

AN ASSESSMENT ON PRACTICES AND CHALLENGES OF EDUCATIONAL
MATERIAL RESOURCE MANAGEMENT IN JIMMA TOWN: THE CASE OF
GOVERNMENTAL SECONDARY SCHOOLS

BY: WORKNEH EJERE

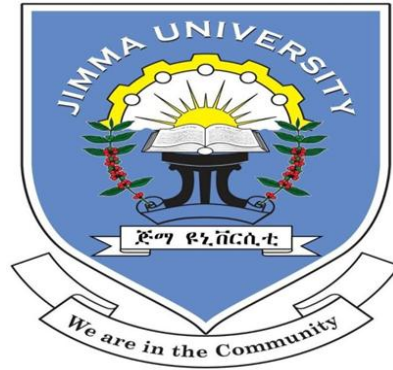


JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT

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Ethiopia Jimma

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DECLARATION

I, the under signed, declared that this thesis on the title “An Assessment of Practice and Challenges of Educational Material Resource Management in Jimma Town the Case of Government Secondary School” is my original work and all resource of material that referred to quoted has been dully acknowledged.

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This thesis has been submitted for examination with my approval as the university advisor

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Jimma University

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ABBREVIATION AND ACRONYMS

DTTP- Development of Team Training Program

EAA – Ensure adequately available

Educ- Education

EMPDA- Educational Material Production and Distribution Agency

ESDP-Education Sector Development Program

KETB - Kebele Education Training Board

LAB- Laboratory

MOE-Ministry of education

PTA - Parent Teacher Association

SPSS -Statistical package for Social Science

UNESCO - United Nations Educational Scientific and Cultural Organization

ABSTRACT

The main purpose of this study was to assess the practice and challenges of educational resource management of Jimma town governmental secondary school. In order to meet the objectives of the study, a descriptive survey design was employed. From the total population of 118 teachers, 6866 students and 27 non-teaching staff; 106 teachers, 96 students were randomly and 23 non-teaching staff purposely selected for this study. PTA chair persons, school KETB chair persons, 2 Jimma education office heads, 2 supervisors, 1 curriculum head were also selected by using purposive sampling. Questionnaire, interview, document analysis, observation and focus group discussion were used for data collection. The data obtained through questionnaire was analyzed using SPSS software to calculate mean, standard deviation, t- test, p-value and percentile. Information obtained through open ended questionnaire, interview, observation and focus group discussion were qualitatively analyzed to supplement the quantitative data. The questionnaires was administered to 118 teaching staff and 27 non-teaching staff of the participants which 89.3% of teaching staff and 88.46% of non-teaching staff were properly filled and returned. The information gathered through open ended questions was narrated qualitatively. The results of document analysis, observations, interviewed and focus group discussion were also described as the supplement of the questionnaires. The finding revealed that regarding the process planning the role of the sample schools directors was low that resulted the participants' role in the process of planning was low. Regarding that the schools planning that addressed the need of educational material and facility to ensure adequately available educational material of the mentioned schools was not addressed maintenance of educational material .Concerning availability and utilization of educational material and facility the in the class room, computer center, in the library laboratory was not adequately available. Regarding the practice of educational material and facility maintenance in the schools; regular and emergency maintenance were not practiced for desks and chairs but the emergency maintenance practiced for machines. Concerning the store management inventory control was not practiced. The evidence that uses for receiving and taking out of material was not used, coding material, arraigning material and disposing the obsolescence and worn out material timely was not practiced. Beside that different barrier that affects educational material management the overall recommendation of the study was to improve educational material management and raising the school program that should be conducted through providing training the on planning and implementation of planning.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Education is the base for all that brings all-rounded development of individuals and society. Its importance and value is stated in education and training policy of Ethiopia as follows:

Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development through generations. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skill and attitudes. It helps man to improve, change, as well as develop and conserve his environment for the purpose of an all-rounded development by diffusing science and technology into the society (MOE, 1994).

Education is a cornerstone of development, the foundation on which much of economic and social well-being is built. It is a key to increasing economic productivity and social cohesion (World Bank: 1997). Moreover, education lead to greater earning for individuals and societies improve economic returns at large (UNESCO 2002). The World Bank (1988) also put it forward in such a way that “without education, development will not occur. Only an educated people can command the skills necessary for sustainable economic growth and for better life”. In educational organization with the increase its service provision in line with the ever demand that preparing youth for tomorrow increase and also the educational materials which serve for the purpose of instructional operation is increasing. In addition to this, the provision of quality education is unthinkable /impossible/ without having necessary educational materials with its proper management and utilization. To strength this, inadequate facilities insufficient training of teachers, overcrowded classes, shortage of books and other teaching materials all function the low quality of education provided (MOE, 1994).

As to wide literary evidence, no organization can exist or accomplish its functions effectively without adequate material resources and a sound material management procedures and practices.

According to Canadian public service agency (WWW.tbs.sct.oc.ca), “Material management related to planning, procuring, storing and providing the appropriate materials of the right quality...” “Specifically this covers the acquisition of spare parts and replacement, quality control of purchasing and ordering such parts, and the standards involved in ordering, shipping, and warehousing the said parts...” (Wikipedia, the free encyclopedia. an.wikipedia.org/ wiki/materials...man...).

Mahboob, F. (WWW.Materials Managdef scope) suggested the following key objectives from management point of view: to buy at the lowest price consistent with desired quality and service; to maintain a high inventory turnover by reducing excess storage; to maintain continuity of supply, preventing interruption of the flow of materials and services to users; to maintain the specified materials quality level and consistency of quantity which permits efficient and effective operation, and to develop reliable alternate sources of supply to promote a competitive atmosphere in performance and pricing were to mention few but more.

Therefore, materials management is considered as the function responsible for the coordination of planning, sourcing, purchasing, moving, storing and controlling materials in the smart manner so as to provide service to the customer at a minimum cost Gopalakrishnan (2002:5).

According to Treasury board of Canada Secretariat, at (WWW.tbs.sct.oc.ca), one of the powerful ways of controlling the materials is through inventory control. Materials management can thus also be defined as a joint action of various materials activities directed towards a common goal and that is to achieve an integrated management approach to planning, acquiring, processing and distributing production materials from the raw materials state to the finished product state.

Canadian public service Agency stated that the management of materials is very much a balancing act. It requires that department fulfill program objectives while balancing financial and efficiency-related material considerations, with broad public issues and considerations, such as environmental impact. (WWW.tbs.sct.oc.ca). Similarly, the function of educational materials management also includes the coordination of planning, purchasing, moving,

storing and controlling materials in an optimum manner so as to provide educational service at a minimum cost Getachew (2011).

As mention above every organization function to achieve its intended goal is based on material resource with its scientific management applications. Like any other organization; educational organization also needs its material resource management to accomplish what expected to achieves. Based on this, Ethiopia Ministry of Education organized Educational Material Production and Distribution Agency that accounted for educational material production and distribution of schools' in the country. However, with the change of administration system occurred in the country the responsibility of this organization was limited and shared to the Regional's, Zonal's, Woreda's education and schools level.

The Ministry of education established EMPDA in 1976for the purpose of meeting the rising students demand in educational materials due enrollments in 1970s.Until recently, EMPDA was responsible for the preparation, production and distribution of educational materials to primary and secondary schools in the country. Decentralization in Ethiopia shift the role of managing and developing educational infrastructure including educational materials to the regional authorities ibid (2011).

Because of decentralized system of administration implemented in the country regional educational Bureau, Woreda, Town/City and school shared responsibility of educational materials management of their own. Therefore, Jimma town education office and schools are among those who shared responsibility of educational materials management.

In Jimma town 17 governmental and 19 private primary schools are found and the educational coverage of the town is 96% (according to the data obtained from the Education Bureau of the Jimma town 2005 E.C. annual report). In addition to this, there are 9 secondary schools in the town among these 4 are governmental and the rests are private schools. The numbers of students enrolled from grade 9-12 in the year 2000-2006 to learn in the schools are shown in the table 1 below.

Table 1: Number of students registered in secondary schools from 200-2006 E.C

No	Year	Male	Female	Total
1	2000	4144	3514	7656
2	2001	4036	3536	7599
3	2002	4275	4174	9783
4	2003	3535	2443	6050
5	2004	3588	3823	7411
6	2005	4332	4282	8615
7	2006	4108	4209	8317

Source Jimma town Education Bureau planning Department and statistics.

Table 1 shows an increase in enrollment in secondary schools (9-12) grade that needs additional educational materials with its sound and systematic management of materials resource of the schools. Jimma town government secondary schools selected to conduct research because of their sever problems observed during DTTP in the school compounds; such that the schools libraries were not well equipped with facility, the broken chairs tables and desks placed inappropriate without maintenance. These and other situations make the researcher to conduct this research. In line with this, the materials management of the school should be manageable and needs critical supervision to use the materials for a long time. Besides, the handling system of the school also needs reformation.

Therefore, this study was aiming at assessing the physical condition of the current status of educational materials management practice and challenges of Jimma town government secondary schools.

1.2. Statement of the Problem

As to increasing literary evidence, the desired outcomes of education cannot be realized without successful organization and management of educational material resources. The essential job of educational materials management is therefore, to effectively and efficiently organize and manage resources so that the educational objectives can be successfully achieved.

From experience, many schools lack the concept of appropriate materials management to support and fulfill the delivery of programs according to their departmental mandates. The scope of an organization materials management policy should be based on the overall organization policy Getachew (2011). Due to the problems associated with the lack of materials management training; schools, yet face problems on functional responsibility for the coordination of planning, sourcing, purchasing, moving, storing and controlling materials in a sound and systematic manner to render quality service to their customers, at a pre-decided level at a minimum cost.

Planning is the fundamental activity of educational administration in all its various aspect and at all level of operation (member of the society of education officers; 1988). Therefore, school managements required to give a considerable attention to plan strategically in order to acquire materials and services of the right quality, in the right quantity, at the right time, from the right source, at the right price (Getachew 2011; Melaku, 2010).

As to dictate evidences, the major challenges that materials managers face is maintaining consistent flow of materials for organizational operation. In addition to this incorrect to this bills of materials; inaccurate and inconsistency in controlling the materials through inventory; poor purchasing functionality; poor coordination of the entire materials management function among education support department, planning department of education office and government secondary schools of Jimma town; with suppliers during purchasing; the feeling of negligence to the committee work and the non-existence of incentive for the work done by the committee.

Educational materials include text books, teacher guide, reference books, supplementary reading materials, televisions, radios, chemicals, teaching aids, sporting goods(facilities), points and so on (Getachew, 2011; Melaku,2010). It is on the basis of the plan designed for the operation of the instructional and administrative programs that the materials are placed designed for the operation of the instructional and administrator programs that the materials planning and control functions should be evaluated.

In such situation, it would be logical to expect some gaps in the management of educational materials in the schools, such as problem of store management and inventory control of managing in planning, processing, documenting and reporting periodically. Planning and practice of schools' materials maintenance. In this regard, the researcher has also observed the problems during his visit these schools (Ababuna, Jiren, Seto secondary and Jimma preparatory school) the availability and adequacy of instructional material on time like text books, sport materials, necessary reference material in the library, laboratory equipment and chemicals. The other is that school furniture: tables, chairs, desks, lockers and the like are not maintained and placed in proper place. In addition to this, the school materials in the store are not codified and arranged based on the item of material types. The other point is inventory control was not done obsolescent and worn-out materials also were not disposed. Therefore, the Jimma town governmental secondary schools did not provide adequate scientific management and maintenance on the available school facilities.

Thus, inspired by the felt problems the researcher was attempt to investigate the key materials management functions and physical distribution of educational materials resource in governmental Secondary schools of Jimma town. The governmental secondary Schools principals, concerned administrative staff, teachers, store keeper and other members of the staff in the school necessarily know what resources are required and how these resources are managed and utilized in specified department to serve the students learning. The material resource management ability, competence and commitment of all school society and the principal management's skill in particular have great role for the intended outcomes of educational objectives.

Hence, to come to a sound and meaningful conclusion and to narrow up the knowledge gap this research addressed the following key research questions.

1.3. Basic Research Questions

- How do Jimma town Governmental secondary schools' principals facilitating role for the participant in the process of planning to ensure adequately available and utilize educational material?
- To what extent the mentioned schools educational material and facility available for utilization?
- How the mentioned schools practice maintenance of educational materials and facilities to sustain for long life service?
- What are the store management problem that affects educational material handling and utilization?

1.4. Objectives of the Study

1.4.1. General Objective of the study

The general objective of this study is to assess the practices and challenges of educational material resource management in Jimma town government secondary schools to identify the factors which affect the materials management trend of the school and indicate relevant, alternative solutions pertinent to reduce if possible eliminate the major problems.

1.4.2. Specific Objectives:

- To examine the practice of planning to ensure adequately available educational material for utilization in Jimma Town Governmental secondary schools.
- To identify the availability of educational material and facility in the mentioned schools for utilization.
- To assess Jimma Town Governmental secondary schools practice of maintenance educational materials and facilities to sustain for long life service.
- To identify the store management problem that affect educational material handling and utilization.

1.5. Significance of the Study

This research is aimed to forward applicable solution and recommendation to increase awareness on educational materials management of the school and their responsibility among the target secondary schools' principals, teachers, non-teaching staff, PTA, Board and Jimma town education officers. Thus, the concerned bodies are believed to have potential significance for the system improvement of efficient handling and utilizing of educational materials which will facilitate teaching- learning process and motivate students' learning that enables to attain the intended objective of the schools. Due to this fact, the study may contribute the following values:

- Indicate solution for the problems of schools materials management practice and procedures;
- Provide information about the current status of the educational material availability and utilization of the schools.
- Help as a reference tool for those who wish to investigate the problem in depth and breadth.

1.6. Delimitations of the study

This research is delimited to Jimma Town of administration governmental secondary schools and on the assessment of practice and challenges of educational materials resource management. The investigation of educational materials and facility management was narrowed to a specific schools trends-i.e., Jimma town governmental secondary schools theses are; Jiren, Seto Semero, Ababuna and Jimma preparatory school because of resource /time and money/ constraints and its accessibility. The concern of the study was also be specified by its title –Assessment of practice and challenges of educational materials resource management in the context of Jimma town governmental secondary and preparatory school. However, in order to make the title manageable the study is limited to instructional materials such as students' text books; reference materials and facility in the library; laboratory equipment and chemicals; pedagogical center, computer center and class room physical facility of the schools including store management. Thus, the study is not concerned to investigate over the whole concepts of “Educational Resource Management”.

1.7 Limitation of the Study

It is obvious that the research work cannot be free from limiting factors which the researcher encountered by. In the investigation of this study the major problems encountered by the researcher were as follows: One of the problems that the researcher encountered was lack of related reference material, particularly there was a scarcity of local updated literatures those are relevant to the study. However, the researcher exhaustively searched certain material and also used electronics document to bring the study to its complete form. The other challenge was some respondents were reluctant to fill the questionnaires and unable to return back to the researcher on time. However, the researcher with his colleagues clearly aware the purpose of the study then the participants filled the questionnaires and returned back. Moreover, the school principals, PTA chairman, board chairman and education office workers occupied with their routine works and it is not easy to contact for interviewee that is why the study was not completed on time. By the effort exhaustively made the necessary data was obtained and accomplished.

1.8 Definition of Key Terms

Management: - to forecast, plan, organize, command, coordinate and control (Henry Fayol)

Material management: - the flow of materials from the environment to the organization and within the organization until it is ready to be dispatched back to the environment. (Getachew; (2011)

Maintenance:-Is the function which has an objective to ensure the fullest availability of the production equipment, utilities and related facilities at optional cost and under satisfactory condition of quality, safety and protection of the environment. Maintenance can also be defined as those activities required keeping a facility in as built condition, so that it continues to have its original product capacity. (MOE May, 2005)

Non- teaching staff: - in the school those who did not directly involved in the teaching learning process.

Secondary school: - The schools where the students admit to attend grade 9-12 education (education policy 1994)

Store management:-Managing the overall activities of the store.

1.9 Organization of the Study

This paper is organized in five chapters. The first chapter deals with the background of the study, statement of the problem, objective of the study, significant of the study, delimitation of the study, definition of key terms and organization of the study. The second chapter covers review of the related literature which discusses the related to the educational material management practices. The third chapter dealing with the research design which consists of the research design and method source of data, sample and sampling techniques, instrument and procedure of data collection, method of data analysis and interpretation. The fourth chapter was included the data presentation, analysis and interpretation. Finally, chapter five was dealt with summary, conclusion and recommendation of the study.

CHAPTER TWO

LITERATURE REVIEW

2. Introduction

The study focused on “the practice and challenges of educational materials management in selected government secondary schools of Jimma town” so; the review of related literature attempted to show the definition, the objectives, function, planning, receiving and handling, distribution, availability and utilization, control, maintenance and store management including inventory control of educational material resources management according to the basic question and objectives of the research using published and unpublished materials.

2.1. Definition of Educational Materials Management

Different researchers provide different definition for material management; basically, material management is concerned with the planning, identification, procuring, storage, receiving and distribution of materials (Aishat, 2010). Similarly, Ballot (1971) material management defined as the function of taking responsibility for the coordination of planning, purchasing, moving, storing and controlling materials in an optimum manner so as to provide a pre-decide service to the customer at minimum cost.

Moreover, material management refers to the flow of material from the environment to the organization and within the organization unit it is ready to be dispatched back to the environment. It is concerned with what types of materials to get, how much to get, when and where to get, at what price etc. Materials management is therefore, is a process of planning, organizing, directing, and controlling the flow of materials including the acquisition and utilization of materials in an organization. Material management involves the task of coordination of the performance of the various materials function, the provision of communication networks, and controlling of materials flow within an organization. Therefore, before defining about the educational materials there are some related terms that need to be clear that; the similarities and difference of educational materials. Instructional materials, teaching aids and instructional technologies presented.

Educational materials, as mentioned by Mbamba (1992), refer to “any object or unit area” so designed and organized deliberately to support and used teaching and learning processes.

Some of the educational materials listed by Mbamba include laboratories, workshops, libraries and recreational spaces that serve to house instructional activities, furniture, learning and teaching materials which act as source or channel from which learners draw knowledge and acquire skill. Educational materials, as mentioned by Prakasha Gurage (1998), also encompass all three dimensional equipment as well as all graphic and written materials used in schools. Some of these materials, as mentioned by the authors, include toys and games, educational aids, basic class room equipment and furniture, laboratory equipment, play grounds and text books.

As can be seen from the above cases, educational materials are a broad range of materials that are found in schools which support and are used for instructional purposes. Instructional materials, as mentioned by Good (1973), refer to “devices with instructional content or function that are used for teaching purposes”. On the other hand, Shores (1960), define instructional materials as the whole range of media through which teachers and pupils communicate. This includes books audio visual aids, flat pictures, maps, real objects, community resources, etc.

From these, one can understand that the term instructional material refers to various materials that are used for educational purposes and in this case, both educational materials and instructional materials have some similarities for they are referring to any devices used in the process of teaching and learning. From this point of view, educational materials become an inclusive term that refers to both physical facilities and other instructional materials.

Teaching aids are instructional materials that are used in the instructional processes. However, since they are defined by Good (1973), as auxiliary instructional devices that are used to facilitate teaching and learning processes. They are not referring to those core teaching materials that are taken as main ingredients of the teaching learning processes. So, when instructional materials are used to support or to extend the teaching learning processes, they are taken as teaching aids. Hence, teaching aids are referring to those instructional materials that are used as supportive materials by teachers.

The other term that worth clarifying is instructional technology. Instructional technology, as defined by Good (1973), refers to the comprehensive organization of principles, resource, personnel and logistics that combine to produce gains in learning. Wittch and Sholler (1979), also define it as the combination of human and non-human resources employed in a systematic way in the design, implementation and evaluation of the total process of teaching and learning. As can be seen from aforementioned definitions, instructional technology is abroad term that refers to human resource that are involved in instructional design and curriculum and non-human materials in the teaching learning processes.

2.2. Objectives of Educational Materials Management

The main objectives of material management, as was stated by Getachew (2011), can be identified to conform the following:

(1) Low purchase price: purchasing is the most important aspect of material management. The management of the purchasing aspect is usually given to the purchasing department of a given organization. The current quality of materials has to be obtained at the lowest possible price to organization. The objective is achieved with the consideration of lowest possible (minimum) transportation and overhead costs.

(2) Melaku (2010) strengthened the above issue saying; purchasing is the most important function of materials management. The moment a branch of an educational system places a purchase order, it is committing a certain portion of its budget which affects its financial resource and, ultimately, its capacity of performing planned instructional and administrative programs. The basic objective the purchasing function is to ensure continuity of supply of goods and services necessary for the operation of the system. To this effect, purchasing as an aspect of material management should adopt such parameters as right price, right quality, right time, right source, right material, right place, and right mode of transportation.

Dobler and Burt (1984) cited in Hadush Birhane (2011) that the objective of purchasing is: (1) to support company operations with an uninterrupted flow of material and services; (2) to buy competitively and wisely; (3) to keep inventorying investment loss(due to deterioration, obsolescence and theft) at a practical minimum; (4) to develop reliable alternative source of

supply. In general, the function of purchasing includes the selection of sources of supply, finalizing the term of purchase, placement of purchase orders, follow up and maintenance of appropriate and smooth relations with suppliers, approval of payments to suppliers Getachew (2011); Melaku (2010).

Another objective of materials management which was stated Getachew (2011) was high inventory turnover: manufacturing or business organizations, to the extent possible, should reduce inventory cost to realize their profit maximization objectives. Inventory cost includes the purchase price of the materials, cost incurred for transportation and shipment of materials from the source to the organization's stock, stock related costs, and other clerical costs. Therefore, organizations should keep inventory investment and loss at minimum level.

The next objective of material management is continuity of supply, which refers to uninterrupted flow of materials essential for smooth production operation and quality service provision. Consistency of quality; securing dependable source of supply; creating harmonious relationship among units within an organization; and minimizing administrative costs of purchasing, all are important elements of objectives of materials management to be considered.

Mahboob, F in his second e-book edition, retrieve from Google (WWW. materials managed of scope/retrieved on 30 May, 2013) provided the key objectives of materials management from management point of view. He suggests the key objectives as: to buy at the lowest price consistent with desired quality and service; to maintain a high inventory turnover by reducing excess storage, carrying costs and inventory losses occurring due to deterioration obsolescence and pilferage; to maintain continuity of supply, preventing interruption of the flow of materials and services to users; to maintain the specified material quality level and consistency of quality which permits efficient and effective operation; to develop reliable alternative sources of supply to promote a competitive atmosphere in performance and pricing; to minimize the overall cost of acquisition by improving the efficiency of operations and procedures; to hire, develop, of talent, are to mention few but more.

2.3. The Function of Educational Materials Management

The functions of educational materials management is explained by different writers in different ways. For example, Gopalakrishnan (2005) discusses that educational materials management includes planning, purchasing, storing and controlling. According to UNESCO (1984) educational materials management functions include planning, distribution and control of the utilization of materials. In both cases, there is no overlooked function but they differ only in the way they treat each of the functions. As was suggested in Getachew (2011); the function of educational materials management are a shared responsibility in most regions between education support department, administration and finance department, planning department, and Woreda education offices. There are no uniform practices across the regions.

In many cases, however, education support is responsible for printing and distributing textbooks, for purchasing laboratory equipment, chemicals, sporting goods, and tools for pedagogical centers. In the above source it was suggested that administration and finance is responsible for storage of educational materials. Planning department is expected to provide input data for projecting the demand for educational materials. Woreda education offices also participate in purchasing such as blackboards and chinks for schools. In principle, schools should have taken some of the educational material management roles of the woreda education offices. For reasons of accounting practices and finance regulations, the woreda education offices have taken the lead for the management.

2.4. Planning for Educational Materials Management

Educational planning is the application of systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the students. It deals with the future drawing enlighten from the past. It is the spring board for future decision and action. So, planning of educational materials that based on the need identification of the required 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. Therefore, one can easily 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. Requisition is a formal written request from schools, person or departments of the education system to initiate purchase of educational materials. The other way is determining the need from the supply side. This can be done using such available data as the available number of educational materials obtained from an inventory control, utilization standard of educational materials per pupil or per group of pupils and service year of the educational materials in the schools. In which of the two ways the need for educational materials is decided is a matter of operational procedures or policy decision. In this regard, there should be policy or guideline that explains about the how and when the requisition is filled and submitted to immediate superior and by whom it should be approved (Knezerich & Fowlkes, 1960).

Usually, obtaining accurate needs requisition from schools, Woredas or Zones is difficult. This may be due to the reason that schools do not conduct inventory control or the school management may not have the necessary skill in processing the existing data to reach into actual needs. There is also a trend of asking more than required to get at least what they actually want. This is a problem that emanates from their past experience because it is not the requested amount that the schools, Woredas or zones are distributing. Consequently this condition communicates the wrong idea to the requesting body.

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 with respect to the education objectives of a country is essential. In this respect, many countries adapted a standard list of materials depending on their prevailing situation, chosen priorities and available options which countries may use as a basis for allocation of educational materials or simply use as a reference.

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 line with this, Wood hall (1985) points out that the minimum expenditure of a country for teaching material is 10% of the total educational budget. However, most developing countries are allocating below this level.

In Ethiopia, as Amare (1999) 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 other issue in education, availability of finance or total allocated budget for education are some of the factors that may affect educational materials planning.

2.5. Receiving and Handling of Educational Materials

Receiving is one of the important activities of educational materials management that helps in inspecting the incoming materials against the initial purchase order in quantity as well as quality. Inspecting the incoming materials keeps an organization from receiving damaged, wrong and in appropriate quantity of materials. It saves time that can be wasted by sending back wrong and damaged materials that can be received in the absence of good inspection. For this reason, assigning capable personnel for the receiving function is an important task in the management of educational materials (Knezerich & Fowlkes, 1960).

The inspection of incoming materials can be done one by one or by taking samples depending on the type of materials received. The physical verification can also be done by measuring devices like weight, yardstick, liter, etc. Once the educational materials are checked through inspection on reception, the next function would be handling of these educational materials. At the end of the receipt and inspection stage stocking follows. This is the most under – rated function in stores management. Stocking involves routine activities like sorting out materials coming at the end of inspection process and storing them in their locations. Stocking is very important for easy location,

proper identification and speedy issue to the consuming department. This process is very crucial in warehouses where thousands of parts are stocked for meeting consumer needs (Compton, 1970).

Materials handling can be defined as the function dealing with the preparation, placing and positioning of materials to facilitate their movement or storage. It covers activities that are performed in warehouse where materials and equipment are picked up and moved. In storing educational materials, planning is important. The reserve place or space available for received materials has to be prepared. This requires considering the weight, type, volume occupancy and the rate of flow of materials from receiving through distribution. Therefore, in order to store received educational materials safely, the warehouse manager has to have all this information beforehand (Datta, 1986).

Educational materials can be stored in either centralized or decentralized storage system. Centralized storage system serves the main unit subsystems by distributing the materials to subunit warehouses. In a centralized warehouse system, since the central warehouse personnel receives, inspects, processes and controls the stored educational materials, there can be better efficiency and control over the stored materials. According to Harris (1985), some of the positive features of a centralized warehouse are that it allows better control of received items and better warehouse management through computerization, greater efficiency in space management and better management of inventory procedures and records and allows more elasticity in distribution to schools. However, unless it is well planned, though it gives elasticity for distribution, there may be problem to serve the branches by distributing from the center due to distance and being over burdened by serving all at a time.

In decentralized storage system, subunits can serve themselves by receiving and controlling the materials. Furthermore, it facilitates immediate distribution and reduces delivery costs. Subunits are free from tight control of the central warehouse. However, a decentralized storage system may cause to subunit level administrator additional problems and the security of stored materials may be endangering due to less facilities and shortage of personnel in skill as well as in number. Whatever type of the storage system selected, educational materials management requires a proper warehouse in which materials can be kept safely and

properly. For the proper and safe handling of educational materials, a warehouse must be dry (Harris, 1985).

According to Gopalakrishnan (2005), in stores lay out, the governing criteria are easy movement of materials, good housekeeping, sufficient space for men and material handling equipments optimum utilization of storage space, judicious use of storage equipments such as shelves, racks, pallets and proper preservation from rain, light and other such elements.

Other important factors governing the location are the number of end users and their location, the volume as well as variety of goods to be handled, the location of the central receiving section and accessibility to modes of transportation. Though Harris has mentioned these requirements of a warehouse, in most cases, it is difficult to get these requirements being fulfilled. Not much attention is given to the construction of a warehouse in schools where some educational materials are being kept for the time. In this regard, Kimbrough (1968) says:

Providing adequate storage for instructional supplies and equipment is a problem in many new school buildings because of the scarcity of more class room space and shortage of funds for construction, many schools provides a bare minimum of storage in new school plant facilities.

This condition clearly shows how the educational materials handling is very difficult in schools. Furthermore, even at regional, zonal and woreda levels, the condition of constructing the above facilities is very poor and many educational materials are exposed to damage. Hence, the absence of adequate storage shortens the life span of educational materials due to damage. This, in turn, would affect the proper utilization of educational materials that cost a large sum of money.

The other activity that should be done in materials handling is codification. Codification is a process of identifying the stored educational materials systematically. As mentioned by Mitchell (1973), numbers or a combination of numbers and English letters can be used to codify the items of educational materials. Different educational materials may have different names by users. However, if they are coded, during the request, the store man can easily identify the materials by their codes. It helps in avoiding duplication of items and results in

the minimization of the number of items, leading to accurate records. Codification enables easy recognition of an item in stores, thereby reducing clerical efforts to the minimum. Codification makes the retrieval task very easy. Moreover, in order to make the retrieval process very easy, shelve listing and identifying materials by their types on shelve would be helpful.

Gopalakrishnan (2005) also defines codification as a process of representing each item by a number, the digits of which indicate the group, the subgroup, the type and the dimension of the item. As a result of rationalized codification, many firms have reduced the number of items. It enables systematic grouping of similar items and avoids confusion caused by long description of the items. Since standardization of names is achieved through codification, it serves as the starting point of simplification and standardization.

Materials handling also require an inventory control. Inventory control provides storekeepers with information about educational materials that are in use or in storage. Hence, in the absence of careful inventory control, there could be inefficient use of the materials and wastage of financial resource by making unnecessary purchase. Some of the advantages of inventory control are; expedite educational planning throughout the system, promotes buying economics by determining needs scientifically, prevent duplication in ordering, facilitate the exchange of materials and equipment throughout the system, reduce losses from mishandling and theft, serves cost accounting and the development of a program budgeting system and provide data for continuous inventories. Therefore, there are two types of inventories open inventory and closed inventory. Open inventory is a condition of continuous inventory, which is done when the warehouse is functioning whereas closed inventory is done usually and the stores give up providing services and there is no delivery or receiving of goods or materials (Candoli, 1984).

Generally, in material handling, since educational materials which already have taken a large sum of money, are stored in the warehouse, organizing the activities of warehousing requires proper guidance and regulation to facilitate retrieval and proper storage.

2.6. Distribution of Educational Materials

Educational materials distribution involves the movement of educational materials from the warehouse facility to the requesting unit or department (Harris, 1985). 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 corresponds 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 timely, lack of knowledge of the correct needs requisition, absence of personnel in the planning activity of educational materials, absence of adequate storage so that the warehouse personnel is obliged to free the space. In such a case, 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.

2.7. The Role of Educational Materials in Students Learning

Education contributes to children's perceptual growth and understanding of their environment. To this effect, students learning environment should be designed in a way that can provide them greater opportunity to observe and work with various materials that play an important role in their understanding of man and his environment. In such a case, educational materials are important inputs components of the schools programs. Lockheed (1991) mentions that learning materials like text books, teacher's guides, computers, etc are useful components of school inputs to enhance student's achievement. Moreover, studies from developed and developing countries have indicated that the availability of educational

materials like text books, supplementary reading materials, radio and another instructional media are contributing positively to students achievement and quality of education (Fuller, 1986).

As mentioned by UNESCO (1984), some education systems view educational materials as teaching aids and others view as a means for innovation. Hence, in the earlier case, educational materials except, for technical and vocational training are considered as a tool or an aid which support or extend the act of teaching in which its uses depend on teachers will or initiative whereas, in the later case, educational materials, when seen as a means for innovation, are considered as a powerful means of renewing the education system. They can also be seen as indispensable in facilitating the introduction of innovation and promoting changes in the improvement or quality of teaching.

In Ethiopia, issues regarding educational materials are discussed in the education and training policy document (1994) under the topic of education support. However, as mentioned by Amare (1999), educational materials are not taken as key elements for learning rather as teaching aids. With regard to this, after he made a good review of the two main policy documents(education sector strategy and education and training policy documents), he criticized the condition as follow:

Only one statement is mentioned about two pages devoted to instructional materials in the 33 page the education and training policy (TGE, 1994), even those pages are not clear with the central role of instructional materials in enhancing the quality of education. The phrase educational support input is used to refer to instructional materials, educational technology and educational facilities. So, one can clearly observe that the role of instructional materials is stated in the policy document in the context of “teaching aids” as the name clearly suggests (Amare, 1999).

Therefore, as already mentioned by Amare, this is the point that has to be reconsidered and attain it is correct status in the education system of the country.

2.8. Availability and Utilization of Educational Materials Resource

According to Agabi (2010) the role of resource in education, proper distribution, efficient utilization and adequate maintenance these resources will determine the extent and quality of school goal achievement. It is not possible to deliver effective education without some level of relevant resources. This has been highlighted by various education analysts and

professionals. As observed by Nchor (1998), instructional resources provide a solid basis for conceptual thinking; increase the propensity of the brain to retain information; make learning more interesting and take care of differences that may exist among learners. Moreover, Hallack (1990), the material resource that contributed to students' performance include: class room accommodation, library furniture apparatus and other instructional materials. The author emphasized that the availability, relevance and adequacy of these facilities contributed to students' achievement.

The study made by Amare (1999), on "Teachers perceptions of educational problems in Ethiopia" shows that the absence or shortage of educational materials is one of the major educational problems in the country. Since it is a country wide problem, region wise, though it is in different degrees, the scarcity of educational materials is existent. As various studies indicate the major cause for the unavailability of educational materials in most of the developing countries is shortage of budget. In this regard, Brown (1991) stats that:

Reductions in funding have had some drastic consequences in secondary education of both Latin America and Sub Saharan African countries, especially for the least privileged regions and sectors. Text books, exercise book, black boards, chalk, desks, chairs, all the ordinary objects which we identify with a class room are often scarce or non – existent.

These points indicate that absence or shortage of educational materials is not only caused by constraints of budget or funds but also can be resulted from low concerns given to educational materials. Besides, shortage or absence of educational materials in schools can also be an indicator of something wrong in the management of educational materials.

2.9. Control of Educational Materials

The concern of educational materials management is not only the provision of educational materials. It also concerns their optimum utilization. However, in most cases, this is the neglected part of the management. Educational materials that reach to the schools do nothing unless properly utilized to bring the assumed quality of education. It is not unusual to find some educational materials idle or not sufficiently utilized by teachers. There could be many reasons for this kind of problem. Some of this can be lack of information and training by

teachers and lack of attitude towards using the available educational materials (UNESCO, 1984).

As mentioned by Jenson (1967), some ways in which teachers can be well acquainted with educational materials is to use them effectively. Some other ways are attending educational meetings where exhibits of supplies and equipment are on display, observing demonstration of the use of certain supplies and equipment by individual firms, visiting other schools where certain materials and equipment are being used and experimenting with some particular supply item or equipment on the recommendation of the principal or a teacher. It is not only lack of information or training that hinders the proper utilization of educational materials.

As mentioned by Wood hall (1985), the problems of maintenance, repair and replacement of parts or all of the educational materials are the major problems in utilization of educational materials in developing countries. The proper utilization of educational materials can also be hampered by other problems like failure in technical suitability or quality of the procured educational materials. But evaluating the effectiveness of the educational materials, in relation to their use in the teaching learning process and their quality in performing the expected activities properly, may be far from the concerned educational experts. However, the educational material experts could design a mechanism in which relevant information about the effectiveness of the materials and their quality in performing the intended functions can be properly obtained.

As explained by Gopalakrishnan (2005), organizing a feedback mechanism which can be filled by teachers, periodic survey of the existing materials by the educational experts about their effectiveness and volume of use, requesting supervisors to note data relative to the educational materials and their use during the visit to educational institution are some of the ways in which the educational experts can obtain information and evaluate the effectiveness of the educational materials.

Unfortunately, as can be observed from experience, most of the supervision reports in the study area say nothing about the utilization status of educational materials. Rather, the reports are dealing with the presence or absence of educational materials. Furthermore, it is also rare that schools' report mention about the problem of educational materials utilization.

Of course, this may be due to the reason that educational materials are absent in their schools. However, even for those existing ones like textbooks, the reports say nothing about utilization.

Therefore, this condition shows how the control of educational materials utilization is a neglected function among other functions of the materials management.

2.10. Maintenance of Educational Materials

Educational materials serves for many people's at large throughout the year. Due to this and other reasons educational materials need continuous maintenance and follow-up. As Rey et al (2001) stress the point that maintenance enables the provision of services without stoppage. In addition Elmo (1963) define maintenance as a continues process of repair and replacement of pieces of property whether grounds building or equipment as nearly as possible to the original condition of completeness. It also goes further and includes good care and wise use of materials and equipment in a proper way. According to Harries (1988), maintenance function is seen as a layman's job and managers usually undermine its importance. However, maintenance helps in protecting further damage of resources and lays a good ground for reuse, which offer wise, demand or force to buy the newer one that is, of course costly for the organization. It refers to "the logical service involved with a school plant, an auxiliary structure, or an item of equipment in a series of systematized function". Technical and Vocational Education and Training Institutions facilities operates and maintenance quality learning. The major business responsibility is to ensure that through the provision of quality maintenance service that the student has an environment which is safe, health and environmentally friendly (MoE 2005).

2.11. Types of Maintenance

Harries (1988) categorizes maintenance function into four:

Preventive Maintenance Program: this type of maintenance primarily deals with both equipment and facilities. The primary goal of preventive maintenance to provide that care which is needed to maintain operation or to preserve the object for a longer duration without costly repairs or lost person hours. It also reduces the amount of time that the equipment or material is out of use.

System Maintenance: maintenance carried out in this category involves detailed planning, Replacement, rebuilding, repairing or servicing will take place at a certain specified time. Maintenance of this features programmed tasks which to greatly reduce overall time loss, financial loss, labor inactivity and reproduction down time.

Setup Maintenance: in this case there are some organizations that have a separate department or section which is responsible for repair and replacement. The setup person immediately goes into action if break down or stoppage occurs. He also gives assistance on the operation of some machines and equipment for those who are unable to do so.

Crisis Maintenance: as the name indicates, such maintenance takes place after the equipment or the material has been damaged.

2.11.1. Store Management

The store is a unit serving or an activity considered as a temporary and location for materials needed for operational purposes, and should be planned, organized and operated in such a way that the period for which each stock item kept in should be as short as possible Getachew (2011). Similarly, Dobler (1977) defined Store management as process of setting and achieving goal through store management functions that utilize human, financial and material resources. Store management is responsible for each type of storage materials through proper identification of materials efficient physical handling, and protection of materials against spoilage in the warehouse; in addition, the store manager also controls the activity of materials during receiving, issuing and controlling materials recorded in the ledger in a systematic manual. Even though, receiving and store department seems unrelated, they are very important in materials management chain, according to Dobler & Burt (2001) “receiving and store operation provide both service and control function” when the receiving department is responsible for proper receiving materials from supplies, the store’s department is also responsible for storing materials in appropriate place in the store room.

Store Management refers to the activities involved a temporary location of materials from point of receipt to point of storage and releasing materials for legal uses...The initial requirement for the release of any material from the warehouse or store is the receipt of a requisition signed by the head of the organization or his delegate. In addition, before any

item is actually released or delivered, it should be checked by the head of the warehouse and the designated staff personnel to verify its contents Melaku (2011).

2.11.2. Functions of Store Keeping

Store keeping is a key activity in the store management function. The important functions of store keeping includes: receipt of materials into store; storage and preservation; record keeping; and issue of materials... storage means custody of materials is a scientific and appropriate way in order to help the maintenance of regular flow of materials in and out of the storehouse for the smooth and efficient running of the entire organization.

On the other hand, Nair (2004) cited in Hadush (2011) that government institutions should practices for effective performance, as to how the materials would be received, classification of materials, quality control, inventory control, quantity, balancing materials, issuing materials, design store layout, record materials are the major functions of store management. Moreover, codification also the function of store keeping management. It is a process of representing each item by number, the digits of which indicate the group, the sub-group, the type and the dimension of the item. Many organizations have their own system of codification varying from eight to thirteen digits. The first two digits normally represent the major groupsthe next two digits indicate the sub-groups.... Dimensional characteristics of length, width, head diameter usually constitute the further three digits and the last digit is reserved for minor variations Gopalakrisnan and Sundaresan,(2002).

2.11.3. Inventory Management

Inventory is defined as the sum of the value of raw materials, semi-processed materials and finished goods stock at a given point of time Gopalakrishnan and Sunderson,(2002). On the other hand UNESCO (1984) indicated that inventory is not easy task for the administrator and the planner of instructional materials to measure and quantify cost, however, these difficulties must be overcome if budgeting estimations are to be made.

Inventory generally refers to the materials stock. It is also called the idle resource of an enterprise. Inventories represent those items, which are either stocked for sale or they are in the process of manufacturing or they are in the form of materials which are yet to be utilized.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

The main purpose of this study is to assess the educational material management in Oromia region with special reference to governmental secondary schools of Jimma administrative town. Thus, to achieve this purpose a descriptive survey method was designed. Because, a descriptive survey method gathers data at a particular point in time with the intention of describing the nature of existing condition Abiy et al, (2009). The data source of the study, subjects, instruments of data collection procedure, and methods of data analysis was presented in the following.

3.1. Data Source

Both primary and secondary data sources were used for the study. Primary data was collected from teachers, principals, students, storekeepers, laboratory technicians, librarians, accountants, PTA and Board members of governmental secondary schools because of their responsibility of administrating role and direct implementers and utilizes of educational materials resource of the school. Secondary data was collected by reviewing pertinent documents such as physical and budget plan to ensure the availability of necessary educational material to purchase and maintain at proper time, quantity and quality. The other document was the minutes of the school which shows the pattern of actual decision made by the school management and the staff concerning the preventing interruption of the flow of educational materials resource. In addition to this, the report of schools was reviewed to find the data that showed the practice of inventory control, the disposed of obsolescent and worn out material in the store including issue of material receipt from source and requisition of material for use.

3.2. Participants of the Study

The subjects of the study included 118 teachers, 96 students 11 school principals, 16 non-teaching staff, 4 PTA committee members, 4 education and training Board of committee members and 5 education office workers.

3.3. Target Population

In the academic year of 2006/2013, there are 4 governmental secondary schools in Jimma administrative town. The populations of the study were all these secondary schools teachers, students, principals, non-teaching staff, PTA and Board members of the schools and educational office workers. It consists of 235 teachers, 6866 students, 4 principals, 7 vice principals, 35 non-teaching staff, 16 PTA committee members of the schools, 12 Education and Training Board committee members, and 24 educational office workers; out of whom 3726 and 3561 are males and females, respectively.

3.4. Sample and Sampling Techniques

Jimma administrative town consists four governmental secondary schools and these four schools were taken in census because the governmental secondary schools found in Jimma administrative town are limited in number, hence they are manageable. They are Jiren, Seto Semero, Ababuna 1st cycle secondary and Jimma 2nd cycle (Preparatory) secondary schools. The number of sample teachers from each selected secondary schools were again determined by probability proportion to the size sampling technique. The sampling size was selected from each school on the basis of the total population size which is proportional. Accordingly, out of 235 teachers in the sample schools 118(50%) of teachers were randomly selected and out of 6866 students from each school and grade level 12 which accounted 96 students were included in the study.

A simple random sampling technique (a lottery technique) was used to select a particular teacher and student from each sampled school; because a simple random sampling technique provides the best opportunity to obtain unbiased samples. All the principals and vice principals were taken in census. The non-teaching staff, PTA, Board committee members from each sample schools and education office workers were taken by purposive sampling

technique; because their in-depth information was given optimal insight into an issue is which little known Abiy et al., (2009).

Table 2: Summary of Sample and Sampling Technique

N	Organization	Types of Respondent	Total Population			Sample size				Sampling Technique
			M	F	T	%	M	F	T	
1	Ababuna Se.School	Teachers	29	12	41	50%	15	6	21	Simple random
		Principals	2	-	2	-	2	-	2	Census
		Non teaching staff	3	3	6	-	2	2	4	Purposive
		Grade 9 students	440	349	789		6	6	12	Simple random
		Grade 10 students	271	268	539		6	6	12	“
		PTA committee m.	5	2	7	-	1	-	1	Purposive
		School Board	5	2	7	-	1	-	1	“
2	Jiren Seco. School	Teachers	53	21	74	50%	27	10	37	Simple random
		Principals	3	-	3	-	3	-	3	Census
		Non teaching staff	8	4	12	-	2	2	4	Purposive
		Grade 9 students	625	744	1365		6	6	12	Simple random
		Grade 10 students	567	573	1140	“	6	6	12	Simple random
		PTA committee m.	6	1	7	-	1	-	1	Purposive
		School Board	5	2	7	-	1	-	1	“
3	Seto Semero Se.Sc	Teachers	53	11	64	50%	27	5	32	Simple random
		Principals	3	-	3	-	3	-	3	Census
		Non teaching staff	8	5	13	-	3	1	4	Purposive
		Grade 9 students	291	342	633		6	6	12	Simple random
		Grade 10 students	276	305	581	“	6	6	12	“
		PTA committee m.	6	3	9	-	1	-	1	Purposive
		School Board	6	3	9	-	1	-	1	“
4	Jimma perp. School	Teachers	53	3	56	50%	25	3	28	Simple random
		Principals	3	-	3	-	3	-	3	Census
		Non teaching staff	10	6	16	-	2	2	4	Purposive
		Grade 11 students	445	393	838		6	6	12	Simple random
		Grade 12 students	512	469	981	“	6	6	12	“
		PTA committee m.	4	-	4	-	1	-	1	Purposive
		School Board	4	2	6	-	1	-	1	“
5	Jimma Town Educ . office	Experts	15	9	24	-	3	2	5	“
	Total		3711	3532	7243		143	111	254	

3.5.Data Gathering Tools/Instruments/

3.5.1. Questionnaire

Questionnaire was used as a data gathering instrument for this study, such that prepared by researcher in relation to basic question of the research. Ambiguity was avoided and unclear was corrected to get more valid and reliable data by conducting pilot test research out of the selected sample. The questionnaire for all respondents was including both open ended and closed ended items. Closed ended item was used for the reason that it provides a greater uniformity of responses, and makes it easier to be processed and helps the researcher to get the required information from large number sample of respondents. In addition to this the purpose of open ended item was given opportunity to respondents to express their feelings, perceptions, problems and intentions related to educational materials resource management in government secondary schools of Jimma town without restriction sources. The questionnaire was prepared for teachers, students, vice principals, non teaching staff of the schools and education office workers by researcher. The questionnaire was prepared in English for those who are expected to read and write.

3.5.2. Interview, Observation, Document Analysis and Focus Group Discussion

In order to triangulate the data obtained through questionnaire; a semi-structured interview (a written list of question) was prepared to get information from school principals, PTA members, Board members and education officials concerning the extent of practice and challenges of educational materials resource management in the schools. Moreover, the interview question is flexible and allows for new questions to be brought during the interview for clarification as a result of what interviewee says. The interview session was held in local language for common understanding. As a data gathering device, direct observation may also make an important contribution to descriptive research (Best and Kahn, 2007). Therefore, observation also employed to collected data regarding the existing situation of the schools educational material resource availability and utilization particularly in the library, laboratory, class room, computer center, store of the schools by using observation checklist. Moreover, document analyses was also carried out by the researcher to triangulate the

quantitative data obtained through questionnaire concerning the extent of educational materials resource management effectively practiced in the school.

3.6. Procedures

The questionnaires and interview was prepared in relation to the basic research questions. After preparing data gathering questionnaires and interview pilot study was conducted on one of selected school those which was not included in the sample of the study to test the reliability and validity of the instrument prepared by researcher, the questionnaire was modified and then the data gathering tools preferred to conduct the finding. The questionnaire was distributed to the selected sampling respondents' population in four secondary schools of 118 teaching staff, 7 vice principals, 4 store-man 4 accountants 4 librarians 4 lab technicians and 5 education office workers. The questionnaire was collected by representative of researcher after a week from each sample schools. The second data gathering tool is structured and semi-structured interview questions was administered for the 4 school principals, 4 PTA chair persons' and 2 education office head and academic head that presented by interviewer to interviewees face to face at their work places.

3.7. Methods of Data Analysis

This descriptive survey study tries to assess the problem of educational materials resource management in Jimma town governmental secondary schools. The data was analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses collected through questionnaires, interview, observation, focus group discussion and document analysis. The collected data from secondary schools teachers', vice principals and workers through closed ended questions was tallied, tabulated and analyzed quantitatively by using computer soft ware of **spss** data analyzing method; particularly, to calculate percentage, mean value, T-value and p-value of the respondents response. The result of the calculation used to investigate whether the distribution of categorical variables response of such as teachers' and workers' response differ from one another. The t-test also used as statistical tools to identify whether the difference of response significant or not. Moreover, in quantitative data analysis responses can be compared easily, patterns can be established more clearly and since it is a numerical method of describing the data collected, it makes possible

to generalize about the study. Following that, the collected data was calculated and analyzed and interpreted in the chain of reasoning out qualitatively (i.e.in the form of statement or word). On the other hand, the data obtained from the observation, document analysis, focus group discussion, open ended questions and semi-structured interview was analyzed qualitatively. The qualitative data analysis was done in such a way that first, sorting and noting down of the different categories was made to assess what types of themes could come through the instruments employed to collected data with reference to the research questions and, then, transcribing and coding the data to make the analysis easy. Finally the findings were discussed based on the obtained information.

3.8. Ethical Consideration

With regard to ethical issue, the researcher, before starting embarking on data collection, has to get a letter of support from Department of Educational Planning and Management, Jimma University. Consequently, the researcher was present the support letter to Jimma Town Education Administrative City and explained the purpose of conducting the research on the topic and, then, requested for letter to sample secondary schools. Then researcher was visited the sampled areas and clearly inform the participants about the purpose of the research and tried to assure that respondents was protected and that information about them was anonyms and known only to the researcher.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This Chapter deals with the presentation and analysis of the data collected from different groups of respondents through questionnaires, interviews, observation and focus group discussion. The purpose of this study was to assess the practice and challenges of educational material resource management. In order to achieve this purpose, 118 questionnaires were distributed to the teaching staff and 27 questionnaires also distributed to non-teaching staff. Therefore, 106 teaching staff and 23 non-teaching staff were filled and returned the questionnaires. The return rate of the questionnaire was 89.8% of the teaching staff and 85% non-teaching staff. Moreover, 4 school principals, 4 PTA chairman, 4 board chairman, 1 head and 1 assistance head of education office were interviewed. Observation and focus group discussion with students carried out to investigate the practice and challenges of educational material management of government secondary schools of Jimma town.

4.1. Characteristics of the Respondents

In this part the personal characteristics of the respondents is presented, analyzed and interpreted as follows.

Table 3: Percentage Distribution of Respondents Characteristics

No	Variable	Category	Respondents					
			Teaching staff		Non Teaching staff		Total	
			No	%	No	%	No	%
1	Sex	Male	89	83.96	15	65.22	104	80.62
		Female	17	16.04	8	34.78	25	19.38
		Total	106	100	23	100	129	100
2	Age	< 25 years	2	1.89	0	-	2	1.55
		26-30 years	4	3.77	2	8.69	6	4.65
		31-38 years	22	20.76	6	26.09	28	21.71
		>38 years	78	73.58	15	65.22	93	72.09
		Total	106	100	23	100	129	100
3	Educational level	Below diploma	-	-	4	17.39	4	3.10
		College diploma	1	0.94	4	17.39	5	3.88
		BA/BSc	102	96.23	14	60.87	116	89.92
		MA/MSc	3	2.83	1	4.35	4	3.10
		Total	106	100	23	100	129	100
4	Service years	<5years	3	2.83	2	8.69	5	3.88
		5-10 years	2	1.89	1	4.35	3	2.33
		11-15years	4	3.77	1	4.35	5	3.88
		16-20	11	10.38	3	13.04	14	10.85
		>20 year and above	86	81.13	16	69.57	102	79.06
		Total	106	100	23	100	129	100

As shown on table 3 item 1, 89(83.86%) and 17(16.04%) of teaching staff respondents were males and females respectively, similarly 15(65.22%) and 8(34.78%) of non-teaching staff respondents were males and females respectively. This indicates that the majority of the

participant respondents were male dominated. However, the sex Composition of the participant didn't affect the collected data form the respondents.

In respect to the age of the respondents as indicated in table 3 item 2, 2(1.89%) of the teaching staff participants were below 25 years old, 4(3.77%) and 2(8.69%) teaching and non-teaching staff participants were between 26-30 years old respectively, while as 22(20.76%) and 6(26.09%) of teaching and non-teaching staff participants were fall between 31-38 years respectively. The rest of the respondents 78(73.58%) and 15(65.22%) of the teaching and nonteaching staff participants were greater than 38 years old respectively. Regarding the educational level of the respondents as indicated on table 3 item 3, majorities of the teaching and non-teaching staff participants, 102(96.23%) and 14(60.87%) were first degree holders respectively, 3(2.83%) and 1(4.35%) of the teaching and non- teaching staff were second degree holders respectively, 1(0.94%) and 4(17.39%) of the teaching and non-teaching staff were diploma holders respectively while as the rest of respondents 4(17.39%) of non- teaching staff were below diploma level.

Finally, as the participants were asked to indicate their work experiences; on the same table item four 3, (2.83%) and 2(8.69%) of the teaching and non- teaching staff respectively have less than 5 year work experience, 2(1.89%) and 1(4.35%) of the teaching and non- teaching staff of the respondents have 5-10 work experience respectively, 4(3.77%) and 1(4.35%) of the teaching and non- teaching staff respondents have 11-15 year work experience respectively, 11(10.38%) and 3(13.04%) of the teaching and non- teaching staff respondents have 16-20 year work experience respectively while as 86(81.13%) and 16(69.57%) of the teaching and non- teaching staff participants have above 20 year work experience respectively. From this one may conclude that the majority of respondents have many years work experience.

Therefore the respondent's age level of education and experience was neigh for this study to get accurate and relevant information.

4.2. Analysis and Interpretation of the Data

This part deals with the analysis, interpret and present the data gathered from respondent on the practice of the educational material management through questionnaire, interview, observation, document analysis and focus group discussion.

4.2.1. The Planning of Educational Material and Facility Management to Ensure Adequately Available for Utilization

The prepared questionnaire on table 4 has five point rating scale range from very high (=5) to very low (=1).The collected data analyzed by using mean score, t-test and percentage score of the respondents. This questionnaire items were analyzed based on the responses of the respondents with mean value of scale given low ≤ 2.49 , medium = 2.5 to 3.49, high ≥ 3.5 and above.

4.2.1.1. The Participants on the Process of Planning to Ensure Adequately Available Educational Material and Facility of the School

Table 4: Respondents' Score on the Participants Process of Planning to Ensure the Availability and Adequacy of Educational material in the School

Item		Group of Respondents				Total (N=129)		t-value	p-value
		Teaching Staff (N=106)		Non- Teaching Staff (N=23)					
		N	%	N	%	N	%		
1. The school director's facilitating role in the process of planning.	VL	11	10.37	4	17.39	15	11.6	2.482	0.014
	L	67	63.21	4	17.39	71	55.0		
	M	13	12.26	8	34.78	21	16.3		
	H	9	8.49	3	13.04	12	9.3		
	VH	6	5.66	4	17.39	10	7.8		
Total		106	100	23	100	129	100		
Mean		2.36		2.96		2.47			
SD		0.978		1.331		1.068			
2. The department head participate in the process of school planning.	VP	14	13.32	10	43.48	24	18.6	0.051	0.960
	P	68	64.15	5	21.73	73	56.6		
	G	16	15.09	4	17.39	20	15.5		
	VG	6	5.66	2	8.69	8	6.2		
	EX	2	1.89	2	8.69	4	3.1		
Total		106	100	23	100	129	100		
Mean		2.19		2.17		2.19			
SD		0.806		1.337		0.917			

3. The teacher participate in the process of school planning	VP	16	15.1	9	39.1	25	19.4	0.217	0.830
	P	52	49.1	5	21.7	57	44.2		
	G	23	21.7	3	13.0	26	20.2		
	VG	8	7.5	4	17.4	12	9.3		
	EX	7	6.6	2	8.7	9	7.0		
Total		106	100	23	100	129	100		
Mean		2.42		2.32		2.4			
SD		1.050		1.402		1.115			
4. The PTA member participate in the process of	VP	17	16.03	8	34.78	25	19.4	0.0160	0.987
	P	68	64.15	9	39.13	77	59.7		
	G	20	18.86	4	17.39	24	18.6		
	VG	1	0.94	1	4.34	2	1.6		
	EX	-	-	1	4.34	1	0.8		
Total		106	100	23	100	129	100		
Mean		2.05		2.04		2.05			
SD		0.623		1.065		0.717			
5. The school board participate in the process of school planning	VP	36	33.96	9	39.13	45	34.9	0.287	0.775
	P	40	37.74	9	39.13	49	38.0		
	G	30	28.30	2	8.69	32	24.8		
	VG	-	-	2	8.69	2	1.6		
	EX	-	-	1	4.34	1	0.8		
Total		106	100	23	100	129	100		
Mean		1.94		2.00		1.95			
SD		0.791		1.128		0.856			

*Significant difference at alpha value (0.05) and degree of freedom (127)

As shown on the table 4 item 1, the teaching and non-teaching staffs were asked to give their response by rating high or low regarding the director's facilitating role in the process of planning to ensure adequately available educational material of the school. The mean score of teaching staff respondent is (2.36) and the non-teaching staffs mean score is (2.96). The t-test result with p-value of (0.014) is less than (0.05) indicated that there is statistically significant difference between the two groups of respondents. This indicated that the teaching staff rated director's role in facilitating the process of planning is low, while the non-teaching rated director's role in facilitating the process of planning was high. In relation to this average mean value of the two groups of respondents were (2.47) indicated that the role of the directors' in facilitating the process of planning was low. The finding of the result shows that 86 (66.6%) of respondents agreed the facilitating role of the director in planning process is low while, 22 (17.1%) of them rated their response as the role of the director in school planning process was high. From this finding one may conclude that the facilitating role in the process of planning was low.

Item 2 in the table 4, the respondents were asked to give their response the role of department heads in participating in the process of planning to ensure the adequately available educational material in the school. The mean score of teachers and non-teaching staff were (2.19) and (2.17) respectively. The t-test result with p-value of (0.960) is greater than (0.05) indicate that there is no statistically significant difference between the responses of the two groups of respondents on the item. The average mean value of the two groups of respondents was (2.19) that indicate the participation of department heads in the process of planning was low. In addition to this the majority of the respondents 97(75.19%) response result shows low participation and 12 (9.3%) of the respondents agreed on the role of the department heads participation in the process of school planning is high.

On the table 4, item 4 indicates the level of teachers' participation in the process of planning to ensure adequately available educational material and facility in the school. The mean score of teaching staff and non-teaching respondents were (2.42) and (2.32) respectively. Also, the t-test result with p-value of (0.830) is greater than (0.05) shows that there is no statistically significance difference between the responses of the two groups of respondents towards the item, that show the teachers participation in the process of planning to ensure adequately available educational material and facility in school is low. The average mean of the respondents was (2.4) shows the teachers participation in the process of planning to ensure adequately available educational material and facility in school is low. The majority of the respondents 82(63.56%) agreed on the teachers role in the process of participation in school planning is low and 21(16.27%) of respondents said that, teachers participation is high. The data obtained from interview shows that the teacher participation on the process of planning is low.

As seen from table 4 item 5 regarding the PTA members' participation in the process of planning to ensure adequately available educational material and facility in school, teaching and non-teaching staff respondent indicate the level of participation in the process of planning. The teaching staff and non-teaching staff response of mean score were (2.05) and (2.04) respectively. While, the t-test with p-value of (0.987) is greater than (0.05) indicate that there is no statistically significance difference between the two groups of respondents towards the item, which shows the participation of PTA members' in the process of school

planning to ensure adequately available educational material and facility is low. The average mean value of the respondents was (2.05) proves that the participation of PTA members in the process of school planning to ensure adequately available educational material and facility is low. On the other hand, 3(2.33%) of the respondents were rated that the participation of PTA members in the process of school planning to ensure adequately available educational material and facility is high, while 102 (79.07%) of the respondents were rated that the participation of PTA members in the process of school planning to ensure adequately available educational material and facility is low.

With regard to item 6 on the same table the respondents were asked to give their response on the school board participation in the process of planning to ensure adequately available educational material and facility of the school. The mean score of teachers and non-teaching staff respondents were (1.94) and (2.00) respectively, while the t-test result with p-value of (0.775) is greater than (0.05) indicate that there is no statistically significant difference between the two groups of the respondents towards the item that reveals the school board participation in the process of planning to ensure adequately available educational material of the school was low. Similarly, the average mean of the tow respondents was (1.95) this shows that school board participation in the process of planning to ensure adequately available educational material of the school was indicate low. In respect to this, 3(2.32%) of the respondents agreed that the school board participation in the process of planning to ensure adequately available educational material of the school was indicate high but the majority 94(72.87%) of the respondents agreed that the school KETB participation in the process of planning to ensure adequately available educational material of the school was indicate low. Moreover, the data collected from the school director PTA chairman, board chairman, education office and curriculum heads through interview said that, the participation in the process of planning is important and critical to implement adequately available educational material of the schools but their participation in planning were low except the school the principals.

4.2.1.2. Planning of Educational Material

This part of questionnaire concerned with the issue that the school planning is expected to address the need of educational material of the school. The questionnaire on the table 5 has also five point of Likert scale that ranges strongly agree (SA) = 5, agree (A) = 4, undecided (U) = 3, disagree (DA) = 2, strongly disagree (SDA) = 1. For easy analysis mean value of participants response that the scale used ranges from disagree = 1.00 to 2.49, undecided = 2.5 to 3.49 and agree = 3.5 and above.

Table 5: Respondents' Score on the Issues to be addressed in School Planning to Ensure the Educational Material in the School.

Items	Groups of Respondents				Total (N=129)		t-value	P-value	
	Teaching staff (N=106)		Non-teaching staff (N=23)		N	%			
	N	%	N	%					
1. The need of educational material to be purchased is addressed in school planning.	SD	-	-	-	-	-	-	1.047	.304
	D	47	44.33	10	43.47	57	44.1		
	U	29	27.35	3	13.04	32	24.8		
	A	24	22.64	6	26.08	30	23.2		
	SA	6	5.66	4	17.39	10	7.75		
	Total	106	100	23	100	129	100		
Mean	3.28		3.30		3.29				
SD	1.093		1.063		1.084				
2. The need of educational material to be maintained is addressed in school planning.	SD	25	23.58	8	34.78	33	25.6	.328	.743
	D	35	33.02	4	17.39	39	30.2		
	U	25	23.58	6	26.09	31	24.0		
	A	17	16.04	5	21.73	22	17.1		
	SA	4	3.77	-	-	4	3.1		
	Total	106	100	23	100	129	100		
Mean	2.43		2.35		2.42				
SD	1.130		1.191		1.137				
3. The practices of educational material to be distributed is addressed in school planning	SD	6	5.66	4	17.39	10	7.75	0.235	0.816
	D	20	18.86	5	21.73	25	19.3		
	U	19	17.92	-	-	19	14.7		
	A	35	33.03	5	21.73	40	31.0		
	SA	26	24.52	9	39.13	35	35.2		
	Total	106	100	23	100	129	100		
Mean	3.52		3.43		3.5				
SD	1.213		1.619		1.288				
4. The practice of educational material to be utilized is addressed in school planning	SD	13	12.26	3	13.04	16	12.4	0.149	0.882
	D	32	30.18	4	17.39	36	27.9		
	U	24	22.64	8	34.78	32	24.8		
	A	20	18.86	5	21.73	25	19.3		
	SA	17	16.03	3	13.04	20	15.5		
	Total	106	100	23	100	129	100		
Mean	3.04		3.00		3.00				
SD	1.279		1.223		1.266				

5. The handling of educational material is addressed in school planning.	SD	7	7.60	4	17.39	11	8.5	0.156	0.877
	D	14	13.20	4	17.39	18	14.0		
	U	52	49.05	5	21.73	57	44.2		
	A	19	17.92	5	21.73	24	18.6		
	SA	14	13.20	5	21.73	19	14.7		
Total		106	100	23	100	129	100		
Mean		3.18		3.13		3.17			
SD		1.04		1.424		1.112			

*Significant difference at alpha value (0.05) and degree of freedom (127)

As seen on the table 5 item 1, teaching and non-teaching staffs were asked to give their agreement or disagreement response regarding the need of educational material and facility to be purchased is addressed in school planning for adequately available educational material. The individual mean score of teaching and non-teaching staff respondent was (3.28) and (3.30) respectively. The t-test with p-value of (0.304) is greater than (0.05) indicate that there is no statistically significance difference between the two groups of respondents towards the item showed that they could not make decision. The average mean value of the respondents was (3.29) shows that the participants response was undecided regarding the need of educational material to be purchased is addressed in school planning for adequately available educational material in the school. In respect to this finding, 57 (44.18%) of the respondents were not agreed that the school panning is addressed the need of material to be purchased or not for adequately available educational material in school, 32 (24.00%) of the respondents could not decided whether the school planning addressed the material to be purchased for adequately available material in school and 40 (31.0%) of the respondents were agreed that the school planning is addressed the need of material to be purchased for adequately available educational material in school. From this the researcher can conclude that the mean value of the two groups of respondents could not force to make decision whether the school planning was addressed or not the need of material to be purchased for adequately available educational material in school.

On the table 5 item 2 teachers and non-teaching staff were asked to give their agreement or disagreement response regarding the need of educational material to be maintained for long life service is addressed in school planning. The individual mean score of teaching staff and non-teaching staff response was calculated as (2.43) and (2.35) respectively. The t-test computed for the item and the p-value obtained (0.743) is greater than the alpha value (0.05).

Therefore, the comparison of the two mean indicates that no statistically significant difference in their response between two the groups of respondents towards the item. Similarly, the average mean value of the respondents was (2.42) that disagreed on the item which reveals the need of educational material to be maintained for long life service is addressed in school planning. In respect to this, majority of the participants 72(55.8%) give their responses on the item which shows that the need of educational material to be maintained for long life service is not addressed in school planning. In line with this, 26 (202%) of respondent gave their responses on the same item agreed that the need of educational material to be maintained for long life service is addressed in school planning. For this finding someone may conclude that the material which needs to be maintained is not addressed in school planning.

Regarding on table 5 item 3, teachers and non-teaching staff were asked to give their agreement or disagreement response concerning the practice of educational material to be distributed is addressed in school planning. The mean score of teachers' respondent was (3.52) while the non-teaching staff was (3.43). Also, the t-test computed for the item and the p-value obtained was (0.816) is greater than the alpha value (0.05). Therefore, the comparison of the two mean indicates that no statistically significant difference response between the two groups of respondents towards the item, which shows that the practice of educational material to be distributed is addressed in school planning. The average mean value of the respondents was (3.5) as the result of their responses showed on the item that the practice of educational material to be distributed is addressed in school planning. In respect to this, 75(58.1%) of respondents agreed on the item that the practice of educational material to be distributed is addressed in school planning, while 35 (27.2%) of respondents disagreed on the item. From this finding the researcher can conclude that the material which needs to be distributed is addressed in school planning.

As seen on the above table 5 item 4 teaching and non-teaching staffs were asked to give their agreement or disagreement response regarding the practice of educational material to be utilized is addressed in school planning for the intended achievement of school objective. The responses of individual mean score of teaching and non-teaching staff respondents were (3.00) and (3.04) respectively. The t-test with p-value which (0.882) is greater than (0.05)

indicates that there is no statistically significance difference between the two groups of respondents towards the item. The average mean value of the respondents was (3.008) shows that the participants response was undecided regarding the need of educational material to be utilized is addressed in school planning for the achievement of school objective. Concerning this majority 51(39.5%) of the respondents rated their response disagreed regarding the addressing of educational material to be utilized in school planning for the achievement of school objective where as 46(35.7%) of respondents agreed. From this finding one may conclude that the practice of educational material to be utilized is not fully addressed in school planning to achieve the school objective.

As depicted on table 5 item 5 teaching and non-teaching staff were asked to give their agreement or disagreement response regarding the proper handling educational material is addressed in school planning. The response of individual mean score of teaching and non-teaching staff was (3.18) and (3.13) respectively. The computed t-test with p-value was (0.877) is greater than the alpha value (0.05) that shows statistically no significant difference between the two groups of respondents response on the item that indicated one may not make decision whether the handling of educational material is addressed or not in school planning. The average mean of the response also showed similar result on the item. In respect to this, 29(22.5%) respondents give their negative responses on the item, while 43 (33.3%) of respondents rated positive on the item. Therefore, from the fin the researcher can conclude handling of educational material is not addressed in school planning for proper handling of material.

4.3. The Availability and condition of Educational material

4.3.1. The Availability of Educational material and Facility for Utilization

In this part the intention of the researcher was to assess the level of availability material in the class room that can support for the successful practice of teaching learning process in the class room. Thus, four items were considered in to table and respondents were asked to rate level of material availability by a five point scale i.e. adequately available = 5, available but not adequate = 4, available but not used = 3, available but not function = 2 and not available

=1. For the purpose of easy analysis obtained mean values were interpreted as follows. The mean value 1.00 to 2.49 = not available, 2.50 to 3.49 = not used and $3.5 \geq$ available.

Table 6: Respondents' Score on the Availability of Material in the Class Room.

Items		Groups of Respondents				Total (N=129)		t-value	P-value
		Teaching staff (N=106)		Non-teaching staff (N=23)					
		N	%	N	%	N	%		
1. Chairs and desks in the room for student to seats and attend his lesson	NA	-		-	-	-	-	0.69	0.49
	ANF	2	19.8	2	8.69	23	17.8		
	ANU	5	49.0	12	52.17	64	49.6		
	ANA	1	14.1	6	26.08	24	16.3		
	AA	1	16.9	3	13.04	21	16.3		
	Total	1	100	23	100	129	100		
Mean		3.28		3.43		3.31			
SD		0.97		0.84		0.95			
2. Chair and table for teacher for some activities to carry out.	NA	2	22.6	6	26.08	37	28.7	0.059	0.95
	ANF	3	32.0	7	30.43	48	37.2		
	ANU	3	30.1	5	21.73	39	30.2		
	ANA	7	6.60	3	13.04	3	2.3		
	AA	9	8.49	2	8.39	2	1.6		
	Total	1	100	23	100	12	100		
Mean		2.46		2.47		2.47			
SD		1.16		1.27		1.18			
3. The blackboard which serves the instructional process in the class	NA	-		-		-	-	0.301	0.764
	ANF	-		-		-	-		
	ANU	26	24.5	6	26.08	32	24.8		
	ANA	59	55.6	11	47.83	70	54.3		
	AA	21	19.8	6	26.08	27	20.9		
	Total	10	100	23	100	12	100		
Mean		3.95		4.00		3.96			
SD		0.67		0.73		0.68			
4. Plasma with its proper installation for the function of transmission instructional	NA	-		-	-	-	-	0.417	0.68
	ANF	10	9.43	7	30.43	17	13.2		
	ANU	62	58.4	6	26.08	68	52.7		
	ANA	20	18.8	7	30.43	27	20.9		
	AA	14	13.2	3	13.04	17	13.2		
	Total	10	100	23	100	12	100		
Mean		3.35		3.17		3.34			
SD		0.83		1.19		0.87			

*Significant difference at alpha value (0.05) and degree of freedom (127)

Regarding on the table 6 of item 1 the teachers and non- teaching staff were asked to give their agreement or disagreement response concerning chairs and desks in the class room for student to seats and attend his lesson. The mean score of teaching and non-teaching staff is (3.28) and (3.43) respectively, while the calculated t-test result with p- value (0.49) is greater than the alpha value (0.05) that indicates no significant difference between the response of respondents on the item which reveals the availability of chairs and desks in the room for student to seats and attend his lesson is not adequate. Similarly, the average mean value of the respondents (3.31) indicate that in the class room availability of chairs and desks in the room for student to seats and attend his lesson is not adequate. In respect to this, majority 64(49.6%) of the respondents rated their response agreed that the availability of chairs and desks in the room for student to seats and attend his lesson is not adequate, where as 42(32.6%) of the respondents rated their response agreed that the availability of chairs and desks in the room for student to seats and attend his lesson is adequate. The data obtained from focus group discussion and observation also shows that, there were chairs and desks in the room for student to seats and attend his lesson not adequate. From the finding one may conclude that there is no adequate seats and desk in the class room.

On the table 6 item 2 teachers and non-teaching staff were asked to give their agreement or disagreement response concerning that the availability of chair and table for teacher to carry out some activities in the class room. The mean score of teachers' respondent is (2.46) and the non-teaching staff (2.47) respectively. The computed t-test result with p-value (0.95) showed that statistically no significant difference between the two groups of response on the item which reveals no table and chairs in the class room for teacher for some activities to carry out some activities in the class room. Moreover, the average mean value of the participants response on the item was (2.47) that indicate not agreed that the availability of chair and table for teacher for some activities to carry out some activities in the class room. From this finding 71(55.1%) of the teaching and non-teaching staff were rated not agreed but the rest 21(16.3) agreed on the item that the availability of chair and table for teacher to carry out some activities in the class room available. Therefore, the researcher concludes that no table and chairs in the class room for teacher to carry out some activities in the class room.

As seen on the table 6 item 3 teaching and non-teaching staffs were asked to give their agreement or disagreement response regarding to the availability of the blackboard which serves the instructional process in the class room. The mean score of teaching and non-teaching staff participants' response was (3.95) and (4.00) respectively, while the computed t-test result with p-value (0.764) is greater than the alpha value (0.05) that shows there is no significant difference between the two groups of response on the item which reveals the blackboard which serves the instructional process in the class room was available. Similarly, individual mean value and the average mean value (3.96) indicate that the blackboard which serves the instructional process in the class room was available. On the other way, 97(75.2%) of the participants rated their response the blackboard which serves for the instructional process in the class is available. Moreover the observation of the class room also proved that in the mentioned schools class room the blackboards were available. Therefore, someone may conclude for this finding the class room of the schools have blackboard for the instructional process of the school.

Regarding on table 6 item 4, teachers and non-teaching staff were asked to give their agreement or disagreement response concerning the availability of Plasma with its proper installation for the function of transmission instructional process of the school. The mean score of teachers' respondent is (3.35) and the non-teaching staff (3.17) where as the t-test computed for the item and the p-value obtained (0.68) is greater than the alpha value (0.05). Therefore, the comparison of the two mean indicates that no statistically significant difference in their response between two groups of respondents towards the item which reveals the Plasma with its proper installation for the function of instructional transmission process is available but could not used. The average mean value of the respondents was (3.34) also proved that, Plasma with its proper installation for the function of instructional transmission process is available but could not used. In respect to this, 68(52.7%) of the respondents gave their responses on the item agreed Plasma with its proper installation for the function of instructional transmission process is available but not used, while 34(24.1%) of respondent gave their responses on the item the Plasma with its proper installation for the function of instructional transmission process is adequately available. The data obtained from focus group discussion and observation also proved that plasma was adequately available in

these schools but not used. Therefore, someone may conclude that plasma was available in the class room but not used for the instructional process of the schools.

In this section the intention of the researcher was to assess the availability of material in the computer center for the training of student's computer skill. For this purpose four items was presented to respondents and asked to rate the level of availability of material in the center using the rating scale not available (NA) = 1, available but not function (ANF) = 2, available but not used (ANU) = 3, available but not adequate (ANA) = 4, adequately available (AA) = 5. The gathered data from respondents analyzed and interpreted the obtained mean value as follow: the mean value ≤ 2.49 = not available, 2.5 to 3.49 = available but not used, ≥ 3.5 = available.

Table 7: Respondents' Score on the Availability of Material in the Computer Center.

Items	Groups of Respondents					Total (N=129)		t-value	P-value
	Teaching staff (N=106)		Non- teaching staff (N=23)						
	N	%	N	%		N	%		
1. Computers with its accessory for training of student the computer	NA	-	-	-	-	-	-	1.11	0.266
	ANF	27	25.4	4	17.39	31	24.		
	ANU	52	50.0	9	39.13	61	47.		
	ANA	15	14.1	8	34.78	23	17.		
	AA	12	11.3	2	8.69	14	10.		
Total	106	100	23	100	129	100			
Mean	3.11		3.34			3.15			
SD	0.92		0.994			0.91			
2. Internet line and service which service students for further knowledge	NA	11	10.3	4	17.39	15	11.	1.63	0.105
	ANF	18	16.9	8	34.78	26	20.		
	ANU	57	55.6	7	30.43	64	49.		
	ANA	20	18.8	4	17.39	24	18.		
	AA	-	-	-	-	-	-		
Total	106	100	23	100	129	100			
Mean	2.81		2.48			2.75			
SD	0.86		0.99			0.89			
3. Chairs and tables in the room that service students for attending	NA	5	4.7	-	-	5	3.9	2.08	0.40
	ANF	26	23.5	3	13.04	29	22.		
	ANU	46	44.3	9	39.13	55	42.		
	ANA	15	14.1	6	26.08	21	16.		
	AA	14	13.2	5	21.74	19	14.		
Total	106	100	23	100	129	100			
Mean	3.07		3.57			3.16			
SD	1.05		0.99			1.06			
4. Ventilator of the room which makes the training of student more	NA	12	11.3	5	21.74	17	13.	0.443	0.661
	ANF	16	15.0	4	17.39	20	15.		
	ANU	70	66.0	7	30.43	77	59.		
	ANA	8	7.54	4	17.39	12	9.3		
	AA	-	-	3	13.04	3	2.3		
Total	106	100	23	100	129	100			
Mean	2.69		2.82			2.72			
SD	0.77		1.34			0.89			

*Significant difference at alpha value (0.05) and degree of freedom (127)

On the table 7 item 1 teachers and non-teaching staffs were asked to give their agreement or disagreement response concerning that the availability of computers with its accessory for training of student the computer skill. The individual mean value of teaching and non-

teaching staff was (3.11) and (3.34) respectively. The computed t-test for the item and the obtained p-value (0.266) is greater than the alpha value (0.05). Therefore, the comparison of the two groups of respondents mean indicates that no statistically significant difference in respect between the two groups of respondents towards the item, which reveals that the availability of computers with its accessory for training of student the computer skill in the center was not adequate. The average mean value of the respondents (3.15) also indicates that the availability of computers with its accessory for training of student the computer skill in the center was not adequate. In respect to this, 31(24.0 %) of the respondent agreed that the computers with its accessory for training of student the computer skill was not available, while the 61(47.3%) of the respondent agreed that the computers with its accessory for training of student the computer skill was not adequate. In addition to this the data obtained from observation and focus group discussion with students proved that the computer center of the schools' have no adequate computers for students to train the computer skill. From this finding that the researcher concludes in the computer center of the school not enough computers available to train the students the computer skill.

As seen on the table 7 above item 2 teaching and non-teaching staff were asked to give their agreement or disagreement response regarding to the level of availability of internet line and service which service students for further knowledge. The individual mean score of teaching and non- teaching respondent is (2.81) and (2.48) respectively. The t-test with p- value (0.105) is greater than the alpha value (0.05) that indicates no significant difference between the respondents response on the item which reveals that the internet line and service which service students for further knowledge is not available. Similarly, the average mean value of the respondents (2.75) is proved that the Internet line and service which service students for further knowledge is not used for the students to get new and further knowledge. In relation to this, 64(49.6%) of the respondent indicate the by rating that the Internet line and service which service students for further knowledge is not used and 24(18.6%) of the respondents agree on the item that the Internet line and service which service students for further knowledge is available. As the data obtained from observation and focus group discussion indicates the schools has internet line but could not used. Therefore, from this finding one may conclude that the computer center of the school has internet service but not used.

As depicted on the table 7 of item 3 the teaching and non- teaching staff were asked to give their agreement or disagreement response concerning the Chairs and tables in the room that service students for attending the training properly. The individual mean score of teaching and non- teaching staff respondent is (3.06) and (3.56) respectively, while the computed t-test with p- value (0.40) is greater than alpha value (0.05) which is indicate that the two groups of mean score has no significant difference on the item. Thus the mean of the two groups of response indicates that the Chairs and tables in the room that service students for attending the training properly is not adequate. This also proves that the average mean value of both groups was (3.16) indicate the Chairs and tables in the room that service students for attending the training properly not adequate. Similarly, majority of the respondents 55(42.6%) rated their response the facility of the computer center is not adequate where as 34(26.4%) disagreed the availability of the facility of the computer center at all. As the data obtained for observation and focus group discussion with students also proved that the computer center of the schools' facility like chairs and tables were not adequate. From this finding someone may conclude that the computer center of the school has not adequate facility for student training the computer skill.

On the table 7 of the item 4 teachers and non-teaching staff were asked to give their agreement or disagreement response concerning that the Ventilator of the room which makes the training of student more convenience. The mean score of teachers' respondent is (2.69) and the non-teaching staff (2.82). The computed t-test with p-value (0.66) is greater than the alpha value (0.05) that shows there is no significant difference between the two groups of individual mean on the item which indicates that the Ventilator of the room which makes the training of student more convenience poor. In addition to this, the mean value of the two groups (2.72) also shows Ventilator of the room which makes the training of student more convenience of computer center was poor. In line with this, 77(59.7%) of the respondents rated their response that the Ventilator of the room which makes the training of student more convenience is poor but 15(11.6%) of the respondents agreed on the item that there is Ventilator of the room which makes the training of student more convenience. Moreover the data obtained from focus group discussion and observation proved that the computer center of the schools were suffocated and not well ventilated. Therefore, someone may deduce the computer center of the schools ventilation is poor.

This part deals with the analysis, interpret and present the data gathered from respondent on the availability of material in the laboratory through questionnaire, interview, observation and focus group discussion. The prepared questionnaire on table 8 has five point rating scale range from adequately available (=5) to not available (=1) i.e. adequately available (AA) = 5, available but not used (ANU) = 4, available not adequate (ANA) = 3, available not function (ANF) =2 and not available (NA) =1. The collected data analyzed by using mean score, standard deviation, overall mean, t-test with p-value and percentile. This questionnaire items were analyzed based on the responses of the respondents with mean value of scale that ranges from not available ≤ 2.49 , available but not adequate = 2.5-3.49, available but not used = 3.5 and above agree.

Table 8: Respondents' Score on the Availability of Material in the Laboratory.

Items		Groups of Respondents				Total (N=129)		t-value	P-value
		Teaching staff (N=106)		Non-teaching staff (N=23)					
		N	%	N	%	N	%		
1. Seats and tables in the room for the students to practice experiment	NA	-	-	-	-	-	-	0.305	0.761
	ANF	5	4.71	-	-	5	3.87		
	ANA	21	19.81	6	26.08	27	20.93		
	ANU	46	43.39	9	39.13	55	42.6		
	AA	34	32.07	8	34.78	42	32.6		
Total		106	100	23	100	129	100		
Mean		4.02		4.07		4.03			
SD		0.845		0.793		0.833			
2. Shelves and cupboards those service for placing material properly	NA	4	3.77	-	-	4	3.1	0.541	0.590
	ANF	7	6.60	2	8.69	9	7.0		
	ANA	10	9.43	4	17.39	14	10.9		
	ANU	53	50.00	7	30.43	60	46.51		
	AA	32	30.18	10	43.47	42	32.6		
Total		106	100	23	100	129	100		
Mean		3.96		4.08		3.98			
SD		1.004		0.996		0.999			
3. Equipment and apparatus which helps to carry out experiment	NA	9	8.49	5	21.73	14	10.9	0.951	0.350
	ANF	21	19.8	7	30.43	28	21.7		
	ANA	43	40.56	4	17.39	47	36.4		
	ANU	23	21.69	3	13.04	26	20.2		
	AA	10	9.43	4	17.39	14	10.9		
Total		106	100	23	100	129	100		
Mean		3.04		2.74		2.98			
SD		1.10		1.42		1.139			
4. Necessary chemicals for the practical activities of experiment	NA	13	12.26	4	17.39	17	13.2	0.668	0.506
	ANF	25	23.58	5	21.73	30	23.3		
	ANA	41	38.67	8	34.78	49	38.0		
	ANU	27	25.47	3	13.04	30	23.3		
	AA	-	-	3	13.04	3	2.3		
Total		106	100	23	100	129	100		
Mean		3.02		2.82		2.99			
SD		1.32		1.26		1.31			

*Significant difference at alpha value (0.05) and degree of freedom (127)

Regarding on the table 8 of item 1 the teachers and non- teaching staff were asked to give their agreement or disagreement response concerning the availability of seats and tables in the room for the students to practice experiment. The individual mean score of teaching and non- teaching staff was (4.02) and (4.07) respectively. The computed t-test with p-value (0.76) is greater than alpha value (0.05) this result shows that statistically no significant different between the groups response on the item that reveals the facility in the laboratory of the mentioned school like seats and tables in the room for the students to practice experiment are available but not used. Similarly the mean value (3.98) also indicates seats and tables in the room for the students to practice experiment are available but not used. From this finding 97 (75.2%) of the respondents rated their response the facility in the laboratory of the mentioned school like seats and tables in the room for the students to practice experiment are available but not used and 5 (3.87%) of the respondents rated their response the facility in the laboratory of the mentioned school like seats and tables in the room for the students to practice experiment are not available. The data obtained from observation also proved that the laboratory room has seats and tables in the room for the students to practice experiment are available. Therefore, from his finding the researcher can conclude the mentioned schools laboratory room has seats and tables for the students to practice experiment are available but not used.

On the same table item 2 teachers and non-teaching staff were asked to give their agreement or disagreement response concerning that the availability of Shelves and cupboards those service for placing material properly. The mean score of teachers' and the non-teaching staff respondents' (3.96) and (4.08) respectively. The computed t-test with p-value (0.59) is greater than the alpha value (0.05) this result shows no significant different between the groups response on the item. This indicates that Shelves and cupboards that service for placing material placing are available. The mean value of the respondents (3.98) also shows that the Shelves and cupboards that service for placing material is available in the laboratory of the mentioned secondary schools. The majority 102 (79.11%) of the respondents agreed that the Shelves and Cupboards that service for placing material placing are available but not used and 13 (10.1) of the respondents rated their response that the Shelves and cupboards which service for placing material are not available. From this finding anyone may conclude

that the Shelves and Cupboards that service for placing material placing are available but not used.

Item 3 on the table 8, teachers and non-teaching staff were asked to give their agreement or disagreement response concerning the availability of equipment and apparatus which helps to carry out experiment in the laboratory. The individual mean score of teachers and non-teaching staff were (3.04) and (2.74) respectively. The computed t-test with p-value (0.35) is greater than the alpha value (0.05) that indicates statistically on significant difference between the responses of the two groups on the item which shows the material is available not adequate. The mean value (2.98) of the response also proves that the equipment and apparatus which helps to carry out experiment is available not adequate. In respect to this, 47 (36.4%) rated their response that the equipment and apparatus which helps to carry out experiment is available but not adequate and 40 (31.1%) of the respondents rated their response that the equipment and apparatus necessary to carry out experiment is available but not used. In addition to this the data obtained from observation shows that some of the equipment and apparatus worn out because of long life service while the rest the material is not used. Therefore, from the finding someone may conclude that the equipment and apparatus which helps to carry out experiment is available but not adequate.

As seen on the table 8 item 4 teachers and non-teaching staff were asked to give their agreement or disagreement response concerning that the availability of necessary chemicals for the practical activities of experiment. The mean score of teachers' respondent is (3.02) and the non-teaching staff respondent (2.82) respectively. The computed t-test with value (0.50) is greater than the alpha value (0.05) that indicates statistically on significant difference between the responses of the two groups on the item which shows the necessary chemical is available but not adequate. The mean score (2.99) is also indicates that necessary chemicals for the practical activities of experiment are available but not adequate. Similarly, 49 (38.0%) of the respondents showed their agreement that the available chemicals which helps to carry out experiment is available but not adequate and 33 (25.6%) of the respondents rated their response that the necessary chemicals which uses to carry out experiment is available but not used. Moreover the data obtained from the observation and focus group discussion indicate, that some of the chemicals which uses for experiment was expired and

the rest not adequate to practice the experiment. In addition to this the participants of the discussion explained that in the teaching learning process in the school was focused on theoretical part of the lesson rather than practical activity of experiment in the laboratory. Thus, from this finding the researcher concludes that the necessary chemicals for the practical activities of experiment are available but not adequate to practice the experiment. However, the available materials not used properly.

This part deals with the analysis, interpret and present the data gathered from respondent on the availability of material in the pedagogical center through questionnaire, interview, observation and document analysis. The prepared questionnaire has five point rating scale range from adequate available (=5) to not available (=1). The collected data analyzed by using mean value, standard deviation, t-test with p-value and percentile. This questionnaire items were analyzed based on the responses of the respondents with mean value of scale that ranges from not available ≤ 2.49 , available but not used = 2.5-3.49, available but not adequate = 3.5 and above.

Table 9: Respondents' Score on the Availability of Material in the Pedagogical center which helps to support the instructional process of the school.

Items		Groups of Respondents				Total (N=129)		t-value	P-value
		Teaching staff (N=106)		Non-teaching staff (N=23)					
		N	%	N	%	N	%		
1. Different models of teaching aids which serves the instructional process of	NA	28	26.4	4	17.3	32	24.8	1.113	0.268
	ANF	20	18.8	6	26.0	26	20.2		
	ANA	32	30.1	4	17.3	36	27.9		
	ANU	16	15.0	5	21.7	21	16.3		
	AA	10	9.43	4	17.3	14	10.9		
	Total	10	100	23	100	12	100		
Mean		2.62		2.96		2.68			
SD		1.283		1.397		1.305			
2. Different maps which serves the instructional process of the school	NA	15	14.1	3	13.0	18	14.0	1.190	0.236
	ANF	24	22.6	3	13.0	27	20.9		
	ANA	41	38.6	8	34.7	49	38.0		
	ANU	14	13.2	5	21.7	19	14.7		
	AA	12	11.3	4	17.3	16	12.4		
	Total	10	100	23	100	12	100		
Mean		2.85		3.17		2.91			
SD		1.169		1.267		1.189			
3. Different charts which use for the instructional process of the school.	NA	7	6.6	4	17.39	11	8.5	0.152	0.879
	ANF	54	50.	8	34.78	62	48.1		
	ANA	23	21.	4	17.39	27	20.9		
	ANU	8	7.5	4	17.39	12	9.3		
	AA	14	13.	3	13.04	17	13.2		
	Total	106	100	23	100	12	100		
Mean		2.70		2.74		2.71			
SD		1.140		1.322		1.169			

*Significant difference at alpha value (0.05) and degree of freedom (127)

As seen on the above table 9 item 1 teaching and non-teaching staffs were asked to give their agreement or disagreement response regarding the availability of different models of teaching aids which serves the instructional process of the school. The mean score of teaching and non-teaching staff respondent was (2.62) and (2.96) respectively. The t-test with p-value of (0.268) is greater than (0.05) indicate that shows there is no statistically significance difference between the two groups of respondents towards the item rated. The average mean value of the respondents was (2.68) shows that the participants response was

rated indicated that different models of teaching aids which serves the instructional process of the school was available but not used. In respect to the above finding, 35(27.2 %) of the respondents agreed that different models of teaching aids which serves the instructional process of the school was not available, 36 (27.9%) of the respondents rated that different models of teaching aids which serves the instructional process of the school was available but not used and the rest 58 (45.0%) of the respondents were agreed that different models of teaching aids which serves the instructional process of the school was available but not adequate. Interview was made with principals of the mentioned schools indicated that the school have pedagogical center and material of teaching aids except one school the rest but not used because it was not the recent one after the plasma the pedagogical center was not function it exist only for symbol. From this finding one may conclude the pedagogical center of the schools has different models of teaching aids but not used for the intended purpose /instructional process.

On the table 9 item 2 teachers and non-teaching staff were asked to give their agreement or disagreement response regarding the availability and utilization of different maps that serves the instructional process of the school. The individual mean score of teaching staff and non-teaching staff was (2.85) and (3.17) respectively. The t-test computed for the item and the p-value obtained (0.236) is greater than the alpha value (0.05). Therefore, the comparison of the two mean indicates that there was no statistically significant difference in their response between two groups of respondents towards the item that reveals different maps that uses for the instructional process of the schools was available but not adequate. In relation to this the average mean value of the respondents was (2.91) that indicate agreed on the item that different map which uses for the instructional process of the schools was available but not adequate. In respect to this, majority of the participants 49 (38.0%) give their responses on the item agreed the availability of different maps that uses for the instructional process of the schools was available but not adequate, whereas 35(24.1%) of respondent give their responses on the item agreed that the different maps that uses for the instructional process of the schools was available. Moreover, the data that obtained from observation also indicate the maps that found in the sample schools of the pedagogical center was the oldest and out dated. From this finding that may conclude that these schools have no adequate and recent maps for the instructional process of the school.

Regarding on table 9 item 3, teachers and non-teaching staff were asked to give their agreement or disagreement response concerning the availability of different charts which use for the instructional process of the school. The mean score of teachers' respondent was (2.70) and the non-teaching staff (2.74). The t-test computed for the item and the p-value obtained (0.879) is greater than the alpha value (0.05). Therefore, the comparison of the two mean indicates that no statistically significant difference in their response between two groups of respondents towards the item. The average mean value of the respondents was (2.71) as the result showed agreed on the item that, different charts which use for the instructional process of the school was available but not adequate. In respect to this, 73(56.6%) respondents give their responses on the item agreed different charts which use for the instructional process of the school was not available, 27 (20.9%) of respondent give their responses on the item agreed different charts which use for the instructional process of the school was available but not adequate and the rest of the respondents 29 (22.5%) of respondents were agreed that different charts which use for the instructional process of the school was available but not used. From this finding someone may conclude that different charts which use for the instructional process of the school were available but not adequate.

This part deals with the availability level of reference material in the library for further knowledge. The prepared questionnaire on tables 12 has five point rating scale range from adequately available (AA) =5, available but not used (ANU) =4, available but not adequate (ANA) =3, available but not relevant (ANR) =2 and not available (NA) =1. The collected data analyzed by using mean value, t-test with p-value and percentile. This questionnaire items were analyzed based on the responses of the participants with mean value of scale that ranges from not available to adequately available that is: not relevant $\leq 1.00-2.49$, available not adequate = 2.5-3.49, available ≥ 3.5 and above.

Table 10: Respondents' Score on the Availability of the Reference Material in the Library.

Items		Groups of Respondents				Total		t-value	P-value
		Teaching staff (N=106)		Non-teaching staff (N=23)		(N=129)			
		N	%	N	%	N	%		
1. The reference books which the student use for further knowledge	NA	-	-			-	-	0.680	0.498
	ANR	28	26.41	6	26.0	34	26.4		
	ANA	61	57.54	11	47.8	72	55.8		
	ANU	17	16.03	6	26.0	23	17.8		
	AA	-	-			-	-		
Total		106	100	23	100	129	100		
Mean		2.90		3.00		2.91			
SD		0.646		0.739		0.662			
2. The recent reference books which the student use for further knowledge	NA	25	23.58	3	13.0	28	21.7	0.029	0.977
	ANR	3	2.83	5	21.7	8	6.2		
	NAD	62	58.49	11	47.8	73	56.6		
	ANU	12	11.32	4	17.3	16	12.4		
	AA	4	3.77	-	-	4	3.1		
Total		106	100	23	100	129	100		
Mean		2.69		2.70		2.69			
SD		1.072		0.926		1.044			

*Significant difference at alpha value (0.05) and degree of freedom (127)

On the table 10 item 1 teaching and non-teaching staffs were asked to give their agreement or disagreement response regarding to the reference books which the student use for further knowledge. The mean score of teaching and non-teaching staff participants' response was (2.90) and (3.00) respectively. The t-test result with p-value (0.498) is greater than the alpha value (0.05) that shows there is no significant difference between the two groups of response on the item. The individual mean value and the average mean value (2.91) indicate that the level of availability of reference books in the school library which the student read for further knowledge is not adequate. Similarly, the majority 72 (55.8%) of the participants rated availability of reference books in the school library which the student read for further knowledge is not adequate, 34 (26.4%) of the participants rated availability of reference books in the school library which the student read for further knowledge is not relevant and 23(17.8%) the participants indicate their response that the schools' library reference books for students further knowledge available not used. In addition to this the data obtained from focus group discussion shows that the recent reference books are not available and some of the reference books were not relevant to the students' subject the attained in the school.

As seen on the table 10 item 2 teaching and non-teaching staff were asked to give their agreement or disagreement response regarding that the level of availability of recent reference books in the schools' library which the student use for further knowledge. The mean score of teachers' respondent is (2.69) and the non-teaching staff respondent also (2.70). The computed t-test with p-value (0.977) is greater than alpha value (0.05) shows that statistically there is no significant difference between the two groups of response on the item. Therefore, the teaching and non-teaching staffs indicate their response that the schools' library has not adequate recent reference books for students to read for further knowledge. The average mean value of the participants' response (2.69) also indicated that the schools' library has not adequate recent reference books for students to read for further knowledge. In respect to this 32(27.9%) of the participants indicate their response not agreed schools' library has adequate recent reference books for students to read for further knowledge, 73(56.6%) of the participants indicate their response schools' library has not adequate recent reference books for students to read for further knowledge, 20 (15.5%) of the respondents agreed that the schools' library has adequate recent reference books for students to read for further knowledge. With regard to this interview were asked to give their opinion on the availability of reference books in the library of the mentioned schools. Because of budget scarcity adequate reference books were not available in the school's library. Participants of FGD explained that the importance of reading materials for them is not questionable but the available references themselves are obsolete and irrelevant for their lesson Therefore, the researcher concludes that there were not adequate reference books in the library and out dated .

This part deals with the availability of material in the library which helps to provide the library service for the students. The prepared questionnaire on tables 11 has five point rating scale range from adequately available (AA=5) to not available (NA=1). These are: adequately available (AA) =5, available but not used (ANU) =4, available but not adequate (ANA) =3, available not function (ANF) =2 and not available (NA) =1. The collected data analyzed by using mean value, t-test with p-value and percentile. This questionnaire items were analyzed based on the responses of the participants with mean value of scale that ranges from not available to adequately available that is: not available $\leq 1.00-2.49$, available not adequate = 2.5-3.49, available ≥ 3.5 and above.

Table 11: Respondents' Score on the Availability of the Material in the Library.

Items		Groups of Respondents				Total (N=129)		t-value	P-value
		Teaching staff (N=106)		Non-teaching staff (N=23)					
		N	%	N	%	N	%		
1. The comfortable chairs and tables in the room for students use	NA	-	-	-	-	-	-	0.312	0.755
	ANF	14	13.21	6	26.09	20	15.5		
	ANA	50	47.17	8	34.78	58	45.0		
	ANU	31	29.25	5	21.73	36	17.9		
	AA	11	10.38	4	17.31	15	11.6		
Total		106	100	23	100	129	100		
Mean		3.37		3.30		3.36			
SD		0.843		1.063		0.882			
2. Internet service and Computers with its accessory for the use of internet	NA	51	48.11	13	56.52	37	28.6	0.088	0.930
	ANF	44	41.50	6	26.09	48	37.2		
	ANA	11	10.37	4	17.39	39	30.2		
	ANU	-	-	-	-	-	-		
	AA	-	-	-	-	-	-		
Total		106	100	23	100	129	100		
Mean		1.623		1.609		1.620			
SD		0.668		0.783		0.687			
3. The shelves and lockers for the proper arrangement of library material	NA	-	-	-	-	-	-	1.53	0.129
	ANF	-	-	-	-	-	-		
	ANA	19	17.92	4	17.39	23	17.8		
	ANU	51	53.77	7	30.43	58	44.9		
	AA	36	28.30	12	52.17	48	37.2		
Total		106	100	23	100	129	100		
Mean		4.103		4.348		4.147			
SD		0.675		0.775		0.697			

*Significant difference at alpha value (0.05) and degree of freedom (127)

On the table 11 item 1 teachers and non-teaching staffs were asked to give their agreement or disagreement response concerning that the availability of comfortable chairs and tables in the library for students use. The individual mean value of teaching and non-teaching staff was (3.37) and (3.30) respectively. The computed t-test for the item and the obtained p-value (0.75) is greater than the alpha value (0.05). Therefore, the comparison of the two groups of respondents mean indicates that no statistically significant difference in respect between the two groups of respondents towards the item. The individual and average mean value of the respondents (3.36) indicates that the availability of comfortable chairs and tables in the library for students use is not adequate. The majority 58(45%) of the respondent agreed that

the comfortable chairs and tables in the library for students use is not adequately available and 20 (15.5%) of the respondent agree that the comfortable chairs and tables in the library for students use is not available. In relation to this, the data that obtained from observation and focus group discussion the participant of the discussion explained those schools library has no adequate facilities for the students to read in the library. The researcher also observed that no adequate facility in the library. From this finding someone may conclude that the mentioned schools libraries have no adequate chairs and tables for students use the library.

As seen on the table 11 item 2, teaching and non-teaching staff were asked to give their agreement or disagreement response regarding the availability of Internet service and Computers with its accessory for the use of internet, which help the students for gaining recent information and further knowledge to go with science and technology. The individual mean score of teaching and non- teaching respondent is (1.62) and (1.62) respectively, whereas the calculated t-test with p- value (0.930) is greater than the alpha value (0.05) that indicate no significant difference between the respondents response on the item which reveals that the availability of computers with its accessory for the use of internet service in the mentioned secondary schools is not available. The average mean value of the respondents (1.62) is also proved that the availability of computers with its accessory for the use of internet service in the mentioned secondary schools is not available. In line with this 64 (49%) of the respondents rated their response that the availability of computers with its accessory for the use of internet service in the mentioned secondary schools is not available and 15 (11.6 %) of the respondents rated their response the computers with its accessory for the use of internet service in the sample secondary schools is available. From this finding someone may conclude that the internet service and computers with its accessory for the use of internet in the mentioned secondary schools, library is not available.

On the table 11 item 3, teachers and non-teaching staff were asked to give their agreement or disagreement response concerning the availability of shelves and lockers for the proper arrangement of library material. The mean score of teachers' respondent is (4.10) and the non-teaching staff (4.34). The computed t-test with p-value (0.13) is greater than the alpha value (0.05) that shows there is no significant difference between the two groups of individual mean on the item. So, the result shows that the shelves and lockers for the proper

arrangement of library material are available. The average mean value of the two groups (4.14) also proves that the shelves and lockers for the proper arrangement of library material are available. Concerning this 23(17.8%) of the respondents rated their response that the shelves and lockers for the proper arrangement of library material are not adequate but the majority 106 (82.2%) of the respondents rated their response that the shelves and lockers for the proper arrangement of library material are available. Therefore from this finding the conclusion can be made as the shelves and lockers for the proper arrangement of library material are available.

4.3.2. The Condition of Educational Material and facility For Utilization

This part deals with the analysis, interpret and present the data gathered from respondent on the condition of educational material and facility in the school for utilization through questionnaire, interview, observation, document analysis and focus group discussion. The prepared questionnaire on tables 10 and 11 has five point rating scale range from very good(VG) = 5 to very poor(VP) =1.The collected data analyzed by using mean score, standard deviation, t-test with p-value and percentile. This questionnaire items were analyzed based on the responses of the respondents with mean value of scale that ranges, Poor (P) \leq 1.00 to 2.49, Moderate (M) = 2.5-3.49 and Good (G) = 3.5 and above.

Table 12: Respondents' Score on the Condition of Schools' Library Arrangement of facility for Students Use.

Item	scale	Groups of respondent				Total (N=129)		t-value	p-value
		Teaching staff (N=106)		Non-teaching staff (N= 23)		N	%		
		N	%	N	%				
1. Catalogues of the books used that enables to find out material easily.	VP	40	37.7	7	16.10	47	36.4	0.382	0.703
	P	28	26.4	8	34.78	36	27.9		
	M	23	21.69	4	17.39	27	20.9		
	G	15	14.15	4	17.39	19	14.7		
	VG	--	-	-	-	-	-		
Total		106	100	23	100	129	100		
Mean		2.12		2.22		2.14			
SD		1.075		1.085		1.073			
2. Books are arranged according to its title and subject.	VP	32	30.19	5	21.73	37	28.7	0.787	0.433
	p	35	33.02	9	39.13	44	34.1		
	M	34	32.08	6	26.09	40	31.0		
	G	3	2.83	3	13.04	6	4.7		
	VG	2	1.88	-	-	2	1.6		
Total		106	100	23	100	129	100		
Mean		2.13		2.30		2.16			
SD		0.947		0.974		0.950			
3.The comfortable chairs and tables are arranged in the room	VP	8	7.54	4	17.39	12	9.3	0.648	0.518
	p	56	52.83	10	43.47	66	51.2		
	M	27	25.47	7	16.10	34	26.4		
	G	13	12.26	1	4.34	14	10.9		
	VG	2	1.88	1	4.34	3	2.3		
Total		106	100	23	100	129	100		
Mean		2.48		2.35		2.46			
SD		0.875		0.982		0.893			
4. Appropriate light of the room for reading.	VP	6	5.66	1	4.34	7	5.4	1.191	0.849
	p	2	1.88	2	8.69	4	3.1		
	M	35	33.02	6	26.09	41	31.8		
	G	43	40.56	8	34.78	51	39.5		
	VG	20	18.86	6	26.09	26	20.2		
Total		106	100	23	100	129	100		
Mean		3.65		3.70		3.66			
SD		0.996		1.0105		1.012			
5. The convenient ventilation of the room.	VP	28	26.41	3	13.04	31	24.0	0.591	0.558
	p	32	30.18	15	65.22	47	36.4		
	M	23	21.69	2	8.69	25	19.4		
	G	16	15.09	1	4.34	17	13.2		
	VG	7	6.60	2	8.69	9	7.0		
Total		106	100	23	100	129	100		
Mean		2.45		2.30		2.43			
SD		1.22		1.063		1.191			
6.Silent environment of the room that keep attention of the students	VP	6	5.66	1	4.34	7	5.4	1.308	0.193
	p	2	1.88	1	4.34	3	2.3		
	M	35	33.02	5	21.73	40	31.0		
	G	43	40.56	7	16.10	50	38.8		
	VG	20	18.86	9	39.13	29	22.5		
Total		106	100	23	100	129	100		

Mean		3.65		3.96		3.71			
SD		0.996		1.107		1.019			
7. Provide services according to schedule properly	VP	10	9.43	5	21.73	15	11.6	0.661	0.51
	p	70	66.07	11		81	62.8		
	M	9	8.49	5	21.73	14	10.9		
	G	11	1038	1	4.34	12	9.3		
	VG	6	5.66	1	4.34	7	5.4		
Total		106	100	23	100	129	100		
Mean		2.37		2.22		2.34			
SD		0.989		0.998		0.988			
8. The received materials for the library service is documented	VP	34	32.08	7	16.10	41	31.8	1.076	0.289
	p	34	32.08	12	52.17	46	35.7		
	M	18	16.98	2	8.69	20	15.5		
	G	17	16.03	1	4.34	18	14.0		
	VG	3	2.83	1	4.34	4	3.1		
Total		106	100	23	100	129	100		
Mean		2.25		2.00		2.21			
SD		1.15		1.00		1.130			

*Significant difference at alpha value (0.05) and degree of freedom (127)

On the table 12 item 1 teachers and non-teaching staffs were asked to give their agreement or disagreement response concerning that; Catalogues of the books used in the library enables to find out the material easily. The teaching staff and non-teaching staff the mean rated scale is (M=2.12) and (M=2.22) respectively that shows “poor”. The t-test result indicates that the significant level of p-value (0.703) is greater than 0.05 which reveal that there is no statistically significant difference between the responses of the two group respondents on the item. In this regard, the majority 83(64.3%) of respondents rate “poor” that catalogue of the books used in the library of the school that is not enables the material to find and 27(20.9%) of respondent rated “moderate” and 19 (14.7%) of respondents rated their response “good” on the item. The rated with average mean value of respondents (M= 2.14) agreed on the item implied that catalogues of the books used in the library poor that the material in the library could not find easily.

As seen on the table 12 item 2 teaching and non-teaching staffs were asked to give their agreement or disagreement response concerning that the books are arranged according to their title and subject in the room. The teaching and non- teaching staff response is (M=2.13 and (M=2.30) respectively. The t-test indicates that the significant level of p-value (0.433) is greater than (0.05) which reveal that there is no statistically significant difference between the responses of the two groups’ respondents on the item. In respect to this, majority

81(62.8%) of the respondents rated that arrangement of books in the school library based on its title and subject “poor” , 40(31.0%) of respondents “moderate” and 8 (6.3%) of respondent rate “good” on the item. This finding rated with average mean value of (2.16) for the item mean that arrangement of books in the library poor. Thus one may conclude from the finding arrangement of books in the mentioned secondary schools’ library based on its title and subject poor.

Regarding on the table 12 of item 3 the teaching and non- teaching staffs were asked to give their response of agreement on the arrangement of comfortable chair and tables in the room. The teaching and non- teaching staff response is (M=2.48) and (M=2.35) respectively. The t- test indicate that the significant level of p-value (0.518) is greater than the alpha value of (0.05) which indicate that there was no statistically significant difference between the responses of the two groups respondents on the item. With regard to this majority 78(60.5%) of the respondents rated that arrangement of comfortable chairs and tables in the school library “poor” , 34(26.4%) of respondents “ moderate” and 17 (13.2%) of respondent rate “good” on the item. This finding rated with average mean value of (M=2.45) for the item mean that arrangement of comfortable chairs and tables in the library is poor. Based on the response of two groups of respondents the researcher concluded that arrangement of comfortable chairs and tables in the library is poor.

On the same table item 4 teaching and non-teaching staffs were asked to give their agreement of response concerning that the library room can get adequate light for reading. The teaching and non-teaching respondent is (M=3.65) and (M=3.70) respectively. The t-test reveals that the significant level of p-value (0.849) is greater than (0.05) which reveal that there is no statistically significant difference between the responses of the two groups’ respondents on the item. In respect to this, majority 77(59.7%) of the respondents rated that the library room can get adequate light for reading good 41(31.8%) of respondents “moderate” and 11 (8.5%) of respondent rated “poor” on the item. This finding rated with average mean value of (M=3.66) for the item mean that the light in the library for reading is good. Thus one may conclude from the finding the light in the library room of the mentioned secondary schools’ was good.

Item 5 on the same table above, teaching and non-teaching staffs were asked to give their response of agreement regarding that how the condition of the library room is ventilated. The teaching and non-teaching staff response is (2.45) and (2.3) respectively. The t-test shows that the significant level of p-value (0.558) is greater than (0.05) which reveal that there is no statistically significant difference between the responses of the two group's respondents on the item. In respect to this majority 78(60.4%) of the respondents rated that the library room ventilation is "poor", 25 (19.4%) of respondents "moderate" and 26(20.2%) of respondent rate "good" on the item. This finding rated with average mean value of (2.43) for the item mean that the library room ventilation is poor. So, that one may conclude from the finding the library room ventilation is poor.

As depicted on table 12 item 6 the teaching and non-teaching staffs were asked to give their response of agreement regarding that the silent environment of the room that keep attention of the students. The teaching and non-teaching staff response (3.65) and (3.96) respectively. The t-test shows that the significant level of p-value (0.193) is greater than 0.05 which reveal that there is no statistically significant difference between the responses of the two group's respondents on the item. In respect to this, majority 79(61.3%) of the respondents rated that the silent environment of the room that keep attention of the students is "good", 40(31%) of respondents rated "moderate" and 10(7.7%) of respondents rated "poor" on the item. This finding rated with average mean value of (3.70) for the item mean that the silent environment of the room that keep attention of the students is poor. Therefore, from the finding someone may conclude that the silent environment of the room that keep attention of the students is good.

On the same table item 7 teaching and non-teaching staffs were asked to give their agreement or disagreement response concerning that the library provide services according to the schedule properly. The teaching and non- teaching staff response is (M=2.37) and (M=2.22) respectively. The t-test indicates that the significant level of p-value (0.51) is greater than 0.05 which reveal that there is no statistically significant difference between the responses of the two group's respondents on the item that implies the school library provides services according to the schedule is "poor". In this regard the majority 96(74.4%) of the respondents rated that the school library provide services according to the schedule is "poor",

14(10.9%) of respondents “moderate” and 19 (14.7%) of respondent rated “good” on the item. This finding rated with average mean value of (2.34) for the item mean that the provide services according to the schedule is poor. Thus one may conclude from the finding that the services provided of the library for the students to read for further knowledge was poor.

Regarding on the table 12 of item 8 the teaching and non-teaching staffs were asked to give their response of agreement; concerning that the material received for the library service is documented. The teaching and non- teaching staff response is (2.25) and (2.00) respectively. The t-test indicated that the significant level of p-value (0.29) is greater than (0.05) which reveal that there is no statistically significant difference between the responses of the two groups’ respondents on the item. With regard to this the majority 87(67.5%) of the respondents rated that the material received for the library service is documented is “poor”, 20 (15.5%) of respondents “moderate” and 22 (17.1%) of respondent rated “poor” on the item. This finding rated with average mean value of (2.21) for the item mean that the material receipt for the library service is documented is rated” poor”. With regarded to this observation of the researcher’s proved that no proper and complete document which shows the material that used in the library. In addition to this interview was asked to give their opinion on the documentation system of library material of the schools. The response of the interviewee also indicated that the documentation system of library material of the schools was poor because of the problem that the schools faced lack of adequate and trained manpower. Therefore, one may conclude from the finding the documentation system of the material that received for library service was poor.

4.3.3. The Practice of Maintenance of Educational Material

This part deals with the analysis, interpret and present the data gathered from respondent on the practice of maintenance educational material management through questionnaire, interview, observation and document analysis. The prepared questionnaire on table 8 has five point rating scale range from strongly agree (=5) to strongly disagree (=1).The collected data analyzed by using mean value, t-test with p-value and percentile. This questionnaire items were analyzed based on the responses of the participants with mean value of scale that ranges from disagree ≤ 2.49 , undecided = 2.5-3 to 49 and agree = 3.5 and above.

Table 13: Respondents' Score on the practice of educational material maintenance in the school.

Items	Groups of Respondents				Total (N=129)		t-value	P-value	
	Teaching staff (N=106)		Non-teaching staff (N=23)		N	%			
	N	%	N	%					
1. The desks, chairs, tables, blackboard and seats are being maintained regularly	SDA	10	9.43	1	4.34	11	8.5	2.404	0.023
	DA	71	66.98	8	34.78	79	61.2		
	UD	13	12.26	4	17.79	17	13.2		
	A	7	6.60	6	26.08	13	10.1		
	SA	6	5.66	3	13.04	9	7.0		
	Total	106	100	23	100	129	100		
Mean	2.34		3.00		2.46				
SD	0.935		1.234		1.023				
2. Regularly shelves, lockers, cupboards and other furniture maintenances are practiced.	SDA	4	3.78	-	-	4	3.1	0.234	0.021
	DA	14	13.21	4	17.39	18	14.0		
	UD	59	55.66	5	21.73	64	49.6		
	A	17	16.04	8	34.78	25	19.4		
	SA	12	11.32	6	26.09	18	14.0		
	Total	106	100	23	100	129	100		
Mean	3.18		3.70		3.27				
SD	0.934		1.063		0.974				
3. Duplicating machine, photocopy machine, computers and printers are regularly maintained.	SDA	30	28.30	7	30.43	37	28.7	0.158	0.875
	DA	20	18.86	8	34.78	28	21.7		
	UD	41	38.67	2	8.69	43	33.3		
	A	10	9.43	4	17.39	14	10.9		
	SA	5	4.72	2	8.69	7	5.4		
	Total	106	100	23	100	129	100		
Mean	2.43		2.39		2.43				
SD	1.138		1.34		1.171				
4. The emergency maintenance of desks, tables, chairs, and seats are practiced.	SDA	20	18.86	5	21.73	25	19.4	1.948	0.062
	DA	44	41.51	3	13.04	47	36.4		
	UD	30	28.30	7	30.43	37	28.7		
	A	8	7.55	4	17.39	12	9.36		
	SA	4	3.77	4	17.39	8	6.2		
	Total	106	100	23	100	129	100		
Mean	2.36		2.96		2.47				
SD	0.997		1.397		1.097				
5. The emergency maintenance of duplicating machine, photocopy machine, computers and printers are practiced in the school.	SDA	6	5.66	-	-	6	4.7	0.413	0.680
	DA	12	11.32	5	21.73	17	13.2		
	UD	16	15.09	4	17.39	20	15.5		
	A	57	53.77	7	30.43	64	49.6		
	SA	15	14.15	7	30.43	22	17.1		
	Total	106	100	23	100	129	100		
Mean	3.63		3.70		3.61				
SD	1.049		1.146		1.063				
6. Quality maintenance of educational material practiced in the school.	SDA	27	25.47	5	21.73	32	24.8	0.254	0.800
	DA	28	26.4	10	43.48	38	29.5		
	UD	44	41.5	4	17.39	48	37.2		
	A	3	2.83	2	8.69	5	3.9		
	SA	4	3.77	2	8.69	6	4.7		
	Total	106	100	23	100	129	100		
Mean	2.33		2.39		2.34				
SD	1.012		1.196		1.003				

*Significant difference at alpha value (0.05) and degree of freedom (127)

On the table 13 item 1 teaching and non-teaching staffs were asked to give their agreement or disagreement response regarding the desks, chairs, tables, blackboards and seats are being maintained for long life service regularly. The mean score of teaching and non-teaching staff participants' response was (2.34) and (3.00) respectively, while the computed t-test result with p-value (0.023) is less than the alpha value (0.05) that shows there is significant difference between the two groups of response on the item that the teaching staff rated the desks, chairs, tables, blackboards and seats are not maintained for long life service regularly but non-teaching staff could not make decision on the item. In respect to this, the average mean value (2.46) indicates that the school facility material desks, chairs tables blackboards and seats are not maintained regularly. Similarly, the majority 90(69.7%) of the participants rated not agreed on the item but 22 (17.1%) of the participants agreed that the school facility material desks, chairs tables blackboards and seats are being maintained regularly. Moreover, the data obtained from observation also shows the broken desks, chairs tables and seats are stored in the mentioned schools without maintenance. Therefore, from this finding someone may conclude that the mentioned schools desks, chairs, tables and seats are not maintained regularly.

As seen on the table 13 item 2 teaching and non-teaching staff were asked to give their agreement or disagreement response regarding that the shelves, lockers, cupboards and other furniture of the school maintenances are practiced regularly. The mean score of teachers' respondent is (3.18) and the non-teaching staff respondent also (3.70). The computed t-test with p-value (0.021) is less than alpha value (0.05) shows that statistically there is significant difference between the two groups of response on the item that the teaching staff rated could not decided that the regular maintenance of the shelves, lockers, cupboards and other furniture of the schools were practiced and non-teaching staff indicate their response the regular maintenance of the shelves, lockers, cupboards and other furniture of the school was practiced. In relation to this, the average means of the participants (3.27) also the response indicated that the regular maintenance of the shelves, lockers, cupboards and other furniture of the schools practice were undecided. In respect to this 22(17.1%) of the participants indicate their response not agreed maintenance of the shelves, lockers, cupboards and other furniture of the school practiced regularly and 64(49.6%) of the participants indicate their response could not make decision. From this finding the researcher conclude that the

maintenance of the shelves, lockers, cupboards and other furniture of the schools cannot decide whether practiced or not regularly.

Regarding on the table 13 of item 3 the teachers and non- teaching staff were asked to give their agreement or disagreement response concerning Duplicating machine, Photocopy machine, Computers and Printers are regularly maintained. The mean score of teaching and non-teaching staff is (2.43) and (2.39) respectively, while the computed t-test result with p-value (0.875) is greater than the alpha value (0.05) that indicates no significant difference between the respondents' response on the item which reveals the practice of Duplicating machine, Photocopy machine, Computers and Printers are not regularly maintained. The average mean value of the respondents (2.43) also proved that the regular maintenance of Duplicating machine, Photocopy machine, Computers and Printers cannot practiced. In respect to this, 65 (50.4%) of the respondents rated their response not agreed that the Duplicating machine, Photocopy machine, Computers and Printers are regularly maintained and 34(26.4%) of respondents agreed on the item that Duplicating machine, photocopy machine, computers and printers are regularly maintained. Moreover, the data that obtained from the interview made with the school principals also shows because of budget scarce maintenance of these machines were not regularly practiced. From this finding anyone may conclude that maintenances of machines not regularly practiced in these schools.

On the table 13 item 4 teachers and non-teaching staff were asked to give their agreement or disagreement response concerning that the emergency maintenance of desks, tables, chairs, and seats are practiced. The mean score of teachers' respondent is (2.36) and the non-teaching staff (2.91) respectively. The computed t-test result with p-value (0.064) showed that statistically no significant difference between the two groups of response on the item that the emergency maintenance of desks, tables, chairs, and seats are not practiced. Also the average mean value of the participants response on the item was (2.45) that indicate not agreed that the emergency maintenance of desks, tables, chairs, and seats are practiced. From this finding 72(55.9%) of the teaching and non-teaching staff were rated not agreed the emergency maintenance of desks, tables, chairs, and seats are practiced, whereas 20(15.6) of the respondents agreed on the item that the emergency maintenance of desks, tables, chairs, and seats are practiced. Based on the response of the participants on the item someone may

conclude that the emergency maintenance of desks, tables, chairs, and seats were not practiced.

As seen on the table 13 item 5 teaching and non-teaching staffs were asked to give their agreement or disagreement response regarding to the emergency maintenance of duplicating machine, photocopy machine, computers and printers are practiced in the school. The mean score of teaching and non-teaching staff participants' response was (3.63) and (3.70) respectively. The t-test result with p-value (0.792) is greater than the alpha value (0.05) that shows there is no significant difference between the two groups of response on the item. The individual mean value and the average mean value (3.64) indicate that the emergency maintenance of duplicating machine, photocopy machine, computers and printers are practiced in the school. In relation to this, 22(17.1%) of the participants rated disagreed, but 84(67.4%) of the participants indicate their response that the school emergency maintenance of duplicating machine, photocopy machine, computers and printers are practiced in the school.

As seen on the table 13 item 6, teaching and non-teaching staff were asked to give their agreement or disagreement response regarding to that the Quality maintenance of educational material practiced in the school. The individual mean score of teaching and non- teaching respondent is (2.33) and (2.39) respectively. The t-test with p- value (0.800) is greater than the alpha value (0.05) that indicates no significant difference between the respondents response on the item which reveals that disagreed that the quality maintenance of educational material practiced in the school. The average mean value of the respondents (2.40) is proved that was not quality maintenance of educational material practiced in the schools. In respect to this, 70 (54.3%) of the respondents rated their response that not agreed that the quality maintenance of educational material practiced in the schools, whereas 11 (8.6 %) of the respondents agree on the item that the quality maintenance of educational material practiced in the school. From this one may conclude that the practice of educational material maintenance in the schools were not quality.

4.4.Store Management

4.4.1. The Availability of Material and Facility for Store Management

This part deals with the availability of material in the store which helps for to practice the activity of store management. The prepared questionnaire on tables 14 has five point rating scale range from adequately available (AA=5) to not available (NA=1). These are: adequately available (AA) =5, available but not used (ANU) =4, available but not adequate (ANA) =3, available not function (ANF) =2 and not available (NA) =1.The collected data analyzed by using mean value, t-test with p-value and percentile. This questionnaire items were analyzed based on the responses of the participants with mean value of scale that ranges from not available to adequately available that is: not available $\leq 1.00-2.49$, available not adequate = 2.5-3.49, available ≥ 3.5 and above.

Table 14: Respondents' Score on the Availability of Material in the Store which helps for the activity of Store Management.

items	Groups of Respondents					Total (N=129)		t-value	P-value	
	Teaching staff (N=106)		Non-teaching staff (N=23)							
	N	%	N	%		N	%			
1. Shelves and cupboards which use for the arrangement of material	NA	17	16.03	2	8.69		19	14.7	1.345	0.181
	ANF	16	15.09	4	17.39		20	15.5		
	ANA	45	42.45	7	30.43		52	40.3		
	ANU	17	16.03	6	26.08		23	17.8		
	AA	11	10.37	4	17.39		15	11.6		
Total		106	100	23	100		129	100		
Mean		2.90		3.26			2.96			
SD		1.171		1.214			1.182			
2. Furniture for the office work of personnel	NA	3	2.83	-			3	2.3	1.507	0.134
	ANF	11	10.38	-			11	8.5		
	ANA	39	36.79	10	43.47		49	38.0		
	ANU	43	40.57	9	39.13		52	40.3		
	AA	10	9.43	4	17.39		14	10.9		
Total		106	100	23	100		129	100		
Mean		3.43		3.74			3.49			
SD		0.905		0.752			0.885			
3. Guideline of store management which indicate the duties and responsibilities of	NA	38	35.84	9	39.13		47	36.4	0.832	0.412
	ANF	40	37.73	5	21.74		45	34.9		
	ANA	11	10.38	3	13.04		14	10.9		
	ANU	8	7.55	2	8.69		10	7.8		
	AA	9	8.49	4	17.39		13	10.1		
Total		106	100	23	100		129	100		
Mean		2.15		2.43			2.20			
SD		1.233		1.532			1.289			
4. Different models for the receipt and take out material for use.	NA	9	8.49	-			9	7.0	1.766	0.080
	ANF	28	26.42	4	17.39		32	24.8		
	ANA	48	42.23	12	52.17		60	46.5		
	ANU	9	8.49	3	13.04		12	9.3		
	AA	12	11.32	4	17.39		16	12.4		
Total		106	100	23	100		129	100		
Mean		2.88		3.30			2.95			
SD		1.066		0.974			1.060			

*Significant difference at alpha value (0.05) and degree of freedom (127)

As can be seen from the table 14, the two respondent groups were asked to point out their view regarding on the availability of shelves and cupboards which use for the arrangement of material in the store. The responses of individual mean values of teaching staff and non-teaching staff on the item was (2.90) and (3.26) respectively, while the t-test result with p-

value (0.181) greater than the alpha value (0.05) which indicates that there is no statistically significant difference in perception between teaching staff and non-teaching staff towards the item that shows shelves and cupboards which use for the arrangement of material is available but not adequate. Also the average mean value of the two groups response was (2.96), indicating shelves and cupboards which use for the arrangement of material is available but not adequate. In respect to this, 52 (40.3%) of respondents agreed on the item that Shelves and Cupboards which use for the arrangement of material are available but not adequate while 38 (29.4%) of the respondent says that shelves and cupboards which use for the arrangement of material is available. From this finding that the researcher concludes that the stores of the mentioned schools which use for the arrangement of material are available but not adequate.

Regarding on table 14 item 2, Furniture for the office work of personnel was also rated by each group of respondents. The responses indicated that the average mean score was (3.49) rating it as 'available but not used' with individual mean scores (3.43) and (3.74) for teaching staff and non-teaching staff respectively. The t-test result with p-value (0.134) is greater than (0.05) shows that there is no statistically significant difference in perception between the two groups of respondents towards the item that shows the furniture for the office work of personnel is available. Regarding this, the majority 66 (51.2%) of respondents agreed on the item which is furniture for the office work of personnel is available while 14 (10.8%) of the respondent says that Furniture for the office work of personnel is not available. From this finding someone may conclude furniture for the office work of personnel is available.

On table 14, item 3, the two respondent groups were asked to point out their response the availability of guideline of store management which indicate the duties and responsibilities of store keeper. The individual mean score of the respondents' response was (2.15) and (2.43) respectively while the calculated the t-test result with p-value of (0.51) greater than (0.05) proves that there is no statistically significant difference between the two groups of respondents towards the item the which reveals the guideline of store management which indicate the duties and responsibilities of store keeper was not available. In line with this the average mean value of the respondents' response was (2.20) that rated guideline of store management which indicates the duties and responsibilities of store keeper are not available.

Regarding this finding 23 (17.9%) of respondents agreed on the item which is guideline of store management which indicates the duties and responsibilities of store keeper is available while 92 (71.3%) of the respondent says that guideline of store management which indicates the duties and responsibilities of store keeper is not available. Therefore, from this finding any one may concludes that guideline of store management which indicates the duties and responsibilities of store keeper is not available.

Item 4 on Table 14, shows respondents' view regarding different models for the receipt and take out material for use. This had an average mean value of (2.95), with individual mean values of (3.34) and (2.87) for teaching staff and non-teaching staff respectively that showed different models for the receipt and take out material for use was available but not used. The t-test result with p-value of (0.84) greater than (0.05) proves that there is no statistically significant difference between the two groups of respondents towards the item. In this finding 77(59.7%) of respondents agreed on the item which is different models for the receipt and take out material for use is available but not used while 11(8.5%) of the respondent says that different models for the receipt and take out material for use is not available. however, 41(31.8%) of the respondent rated the item which is different models for the receipt and take out material for use is available but not used. The data that obtained from observation and document analysis different Model 19, Model 20/21 and 22 are available in the store but not used these model for the receipt and take out material for use.

4.4.2. The Condition of Store Management

In this section the researcher intention was to assess the condition of the store that how it facilitated to carry out the activities of educational material handling and distribution. To assess this condition 11 items were considered and presented to respondents. The respondents were rated the condition of the store based on five points scale given i.e. Very Good = 5, Good = 4, Moderate = 3, Poor = 2 and Very Poor = 1. To analysis the collected data from teaching and non-teaching staff of participants, the obtained mean values in the table (9)/11 were interpreted as follows: 1.00 to 2.49 = Poor, 2.5 to 3.49 = Moderate, 3.5 and above = Good.

Table 15: Respondents' Score on the Condition of the Store that; the Handling of Educational Material takes place in the School.

Items	Groups of Respondents					Total (N=129)		t-value	P-value
	Teaching staff (N=106)		Non-teaching staff (N=23)						
	N	%	N	%	N	%			
1. Safety, cleanness and space for moving materials in the store.	VP	17	16.04	6	26.09	23	17.8	1.186	0.238
	P	34	32.07	8	34.78	42	32.6		
	Mo	44	41.51	7	30.43	51	39.5		
	G	11	10.38	2	8.69	13	10.1		
	VG	-	-	-	-	-	-		
	Total	106	100	23	100	129	100		
Mean	2.46		2.22			2.42			
SD	0.886		0.951			0.899			
2. The arrangement of material based on its type and use after it is coded.	VP	16	15.09	8	34.78	24	18.6	.568	.571
	P	57	53.77	8	34.78	65	50.4		
	Mo	24	22.64	4	17.39	28	21.7		
	G	9	8.49	2	8.694	11	8.5		
	VG	-	-	1	4.34	1	0.8		
	Total	106	100	23	100	129	100		
Mean	2.25		2.13			2.22			
SD	0.814		1.140			0.877			
3. Using the proper system of documentation of material.	VP	8	7.54	-	-	8	6.2	1.435	0.163
	P	20	18.86	9	39.13	29	22.5		
	Mo	66	62.26	6	26.08	72	55.8		
	G	12	11.32	4	17.39	16	12.4		
	VG	-	-	4	17.39	4	3.1		
	Total	106	100	23	100	129	100		
Mean	2.77		3.13			2.84			
SD	0.747		1.14			0.837			
4. Inventory control is periodically practiced.	VP	25	23.58	7	30.43	32	24.8	0.93	0.22
	P	28	26.42	5	21.74	33	25.6		
	Mo	40	37.73	3	13.04	43	33.3		
	G	13	12.26	4	17.39	17	13.2		
	VG	-	-	4	17.39	4	3.1		
	Total	106	100	23	100	129	100		
Mean	2.39		2.70			2.44			
SD	0.98		1.52			1.096			
5. Obsolescent and worn-out material is disposed timely.	VP	23	21.69	10	43.47	33	25.6	0.073	0.943
	P	43	40.56	4	17.39	47	36.4		
	Mo	30	28.30	4	17.39	34	26.4		
	G	7	66.03	3	13.04	10	7.8		
	VG	3	28.30	2	8.69	5	3.9		
	Total	106	100	23	100	129	100		

Mean		2.28		2.26		2.27			
SD		0.974		1.389		1.053			
6. The distribution of students' text books in all subject on time	VP	-	-	-	--	-	-	1.244	0.221
	P	20	18.86	-	-	20	15.5		
	Mo	26	24.52	9	39.13	35	27.9		
	G	34	32.07	8	34.78	42	34.1		
	VG	26	24.52	6	26.08	32	22.5		
Total		106	100	23	100	129	100		
Mean		3.62		3.87		3.67			
SD		1.055		0.815		1.018			
7. The collection of students' text books on time.	VP	4	3.77	-	-	4	3.1	1.481	0.141
	P	39	36.79	5	21.73	44	34.1		
	Mo	29	27.35	10	43.47	39	30.2		
	G	29	27.35	5	21.74	34	26.4		
	VG	5	4.72	3	13.04	8	6.2		
Total		106	100	23	100	129	100		
Mean		2.92		3.26		2.98			
SD		0.992		0.964		0.992			
8. The practice of the proper arrangement and handling of students text books in the store.	VP	-		-		-		3.505	0.001
	P	52	49.05	-	-	52	40.3		
	Mo	19	17.92	12	11.32	31	24.0		
	G	28	26.42	6	5.666	34	26.0		
	VG	7	6.60	5	4.71	12	9.3		
Total		106	100	23	100	129	100		
Mean		2.91		3.70		3.05			
SD		1.01		0.822		1.022			
9. The sport material handled and distributed properly.	VP	9	8.49	-	-	9	7.0	2.788	0.009
	P	72	67.92	11	47.82	83	64.3		
	Mo	12	11.32	3	13.04	15	11.6		
	G	7	6.6	6	26.08	13	10.1		
	VG	6	5.66	3	13.04	9	7.0		
Total		106	100	23	100	129	100		
Mean		2.33		3.04		2.46			
SD		0.933		1.147		1.008			
10.The instructional material chalk, duster and the like are handled and distributed properly	VP	-		-		-		0.642	0.522
	P	20	18.86	2	8.69	22.	17.1		
	Mo	22	20.75	7	30.43	29	22.5		
	G	45	42.45	9	39.13	54	41.9		
	VG	19	17.92	5	4.713	24	18.6		
Total		106	100	23	100	129	100		
Mean		3.59		3.74		3.62			
SD		0.993		0.915		0.978			

*Significant difference at alpha value (0.05) and degree of freedom (127)

On the table 15 item 1 teachers and non-teaching staffs were asked to give their agreement or disagreement response concerning the condition of the store: safety, cleanness and space for moving the material in the store. The individual mean value of teaching and non-teaching

staff was (2.46) and (2.22) respectively. The computed t-test for the item and the obtained p-value was (0.238) which is greater than the alpha value (0.05). Therefore, the comparison mean of the two groups of respondents indicates that no statistically significant difference in respect to the two groups of respondents towards the item. The individual and average mean value of the respondents (2.42) indicates that the condition of the stores of the mentioned secondary schools' safety, cleanness and space for moving the material in the store is poor. From the whole respondents 65 (50.4 %) of them agreed that the condition of the stores of the mentioned secondary schools' safety, cleanness and space for moving the material in the store is poor and the rest of the respondent 13(10.1%) of them rated their response that the condition of the stores of the mentioned secondary schools': safety, cleanness and space for moving the material in the store is good. Therefore, from this finding the researcher concluded that the condition of the stores of the mentioned secondary schools' safety, cleanness and space for moving the material in the store is poor.

As seen on the table 15 item 2, teaching and non-teaching staff were asked to give their agreement or disagreement response regarding the arrangement of material in the store based on its type and use after it is coded. The individual mean score of teaching and non-teaching respondent is (2.25) and (2.13) respectively. The t-test with p-value (0.571) is greater than the alpha value (0.05) which indicates no significant difference between the respondents' response on the item which reveals the practice that the arrangement of material in the store based on its type and use after coded was poor. The average mean value of the respondents (2.22) is proved that the arrangement of material in the store based on its type and uses was poor. On the other way 89 (69%) of the respondents rated their response that the arrangement of material in the store based on its type and use after coded was poor and 12(9.3%) of the respondents agreed on the item that the material arrangement in the store was good. From the observation the researcher was also proved that the material in the store not properly coded and arranged. So, from the finding someone may conclude that the material arrangement based on its type and use after it coded in the store is poor.

Regarding table 15 of item 3, the teaching and non-teaching staff were asked to give their agreement or disagreement response on the usage and proper system of documentation of material. The mean score of teaching and non-teaching staff respondent is (2.77) and (3.13)

respectively. The computed t-test with p- value (0.163) is greater than alpha value (0.05) which indicates that the two groups of mean score have no significant difference on the item. From this finding 37 (28.7%) of the respondents rated their response that the using of proper system of documentation of material is poor and 20 (15.5%) of the respondents agreed on the using proper system of documentation of material is good. After the observation the researcher was also proved that the document of material for the store management is not complete. So, from this finding one can conclude that the usage and proper system of documentation of material is unsatisfactory.

On the table 15 item 4, teachers and non-teaching staff were asked to give their agreement or disagreement response concerning the Inventory control periodically practiced. The mean score of teachers' respondent is (2.39) and the non-teaching staff (2.70) respectively. The computed t-test with p-value (0.22) is greater than the alpha value (0.05) that shows there is no significant difference between the two groups of individual mean on the item. So, this shows that the regular practice of inventory control of the store was poor. The mean value of the two groups (2.44) also proves that the practice of inventory control of material of Jimma town government secondary schools' was poor. Concerning this 65(50.4%) of the respondents rated their response that the practice of inventory control of material of Jimma town government secondary schools was poor and 21(16.3%) of the respondents agreed on the idea that the practice of inventory control of material of Jimma town government secondary schools was good. The observation and document analysis of the researcher was also proving that the practice of inventory control of material of these secondary schools was poor. Therefore, the finding indicates that the practice of inventory control of material of these secondary schools was poor.

Regarding table 15 item 5, teachers and non-teaching staff were asked to give their agreement or disagreement response concerning the obsolescent and worn-out material is disposed timely. The mean score of teachers and non-teaching staff was (2.28) and (2.26) respectively. The t-test with p- value (0.943) is greater than the alpha value of (0.05) that indicates no significant difference between the respondents response on the item which reveals the obsolescent and worn-out material disposed timely was poor. The average mean value of the respondents (2.27) also proved that the practice obsolescent and worn-out

material disposed timely was poor. In relation to this, 80(62%) of the respondents rated their response that the practice of timely disposing obsolescent and worn-out material in the mentioned secondary schools was poor and 15(11.8 %) of the respondents agreed that the obsolescent and worn-out material is disposed timely was good. Also, the researcher that observed the out dated text books, old broken duplicating machine which makes the store too crowded to lay-out the material in the store. This observation of the researcher was also proving that the obsolescent and worn-out material in the store is not disposed properly and timely. So, this finding shows that the obsolescent and worn-out material was not disposed properly and timely.

Regarding table 15 of item 6, the teaching and non- teaching staff were asked to give their agreement or disagreement response concerning the distribution of student's textbooks in all subject on time. The mean score of teaching and non- teaching staff respondent is (3.62) and (3.87) respectively, while the computed t-test with p- value (0.221) is greater than alpha value (0.05) which indicates that the two groups of mean score has no significant difference on the item. Thus the mean of the two groups of response indicates that the distribution of student's textbooks in all subjects on time is good. This also proves that the average mean value of both groups was (3.67) indicate the distribution of student's textbooks in all subjects on time in these schools is good. From this finding 73(56.6%) of the respondents rated their response that the distribution of student's text books in all subjects on time is good and 20(15.5%) of the respondents agreed on the item that the distribution of student's text in all subject on time is poor. The data obtained from interview of education office head, PTA and KETB chairman was also explain as the attention was given concerning the distribution of student's text book at the end of every academic year. So, this finding shows that the student's text books in all subjects are distributed timely.

On the table 15 item 7, teachers and non-teaching staffs were asked to give their agreement or disagreement response concerning that the collection of student's text books in these schools was practiced on time properly. The individual mean value of teaching and non-teaching staff was (2.92) and (3.26) respectively. The computed t-test for the item and the obtained p-value (0.141) is greater than the alpha value (0.05). Therefore, the comparison of the two groups of respondents mean indicates that no statistically significant difference in

respect to the two groups of respondents towards the item. The individual and average mean value of the respondents (2.98) indicates that the practice of collection the student's text book in these schools was moderate. On the other hand 48 (37.2 %) of the respondent agree that the practice of collection the student's text book in these schools was poor and the rest of the respondents 42 (32.6%) rated their response that the practice of collection the student's text book in these schools was good. The investigation of document shows that collection of students text is not completed some of the text books were remained on the hands of the students. From this finding that the researcher concludes that the practice of collection of textbooks from the students timely was poor.

As seen on the table 15 item 8, teaching and non-teaching staff were asked to give their agreement or disagreement response regarding to the practice of proper arrangement and handling of text books in the store. The individual mean score of teaching and non- teaching respondent is (2.91) and (3.70) respectively. The t-test with p- value (0.001) is less than the alpha value (0.05) that indicates there is significant difference between the respondents response on the item which reveals that the practice of proper arrangement and handling of text books in the store was rated by teaching staff moderate and the non-teaching staff rated good, The average mean value of the respondents (3.05) is proved that the practice of text books are arranged and handled properly is moderate. In relation to the above mean score 52 (40.3%) of the respondents rated their response as the arrangement and handling of text books in the store is poor and 46(35.3 %) of the respondents agree on the item that the practice of proper arrangement and handling of text books in the store is good. The researcher was also observed as the students textbooks were not properly arranged and handled in the store. As guide rule of Oromia Education Bureau (2002) students' text books handling indicated that the secondary school student's text book should serve for five years, but because of improper handling of book store the service year of text books is not more than two years. From this one may conclude that the practice of proper arrangement and handling of text books in the store of the mentioned schools is poor.

Regarding to table 15 item 9, teachers and non-teaching staff were asked to give their agreement or disagreement response concerning the sport material handling and distribution properly. The mean score of teachers and non-teaching staff were (2.33) and (3.04)

respectively, while the calculated t-test with p- value (0.0.009) is less than the alpha value of (0.05) that indicates there is significant difference between the respondent's response on the item which reveals the teaching staff rated practice of handling and distribution of sport material was poor where as the non-teaching staff rated practice of handling and distribution of sport material was good. In relation to this, the average mean value of the respondents was (2.46) that show the practice of handling and distribution of sport material was poor. Similarly, 92 (71.3%) of the respondents rated their response that the practice of handling and distribution sport material is poor and 22 (17.1%) of the respondents agreed on the item that the practice of handling and distribution sport material is good. Thus, from this finding one may conclude that the practice of handling and distributed sport material was poor.

On the table 15 item 10, teachers and non-teaching staffs were asked to give their agreement or disagreement response concerning the instructional material: chalk, duster and the like are handled and distributed properly. The individual mean value of teaching and non-teaching staff was (3.59) and (3.74) respectively. The computed t-test for the item and the obtained p-value (0.522) is greater than the alpha value (0.05). Therefore, the comparison of the two groups of respondents mean indicates that no statistically significant difference in respect to the two groups of respondents towards the item. The individual and average mean value of the respondents (3.62) indicates that the instructional material chalk, duster and the like handling and distribution is good. Concerning this, 69 (53.5%) of the respondent agreed that the instructional material chalk, duster and the like handling and distribution is good and the rest of 22(17.1%) the respondents rated their response that the instructional material chalk, duster and the like are handling and distribution of the mentioned secondary schools is poor. Based on the respondents agreement one may concludes that the practice handling and distribution of instructional material: chalk, duster and the like of the mentioned secondary schools was good.

CHAPTER FIVE

5. SUMMARY CONCLUSION AND RECOMMENDATIONS

On the basis of the analysis and interpretation of the data gathered through the instrument the following summaries of the major finding, conclusion, and recommendation have been made.

5.1. Summary of the Major Finding

The purpose of this study, as it was indicated in the introductory part, was to assess the practices and challenges of educational material management in Jimma town government secondary schools so as to understand and describe the challenge and thereby suggest alternative solution for the problems. In order to achieve this purpose, thus, the study was aimed at seeking answers for the following basic questions.

- How do Jimma town Governmental secondary schools' principals facilitating role for the participant in the process of planning to ensure adequately available and utilize educational material?
- To what extent the mentioned schools educational material and facility available for utilization?
- How the mentioned schools practice maintenance of educational materials and facilities to sustain for long life service?
- What are the store management problem that affects educational material handling and utilization?

Because of the study was aimed at assessing and describing the practices and challenges of educational material management in government secondary schools of Jimma Town a descriptive survey method was design and employed as a method of the study. Since the number of secondary schools in the Town is four, all the available secondary schools have been used as the sample of the study.

From the total population of 235 teachers 26 non-teaching staff and 6866 students; 106 teachers and 96 students were randomly, while 23 non-teaching staff was purposely selected

for this study. PTA chair person, school KETB chair person, Jimma education office 2 supervisors, 1 curriculum head, 2 education office head and assistance head were also selected by using purposive sampling.

The data gathering instrument had been prepared and presented to the thesis advisor for comment and suggestion for more correction, and then the developed instrument was sent one of the sample schools for pilot testing. After the instrument has been tested the ambiguity and unclear instruments were corrected then distributed to the respondent.

Questionnaire, interview, document analysis, observation and focus group discussion were used for data collection. The data obtained through questionnaire was analyzed using SPSS software to calculate mean standard deviation, t- test, p-value and percentile. Information obtained through open ended questionnaire interview, observation and focus group discussion were qualitatively analyzed to supplement the quantitative data.

5.2. The planning and Utilization of Educational Material and Facility

5.2.1. The Participant in the Process of Planning

Planning is one of the scopes that the material manager practices for the continuous flow of material for the need of the organization function. Similarly for the success of schools performance, the directors and stockholders have the leading role facilitate and participate the process of planning. Regarding this the role of the directors in facilitating the process of the school planning for the participant in the process of planning to ensure adequately available educational material of Jimma town government secondary schools were low which resulted that the participants role in the process of school planning such that, teachers, department heads, PTA and KETB were low.

5.2.2. The Planning Addressed the Need of Educational Material and Facility to Ensure for Adequate Material Available.

Regarding the schools planning addressed the need of educational material and facility to ensure for adequate material available, maintenance of educational material is the one that expected to address in the sample schools planning. However, the respondents' disagreed on the item, that the need of educational material to be maintained for long life service is addressed in school planning. The individual mean score and the average mean of teaching

staff and non-teaching staff was (2.43), (2.35) and (2.42) respectively indicate that disagreed on the item that, the need of educational material to be maintained for long life service is addressed in school planning. In respect to this, majority of the participants 72(55.8%) give their responses on the item not agreed that the need of educational material to be maintained for long life service is addressed in school planning. For this finding the researcher concludes that the material which needs to be maintenance is not addressed in school planning.

5.2.3. The Condition and Availability of Educational Material for Utilization

5.2.3.1. The Availability of Educational Material for Utilization

Concerning the availability of chairs and desks in the class room for student to seats and attend his lesson. The mean score of teaching and non-teaching staff was (3.28) and (3.43) respectively this showed that the availability of chairs and desks in the class room for student to seats and attend his lesson is not adequate. The average mean value of the respondents (3.31) also indicate that in the class room availability of chairs and desks in the room for student to seats and attend his lesson is not adequate. In respect to this, majority 64(49.6%) of the respondents rated their response agreed that the availability of chairs and desks in the room for student to seats and attend his lesson is not adequate.

Concerning that the availability of chair and table for teacher to carry out some activities in the class room. The mean score of teachers' respondent is (2.46) and the non-teaching staff (2.47) respectively. The average mean value of the participants response on the item was (2.47) that indicate not agreed that the availability of chair and table for teacher for some activities to carry out some activities in the class room. From this finding 71(55.1%) of the teaching and non-teaching staff were rated not agreed that the table and chair for teacher's was available in the class room.

The Plasma with its proper installation for the function of transmission instructional process. The mean score of teachers' respondent is (3.35) and the non-teaching staff (3.17). The average mean value of the respondents was (3.34) as the result showed that the availability of Plasma with its proper installation for the function of transmission instructional process was available but could not used.

Concerning that the availability of computers with its accessory for training of student the computer skill. The individual and average mean value of the respondents (3.15) indicates that the availability of computers with its accessory for training of student the computer skill in the center was not adequate. The 61(47.3%) of the respondent agreed that the computers with its accessory for training of student the computer skill was not adequate.

Regarding the availability of internet line and service which service students for further knowledge in the schools, the individual mean score of teaching and non- teaching respondent was (2.81) and (2.48) respectively that implies the internet line and service was not available. Similarly, 41(31.8%) of the respondents rated their response that the Internet line and service which service students for further knowledge is not available.

The Chairs and tables in the computer center that service students for attending the training in the room, the individual mean score of teaching and non- teaching staff respondent was (3.06) and (3.56) respectively. Thus the mean of the two groups of response indicates that the Chairs and tables in the room that service students for attending the training properly was not adequate. This also proves that the average mean value of both groups was (3.16) indicate the Chairs and tables in the room that service students for attending the training was not adequate. Similarly, majority of the respondents 55(42.6%) rated their response the facility of the computer center is not adequate.

The teaching and non-teaching staff was asked to give their agreement or disagreement response concerning that the Ventilator of the room which makes the training of student more convenience. The mean score of teachers' respondent was (2.69) and the non-teaching staff (2.82). So the response indicated that the Ventilator of the room which makes the training of student more convenience was poor. The mean value of the two groups (2.72) also Ventilator of the room which makes the training of student more convenience of Jimma town government secondary schools' computer center was poor.

Regarding the availability of equipment and apparatus for the practice of experiment in the laboratory, teachers and non-teaching staff were asked to give their agreement or

disagreement response on the item. The individual mean score of teachers and non-teaching staff were (2.84) and (2.73) respectively, which shows the material is available but not used. The mean value (2.82) of the response also proves that the equipment and apparatus which helps to carry out experiment is available but not used. In respect to this, 50 (38.7%) rated their response that the equipment and apparatus which helps to carry out experiment is not available.

Concerning that the availability of necessary chemicals for the practical activities of experiment. The mean score of teachers' respondent was (3.028) and the non-teaching staff respondent (2.826) respectively, which shows the necessary chemical, was available but not used. The mean score (2.99) was also indicates that necessary chemicals for the practical activities of experiment are available but not used. Similarly, 49 (38.0%) of the respondents showed their agreement that the available chemicals which helps to carry out experiment is not used.

Concerning the availability of the different models of teaching aids which serves the instructional process of the school. The mean score of teaching and non-teaching staff respondent was (2.40) and (2.43) respectively. The average mean value of the respondents was (2.40) shows that the participants response was indicated that different models of teaching aids which serves the instructional process of the school is not available. In respect to the above finding, the majority 75(58.1 %) of the respondents agreed that different models of teaching aids which serves the instructional process of the school was not available.

Regarding the availability and utilization of different maps that serves the instructional process of the school. The individual mean score of teaching staff and non-teaching staff was (2.75) and (2.17) respectively. The average mean value of the respondents was (2.65) that indicate agreed on the item that different map which uses for the instructional process of the schools was available but not adequate.

Concerning the availability of different charts which use for the instructional process of the school, mean score of teachers' respondent was (2.70) and the non-teaching staff (2.74). The average mean value of the respondents was (2.71) as the result showed on the item that, different charts and pictures which use for the instructional process of the school were

available but not adequate. Moreover, the data that obtained from observation also shows that the sample schools pedagogical center activities were not satisfactory. The teaching which found in the center was out dated not the recent one and limited in number .From this possible to conclude that the pedagogical center of the schools were not function.

5.2.3.2. The Condition of Educational Material for Utilization

Concerning that; the catalogues of the books used in the library enables to find out the material easily. The teaching staff and non-teaching staff the mean rated scale was (2.12) and (2.22) respectively that showed the catalogues of the books used in the library enables to find out the material easily was “poor”. In this regard, the majority 83(64.3%) of respondents rated “poor” that catalogue of the books used in the library of the school that is not enables the material to find. The rated average mean value of respondents (2.14) approved that the participants agreed on the item implied that catalogues of the books used in the library poor that the material in the library could not enables to find easily.

Concerning that the books are arranged according to their title and subject in the room, the response was (2.13 and (2.30) respectively, which reveal that was the arrangement of books in the school library based on its title and subject was “poor”. In respect to this, majority 81(62.8%) of the respondents rated that arrangement of books in the school library based on its title and subject was “poor”.

Regarding the arrangement of comfortable chair and tables in the library room; the teaching and non- teaching staff response was (2.48) and (2.35) respectively. In line with this majority 78(60.5%) of the respondents rated that arrangement of comfortable chairs and tables in the school library was poor.

Regarding that how the condition of the ventilation of the library room, the response of the teaching and non-teaching staff was (2.45) and (2.3) respectively. In respect to this majority 78(60.4%) of the respondents rated that the library room ventilation was “poor”. This finding rated with average mean value of (2.43) for the item mean that the library room ventilation was poor. So, that one may conclude from the finding the library room ventilation was poor.

Concerning that the library provides services according to the schedule properly. The teaching and non-teaching staff response was (2.37) and (2.22) respectively. The two group's respondent on the item that implies the school library provides services according to the schedule was "poor". In this regard the majority 96(74.4%) of the respondents rated that the school library provide services according to the schedule was "poor". Thus one may conclude from the finding that the services provided of the library for the students to read for further knowledge was poor.

5.2.4. Maintenance of Educational Material and Facility for Utilization

The educational material and facility of the schools which served many students throughout the year to prevent from damage and to maintain for long life serves, it needs regular and emergency maintenance. However the practice of material maintenance in the sample schools was not satisfactory that prevent material from damage and adequately available for utilization. Regarding to this desks, chairs, tables' and seats are not maintained regularly as well as urgently. The result of the finding shows The mean score of teaching and non-teaching staff participants' response was (2.34) and (3.00) respectively, rated the desks, chairs, tables, blackboards and seats are not maintained for long life service regularly. Similarly, the majority 90(69.7%) of the participants rated not agreed on the item. Moreover, the data obtained from observation also shows the broken desks, chairs tables and seats are stored in the mentioned schools without maintenance. Therefore, from this finding someone may conclude that the mentioned schools desks, chairs, tables and seats are not maintained regularly.

Concerning the maintenances of machine those: Duplicating machine, photocopy machine, computers and printers are not regularly maintained for long life serves. The finding shows that the practice of Duplicating machine, Photocopy machine, Computers and Printers are not regularly maintained. The average mean value of the respondents (2.43) also proved that the regular maintenance of Duplicating machine, Photocopy machine, Computers and Printers cannot practiced. In respect to this, 65 (50.4%) of the respondents rated their response not agreed that the Duplicating machine, Photocopy machine, Computers and Printers are regularly maintained. Moreover, the data that obtained from the interview made with the

school principals also shows because of budget scarce maintenance of these machines were not regularly practiced. From this finding anyone may conclude that maintenances of machines not regularly practiced in these schools.

Regarding to the emergency maintenance of duplicating machine, photocopy machine, computers and printers are practiced in the school. The mean score of teaching and non-teaching staff participants' response was (3.63) and (3.70) respectively. The individual mean value and the average mean value (3.64) indicate that the emergency maintenance of duplicating machine, photocopy machine, computers and printers are practiced in the school. On the other way, 84(67.4%) of the participants indicate their response that the school emergency maintenance of duplicating machine, photocopy machine, computers and printers are practiced in the school.

Concerning the Quality maintenance of educational material and facility practiced in the school. The individual mean score of teaching and non- teaching respondent is (2.33) and (2.39) respectively, which reveals that respondents disagreed on the item that the quality maintenance of educational material and facility practiced in the school. The average mean value of the respondents (2.40) was proved that was not quality maintenance of educational material and facility practiced in the school. In line with this, 68(52.5%) of the respondents rated their response that not agreed that the quality maintenance of educational material practiced in the school.

5.2.5. Store Management

5.2.5.1. The Availability of Material for Store management.

Store management is responsible for each type of storage materials through proper identification of materials efficient physical handling and protection of against damage. In line with this the material, documents, guideline and different models necessary in the practice of store management.

Regarding on the availability of shelves and cupboards which use for the arrangement of material in the store these schools as the finding indicated it is available but not adequate.

The responses of individual mean values of teaching staff and non-teaching staff on the item was (2.90) and (3.26) respectively, that shows shelves and cupboards which use for the arrangement of material is available but not adequate. Also the average mean value of the two groups response was (2.96), indicating shelves and cupboards which use for the arrangement of material is available but not adequate. From this finding that the researcher concludes that the stores of the mentioned schools which use for the arrangement of material are available but not adequate.

Concerning the furniture for the office work of personnel was also rated by each group of respondents. The responses indicated that the average mean score was (3.49) rating it as 'available but not used' with individual mean scores (3.43) and (3.74) for teaching staff and non-teaching staff respectively, that shows the furniture for the office work of personnel is available. From this finding someone may conclude furniture for the office work of personnel is available.

Regarding for the availability of guideline of store management which indicate the duties and responsibilities of store keeper; the individual mean score of the respondents' response was (2.15) and (2.43) respectively which shows the guideline of store management which indicate the duties and responsibilities of store keeper was not available in the sample school. In line with this the average mean value of the respondents' response was (2.20) also proved that rated guideline of store management which indicates the duties and responsibilities of store keeper are not available. Therefore, from this finding any one may concludes that guideline of store management which indicates the duties and responsibilities of store keeper is not available.

Concerning the availability of different models for the receipt and take out material for use. This had an average mean value of (2.95), with individual mean values of (3.34) and (2.87) for teaching staff and non-teaching staff respectively that showed different models for the receipt and take out material for use was available but not used. In this finding 77(59.7%) of respondents agreed on the item which is different models for the receipt and take out material for use is available but not used. The data that obtained from observation and document

analysis different Model 19, Model 20/21 and 22 are available in the store but not used these model for the receipt and take out material for use.

5.2.5.2. The Condition of the Store for Handling and Distribution of Material

Concerning that the condition of the store its safety, cleanness and space for moving the material in the store. The individual mean value of teaching and non-teaching staff was (2.46) and (2.22) respectively; while the average mean value of the respondents (2.42) indicated that the condition of the stores of the mentioned secondary schools' safety, cleanness and space for moving the material in the store is poor. The 65 (50.4 %) of the respondent agree that the condition of the stores of the mentioned secondary schools' safety, cleanness and space for moving the material in the store was poor. From this finding one may conclude that the condition of the stores of the mentioned secondary schools' safety, cleanness and space for moving the material in the store is poor.

Regarding to the arrangement of material in the store based on its type and use after it is coded. The individual and average mean value of the respondents (2.22) was show that the arrangement of material in the store based on its type and uses was poor. The observation the researcher was also prove that the material in the store not properly coded and arranged. So, from the finding someone may conclude that the material arrangement based on its type and use after it coded in the store is poor.

Regarding the Inventory control is periodically practiced, the individual mean score and average mean the respondent was shows that the regular practice of inventory control of the store was poor. Similarly, 65(50.4%) of the respondents rated response also reveals that the practice of inventory control of material of the mentioned secondary schools was poor. The observation and document analysis of the researcher was also proving that the practice of inventory control of material of these secondary schools was poor. Therefore, the finding indicates that the practice of inventory control of material of these secondary schools was poor.

Concerning that the obsolescent and worn-out material is disposed timely. The individual mean score of teachers and non-teaching staff and the average mean value reveals the obsolescent and worn-out material disposed timely was poor. Similarly, 80(62%) of the respondents rated their response that the practice of timely disposing obsolescent and worn-out material the mentioned secondary schools was poor. The researcher observed the out dated text books, old broken duplicating machine which makes the store crowded to lay-out the material in the store properly. This observation of the researcher was also proving that the obsolescent and worn-out material in the store is not disposed properly and timely.

Concerning that the instructional material chalk, duster and the like are handled and distributed properly. The individual mean value of teaching and non-teaching staff was (3.59) and (3.74) respectively. The individual and average mean value of the respondents (3.62) indicates that the instructional material chalk, duster and the like are handled and distributed properly is good. Based on the respondents agreement one may concludes that the practice of instructional material chalk, duster and the like are handling and distribution of the mentioned secondary was good.

5.3. Conclusion

Based on the major findings the following conclusions can be drawn.

- To ensure the adequate material and facility available for utilization in schools was planning and the role the concerned body participation in process of planning is very important. In the planning process except the director of the school the teachers Department heads, teachers PTA members and KETB role of participation is low.
- The school planning should not addressed maintenance of educational material and facility for utilization
- The educational material and facility are the determinants factors in education. However, it has been found that in adequately found and unutilized in the Jimma town government secondary schools. As the finding indicated, the libraries are not well arranged its furniture and books with adequate recent reference books to satisfy the needs of the student. Similarly, desks, chairs and tables inadequate in the class room. Furthermore, the laboratory material such that chemicals, equipment's and apparatus are not adequate. On the other way the available material was not used in subject that required experiment for support students learning for more understand the subject matter. Among the secondary schools two of the have pedagogical center but not function, which have no recent and utilizing teaching aids. The computer centers of the schools were inadequate computer, furniture and ventilation of the room for proper training of the computer skill.
- The regular as well as emergency maintenance of educational material and facility for utilization was not fully practiced in Jimma town government secondary schools; however the maintenance of material and facility was not the quality which uses for long life service. This resulted inadequate material and facility in the schools.
- The store of the mentioned schools not well arranged, the material was also not identified by its type, use and coded. Inventory control was not practiced which enables to know the material on hand and forecast the need of material for the schools. Obsolescent material and worn-out material was not disposed timely to layout the store properly. The evidence (model 19, 20/21 and 22) which helps to use for the receipt and take out of material was not used.

5.4. Recommendation

School is a place where the teaching and learning process is accomplished. To implement for the purpose of school existence, the resource has decisive factor.

To tackle the problem that affects the practice of educational material and facility management in the Jimma town government secondary schools the following recommendations are proposed based on the above findings.

- The participant in the process of school planning teachers, PTA, School board members should play their role not only in the process of planning but also for the implementation of school planning. The planning should address the need of educational material adequately available and utilization.

The study revealed that the store management problems of the school was the store of the mentioned schools not well arranged, the material was also not identified by its type, use and coded. Inventory control was not practiced which enables to know the material on hand and forecast the need of material for the schools. Obsolescent material and worn-out material was not disposed timely to lay-out the store properly. The evidence which uses for the receipt and take out of material should be use by store. To tackle this problem:

- Oromia Education Bureau should present the guideline of educational material and store management for school.
- Jimma town education office facilitates workshop and training on educational material management, utilization and follows up the implementation.
- The school community the implement the educational material handling and utilization on the bases of school plan.

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Appendix- One

JIMMA UNIVERSITY
INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPEMTN STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for the Teachers and non Teaching Staff

Dear Respondent!,

The purpose of this questionnaire is to gather relevant data to assess the practices and challenges of educational material resource management of Jimma town governmental secondary schools. The response you provide will have constructive and importance for the successful accomplishment of the study. Therefore, you are kindly requested to give your genuine response. Your response will be used for the purpose of the study and remained confidential.

Thank You in Advance!

General direction

1. No need to write your name on the questionnaire.
2. Use a thick mark “√” to your response of each closed ended questionnaire from the given rating scales.
3. Write briefly your response for open ended questionnaire.
4. Please give appropriate response based on your school experience

Part I

Personal Information

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

1. School _____
2. Sex M F
3. Age < 25 26-30 31-38 >38
4. Total service year < 5 5-10 11-15 16-20 >20
5. Level of education 10-12 Diploma BA/BSC MA/MSC
6. Your service year in this school _____
7. Your responsibility in the school _____

Part II

For the Item given in the table 1, indicate your response by using the given alternative: Very high = 5, High = 4 Medium= 3, Low =2, Very low=1

1. The following are the role of the principals to facilitate for participants in the process of planning to ensure the availability and adequacy of educational material in your school.

No	Item	5	4	3	2	1
1	The school director's role in facilitating the process of planning.					
2	Department heads are participating in the process of planning.					
3	The teacher is participating in the process of planning.					
4	The PTA member is participating in the process of planning.					
5	The school board is participating in the process of planning.					

Part III

For the Item given in the table 2 and 3 blow, indicate your response by using the given alternative: strongly agree = 5, agree = 4, undecided= 3, disagree =2, strongly disagree=1

2. The following are issues to be addressed in school planning to ensure the educational material in your school.

No	Item	5	4	3	2	1
1	The need of educational material to be purchased is addressed in school planning.					
2	The need of educational material to be maintained for long life service is addressed in school planning.					
3	The practice of educational material to be distributed and utilized is addressed in school planning.					
4	The proper handling educational material is addressed in school planning.					

3. The practice educational material maintenance in your school:

No	Items	5	4	3	2	1
1	The broken desks, chairs, tables, blackboard and seats are being maintained regularly.					
2	Regularly shelves, lockers, cupboards and other office furniture maintenances are practiced.					
3	Duplicating machine, Computers, printers, and the like are regularly maintained.					
4	The emergency maintenance of desks, tables, chairs and the like are practiced.					
5	The emergency maintenance of computers, printers, duplicating machines and the like are practiced.					
6	Quality maintenance of educational materials practiced in the school.					

Part III

For the Item given in the tables 4 and 5 below, indicate your response based on the alternatives: 5=Very good, 4=good, 3=Moderate, 2= poor, 1=Very poor

4. The condition of the library arrangement and facility for students use in your school:

No	Items	5	4	3	2	1
1	Catalogues of the books used that enables to find out material easily.					
2	Books are arranged according to its title and subject.					
3	The comfortable chairs and tables are arranged in the room.					
4	The room can get adequate light for the reading.					
5	The room is ventilated.					
6	Silent environment of the room that keep attention of the students.					
7	According to the schedule providing service for student.					
8	Follow up the handling books.					

5. Indicate your response for the condition of the store that, the handling of educational material takes place in your school by using the above given alternative.

No	Items	5	4	3	2	1
1	Safety, cleanness and space for moving materials in the store.					
2	Material arrangement based on its type and use after it is coded.					
	Using the proper system of documentation of material.					
4	Inventory control is periodically practiced.					
5	Obsolescent and worn-out material is disposed timely.					
6	The distribution of students' text books in all subject on time					
7	The collection of students' text books in all subject on time					
8	The practice of the proper arrangement and handling of student text books in the store.					
9	The sport material handled and distributed properly.					
10	The instructional material chalk, duster and the like are handled and distributed properly.					

Part V

For the Item given in the tables 6 below; indicate your response based on the given alternative: Adequately available=5, available but not used =4, available but not adequate =3 available but not relevant=2, not available at all=1

6. Indicate your response for the availability of the reference material in the library by using the given alternative above.

No	Items	5	4	3	2	1
1	The reference books which the student use for further knowledge.					
2	The recent reference books which the student use for further knowledge.					

Part VI

For the Items given in the tables 7 and 8 below; indicate your response based on the given alternative: Adequately available=5, available but not used =4, available but not adequate =3 available but not function=2, not available at all=1

7. Indicate your response the availability of material in the library by using the given alternative above.

No	Items	5	4	3	2	1
1	The comfortable chairs and tables in the room for students use.					
2	Internet service computers with its accessory for the use of internet.					
3	The shelves and lockers for the proper arrangement of library material.					

8. Indicate your response the availability of material in the laboratory for the practical activities of experiment by using the above given alternative.

No	Items	5	4	3	2	1
1	Seats and tables in the room for the students to practice experiment.					
2	Shelves and cupboards those service for placing material properly					
3	Equipment and apparatus which helps to carry out experiment.					
4	Necessary chemicals for the practical activities of experiment.					

Part VII

For the Items given in the tables 7 and 8 below; indicate your response based on the given

alternative: Adequately available = 5, Available not adequate = 4, Available not used =3, available but not function=2, not available=1

8. Indicate your response for the availability of material in the class room by using the above given alternative.

No	Items	5	4	3	2	1
1	Chairs and desks in the room for student to seats and attend his lesson properly.					
2	Chair and table for teacher for some activities to carry out.					
3	The blackboard which serves the instructional process in the class.					
4	Plasma with its proper installation for the function of transmission.					

9. Indicate your response the availability of material in the pedagogical center by using the above given alternative

No	Items	5	4	3	2	1
1	Different models of teaching aids which serve for the instructional process.					
2	Different maps which serve for the instructional process in the school.					
3	Different charts that serve for the instructional process in the school.					

10. Indicate your response for the availability of material in the computer center by using the above given alternative.

No	Items	5	4	3	2	1
1	Computers with its accessory for training of student the computer skill.					
2	Internet line and service which service students for further knowledge.					
3	Chairs and tables in the room that service students for attending the training properly.					
4	Ventilator of the room which makes the training of student more convenience.					

11. Indicate your response the availability of material in the store which helps for the activity of store management by using the above given alternative.

No	Items	5	4	3	2	1
1	Safety appliances such as goggles, hand glove, Gown and shoe					
2	Shelves and cupboards which use for the arrangement of material.					
3	Furniture for the office work of personnel.					
4	Guideline of store management which indicate the duties and responsibilities of storekeeper.					
5	Different models for the receipt and take out material for use.					

Part IV

Please write your response for the question given below.

16. What is the problem of the school material resource management?

17. What is the case the problems of the school educational materials and resources management?

18. What should be done to solve the problems of school materials resource management?

Appendix- Two

Interview Questions to school director, PTA, Board and education Office expert

Dear Respondent,

The purpose of this interview is to collect relevant information to assess the practice and challenges of educational materials resource management of Jimma town governmental secondary schools. The information you provide will have a constructive and importance for the successful accomplishment of the study. Therefore, you are kindly requested to give your genuine response. Your response will be used for the purpose of the study and remained confidential.

Thank You in Advance!

Part I

1. Sex M____ F____
2. Age ____
3. Educational background _____
4. Your responsibility in school_____
5. Your service year in this school _____
6. You occupation_____

Part II

Please answer the following questions briefly related to the current practice of school's educational materials resource management.

1. What is your opinion regarding the practice of educational materials and supplies management in your school? Concerning, planning, storing, maintenance and inventory control.
2. How the availability of educational material and facility utilized?
3. What is the condition of educational material and facility of the school?
4. What are the major challenges of your school face during process of planning, directing, and controlling the flow of educational materials and facility to utilize?
5. What should be done to solve the challenges of school's materials resource management in the school?

Appendix-Three

School _____ Observation Check-List For researcher

Date of observed _____

No	Inspection focus area			
		Yes	No	
1	Is the store layout properly?			
2	Dose classification material according to its usage, nature, type and value practiced?			
3	Dose educational material properly reserved against any damage? (Provision of clean and well- maintained facilities?)			
4	Does each item of the school materials represented by number that helps to identify easily? (Codified by letter or no.)			
5	Are all the materials and equipment's labeled properly?			
6	Is there regular and emergency maintenance of the physical facilities of the material?			
7	Is there a proper protection of school facilities and equipment?			
8	Is the school management give chance to train the store man?			
9	Dose inventory of material practiced in the school regularly?			
10	Is there report on the inventory control of material?			
11	Does the school library have enough seating for the readers?			
12	Does the school library have enough reference/recent/ books?			
13	Does the teaching class room have enough chairs and desks?			
14	Does the school have laboratory with enough equipment, apparatus and chemicals?			
15	Is there an evidence or document that indicates waste or obsolete material disposed?			
16	Dose classification material according to its usage, nature, type and value practiced?			