showed that the mean score (2.727) is significantly less than the test value (3) at $t=-.129, p < 0.05$). This implies that the KETB did not involve in school resource management activities.

4.3. Responsibilities of Principals, Supervisors, and Teachers

4.3.1. Responsibilities of Principals

Table 11: Responsibilities of principals in School Material Resource Management (One-Sample Test) N=124

Variables	Grand Mean	SD	Test value	T	Sig
Responsibilities of principals in material resource management	2.750	.695.	3.00	-.272	.000

Statistically significant at $P < 0.05$

A one-sample t-test was conducted to determine for the responsibilities of principals in Prepares annual material requirement plans, orders school materials purchase on time, supervise the safekeeping of school funds and materials and develop procedures to ensure proper materials use. The result shows that the mean score is (2.750) which is significantly less than the test value (3) at $t = -.272$, $p < 0.05$). That is, in many instances principals were not ready to share the responsibility of school material resources management practice.

4.3.2. Responsibilities of Supervisors

The training, assignment, supervisory activities in school contributes to illuminate baseless expectations that require supervisors to demonstrate efficiency and effectiveness in their professional performances in supporting schools (Curley, 2008).

Table 12: Responsibilities of Supervisors in School Material Resource Management (One-Sample Test) N=124

Variables	Grand mean	SD	Test value	T	Sig
Responsibilities of Supervisors in school Material management	2.417	.536	3.00	-12.083	.000

Statistically significant at $P < 0.05$

A one-sample t-test was conducted to determine for responsibilities of supervisors involved in annual school material resource planning, Provides training to teachers reviewing and improving curriculum materials, follow up school materials management system, and Provides feedback on material resource supervision outcome. The result shows that the mean score (2.417) is significantly less than test value (3) at $t=-12.083$, $p<0.05$). This impels that the school supervisors are not involved in material resource management practice.

4.3.3. Responsibilities of Teachers

Table 13: Responsibilities of teachers in School Material Management (One-Sample Test)

N=124

Variables	Grand Mean	SD	Test Value	t	Sig
Responsibilities of teachers in School Material	2.690	.992	3.00	-3.474	.001

Statistically significant at $P<0.05$

A one-sample t-test was conducted to determine for the responsibilities of teachers in Participates actively in school materials planning, Present material requirement requests to ensure proper utilization of school resources, and endeavors to minimize material wastage. The result shows that the (2.690) is significantly less than test value (3) $t=-3.474$, $p<0.05$). This impels that primary schools teachers were not Participates in material resource management practice.

4.4. Challenges that Hinder Material Resource Management Practices

Table 14: Major challenges in materials resource management (One-Sample Test) N=124

Variables	Mean	SD	Test Value	T	Sig
Classrooms	2.56	1.339	3	-3.622	.000
Chalk	2.80	1.300	3	-1.727	.087
Chalkboards	2.84	1.164	3	-4.320	.000
Textbooks	3.20	1.294	3	1.735	.085
Desks	3.13	1.269	3	1.133	.260
Classroom chairs	3.34	1.355	3	2.784	.006
Teaching aids	2.58	.971	3	-4.810	.000
pedagogy center	2.52	1.303	3	-4.134	.000
Laboratory rooms	2.80	1.288	3	-1.743	.084
Laboratory equipment	2.97	1.154	3	-.311	.756
Laboratory chemicals	2.85	1.112	3	-1.534	.127
Reference materials	2.63	1.172	3	-3.525	.001
Audiovisual learning tools	2.42	1.295	3	-4.994	.000
Teacher guide	2.65	1.224	3	-3.227	.002
Libraries	2.55	1.143	3	-1.571	.000

Statistically significant at $P < 0.05$

A one-sample t-test was conducted to determine for the major challenges of material resource management practices. The result shows that the mean score in item 13 (2.42) is significantly less than test value (3) at $t = -4.994$, $P < 0.05$). In the same way in item (8) the mean score result (2.52) significantly less than test value (3) at $t = -4.134$, $P < 0.05$). In addition in item (15), the mean score (2.55) is significantly less than test value (3) at $t = -1.571$, $p < 0.05$). This implies that the schools are not adequate availability of audiovisual learning tools, Pedagogy centers, and libraries. Therefore, the finding indicated that there are challenges for effective materials resource management practices in the study area.

4.5. Qualitative Data Analysis through Interview

4.5.1. Interview Data Collected from School principals

The qualitative data collected directly from principals through interviews summarized as follows. The finding indicated that school principals follow management and utilization of materials through keeping materials with receiving and stock out models, giving responsibility to teachers, and by randomly checking up students' proper utilization of books. The major parts of control activities were performed by principals using a stock registered card to update the level of materials in the school. They evaluate the implementation of material resource management functions through giving codes for each material using bin card, stock card, and transfer controlling card, and checking its balance; random observation.

The maintenance activities are carried out on the educational materials when reports come from users. Accordingly, computers, printers, copy machines, radio, montarbo, Chairs, windows, combined desks, doors were maintained by giving contracts for ICT experts and small & micro enterprises as soon as possible to be used for teaching-learning purposes.

The result also identified challenges that negatively affect the management and utilization of school materials in schools such as lack of classrooms, chalkboards, audio-visual learning tools, desks, laboratory rooms, and equipment.

To minimize the degree of challenges, most principals forwarded that they have taken measurements of increasing awareness of stakeholders, doing annual material counting, monthly monitoring of material handling level, putting guidelines of penalty who do not keep materials properly.

4.5.2. Interview Data Collected from School Supervisors

The qualitative data collected directly from supervisors through the interview is summarized as follows. The result shows that role of supervisors on the management and utilization of materials in the school was through supporting principals to keep materials properly, evaluating educational provided materials, follow up the quality of purchased materials, checking up stock out of materials based on models, and controlling, new materials to be provided based on research.

Furthermore, the implementation of material resource management functions is evaluated based on purchasing a year of materials, to be protected from sun and rain, annual counting of materials, checking maintained materials, returning materials to the store that was stock out, doing monthly random supervision.

In addition, most supervisors suggested solutions to handle the problem which hinder material management in the school as to penalizing breaking rules and regulations of the schools, community participation in school materials handling system, follow up and checking storekeeping of materials in the school.

4.5.3. Interview Data Collected from Kebele Education and Training Board

The qualitative data collected directly from the kebele education and training board through interviews are summarized as follows.

The finding indicated that kebele education and training board have roles of checking materials purchased with the right quality, right quantity, and right price based on their specification, follow up proper utilization and handling of materials in the school, give direction outdated materials to be sold through open bidding for property controlling committee.

Furthermore, the study indicated that controlling activities were performed in the school through principals, teachers, and kebele education and training board. They evaluate the implementation of material resource management functions in the schools with permanent property ledger, stock card, bin card, and annual property counting documents. They also forwarded that properties which are broken and obsolete to be maintained, painting anti-rust, putting in proper space. Most, kebele education and training board suggested that increasing awareness of the school community, giving codification for each material, doing annual inventory controlling count.

Chapter Five

Discussions, Conclusions, and Recommendations

5.1. Discussions

5.1.1. The practice of School Resource Management

The practice of school materials management includes material planning; material purchasing system, controlling system, warehousing system, distribution, and disposition system are discussed as follows.

As it can be seen from the table (4) the result showed that the mean score (3.622) is significantly higher than the test value (3) at $t=11.712$, $p<0.05$). This implies that schools had been conducting Planning of educational materials. Similarly, the finding gathered through the interview with the principal's school materials are planned with stakeholders who indicated that school principals follow management and utilization of materials in the study area. This is in line with, Lawsonson (2011) the planning of educational materials is based on need identification of the required educational materials, and budget allocation is planned. As indicated in the table (5) the result shows that the mean score (2.77) is significantly less than the test value mean (3) at $t=-.243$, $p < 0.05$). This implies that 'schools are not engaged in material purchasing activities effectively. The result shows that in table (6) the issue of controlling of school materials The result shows that the mean scores (2.821) is significantly less than the test value (3) at $t=-3.954$, $p < 0.05$). This implies that 'schools are not controlling of school materials in effectively.

The result indicates that the distribution of educational materials the mean score (2.782) which is significantly less than the test value (3) at $t=-4.279$, $p<0.05$). This implies that schools are not distributing educational materials based on demands. However, Lemma (2018) stated that the distribution of educational materials and equipment involves the movement from the warehouse storage facility to the requesting or originating unit.

According to the data in table (7) in relation to warehousing system of materials, the result shows that the mean score (2.700) is significantly less than the test value (3) at $t=-.179$, $p<0.05$). This

impels that the schools are poor warehousing system of materials. As shown in table (8) regard to disposition and obsolete management the result shows that the mean score is (3.094) which is significantly greater than test value (3) at $t=1.151$, $p<0.05$). This impels that 'schools are engaged in disposition and obsolete management activities effectively. In line with this, the finding gathered through interviews with Principals and supervisors in the school identified maintenance activities carried out on the educational materials when reports come from users. Accordingly, computers, printers, copy machines, radio, chairs, windows, combined desks, doors were maintained by giving contracts for ICT experts and small & micro enterprises as soon as possible to be used for teaching-learning purposes.

5.1.2. Involvement of KETB in School Material Resource Management Practices

As indicated in table (10) that the involvement of KETB in annual procurement plan preparation, mobilizes the community to contribute in supplying materials and facilities, following up and controlling property management, and evaluate school material management effectiveness. The result showed that the mean score (2.727) is significantly less than the test value (3) at $t=-.129$, $p<0.05$). This implies that the KETB did not involve in school resource management activities. In line with this, Zenebe (2006) that he argued the involvement of the community in the plan helps to create a sense of ownership in the community and to strengthen the relationship between the school and society. Besides, the qualitative data collected directly from kebele education and training boards through the interview the controlling activities were performed in the school through storekeepers, principals, teachers, and kebele education and training board. They evaluate the implementation of material resource management functions in the schools with permanent property ledger, stock card, bin card, and annual property counting documents. They also forwarded that properties which are broken and obsolete to be maintained, painting anti-rust, putting in proper space. Most, kebele education and training board suggested that increasing awareness of the school community, giving codification for each material, doing annual inventory controlling count. But, the real approval and control of materials are not well done.

5.1.3. Responsibilities of Principals

As table (11) the result showed that the responsibilities of the principal in Prepares annual material requirement plan, orders school materials purchase on time, Supervises the safekeeping

of school funds and materials, and develops procedures to ensure proper materials use. The result shows that the mean score is (2.627) which is significantly less than the test value (3) at $t=-.272$, $p < 0.05$). That is, in many instances principals were not ready to share the responsibility of school material resources management practice. The result of this study is line with, the finding of Keitany (2014) that school principal has responsibilities of reviewing and diagnosis the weakness and problems of the school, designing and developing reform measures for rectifying weakness and problems, projecting needs in resource, obtaining and utilizing, monitoring day to day operations for, constant guidance, supervision and maintenance of information, mobilizing public participation of obtaining and managing of the school resources, and coordinating the overall activities of the school. Moreover, Lockheed (2005) agrees that principals should oversee the task of the care taken and the clearing staff to guarantee that material sure in the right place at the right time, buildings and playgrounds are well maintained, and to ensure that there are effective ways of selecting, storing, maintaining, and using materials and equipment.

5.1.4. Responsibilities of Supervisors

As it is displayed in the table (11) the result shows that the responsibilities of supervisors in the annual school material resource plan, Provides training to teachers reviewing and improving curriculum materials, follows up school materials management system, and Provides feedback on material resource supervision outcome. The result shows that the mean score (2.417) is significantly less than test value (3) at $t=-12.083$, $p<0.05$). This impels that the school supervisors are not involved in material resource management practice. The result of this study with support by the finding of Lockheed (2005) agreed that supervisors should oversee the task of the care taken and the clearing staffs to guarantee that material sure in the right place at the right time, buildings and playgrounds are well maintained, and to ensure that there are effective ways of selection, storing, maintaining, and using materials and equipment and bringing feedbacks about controlling system.

5.1.5. Responsibilities of Teachers

As can be seen in the table (13) the result shows the responsibilities of teachers in Participates actively in school materials planning, Present material requirement request, ensures proper

utilization of school resources, and endeavors to minimize material wastage. The result shows that the (2.690) is significantly less than test value (3) $t=-3.474$, $p<0.05$). This impels that primary schools teachers were not involved in material resource management practice. The finding supported by Candoli (2004) that teachers in the school are the mainspring of the school's activities and in administration, activities is that they are greatly expected from smooth implementation of teaching and learning process. And, the result of this study similar to the previous study UNESCO (2006) stated about the role of a teacher in managing education or resources underlined that the participation of the teacher in planning, administrating, and implementing the educational materials should be given attention.

5.1. 6. Challenges that Hinder Material Resource Management Practices

As mentioned in the above table (14), the result shows that the mean score item 13 (2.42) is significantly less than test value (3) at $t=-4.994$, $P<0.05$). In the same way in item (8) the mean score result (2.52) significantly less than test value (3) at $t=-4.134$, $P<0.05$). In addition in item (15), the mean score (2.55) is significantly less than test value (3) at $t=1.571$, $p<0.05$). This implies that the schools are not adequate availability of audiovisual learning tools, Pedagogy centers, and libraries. Therefore, the finding indicated that there are challenges for effective materials resource management practices in the study area. Similarly, qualitative data collected from school principals, supervisors, kebele education and training boards summarized and pointed out challenges that negatively affect the management and utilization of school materials in schools such as lack of classrooms, chalkboards, audiovisual learning tools, desks, laboratory rooms, and equipment, school materials in schools as lack of available workshop space, poor property data management system, lack of shelves in the store, lack well-trained experts.

To minimize the degree of challenges, most principals forwarded that they have taken measurements of increasing awareness of stakeholders, doing annual material counting, monthly monitoring of material handling level, putting guidelines of penalty who do not keep materials properly. They also suggested that providing training for the school community in the materials handling system, penalizing those who do not keep the property they used, follow up, and checking storekeeping of materials in the school.

In light of this, Nebiyu (2000) points out that the issue of educational financing is the central pivot. This is so because the vital issue of the nature, quality, quantity, and efficiency of the educational system largely depends on the level or the appropriateness and the management of financial provision. Laboratories and their equipment are allowed to waste textbooks and other instructional materials are exposed to rot away in the cartoons rather than displaying them on their proper place/shelves for easy retrieval and usage (Tafesse, 2007).

5.2. Conclusion

Based on the objectives and findings of the study the following conclusions have been made.

The finding of this study has clearly shown that in Hageremariam Kesselem Woreda primary schools, the practice of material resource management functions and utilization was found to be at a low level. In addition, the finding indicated that the involvement of kebele education and training boards in material resource management practices was found to be low in the study area. The finding indicated that the role of principals, teachers, and supervisors in material resource management practices was found to be low in Hageremariam Kesselem Woreda primary schools. As the last finding indicated that audiovisual learning tools, pedagogy centers, and libraries were found major challenges for effective materials resource management practices in the study area.

5.3. Recommendations

Based on the findings and the results of this finding indicated in chapter four, the investigator suggested the following recommendations.

- The practice of educational material management was found to be low in the study area. Thus, principals should exploit the experiences and skills of the stakeholders, especially which of teachers and non-teaching staff to improve the effectiveness of their schools by creating conducive material resource management functions.
- The extent of kebele education and training board in school material resource management practices involvement was found to be low; therefore, the school management should give

training for them related to their responsibilities of approving school plan, follow up activities, and giving feedback.

- The extent of principals, teachers, and supervisors get done their resource management responsibilities was found to be low in the study area. Thus, the Hageremariam Kesseworeda education office should give training for school principals, supervisors, and teachers to increase their capacity in managing school resources to make sure that allocated school materials are properly and timely utilized.
- Amhara Regional State Education Bureau had better increase the standard of primary school facilities in the study area and access to professional training rules to minimize major challenges faced in Hageremariam Kesseworeda primary schools.

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አ.ብ.ክ.ትም/ቢ.ሮ። (2002)። የመጀመሪያ ደረጃ ትምህርት መለኪያ (ስታንዳርድ)።

Appendix –A
Bahir Dar University
College of Education and Behavioral Science
Department of Educational Planning and Management
Questionnaires filled by teachers

I would like to express my appreciation in advance, for taking your time to fill this questionnaire. The main purpose of this questionnaire is to get reliable data on the study entitled “To assess the practice of material resource management in Hageremariam Kessem Woreda primary schools”. Thus, your genuine response will help the study to provide reliable and valuable suggestions and recommendations; your responses will be used only for academic purpose.

General Directions

1. No need of writing your name
2. Mark “x” tick in the box of your alternative answers
3. Please give answer to each closed ended items as appropriate

Section 1: General Information and Personal Data

No.	Background Information	Responses
1	Name of School	----- -
2	Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
3	Educational level	<input type="checkbox"/> High school complete <input type="checkbox"/> College diploma <input type="checkbox"/> Bachelor degree <input type="checkbox"/> Master and above
4	Fill your total work experience	-----

Section 2 Material Resource Management Practices

Direction I

The numbers indicate: 5= Always, 4= Most of the time,3= about half the time,2= Rarely, 1= Never

No	Items	Scales				
		5	4	3	2	1
Planning Materials Requirements						
5	Planning of educational materials					
6	Need assessment for material resources					
7	Need based resource estimation					
8	Involvement of teachers in resource planning					
9	Set goals in the material resource plan					
10	Estimate budget requirements for resource supply					
Purchasing educational material						
11	Dependence of school resource procurement plan					
12	Prioritization of procurement on urgency and importance					
13	Match of procurement with the specification					
14	Basis of procurement on rules and regulations					
15	Timeliness of the procurement					
Controlling of School Materials						
16	Clarity of the materials control system					
17	Timeliness of materials control or					

	supervision					
18	Availability of feedback after material counting					
19	Utilization of appropriate material records					
20	Materials are utilized properly					
Distribution of Educational Materials						
21	Educational materials are distributed based on demands					
22	Utilization of educational materials is efficient					
23	Fairness of material allocation					
24	There are complaints in the teaching learning practice due to resource scarcity					
Warehousing system of Materials						
25	There is time lines moving of materials from point of receipt to point of storage					
26	Presence of competent store man/woman					
27	Every material has its own identifiable place and destination					
28	Clear classification and codification of materials in store					
29	Location of all objects in the workplace has been marked					
30	Arrangement of objects has been set according to degree of usage					
31	Materials are properly stored in our school					

32	Handling and storage of material is based on property administration rules					
33	Items are cleaned properly					
34	There is unnecessary stock occupying space unnecessarily					
Disposition and Obsolete Management						
35	Maintenance and follow-up of materials					
36	Protection of materials from wastages					
37	Selling of useless materials in the school					
38	Storage of unnecessary materials					

Section 3 Involvements of Kebele Education and Training Boards (KETB) on Material Resource Management

Direction II

The numbers indicate: 5= Always, 4= Most of the time, 3=about half the time,2= Rarely,1= Never

No	How frequently do KETB do the following?	Scales				
		5	4	3	2	1
39	Involve in annual procurement plan preparation					
40	Mobilize the community to contribute in supplying materials and facilities					
41	Involve in following up and controlling property management					
42	Evaluate school material management effectiveness					

Section 4 Responsibilities of Principals, Supervisors and Teachers

Direction III

The numbers indicate: 5=Always, 4=Most of the time, 3=about half the time, 2=rarely, 1= Never

No	How frequently do principals, supervisors and teachers do the following?	Scales				
		5	4	3	2	1
Principals						
43	Prepares annual material requirement plan					
44	Orders school materials purchase on time					
45	Supervises the safekeeping of school funds and materials					
46	Develops procedures to insure proper materials use					
Supervisors						
47	Involve in annual school material resource planning					
48	Provides training to teachers reviewing and improving curriculum materials					
49	Follows up school materials management system					
50	Provides feedback on material resource supervision outcome					
Teachers						
51	Participates actively in school materials planning					
52	Present material requirement request					
53	Ensures proper utilization of school resources					
54	Endeavors to minimize material wastage					

Section 5 Major Challenges in Materials Resource Management Practice

Direction IV

The numbers indicate: 5= More than adequate,4= Adequate, 3 =Less than adequate,2= Very few,1= No at all

No	How much is the supply of the following school resources?	Scale				
		5	4	3	2	1
55	Classrooms					
56	Chalks					
57	Chalkboards					
58	Text books					
59	Desks					
60	Classroom chairs					
61	Teaching aids					
62	pedagogy center					
63	Laboratory rooms					
64	Laboratory equipment					
65	Laboratory chemicals					
66	Reference materials					
67	Audio-visual learning tools					
68	Teacher guide					
69	Libraries					

Thank You!!

Appendix- B
Bahir Dar University
College of Education and Behavioral Science
Department of Educational Planning and Management

Interview for School Principals, Supervisors, Head of Kebele Education and Training Boards

Dear respondent, the main purpose this interview is to collect relevant data on the study entitled “The practice of material resource management in Hageremariam Kesseem Woreda primary schools”. Your response is vital for the success of the study. You are kindly requested to response the interview confidentially. Be sure that your response will not be used for any purpose rather than academic purpose. Your participation is volunteer-based.

Thank you in advance for your genuine and kindly cooperation!

Part one: General information

1. Sex.....
2. Age.....
3. Education level.....

Part Two: Guide line of questions for the interview

1. What is your role in the management and utilization of materials in the school?
2. By whom do you think that the major parts of control activities were performed in the school?
3. How do you evaluate the implementation of material resource management functions in the school?
4. How do you follow up and control material management system in the school?
5. How adequate maintenance activities carried out on the educational materials in your school?
Can you explain it with practical examples?
6. What are the major challenges that negatively affect the management and utilization of school materials in schools?
7. What do you suggest possible solutions to handle the problem which hinder material management in the school?

Appendix -C

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በትምህርትና ሥነባህርይ ሳይንስ ፋኩልቲ

የትምህርት እቅድ እና ሥራ አመራር ትምህርት ክፍል

በሀገራችን ምክርቤት ወረዳ ውስጥ በሚገኙ አደኛ ደረጃ ትምህርት ቤቶች የቁሳቁስ ሀብት አስተዳደር እና አጠቃቀም ያለውን ልምድ እና ተግዳሮቶች የሚዳስስ ቃለመጠይቅ ለትምህርት ቤት ለርዕሰመምህራን ፣ ለሱፐርቫዘሮች ፣ ለቀበሌ ትምህርት ናስልጠና ቦርድ ሰብሳቢ የተዘጋጀ ውይይት ተሳታፊዎች ፣ የዚህ ቃለመጠይቅ ዋና ዓላማ በሀገራችንም ከሰም ወረዳ ውስጥ በሚገኙ አደኛ ደረጃ ትምህርት ቤቶች ያለውን የትምህርት የቁሳቁስ አስተዳደር ላይ ጠቃሚ እና አስተማማኝ መረጃ መሰብሰብ ነው። ከዚህ አኳያ የእርስዎ ቅን እና ሐቀኛ መረጃ ለጥናቱ መሳካት ከፍተኛ አስተዋፅኦ አለው። በመሆኑም ትክክለኛ መረጃ እንዲሰጡን እየጠየቅኩኝ የሚሰበሰበው መረጃ ለትምህርት ዓላማ ብቻ የሚውል መሆኑን እገልጻለሁ።

ክፍል አንድ: አጠቃላይ መረጃ

- ሀ. ያታ.....
- ለ. ዕድሜ.....
- ሐ. የትምህርት ደረጃ.....

ክፍል ሁለት: ዋና ዋና ጥያቄዎች

1. በት/ቤቱ ውስጥ የቁሳቁሶች አያያዝ እና አጠቃቀም ላይ የእርስዎ ሚና ምንድን ነው?
2. ዋና ዋና የቁሳቁስ ቁጥጥር ተግባራት/ት/ቤቱ ውስጥ የተከናወኑት በማን ነው ብለው ያስባሉ?
3. በትምህርት ቤቱ ውስጥ የቁሳቁስ ሀብቶች አያያዝ ተግባራት ንእንዴት ይገመገማሉ?
4. በትም /ት/ቤቱ ውስጥ የቁሳቁስ አያያዝ ስርአትን እንዴት መከታተል እና መቆጣጠር ይችላሉ?
5. በትምህርት ቤት ውስጥ ባሉ የትምህርት ቁሳቁሶች ላይ ምን ያህል በቂ የጥገና ሥራዎች ተካሂደዋል? በተግባራዊ ምሳሌዎች ማስረዳት ይችላሉ?
6. በትምህርት ቤቶች ውስጥ የትምህርት ቤት ቁሳቁሶች አያያዝ እና አጠቃቀም ላይ አሉታዊ ተጽዕኖ የሚያሳድሩ ዋና ዋና ተግዳሮቶች ምንድን ናቸው?
7. በት/ት/ቤቱ ውስጥ የቁሳቁስ አያያዝን የሚያደናቅፍ ችግርን ለመቋቋም ምን ዓይነት መፍትሄዎች ተወስደዋል?

አመሰግናለሁ!