

**THE STATUS OF EDUCATIONAL MATERIALS MANAGEMENT IN  
KERSA WOREDA SECONDARY SCHOOLS IN JIMMA ZONE**



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**THE STATUS OF EDUCATIONAL MATERIALS MANAGEMENT IN  
KERSA WOREDA SECONDARY SCHOOLS IN JIMMA ZONE**

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**A THISIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PLANNING  
AND MANAGEMENT IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE  
DEGREE OF MASTER OF ARTS IN SCHOOL LEADERSHIP.**

**OCTOBER, 2020  
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## **Declaration**

The researcher hereby declares that the thesis on the title “The Status of Educational Materials Management In Kersa Woreda Secondary Schools In Jimma Zone ” is this original work and that all sources that have been referred to and quoted have been interestingly indicated and acknowledged with complete references.

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## **Abstract**

The study was explored educational material and management secondary schools of kersa worda in Jimma zone. It was concerned with educational material management. To attain the stated objective of the study, descriptive survey design was employed. Both quantitative and qualitative method (approaches) employed in this research. This method helps to obtain from sample respondents were drawn by availability sampling techniques due to their direct relation with the issue under study and hence to gain sufficient information, simple random sampling technique was also employed. Three groups of respondents participated in the study. These are school principals, teaching and nonteaching staff. Regarding this research study, 2 schools from kersa worda in Jimma zone were selected by simple random sampling techniques. The data was collected through questionnaire, interview and personal observation. The data gathered through questionnaire, were quantitatively analyzed using SPSS percentage and frequency. Moreover, the data gathered through interview, open ended questions, and relevant document were qualitatively analyzed. Having gone through all the study found material management function were not effectively implemented to facilitate teaching learning activities participation of stakeholders in material management function process was not run adequately. There was also lack of continuous supervision in the area of status of educational material management. Based on these findings, some recommendation was forwarded capacitating teacher, school support staff and school principals through training many assist users in putting these materials in to develop positive attitude towards the managements of educational materials, school management may work closely with teachers, school support staff, PTA and sub city education experts. The school set experience sharing schedule for teachers and school support staff to learn a good lesson from best practice in educational material management factions in particular.

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## **Acronyms**

**EMPDA-** Educational materials production and distribution agency

**ICT-** Information Communication Technology

**MOE-** Ministry of Education

**NGO-** Non-Government Organization

**PTA-** Parent Teacher Association

**TGE-** Transitional government of Ethiopia

**UNESCO-** United Nation's educational scientific cultural organization

**USA-** United States of America

# CHAPTER ONE

## 1. INTRODUCTION

### **1.1 Background of the study**

The materials management as a separate managerial function depends on the growth of the institution /organizations/. In education sector, with the increase in its service provision in line with the ever – increasing demand for education, it is not only the human, financial and information resources that are escalating as inputs, educational materials, which serve the educational process in preparing today’s for tomorrow, are also ever increasing. Furthermore, the number and kind of educational materials produced by different factories are numerous. These conditions definitely require identifying the right educational materials wisely, purchase and to provide to schools on time and control their effective utilization. In such cases, competent and capable personnel in the field and specialized function of materials management in planning, purchasing, material handling and receiving, distribution, etc are essential. (Leenders, 1989).

Concerning the need for specialized function of materials management, Data (1986:57) states that: Materials management has reached a stage to day when it can no longer be performed definitely without specific knowledge and training, irrespective of the nature of industry’s manufacturing operations. Its dependence over a widely dispersed area has made it imperative to be treated as a responsibility of purchasing, material planning and control, stores management and inventory control, etc.

Moreover, Data (1986:75) reminds that the concern for materials management should not only be emphasized from its operational purpose in helping attain organizational objective but it should also be emphasized from the economic point of view. In this regard, Data says.

The importance of materials management in any industry or organization cannot be too strongly emphasized, not only affects a particular organization but, indeed, the whole economy of a nation may be caught in the mess of antiquated methods of material management in an aggregate fashion”.

Even though ,the educational budget allocated to educational materials, particularly to that of Sub Saharan African countries is less as compared to that of the developed countries, giving emphasis to the management of educational materials would even be of help to those small amount of allocated budget to be used properly. With this understanding of the ever – increasing number and types of educational materials that are used for educational purposes, countries around the world already have established or organized different institutions to manage educational materials. For instance, in France, the Ministry of Education had established Center for Scientific Equipment to make a special effort to equip colleges and secondary schools with science teaching materials.

The major function of the institution was studying educational materials, designing proto – types and pre – series of scientific materials, organize and technically testing the materials and purchasing equipment, providing information and advice with regard to educational materials. USA, Sweden and Denmark have also a decentralized system of educational materials management in line with their decentralized type of administration. In these three countries, at national level, it is the research activity and some financial supports are provided. Otherwise, the administrative activities like planning, purchasing, handling; distribution and control of utilization are conducted by the local authorities and schools (UNESCO, 1984:89).

In Ethiopia, the management of educational materials got attention during the early years of the Ethiopian revolution (1967 E.C) with the establishment of a department under the MOE which was the inception of educational materials productions and distributions agency. (EMPDA) was established in July 1984, as an independent agency for educational materials production and distributions. The main responsibility of the department was handling the production, procurement and distribution of educational materials (MOE, 1989). Consequently, the management function of educational materials i.e., planning, purchasing, receiving and handling, distribution and control for primary, secondary and regional colleges is shifted to regions.

In most of the regions, the management of educational materials is a shared responsibility of Administration and Finance Service, Planning and Program Service and Department of Educational Support Service (Nebiyu, 2001). The overall organization of the educational materials management functions and personnel assigned in the area differ from region to region.

This situation entails various responsibilities with regard to the management of educational materials, provision and setting of regional policies and guideline (MOE, 1989).

## **1.2. Statement of the Problem**

Educational materials provide some ways by which a society transforms its hopes and aspirations for students' education into daily learning opportunities, experiences and long term school outcomes (Thomas,1996:3). This can be realized if educational materials are available at school level and utilized effectively. In the absence of educational materials, teachers' and students' interests would be limited to "talk and chalk,"

This can be exhibited by the sharp increase in the number of schools and teachers both at primary and secondary levels. However, improving the educational quality and making the system efficient has encounter challenges. In addition to this at zonal and woreda levels, though their authority and responsibility with the purchasing of educational material is very limited, they are engaged in planning, handling, distributing and controlling of the utilization. However, their organizational structure and staff capacity is not in a position to fully execute the functions. Particularly, at Woreda level, it is not fully staffed in all cases. Hence, it would be very difficult to fulfill all the responsibilities properly (Organizational Structure of the Region Education Bureau, 2000 E.C).

According to Nebiyu (2000:300), the task of managing educational materials include planning, purchasing, moving, storing and controlling the materials in an optimum manner so as to provide educational service at a minimum cost. Any failure to perform these tasks leads to ineffective and inefficient utilization of the scarce educational resources.

In Ethiopia, the importance of educational materials for the improvement of educational quality is discussed in the education sector strategy document. As underlined by the Ministry of Education, quality improvement in education is un thinkable without an extensive improvement of school facilities and provision of better instructional materials (MOE, 1994:19). To make this practical, in line with the decentralization of educational management in Ethiopia, all Regional Education Bureaus in the country have already taken the responsibility of distributing educational materials to the respectively like Jimma Zone ,Serbo Woreda and the schools.

The manpower assignment at the Woreda level, most of the educational materials management functions like planning, distribution and control of utilization is conducted by one individual.

In such condition, it is possible to imagine how far it would be difficult for an individual to discharge all these responsibilities effectively. Consequently, it will be logical to expect some gaps in the management of educational materials. Besides, the proposal also focuses starting one Zone, Woreda Offices store houses, and two secondary schools without being distributed to schools some of which lack quality and failed to address the purpose in schools. The researcher will be observed to improper use of educational materials in schools predominantly textbooks physical resources. Different materials are damaged by different reasons. There are different textbooks damaged due to different reasons. There are varieties of resources, which the teacher can readily use teaching-learning processes.

Some of the resources are wind vane, rain gauge, meter rule, models, charts, culturing equipment, laboratory, class rooms, chalk, white board or black board, gown and microscope. The resources should be provided in quality and quantity in classroom for effective teaching-learning process, revealed that essential facilities such as equipment like radio, television, computers, chemicals, specimens, video tape, stove, burners, models and charts, material resources, laboratory equipment / reagents / chemical, and laboratory space, has been of serious concern to educators. Therefore, the study will assess the status of the management of educational materials in the Secondary Schools of Serbo in Jimma Zone.

To this end, this study tries to answer the following basic research questions after investigation on the purpose of the study:

1. Is there an adequate educational material in Secondary Schools of Kersa Woreda in Jimma zone?
2. To what extent are the planning, purchasing, storing, distribution and storing functions of educational materials in the schools?
3. What are the major problems of planning, Purchasing, Moving, Storing and controlling of educational material management in Secondary Schools of Kersa Woreda in Jimma zone?
4. What major factors affecting educational material management and utilization in Jimma zone Secondary school?

### **1.3. Objective of the Study**

#### ***1.3.1. General Objective***

The general objective of this study will be investigate the status of educational materials management in secondary schools of Kersa Woreda, Jimma Zone and provides possible solutions for the problem.

#### ***1.3.2. Specific Objectives***

This study will be specifically focuses on the following objectives:

- To examine the extent to which the secondary schools practice planning, controlling, distribution and storing of educational materials through the participant of responsible body.
- To identify the adequacy or the availability of educational materials in secondary schools of kersa woreda in Jimma zone.
- To describe the problem of planning purchasing , moving , storing and controlling of educational materials ,
- To identify the major factors that affect educational materials management and utilization in secondary schools of kersa woreda in Jimma zone.

### **1.4. Significance of the Study**

The findings of the study may provide educational stakeholders such as Woreda Education office, supervisors, principals and vice principals to know the current status of educational materials management in Secondary schools of Kersa Woreda. After the investigation of this study, these educational stake holders may modify their educational material management practices, It may also give pertinent and timely information school principals how educational material management is being carried out in secondary schools of kersa woreda . to appreciate proper management and criticizes un proper management. The study may serve as a starting point for other researcher who are interested to do their research in this area. Scope of the study

In Jimma Zone, there are 22 woreda and kersa Woreda is one of Jimma zone. In this Woreda the number of secondary school are 7 since, form 7 secondary schools 2 secondary schools have



been used as the sample of the study. Delimiting the study area also had a variety of benefits and reasons.

One of the reasons was that the researcher has been working in that specific area and had better background information on the study area. This in term helped the researcher to get rich and in depth data from the participants. The second reason was that the researcher understands the native language that helped get pertinent information. Moreover, the researcher got better support from the education office found in the area due to his work experience and on the other hand, the study was conceptually delimited to the status of educational materials management.

This study delimited to materials or Non-human resources refer to instructional materials such as text, books reference books, laboratory equipment, Tv and furniture like students desk and chairs of kersa Woreda.

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## **1.6. Delimitations of the Study**

The study were conducted in Oromia region Jimma Zone in kersa Woreda it was 20km far from Jimma University to the main road Jimma. This enabled the researcher to make the study more mmanageable and feasible with the given time.

## **1.7 Operational definition**

Planning: – operating procedure needs to be established regarding how the demand for educational materials are projected.

Purchasing: - operating procedures for purchasing verbal or written quotations, bidding requirements should be clearly laid out.

Secondary school: - refers to the school system established to offer general education (grade 9-12)

Principal: - head of school he/she is responsible for overall activities in school.

Controlling: - refers to the management function concerns with acquisition storage handling and use of materials so to minimize wastage and losses, drive maximum economy and stablish responsibility to various operations through physical checks, record keeping, accounting and other devices.

Storing: - school supply for the best variety of school supplies teaching resources, supplies and more shop out low prices online and stave.

## **1.8 Limitation of the study**

There are many factors that was play part in limiting this study. Some of them are problem related to getting recent and updated books which are directly related to the study, especially domestic research works on the area were also in sufficiently available. In addition to this time covid-19 were other obstracles exerted a negative influence on the researcher. However, the researcher of the study tried to overcome all these constraints and finally emerged with this outcome.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. Concept of Educational Materials

Educational materials, as mentioned by Mbamba (1992:253), 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 (1998:122) 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 classroom equipment and furniture, laboratory equipment, playgrounds and textbooks.

According to Ballot (1971:309), materials management is 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 – decided service to the customer at a minimum cost. Therefore, before defining about educational materials, there are some related terms that need to be clear. For this reason, under this topic are the similarities and differences of educational materials, instructional materials, teaching aids and instructional technologies presented.

Instructional materials, as mentioned by Good (1973:367), refer to devices with instructional content or function that are used for teaching purposes. For Shores (1960:3) instructional materials refer to 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.

However, since they are defined by Good (1973:24) 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. .

## **2.2. Availability of Educational Materials**

The study made by Amare (1999:289) 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 (1991:38) states 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. Textbooks, exercise book, black boards, chalk, desks, chairs, all the ordinary objects which we identify with a classroom 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 indicate or something wrong in the management of educational materials.

## **2.3.Role of Educational Materials in Students Learning Processes**

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 input components of the schools programs. Lockheed (1991:48) mentions that learning materials like textbooks, 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 textbooks, supplementary reading materials, radio and other instructional media are contributing positively to students achievement and quality of education (Fuller,1986:19). As mentioned by UNESCO (1984:23), some education systems view educational materials as teaching aids and some others view as a means for innovation.

In Ethiopia, issues regarding educational materials are discussed in the education and training policy document (1994:14-15) under the topic of Education Support Input. However, as mentioned by Amare (1999:61), educational materials are not taken as key elements for learning rather as teaching aids. With regard to this, after reviewing the two main policy documents (education sector strategy and education and training policy documents), he criticized the condition as follows:

Only one statement is mentioned about two pages devoted to instructional materials in the 33 page of 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, 1999:94).

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

#### **2.4. The Need for Policy in Educational Materials Management**

Daye (1972:150) defines policy as whatever governments choose to do or not to do or action of the government directed towards the accomplishment of some purposes or goals. For Starling (1988:38), policy is an action of the government directed towards the accomplishment of some purpose or goals. This implies that policies are general guides to action which constrain or direct objective attainments. Campbell and Mazzoni (1976:160), declared educational policy as giving direction to the allocation of educational goods and school funds, instructional personnel, curriculum innovation and the racial composition of student bodies. Educational materials management, as one area of educational management that serves the attainment of the goals of educational establishment, requires policies or some guidelines and operational procedures that make the overall activities of educational management functions.

According to Harris (1985:173), for school districts purchasing operation function as a well-organized and well-funded segment of the logistical program, there must be a key reference point in the form of policy. Similarly Nebiyu (2000:301) explains that there needs to be educational

material management policy that spells out the area of planning, purchasing and storage. According to him, in planning, the policy should establish the operating procedures, how the educational materials projection is conducted and the department or section that is responsible to carry out this activity.

In purchasing, it requires the operating procedures with regard to verbal, written quotation, bidding requirements and the like. In storage, policy and procedures should be established for receiving, inspecting, verifying, handling and storing, dispatching, removal of damaged materials and so on. Gopalakrishnan (2005:56) also write that policy aspects, when laid down in a systematic manner, would ensure that the operating personnel are clear about their responsibilities and the procedures they have to follow so that the overall organizational goals are easily achieved.

The presence of policy statement is one thing; however, unless it is well communicated to all operating bodies, it does not bring the required result. Policy manuals should clearly be communicated to all operating departments and personnel and have to be open to revisions depending on the growth of the overall organizational functions and change of the overall broad policies in the sectors or the country as a whole (Gopalakrishnan, 2005:174).

In the absence of policies for educational materials management, the functions lack clarity and the personnel in the area would be confused to do their job properly. Moreover, there would be no visibility with regard to setting of standard, selection, utilization rates and maintenance and evaluation procedure of educational materials and utilization of educational budget allocated for the area (Harris, 1985:176).

Therefore, the presence of policy in educational materials management provides the overall rules and regulation or guidelines in which decisions or choices can be made with regard to the overall educational materials management functions and the use of budgets allocated for the management.

## **2.5. Functions of Educational Materials Management**

Regarding the functions of educational materials management different writers expressed in different ways. For example, Gopalakrishnan (2005:175) discusses that educational materials management includes planning, purchasing, storing and controlling. According to UNESCO

(1984:30), educational materials management functions include planning, distribution and control of the utilization of materials.

### ***2.5.1. Planning for Educational Materials Management***

Planning of educational materials is based on need identification of the required educational materials and budget allocated for the purpose. Thus, 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 (KnezerichandFowlkes, 1960:64).

As mentioned by UNESCO (1984:34), 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.

In line with this, Woodhall (1985:189) points out that the minimum expenditure of a country for teaching material is 10% of the total educational budget .In Ethiopia, as Amare (1999:62) 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.

Therefore, availability and accessibility of data, priority or emphasis given to educational materials among other issues in education, availability of finance or total allocated budget for education are some of the factors that may affect educational materials planning.

### ***2.5.2. Purchasing***

Purchasing is the most important function of educational materials management. It is with this function that educational institutions can obtain the required educational materials for the teaching learning processes. According to Holt (1993:607), purchasing is the acquisition of the required materials and services at optimal cost from competent and reliable sources. As can be understood from the definition, the purchasing function has a responsibility of being efficient and effective by identifying reliable and competent suppliers in order to obtain the right quantity and quality materials on time.

#### ***2.5.2.1 Time of Purchasing***

Timely purchasing is one of the major activities of the purchasing function. According to Gopalakrishnan (2005:174), for determining the right time, the purchaser should have lead time information for all products and analysis its components. Obviously, lead time covers the entire duration of the materials cycle that consists of manufacturing, transporting and inspection. If educational materials are not provided by the time they are required, it affects the teaching learning situation and quality of education negatively.

Some of the advantage of timely purchasing is being conscious on the part of the purchaser, about the total time that the material requires from the point of need identification to the time they arrive to the users. It is not always the delay that creates a problem to a system. Sometimes early purchasing is also a problem in that it creates problem of storage places, for instance right time purchasing is essential and advantageous for smoothing the function of an institution or organization (Harris, 1985:183).



For this reason the purchases requisition time of educational materials should be determined beforehand and be communicated to departments, sections or units of the system.

### ***2.5.2.2. Determining the Right Price***

As mentioned by Candoli (1984:214), in identifying the optimum price of purchased materials, there are three types of discounts which concern the purchaser. The first is trade discount which is set by vendors on the basis of their classification of customers. Thus, the purchaser's responsibility is making his organization in the most favorable classification of customers. The second is bulk purchasing which offers lower unit prices. In this case, the buyer's responsibility is to adjust ordering practice to the most advantageous quantity price break. The third is negotiating which is striving in making agreements that help the organization in saving money like seeing that proper cash discount terms are incorporated in the order, securing invoices promptly from vendors, processing invoices promptly and getting them to the proper paying agent and securing extended discount privileges when unavoidable delays are encountered.

Therefore, purchasing personnel or department is essential in an organization not only for acquisition of the right quality and quantity of material but also to have it in an economic condition. To this effect, identifying materials with possible low cost is usually one of the responsibilities of purchasing department or personnel.

### ***2.5.2.3. Identifying the Right Source***

The concept of right source deals with selection of the right supplier or manufacturer of materials required. Concerning this, Harris (1985:185) has mentioned some points with which vendors can be evaluated.

These include financial status, reference from other customers, punctuality in delivery, guaranteed service or product, discount program and procedure, past bidding record and service offering. On the basis of these points, vendors can be evaluated and vendor's directory, which classifies their level of dependability, can be developed. This directory would help the purchaser in identifying the right source. Similarly, preparing catalogues that contain list of possible suppliers of educational materials can help in providing information to the requisite initiating departments as well as to the purchaser, particularly in the ordering and bidding process.

As mentioned by Curley (1968:382), reputed suppliers are intangible assets to any organization. They are not only suppliers of materials but are also extremely important sources of information with regard to market conditions, price trends and the general industrial climate.

It is, therefore natural that many organizations have accepted source selection as a corporate policy. This helps in bringing about a fair competition among the suppliers and supply failures are kept at a minimum source development is also important for import substitution, cost reduction and quality improvement. It should be however, remembered that source selection, development and presentation is a continuing activity.

Therefore, the selection of right supplier provides great importance to the educational establishments, for instance, it contributes to the success of the objective of the establishment. The major concern in relation to the right source is the dependability and capability of suppliers in providing the required items. In order to be sure that source of our purchase is right, it would be necessary to evaluate suppliers in terms of technical efficiency and organizational capacity in providing the required materials.

#### ***2.5.2.4. The Right Quality Educational Materials***

According to Datta (1986:20), quality is the sum total of characteristics or attributes of a certain material, product or part that makes it acceptable by the people. The quality that is acceptable by the users, beyond achieving the objective it is required to, has significance in improving the morale and efficiency of the workers. At this time, numerous manufacturers are engaged in producing educational materials of the same kind but of different qualities. However, in describing specifications, non-essential quality restrictions that do not add input to utility should be excluded for they may add cost (Candoli, 1984:209). Quality should not only emphasize the technical specification but also balance the technical requirements with the economic condition. This balance may be maintained at least by setting minimum standards which could be considered during purchasing.

However, this situation may lead to selection of minimum standards which may not be accepted by users. In this regard, Datta (1986:124) warns that even though there is a need to balance technically required materials with the economic condition, it should not lead to the change of required material without the consultation of the users. Regarding the participation of the users, Mocoy (1961:338) said the following:

Though decision regarding specific quality and brand are made in cooperation with purchasing agent especially for instructional materials like textbooks, supplementary reading materials, charts, model or tools, the decision has to be made by some instructional officials or committee of teachers or educational personnel.

Knezerich and Fowlkes (1960:68) also support the above idea by saying the following:

The preparation of specification is not the sole function of the purchasing agency. Information from departments which use the item and from the vendors usually contracted for quotation or bid should be solicited during the preparation of specification.

Though this is the case, in a condition where the education system is more decentralized, this becomes sometimes difficult for there may not be sufficient data at their disposal and lack the required adequate training to do so. Hence , in decentralized system of management, lists of educational materials that fit to the educational objectives of the country should be prepared centrally or regionally where there are capable personnel and access to information with regard to recent educational material that are in the market.

### ***2.5.3. 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 (Knezerichand Fowlkes, 1960: 75)).

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, 1970:160).

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, 1986:240).

According to Harris (1985:190), 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, 1985:192).

According to Gopalakrishnan (2005:177), in stores lay out, the governing criteria are easy movement of materials, good housekeeping, sufficient space for men and material handling equipment 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 (1968:326) says, providing adequate storage for instructional supplies and equipment is a problem in many new school buildings because of the scarcity of more classroom space and shortage of funds for construction, many schools provide a bare minimum of storage in new school plant facilities.

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 (1973:79), 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 (2005:57) 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 that it expedites educational planning throughout the system, promotes buying economics by

determining needs scientifically, prevents duplication in ordering, facilitates the exchange of materials and equipment throughout the system, reduces losses from mishandling and theft, serves cost accounting and the development of a program budgeting system and provides data for continuous inventories. Therefore, there are two types of inventories: open and closed inventories. 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, 1984:221).

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 ware housing requires proper guidance and regulation to facilitate retrieval and proper storage.

#### ***2.5.4. Distribution of Educational Materials***

Educational materials distribution involves the movement of the materials from the warehouse facility to the requesting unit or department (Harris, 1985:193). 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.

Nebiyu (2000:26), 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 these reasons, 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.

#### ***2.5.5. Control of the Utilization 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 the schools do nothing unless properly utilized to bring the assumed quality of education. It is not unusual to find some educational materials remain idle or not sufficiently utilized. There could be many reasons for this kind of problem. Some of these can be lack of information and training by teachers and lack of attitude towards using the available educational materials (UNESCO, 1984:64).

As mentioned by Jenson (1967:277), some ways by 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 Woodhall (1985:222), 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 Gopalakrishan (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 of 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 about the utilization status of educational materials.

Rather, the reports are dealing with the presence or absence of educational materials. Further are, it is also rate 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 textbook, 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.



## **CHAPTER THREE**

### **3. RESEARCH DESIGN METHODOLOGY**

#### **3.1. Research Design**

The selection of research design is believed to depend on problem to be investigated. Therefore descriptive survey design was employed in this study. It is believed that descriptive in survey design helps to get information. Therefore, in order to identify and analyze the existing conditions with the reviewed research findings of the past and to draw a general conclusion of the study. The aim of this research study was investigate the status of educational materials management. In this research both quantitative and qualitative research methods were employed. This approach was important in complementing by collecting large quantitative data's. Furthermore, the qualitative approach employed and incorporates in the study, this helps to validate and triangulate the quantitative data. This allows the researchers collect data through different instruments since it is a common characteristic in educational research (Best & Kahn 2001: 114). "Survey research use instruments like questioners and interviews to gather information from groups of subjects".

The method was involved to gathering data through describe events and then organizes, tabulates, depicts and describes the data and uses description at a tool to organize data in to patterns that emerge during analysis. It was use to obtain information concerning the current status of the phenomena to describe processes going on, effects being felt, or trends that are evident in the study area.

#### **3.2. Sources of Data**

In this study both primary and secondary sources of data. The primary sources of data were from school principal, schools teachers and storman the school, from the financial offices of the woreda, from select woreda education offices and through questionnaire and structured interview respectively. The secondary sources of data were obtained from the documents of the supervisory reports, from the national and regional feedback of policy documents, from different model of the schools and schools educational materials need requisition formats. The selection of

the peoples as the sources of data were based on the expectation that they based on the better information and experiences with respect to the study topics.

### **3.3 Total population**

Jimma Zone is one of the zones found in Oromia regional state. There are 22 woreda and kersa Woreda is one Jimma Zone.

The study were conducted only in two government secondary schools found in jimma zone kersa Woreda.

These secondary school are located in serbo secondary school and bulbul secondary school. The population employed for the study were all principals, vice principals, store man and teaching staff. Target population are principals, vice principals, teachers and store man in two secondary school of kersa Woreda. Accordingly, secondary school teacher (140), principals (3), vice principal (3), store man (3) and total target population 149 potential respondents were employed in this study.

### **3.4. Sample Size and Sampling Techniques**

In Jimma Zone there are 22 Woredas. Then Serbo woreda is one of the Jimma zone sub-cities. In these woreda there are 7 secondary schools and 82 primary schools .In this study, 2 secondary schools of the woreda education office were selected by simple random sampling techniques methods. These are Serbo secondary school and Bulbul secondary school. In this selection of woreda education office there are 140 teachers, selected by using simple random sampling techniques and 1 supervisor, 2 principals on secondary school, 3 vice. Principals and 3 store man were selected by using census techniques. Since census method are directly or indirectly involve in monitoring and implement of whole the status of the management of educational materials in the two schools. Those were Serbo and Bulbul secondary school was selected by equal chance the number of population schools were taken.

**Table 1. Summary of the population, sample size and sampling techniques.**

No	Participants	Total Population	Sample size	%	Sample techniques	Remark
1	Principal	2	2	100	Census techniques	Selected to be interview
2	supervisor	1	1	100		
	Total	3	3	100		
3	Vice principal	3	3	100	Census techniques	Administrative workers selected to fill the questionnaires since they are very much responsible in the management
4	Store Man	3	3	100		
	Total	6	6	100		
5	Teachers staffs	140	70	50	Simple random sampling	Teaching academic staff selected to fill the questionnaires
6	Total	149	79	53		

Hint, To determine the total sample of teachers the following William's (1977;75) formula was applied

Ps:  $nN \times \text{No of teacher in each school}$

Where, Ps: propositional allocation to size

n: Total teachers' sample size

N: Total number of teacher in the two selected sample school.

The school principals, store man and vice principals are responsible to exercise in management educational material to facilitate for work teaching learning processes.

Based on the above formula sample size of teachers in each secondary school was computed.

a. Serbo secondary school (teacher population 110)

$$PS = \frac{110 \times 70}{140} = 55$$

b. Bulbul secondary school (teacher population 30)

$$PS = \frac{30 \times 70}{140} = 15$$

The sum of the sample size of the above secondary schools

$$55 + 15 = 70$$

### **3.5. Procedures of Data Collection**

To collect the data from the sample respondents convenient time and place were chosen in order to place them freely and maximize the quality of response and degree of return. Before dispatching the questionnaires for the participants the research were given orientation to make clear about the objectives of the research. Then after, the questionnaires were dispatched according to the time schedule of selected woreda. Likewise, interviews were conducted with school principals by the researcher. The researchers also were explain the purpose of the interview for the interviewees and, subsequently, go on conducting the interview by taking notes.

### **3.6. Instruments of Data Collection**

Both quantitative and qualitative instruments of data collection were used for the study. These consisted of questionnaire, interview and document analysis. Multiple instruments were used to check the consistency of information and to gather supplementary ideas which could be never be obtained by one means.

### **3.7. Method of Data Analysis**

This descriptive survey study tries to assess the status of educational materials management in secondary schools of Jimma zone in Kersa woreda. The data was analyzed by using quantitative and qualitative methods. The analysis of the data was based on the responses collected though questionnaires, interview and document analysis.

The collected data from secondary schools teachers vice principals and store man through closed ended questions was tallied, tabulate and analyzed quantitatively by data analyzing method. Particularly, a frequency and percentage were used to determine the significance level of differences in the responses of teaching staff and nonteaching staff respondents.

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 document analysis, open ended questions and semi-structured interview was analyzed qualitatively. The qualitative data analysis was done in such a way that first, storing 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. Likewise, rank correlation was used to analyzing the major factors that were affecting educational material management and utilization. Finally the findings were discussed based on the obtained information.

### ***3.7.1 Questionnaire***

The Questionnaire was the main instrument used to collect data for the study and administrated for 70 teaching staff two vice principals and three store man. The Questionnaire was the better tool which provides effective ways of collecting data in a structured and manageable form (Wilkinson & Birmingham 2003)-Moreover, these authors also indicated that questionnaire can be very detailed and covering many subjects or issues can help to gather views and opinions from many respondents can be easily and quickly analyzed once completed. The questionnaires were prepared in English language containing both open –ended and closed ended items and translated in Afan Oromon language for those store man. To collect data the sample from secondary school the vice principals were participate, questionnaire consisting of both open and closed ended were prepare and distribute by the assumption that questionnaire was relatively simple to administer and allow respondents to fill it out at their own convenience.

### ***3.7.2. Interview***

Interviews were employed for two principals and one supervisor of the schools to collect information and suggestions. These interviews was conducted in order to get in depth information and to cross check and supplement the information collected through the questioner about the status of educational materials management in secondary schools of Jimma zone in Kersa wereda.

These instruments was particularly used to get data from officers of secondary school supervisor and principals since these bodies better understand the management and utilization of educational materials. In doing this, interview guide questions were prepared with the main focus to get detail information focusing on the basic research questions. The discussion was taken

place in local languages to make the communication understandable and the analysis clear and the result better.

### ***3.7.3. Document Analysis***

The above instrument of data collection was also were carried out by the researcher to triangulate the quantitative data obtained through questionnaire concerning the status of educational materials management in secondary schools. The study area the document were how educational materials was plan, purchase, distribute and utilize by different levels of management in the study area were analyze. This was assuming useful in extracting information about the problem under study. It helps in describing the prevailing practices with regard to educational material management, explaining the possible causal factors relate to the topic.

### ***3.7.4. Pilot Test***

Before the actual data collection, pilot test was conducted to see the quality of the instruments. Accordingly, a pilot test was conducted by distributing 20 questionnaires to the respondents who were not participated in the study in opposite shift who were participated in the study in Serbo secondary school. The main purposes of the pilot test were to see the reliability of the items, the time given, the consistency and content of the items.

Accordingly, the format and order of the question were improved. A thorough editing was done both by the researcher and other language experts. Four general items were improved to be specific and the time was found to be sufficient. The reliability of the questionnaires was measured by using crobach's alpha. Consequently the Alpha results were 0.85 which indicated the questions constructed were measuring a similar concept highly.

## **3.8. Ethical Consideration**

The participants consent participates in the research must be voluntary, free of any coercion or promises of benefits unlikely to result from participation and no group was disadvantaged by being excluded from consideration. In doing so, first the researcher went with official letter written from Jimma university department of educational planning and management consequently, the researcher was present the support letter to Jimma zone education offices explained the purpose of conducting the research on the topic. Then, the researcher explained the purpose of the study to the woreda education offices and school principals to get permission to accomplish the work. Finally to start the study, the researcher introduce the objective and

advantage of the study to the respondents to obtain their voluntarily participation and also inform that the information would be kept confidential. That is, the respondents were assured that their respondents would be kept as secrete to protect them from any panic. All these were considered for the effectiveness of the research. Finally, the researcher was given heartfelt gratitude to all school staffs and other responsible bodies for their cooperation to the successful completion of the data collection.

## **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 and document analysis. The target of this study was the status of educational materials in the management in the secondary schools of Jimma zone in Kersa Woreda. In order to achieve this 79 questionnaires were distributed to 70 academic staff / teaching staffs, for 3 vice principals and for 3 store man the return rate of the questionnaires were filled 100% All the questionnaires were filled and returned by all the respondents. Moreover, 2 school principals, and one supervisor were interviewed.

#### **4.1. Characteristics of the respondents**

Overall, the chapter comprises of two major parts. The first presents the characteristics of respondents interims of sex, service year and academic qualifications. The second part deals with the results of findings from the data which were gathered through the questionnaire, interview and document analysis.



**Table 2: Characteristics of respondents by Sex, Age, Education Qualification and Year of Service**

No	Variables	category	Teaching staff				Respondents						Total numbers of Teaching and non-teaching staffs (76)	
							Non-teaching staff				Teaching staff			
			Supervisors		Principal		Vice principal		Store man		Teachers			
			N	%	N	%	N	%	N	%	N	%		
1	Sex	Male	1	100	2	100	2	66.5	3	100	62	89	70	89
		Female	-	-	-	-	1	33.5	-	-	8	11	9	11
		Total	1	100	2	100	3	100	3	100	70	100	79	100
2	Age	< 24 years	-	-	-	-	-	-	-	-	2	2.9	2	2.5
		25-29 years	-	-	-	-	-	-	-	-	8	11.4	8	10.1
		30-34 years	-	-	-	-	-	-	1	33.5	12	17.1	13	16.5
		35-39 years	-	-	-	-	2	66.5	2	66.5	13	18.6	17	21.5
		40-44 years	-	-	1	50	-	-	-	-	19	27.1	20	25.3
		45-49 years	1	100	-	-	-	-	-	-	14	20	15	19
		>49 years	-	-	1	50	1	33.5	-	-	2	2.9	4	5.1
3	Educational qualification	College diploma	-	-	-	-	-	-	3	100	-	-	3	3.8
		BA/BSc	1	100	2	100	3	100	-	-	70	100	76	96.2
		MA/MSc	-	-	-	-	-	-	-	-	-	-	-	-
4	Service years	<6 Years	-	-	-	-	-	-	1	33.5	3	4.3	4	5.1
		7-12 years	-	-	-	-	-	-	2	66.5	16	22.9	18	22.8
		13-18 years	-	-	-	-	-	-	-	-	13	18.6	13	16.4
		19 year and above	1	100	2	100	3	100	-	-	38	54.2	44	55.6

As it is depicted in the table 2 above, male supervisor respondents constituted 1 (100%) while female counter parts number was unfound. However when it comes to the principals there are no female principal all of them and 2 (100%) were males. However vice principal respondents 2 (66.5) male while female vice principal respondents 1 (33.5%). The participation of female teachers on leadership is less than male.

As shown on item one Table 2, 3 (100%) Store man were males and no female, in spite of that 62 (89%) and 8(11%) of teaching staff respondents were males and females respectively. this indicate that majority of the participant respondents were males. However, the sex composition of the participant did not affect the collect data from the respondents; therefore the schools were dominated by male of teachers.

Regarding the age categories of the respondents, 2 (2.9%) of teaching staff/teachers/ were less than 24 years, 8 (11.4%) were between vice principal and store man (25 -29) respectively and 1 (33.5%) store man and 12 (17.1%) teachers were between 30-34 respectively, 2 (66.5%), vice principals, 2 (66.5%) store man and 13 (18.6%) teachers were between 35-39 years a respectively, and 1 (50%) principals and 19 (27.1%) teachers of them were between 40-44 years old. While supervisor, 1 (100%) teachers, 14 (20%) were fall between 45-49 years respectively the rest of the age 1 (50%) principal, were greater than 50 years old respectively. 1 (33.5%) vice principal and 2 (2.9%) teachers. Therefore most of the respondent's age of greater school is 40-44 years. Hence 40-44 years (27-1%) than 45-49 years (20%) greater than 35-39 years (18.6%) greater than 30-34 (years (17.1%) greater than 25-29 years (11.4%) greater than(2.9%) and the least one less than 24 and greater than 49 years that means 2 (2.9%) with regard to the educational level item 3 table 2 indicates that majority teaching staff of principal and supervisor were first degree holders, that means respectively 1 (100%), 2 (100 %), 70 (100%) and 3 (100%) college diploma respectively. But no teaching staff had second degree holder.

Finally the respondents were asked to indicate their work experience, accordingly 1 (33.5%) and 3 (4.3%) of store man and academic teaching staff were less than six years work experience. While 2 (66.5%) store man and 16 (22.9%) teachers were founded in 7-12 years respectively also 13 (18.6%) teachers found between in 13-18 years old and 1 (100%) supervisor, 2 (100%) of principal and (54.2%) teachers of the sampled schools had an experience from the above 19 years work experience in their respective order.

Even the range the experiences respondent sampled of the schools, mostly 19 years and above years 44 (55.6%) and 7-12 years 18 (22.8%) respectively. Therefore the respondent's age level of education and experience was enough for this study to get accurate and relevant information.

## **4.2. Analysis and interpretation of the data**

### ***4.2.1. Availability of educational materials in the secondary schools.***

This part focus on the presentation and discussion of data gathered from respondents regarding the availability of educational materials in laboratory chemicals, reference books, and supplementary reading materials, electronic media, desks and chairs, sport materials and TV materials as presented in table 3.

**Table 3: Availability of educational materials**

Items		Group of respondents						Total numbers of non-teaching staffs (6)		Total numbers of Teaching & non-teaching staffs (76)	
		Teaching staff		Non- teaching staff							
		Teachers (N=70)		vice principal (N=3)		store man (N=3)					
		N	%	N	%	N	%				
1 Laboratory equipment	Adequately available	12	17.1	0	0	1	33.5	1	33.5	13	17.1
	Available but not adequate	19	27.1	1	33.5	-	-	-	-	20	26.3
	Not adequately available	39	55.7	2	66.5	2	66.5	4	66.5	43	56.6
	Total	70	100	3	100	3	100	6	100	76	100
2 Reference books.	Adequately available	27	38.6	1	33.5	1	33.5	2	33.5	29	38.2
	Available but not adequate	33	51.4	2	66.5	2	66.5	4	66.5	40	52.6
	Not adequately available	7	10	-	-	-	-	-	-	7	9.2
	Total	70	100	3	100	3	100	6	100	76	100
3 Electronic media transmissions for recreation place	Adequately available	40	57.1	2	66.5	2	66.5	4	66.5	44	57.9
	Available but not adequate	18	25.7	1	33.5	1	33.5	2	33.5	20	26.3
	Not adequately available	12	17.1	-	-	-	-	-	-	12	15.8
	Total	70	100	3	100	3	100	6	100	76	100
4 Desks in the class room for student seats	Adequately available	35	50	2	66.5	2	66.5	4	66.5	39	51.3
	Available but not adequate	29	41.4	1	33.5	1	33.5	2	33.5	31	40.8
	Not adequately available	6	8.6	-	-	-	-	-	-	6	7.9
	Total	70	100	3	100	3	100	6	100	76	100
5 Sports materials	Adequately available	21	30	1	33.5	1	33.5	2	33.5	23	30.2
	Available but not adequate	37	52.9	2	66.5	2	66.5	4	66.5	41	53.9
	Not adequately available	12	17.1	-	-	-	-	-	-	12	15.8
	Total	70	100	3	100	3	100	6	100	76	100
6 Plasma material for transmission instruction.	Adequately available	24	34.3	1	33.5	1	33.5	2	33.5	26	34.2
	Available but not adequate	32	45.7	2	66.5	2	66.5	4	66.5	36	47.4
	Not adequately available	14	20	-	-	-	-	-	-	14	18.4
	Total	70	100	3	100	3	100	6	100	76	100

Note- N= number, %= percent of respondent

Table 3 item 1 was about the availability of laboratory chemical. With regard to a vice principal. Respondent responded that at school level adequate availability of laboratory chemical does not exist. Only 1 (33.5%) vice principal replied that laboratory chemical were available but not adequate 2 (66.5%) vice principal replied that laboratory chemical were not adequately available at schools. Regarding the responses teachers 12 (17.1%) adequate availability, 19 (27.1%) available but not adequate and 39 (55.7%) not adequately available so that the response of teachers as high similarly, 1 (33.5%) store man responses were adequately availability, 2 (66.5%) not adequately available even though responses store were as high. Accordingly, the teaching and non-teaching staff group of respondents were indicated an adequately available of educational materials on laboratory chemical 13 (17.1%) the respondents responded as low. Then, 20 (26.3%) the educational materials in laboratory chemical were available but not adequate. While the rest, 43 (56.6%) the availability, of educational materials regarding to laboratory chemical not adequately available and very high.

From this, the quality of teaching and learning particularly in science subjects were based on theory practices rather than in laboratory practices. This implies that secondary school students in the sample zone are not competent with in other secondary schools in the country which have these facilities in science education laboratory.

Table 3 item 2 refers to reference books. In their responses to this item, only 1 (33.5%) and 2 (66.5%) vice principal responded that reference books were adequately available and available but not adequate respectively. Regarding the responses teachers 27 (38.6%) adequately availability, 36 (51.4%) available but not adequate and 7 (10%) not adequately available so that the response of teachers as low. Similarly, 1 (33.5%) store man responses were adequately availability, 2 (66.5%) available but not adequate even though responses store men was as high. Accordingly, the teaching staff and non-teaching staff were indicated the reference books were adequately availability. That means respondent responded that 29 (38.2%) of reference books were adequately availability. On the other hand 40 (52.6%) available but not adequate of educational materials regarding the reference books respondents responded were high. While the rest one 7 (9.2%) availability of educational materials of reference books not adequately available respondents responded as low. However, from respondent reported the availability of

reference book materials was inadequate in their schools. This may not only imply general lack but also inequitable distribution even the available reference books of reading materials.

As shown in table 3 item 3 the availability of electronic media in the school the vice principal, teachers, and store man respondents responded that adequacy of available electronic media as respectively follows 2 (66.5%), 40 (57.1) and 2 (66.5%) also available but not adequate the electronic media. The respondents responded that each groups as respectively indicated that teachers 18 (25.7%) and store man 1 (33.5%) and only 12 (17.1%) the respondent responded that electronic media not adequately availability in schools. However teaching staff and non-teaching responded that 44 (57.9%) the electronic media were available in the school; but 20 (26.3%) available but not adequate in their schools where as 12 (15.8%) reacted that electronic media were not available at all. This implies that the teaching and learning process in some school was not supported by electronic media. So that secondary schools kersa woreda in Jimma zone are not competent with other secondary schools in the country.

Regarding on the table 3 of item 4 the vice principal, teachers and store man were asked to give their availability an educational materials response concerning desks in the class room for student seats groups revealed that 2 (66.5%) 35 (50%), and 2 (66.5%) respectively. Regarding the available but not adequate desks in the class room for student to seats respondents responded that as 1 (33.5%), 29 (41.4%) and 1 (33.5%) respectively. Only 6 (8.6%), chairs and desks in the class room for student to seats not adequately available responded by teachers. So that the respondent responded that the desks in the classroom for student to seats for attend his lesson most adequate available in their schools. From this, one can understand that the secondary schools had an enough desks and chairs. Table 3 item 5 the vice principal, teachers and store man were asked to give their availability sport material. The respondents responded that each groups as 1 (33.5%) 21 (30%) and 1 (33.5%) respectively was regarding the availability of sport materials. The respondents responded that each groups as 2 (66.5%), 37 (52.9%) and 2 (66.5%) respectively the sports materials available but not adequate. Only the two respondents indicated that the sports materials were not adequately available and 12 (17.1%) respectively. On the other hand 41 (53.9%) sports materials were available but not adequate. Since the respondents responded as high. While the rest, 23 (30.2%) the sport materials were adequately available. But

only 12 (15.8%) the sport materials were not adequately available in the schools. This implies that sport materials are in schools shortage in those secondary schools.

Regarding on table 3 item 6, the vice principal, the teachers and store man were asked to give their adequacy availability of TV material for transmission instruction of the school were responded 1 (33.5%), 24 (34.3%), and 1 (33.5%) respectively. The process of TV material for transmission instruction materials of the school was not available 14 (18.4%). In respect to this, 36 (47.4%) of the respondents gave their responses on the item available but not adequate. While 26 (34.2%) of respondent gave their responses on the item the TV with its proper installation for the function of instructional transmission process is adequately available therefore, someone may conclude that TV was available in the classroom but not used for the instructional process of the schools.

#### ***4.2.2. The performance of handling educational materials management practices in the schools***

This part deals with the analysis and presentation of the data gathered from respondents on the status of educational materials management in the schools. How the performance of handling educational materials management practices in the school facilities of utilization the school through questionnaires and interview. Thus, respondents were asked to indicate their opinion by yes and no questions.

**Table 4.Respondents view on handling of educational materials**

Items Does your school have the following facilities?		Group of respondents						Total number Of non- teaching staff(6)		Total number of Teaching and nonteaching Staff (76)		
		Teaching staff		Non-teaching staff								
		Teachers (N=70)		Vice principle (N=3)		Store man (N=3)		N	%	N	%	
		N	%	N	%	N	%					
1. Store man	Yes	39	55.7	2	66.5	1	33.5	3	50	42	55.3	
	No	31	44.3	1	33.5	2	66.5	3	50	34	44.7	
2. library	Yes	65	92.9	3	100	2	66.5	5	83.3	70	92.1	
	No	5	7.1	-	-	1	33.5	1	16.7	6	7.9	
3. laboratory	Yes	26	37.1	1	33.5	1	33.5	2	33.3	28	36.8	
	No	44	62.3	2	66.5	2	66.5	4	66.7	48	63.1	
4. pedagogical resource center	Yes	55	78.6	2	66.5	2	66.5	4	66.7	59	77.6	
	No	15	21.4	1	33.5	1	33.5	2	33.3	17	22.4	
5. ICT center	Yes	60	85.7	2	66.5	2	66.5	4	66.7	64	84.2	
	No	10	14.3	1	33.5	1	33.5	2	33.3	12	15.8	
6. 15, is there a damaged educational materials in your school by reasons of mishandling of students terminates wet and others?	Yes	32	45.7	1	33.5	2	66.5	3	50	35	46.1	
	No	38	54.3	2	66.5	1	33.5	3	50	41	53.9	
7. If your answer for question 15 is yes, how frequent of the problem?	Always	Yes	42	60	2	66.5	1	33.5	3	50	45	59.2
		No	6	8.6	1	33.5	2	66.5	3	50	9	11.8
	Some times	Yes	15	21.4	-	-					15	19.7
		No	3	4.3	-	-					3	3.9
	Not at all	Yes	4	5.7	-	-					4	5.3
		No										



Table 4 items 1 indicated that from the respondent responded majority of secondary schools of Jimma Zone in Kersa Woreda lacked of store house that means the teaching staffs and nonteaching staffs were responded only 34(44.7%) exit in the sampled schools. Also 42(55.3%) respondent responded that secondary school of Jimma Zone add store house. Regarding to this handling educational materials practices of store man views of respondent of non-teaching staff 3(50%) and teaching staff were indicated that 31(44.3%) this could be the cause for the damage of educational materials.

Table 4 item 2 were about presence of handling library in secondary schools of Jimma Zone. Similarly, 65(92.9%) and 5(83.3%) teaching staff and non-teaching staff were indicate the presence the way of handling educational material library in the school. While 5(7.1%) teaching staff and 1(16.7%) non-teaching staff were indicate nonexistence of library handling educational library in the schools. From the response views one can understand that some of the secondary schools students did not get library service.

Table 4 item 3 were about the availability in their schools. While responding to this item 48(63.1%) of teaching staff and non-teaching staff responded their schools did not have laboratory. Only 28(36.8%) teaching staff and nonteaching staff laboratory in this school. From this it is possible to recognize that students in the sample secondary schools have no chance to put in hands practically with it is negative impact on the qualities of education.

In table 4 item 4 was about the availability of school pedagogical resources center. Has shown in the respondents response 55(78.6%) of the teaching staff replied that they have school pedagogical center in their school. Where has 4(66.7%) non-teaching staff replied that they have school pedagogical resource center in their schools were has exit but 15(21.4%) and 2(33.3%) non-teaching staff and teaching staff responded that their schools did not have pedagogical center respectively. Even though 59(77.6%) and 17(22.4%) they respondent indicated that the school pedagogical center replied yes and no questions respectively. This implies that 17(22.4%) absence of school pedagogical resource center in one wored as zone which tell us only 59(77.6%) the presence pedagogical center, so that some problems in preparing and using teaching aids and some instructional material in the schools.

Table 4 item 5 was about on handling ICT center on schools. The teaching staff responded that 60(85.7%) they ICT center present but 10(40.3%) does not exist. In addition to that according to the non-teaching staff 4(66.7%) respond responded that the ICT center exists. On the other hand respondent responded that 64(24.2%) total teaching and non-teaching staff indicated that handling of ICT center present in the 2 schools but 12(15.8%) total teaching and non-teaching staff respondent responded that in 2 secondary school does not present so that we can recognized it impact on student result on quality of education even if the school does not compare with other secondary school of Jimma Zone.

Table 4 item 6 was about damage of educational materials. In their response to this item, both respondent responded that 35(46.1%) the educational materials are damaged by termites, rodents and moisture and even the students because of miss handling. Only 41(53.9%) the teaching staff and non-teaching staff indicated that no educational materials are damaged by termites, rodents and moisture and even the students because of miss handling.

As shown in table 4 item 7 deals with the frequency of the problem of damage to educational material that consequently, 15(19.7%) teaching staff and non-teaching staff explained that educational materials were sometimes damaged. One 45(59.2%)teaching staff, however, indicated that educational materials are always damaged by termites and others, also the teaching staff and non-teaching staff indicated that 9(11.8%) elutriated the educational material did not damaged always by termites, rodents and moisture and even the students because of miss handling. Only 4(5.3%) the teaching staff responded that the educational materials not at all damaged by termites, rodents and moisture and even the student because of miss handling.

As mentioned by teaching staff/ academic staff, this is due to the reason that the sample woreda are areas that are highly attacked by termites. Even in those schools that have storage facilities like store house library and pedagogical resources center educational materials were not well protected from such harmful conditions. The reason of that the mention that respondent response was about educational materials that were mostly damaged. For instance that textbooks, reference books, sport materials, maps and globes were the materials that were mostly damaged in schools. Moreover, textbooks were the once that were indicated by all the respondents to be damaged. This may imply serious shortage of textbooks to addition to the distribution problem.

### ***4.2.3 Planning of Educational Material***

This part of the 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 indicated by yes and no questioned and by frequency of percentage.

**Table 5: Planning Process for Educational Materials.**

Items		Group of respondents						Total numbers of non-teaching staffs (6)		Total numbers of teaching and non-teaching staffs (76)	
		Teaching staff		Non-teaching staff							
		Teachers		Vice principal (N=3)		Store man (N=3)					
		N	%	N	%	N	%	N	%		
1 . Is there a plan for educational material in your school?	Yes	42	60	3	100	3	100	6	100	48	63.2
	No	28	40	-	-	-	-	-	-	28	36.8
2.Is woreda education office asked the secondary schools for the need to plan educational materials	Yes	26	37.1	3	100	2	66.5	5	83.3	31	40.8
	No	44	62.9	-	-	1	33.5	1	16.7	45	59.2
3. If there is a plan who prepared it?	a) region education bureau	-	-	-	-	-	-	-	-	-	-
	b) zone education office	3	4.3	-	-	-	-	-	-	3	4
	c) woreda education office	25	35.7	-	-	1	33.5	1	83.3	26	34.2
	d) schools	40	57.1	3	100	2	66.5	5	16.7	45	59.2
	e) others, please specify	2	2.9	-	-	-	-	-	-	2	2.6
4. if your answer for question no 8 is yes at what particular time	a) At first quarter of the planning year	10	14.3	1	33.5	3	100	4	66.7	14	18.4
	b) at the second quarter of the planning year	45	64.3	-	-	-	-	-	-	45	59.2
	c) at the third quarter of the planning year	9	12.9	-	-	-	-	-	-	9	11.8
	d) at the fourth quarter of the planning year	6	8.6	2	66.5	-	-	2	33.5	8	10.5

Table 5 item 1 the view of respondents on the planning of educational material of the school to which agree to indicated Yes the teachers 42(60%), vice principal and the store man 3(100%) and 3(100%) respectively. Similarly, 28(40%) of teaching staff on the other hand, 6(100%) the non-teaching staff responded that school materials were planned at school level. While, at the school level 48(63.2%) the teaching staff and non-teaching staff indicated that the planning of educational materials at the school level but only 28(36.8%) where planned in other level rather than the school.

Table 5 item 2 deals if there is a plan, who prepared it with plan for educational materials woreda education office asked for the need for educational materials by secondary school in their response to this item, 26(37.1%) teaching staffs replied that they were requested to submit their plan for educational materials by their respective woreda education office and 5(83.3%) non-teaching staff also the same agreement Yes responded. While, 44(62.9%) teaching staff and 1(16.7%) of non-teaching staff responded that the woreda education office doesn't asked the need for educational materials plan by the secondary schools. Therefore, the respondent responded that woreda education office only asks 31(40.8%) the need of educational materials from the secondary schools plan and the remain 45(59.2%) as the woreda education office doesn't asked the need of educational materials plans for the secondary school.

Table 5 item 3 deals if exist, who prepared it? Even if the region education bureau doesn't asked during preparation of plan, only the teaching staff and non-teaching staff responded that 3(4%) at zone education office 26(34.2%) at woreda education office, 45(59.2%) at school level and 2(2.6%) others bureau where respectively prepared it. Similarly, interviews at woreda education offices level explained that the supervisor and principal of the schools request their immediate lower level management to submit the need for educational materials through their plan. This shows that at school level there is a planning processes for identifying and submitting the need for educational materials to their respective woreda education office. In the same way, at the woreda, zone and regional levels there was a plan for educational materials by compiling educational materials need of their immediate lower level management.

Table 5 item 4 relates to the time that schools submit the need for educational materials to their respective woreda education offices. At the 1<sup>st</sup> quarter of year planning of educational materials were submitted to school the respondent replied that 10(14.3%) teaching staffs and 4(66.7%) non-teaching indicated. Also 45(64.3%) teaching staff were submitted at the 2<sup>nd</sup> quarter of planning. Year where as 9(12.9%) teaching staff replied that submit at the 3<sup>rd</sup> quarter of year respectively. Also at the 4<sup>th</sup> quarter of year6 (8.6%) teaching and 2(33.3%) non-teaching staff responded. While the duration of the planning different from time to time according the respondent that means 14(18.4%) 1<sup>st</sup> quarter, 45(59.2%) 2<sup>nd</sup> quarter, 9(11.8%) 3<sup>rd</sup> quarter and 8(10.5%)quarter were respectively. This implies that there is a need differs from school to school. Moreover, since all schools do not send their need request at the same period of time, it may create a problem to woreda education offices to compile and send complete request to their immediate higher level management.

On the other hand a question was raised to the supervisor and school principals interviews about the time the need request for educational materials summated to them. In this regard, the woreda of supervisor and the school's principal were interviewed discusses that their immediate lower level management do not submit timely and in most cases, they receive incomplete data of the end of the 3<sup>rd</sup> and 4<sup>th</sup> quarters of the planning year. What is more, as the woreda interview replied, there are cases where some of secondary schools educational materials request do not totally reach their respective hierarchies. This implies that sometimes regional level management is forced to plan on the existing incomplete data. This indicates that the planning process of educational materials is not based on accurate and complete data which, as a result, may lead to in balanced as well as inadequate provision of educational materials to schools during distribution.

#### ***4.2.4 The purchasing responsibility of educational materials.***

In this section the researcher intention was to extent the condition of purchasing responsibility of educational materials how to facilitate to carry out the activities of educational material purchase and in what level of educational materials purchased to distribution in the school. To extent these conditions 3 items and some different sub groups were considered and presented to respondents as in table 6.

**Table 6. Item 1 relate to educational materials that were purchased at the school level.**

Items		Group of respondents						Total of non-teaching staff(6)		Total of teaching and non-teaching staff (76)	
		Teaching staff		Non-teaching staff							
		Teachers		Vice principal (N=3)		Store man (N=3)					
		N	%	N	%	N	%	N	%		
1 Are there educational materials that are purchased by your school level?	Yes	54	77.1	3	100	2	66.5	5	83.3	59	77.6
	No	16	22.9	-	-	1	33.5	1	16.7	17	22.4
2. Is there are educational materials that your schools purchase, where do you get the budget resources?	a) Woreda education office	5	7.1	1	33.5	2	66.5	3	50	8	10.5
	b) From school incomes	43	61.4	2	66.5	1	33.5	3	50	46	60.5
	c) NGO's	9	12.9	3	100	3	100	6	100	15	19.7
	d) From communities	13	18.6	3	100	3	100	6	100	19	25
	e) Voluntary persons	-	-	-	-	-	-	-	-	-	-
3.The types of educational materials purchased at the school level	a) Text books	10	14.3	-	-	-	-	-	-	10	13.1
	b) Reference books	31	44.3	2	66.5	1	33.5	3	50	34	44.7
	c) Laboratory materials	7	10	-	-	-	-	-	-	7	9.2
	d) Maps and globes	5	7.1	-	-	-	-	-	-	5	6.6
	e) Sports materials	8	11.4	1	33.5	2	66.5	3	50	11	14.5
	f) Electronic media	-	-	-	-	-	-	-	-	-	-
	g) Chairs and desk	9	12	-	-	-	-	-	-	9	11.8
	h) Other	-	-	-	-	-	-	-	-	-	-

Table 6 item 1 relate to educational materials that were purchased at the school level. While responded that teaching staff 54(77.1%) and 5(83.3%) non-teaching staffs where replied that schools purchase educational materials at school level. But 1(16.7%) and 16(22.9%) non-teaching staff and teaching staff where indicated that the respondent does not agreement on the

school level purchased. However, 59(77.6%) of respondent responded that educational materials that were purchased by school but respondent responded that 17(22.4%) the educational material doesn't purchased by school level. This shows that purchasing of some educational materials is a common issue for all the schools through it is dependent on the school income and decision of the school management.

Table 6 item 2 was about the source of finance for the purchasing of educational material by schools consequently, 8(10.5%),woreda education office, 46(60.5%),from school incomes 15(19.7%) NGO's and from comminutes 19(25%) and pointed out that the sources school were generated from woreda education office, income was school grants, also NGO's and from communities respectively. The highest percentage of the school allocated the budget from income of the schools that indicate the respondent 46(60.5%) view and lower one from woreda education office 8(10.5%) and NGO's 15(90.7%). There is no budget allocated for the secondary schools from the higher level management to buy educational materials. The data revealed that, to a certain extent, the school try to solve problems of educational materials by allocating from their incomes.

Table 6 item 3 indicates the type of educational materials that schools can purchase and hence, 34(44.7%) non-teaching staff and teaching staff replied that such educational materials as reference books, 11(14.5%) physical education materials, 9(11.8%) chairs and desk 7(9.2%) laboratory chemicals, 5(6.6%) maps and globs could be purchased by schools. Moreover, all of the respondents indicated that they purchased stationery materials. In this case, there is no any guideline or regulation that limits the amount of money to be used kind and number of educational materials purchased at school level. An interview were conducted with supervisor of the schools and principal of the school that exist with woreda education office leaders and experts with regard to educational materials purchased at their respective level and whether or not budget was allocated for those educational materials. When an interview of the supervisor it response the regional level revealed that at only text books, some laboratory materials and furniture could be purchased with the money from recurrent and capital budget.

The purchasing function of educational materials management is not delegated and purchasing of educational materials like text books and furniture is conducted at regional level. Even though in small quantities, there was practice of purchasing some educational materials by the sample



weredas and schools by their own decision. This implies the absence of guidelines in purchasing responsibilities of the sample zone, woreda and schools. So woreda and schools face problems with regard to quality of the material, corruption, extravagant use of resources and it crate disparity among woredas and secondary schools in the sample zone in terms of the availability of educational materials which in turn, brings about disparity in the provision of quality education to students.

#### 4.2.5 Quality of purchased educational materials

This part emphasized in the presentation and discussion of data gathered from respondents on the quality of purchased educational materials. Thus, respondents were asked to Yes and No question and by frequency of percentage.

**Table 7.**Quality of purchased educational materials

Items		Group of respondents						Total of non-teaching staff(6)		Total of teaching and non-teaching staff (76)	
		Teaching staff		Non-teaching staff							
		Teachers		Vice principal (N=3)		Store man (N=3)		N	%	N	%
		N	%	N	%	N	%				
1 .Availability of educational materials that failed to meet the targeted purpose due to poor quality.	Yes	53	75.7	1	33.3	2	66.7	3	50	56	73.7
	No	17	24.3	2	66.7	1	33.3	3	50	20	26.3
2. Types of educational materials that failed to meet the targeted purpose most due to poor quality	a) Text books	10	14.3	-	-	-	-	-	-	10	13.2
	b) Reference books	29	41.4	1	33.3	1	33.3	2	66.7	31	40.8
	c) Laboratory chemicals	21	30	2	66.7	-	-	2	66.7	23	30.2
	d) Maps and globes	2	2.9	-	-	-	-	-	-	2	2.6
	e) Sport materials	-	-	-	-	-	-	-	-	-	-
	f) Electronic media	3	4.3	-	-	-	-	-	-	3	3.9
	g) Chair and desk	5	7.1	-	-	2	66.7	2	66.7	7	9.2
	h) Other stationery materials chalk	-	-	-	-	-	-	-	-	-	-

Table 7 item is all about the quality of purchased educational materials. In this regard, item of table 7 was raised to identify whether or not educational materials of poor quality were purchased in their responses to this item, 1(33.3%) vice principals and 2(66.7%) store man

reacted that there were educational materials that failed without the intended of the objectives whereas 2(66.7%) vice principals and 1(33.3%) store man replied that they did not face such a problem. While, teaching and non-teaching staffs responded that 20(26.3%) of educational materials that was failed due to poor quality purchase and the remains 56(73.7%) were on targeted purpose due to good quality purchased.

When an understood from those respondent response of the majority of the vice principals and store man, there were a problem regarding the quality of purchased educational materials. This could be due to the reason of the school principals and the stake holder like PTA, need to focus on the availability of educational materials that their quality. It could also be said that there were no attention for quality of educational materials.

In the same table 7 item types of educational materials that failed to meet the targeted purpose most due to meet the targeted purpose most due to poor quality. The two responded that 31(40.8%) stationary materials. Different reference book, 23(30.2%) laboratory chemicals and 10(13.2%) text books failed to meet the targeted purpose most due to poor quality.

This was due to principals were asked to point out educational materials that failed to next the targeted purpose due to poor quality. In this regard, the two respondents were indicated desks, the two respondents were indicated desks and chairs electronic expected media sport materials and text books expected in quality during purchasing moreover, respondents also indicated that stationary materials, reference book and laboratories materials were of poor quality. The presence of poor quality educational materials in the secondary school of Jimma zone in kersa worda it seems in due to less attention to quality during the purchase. This shows due to focus mainly was no obtaining educational materials regard less of their quality. However, educational materials unless they are obtained in the required quality, their mere availability in quantity also may not help much in improving the quality of education.

On the their hand, the educational materials distribution by team leaders and experts about the presence of reporting systems or any mechanism that helps to collect information regarding the

quality of purchased educational materials. Consequently the interviewees explained that there was no report that come from their lower management from school level.

besides, interviewees remarked that there was no systematically developed mechanism to collect information about the quality of purchased educational materials regarding to school grant to school. Because the responsibility as given for the school principal and PTA of the school the supervisor does not interfere on purchased of materials supervisor interviewees however, replied that sometimes some of the schools complained about poor quality of the purchased educational materials like sport materials. Chalk student desks and chairs although unofficially. However, since there was no systematically developed reporting system even at the wereda level, the woredas.

For this, one may recognize that, in Jimma secondary offices, when it was checking the quality of educational materials, both before and after purchase, it was not well throughout and emphasis was only mere presence of educational materials, not their quality.

#### ***4.2.6. The process of distribution of educational materials and store management.***

In this section the researcher intention was to the condition of the store that how it facilitated to distribution carry out the activities of educational material handling and distribution. This concerning that the condition of the store its safety, cleanness and space for moving the material in the stake holders. While, respondents were asked to give by Yes and No questions and interpreted by frequency of percentages.

**Table 8. Distribution of educational materials to the secondary schools**

Items		Group of respondents						Total of Non-teaching staff (6)		Total of teaching and Non-teaching staff (76)	
		Teaching staff		Non-teaching staff							
				Vice principal (N=3)		Store man (N=3)					
		N	%	N	%	N	%				
Using the proper system of documentation of material	Yes	27	38.6	3	100	2	66.7	5	83.3	32	42.1
	No	43	61.4	-	-	1	33.3	1	16.7	44	57.9
Safety, cleanness and space for moving materials in the store	Yes	29	41.4	1	33.3	2	66.7	3	50	32	42.1
	No	41	58.6	2	66.7	1	33.3	3	50	44	57.9
Inventory control is periodically practiced	Yes	23	32.9	1	33.3	2	66.7	3	50	26	34.2
	No	47	67.1	2	66.7	1	33.3	3	50	50	65.8
The instructional material chalk duster and the like are handled and distributed properly	Yes	46	65.7	1	33.3	1	33.3	2	33.3	48	63.2
	No	24	34.3	2	66.7	2	66.7	4	66.7	28	36.8
Obsolescent and worn-out materials disposed timely	Yes	36	51.4	3	100	2	66.7	5	83.3	41	53.9
	No	34	48.6	-	-	1	33.3	1	16.7	35	46
Material arrangement based on its type and use after it is coded	Yes	32	45.7	2	66.7	1	33.3	3	50	35	46
	No	38	54.3	1	33.3	2	66.7	3	50	41	53.9
The distribution of educational materials was sufficient when compared to the request by your school	Yes	45	64.3	1	33.3	3	100	4	66.7	49	64
	No	25	35.7	2	66.7	-	-	2	33.3	27	35.5
If the answer for question no "4" is "yes" what is the state of distribution	a) It is more	-	-	-	-	-	-	-	-	-	-
	b) It is less	18	25.7	1	33.3	2	66.7	3	50	21	27.6
	c) It is equal	52	74.3	2	66.7	1	33.3	3	50	55	72.4
When the educational materials mostly distributed to your school?	a) At the beginning of academic year	20	28.6	-	-	2	66.7	2	33.3	22	28.9
	b) At the middle of 1 <sup>st</sup> semester	31	44.3	1	33.3	1	33.3	2	33.3	33	43.4
	c) At the end of 1 <sup>st</sup> semester	12	17.1	2	66.7	-	-	2	33.3	14	18.4
	d) At the end of 2 <sup>nd</sup> semester	7	10	-	-	-	-	-	-	7	9.2

Regarding table 8 of item 1 teaching staff and non-teaching staff were asked to give their response on the range and proper system of documentation of materials. The percentage of respondent responded on the Yes agreement 27(38.6%), and 5(83.3%) respectively. From this finding 43(61.4%) of the teaching staff indicated their response that the using of proper system of material is poor and 1(16.7%) of the non-teaching staff responded that on the using proper system of documentation of material is poor. While 32(42.12%) the proper system of using documentation of material the school of Jimma Zone is Good but 44(57.9%) the using of documentation of material is poor. After the document analysis of 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 satisfactory.

On the table 8 item 2 teaching staff and non-teaching were asked to give their response concerning the condition of the store, safety, cleanness and space for moving the materials in the store “Yes” of agreement 29(41.4%) and 3(50%) respectively. But 41(58.6%), 3(50%) the respondent responded that the condition of the store, safety, cleanness, and space for moving materials in the store ”No” of agreement. While from the whole respondents 32(42.1%) of them responded that “Yes” condition of the stores of the mentioned secondary schools. Safety, cleanness and the space for moving the materials in the store exist and the rest of the respondent 44(57.9%) of them 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 unaccepted. Therefore, from this finding the researcher concluded that the condition of the stores of the mentioned secondary school: safety, cleanness and space for moving the material in the store is poor.

On the table 8 item 3 teaching and non-teaching staff were asked to give their response concerning on inventory control periodically practiced was in “yes” agreement 23(32.9%) and 3(50%) respectively. But 47(67.1%) and 3(50%) the teaching staff and non-teaching staffs their response that the practice of inventory control periodically practiced educational material of secondary school was poor and only 26(34.2%) of the respondents responded that on idea of the practice of inventory control of material of secondary schools was good. They remain 50(65.8%) were poor. The document analysis of the researcher was also providing that the practice of

inventory control of material of these secondary schools was poor. Therefore the finding indicate that the practice of inventory control of material of this secondary schools was poor.

On the table 8 item 4, teaching and non-teaching staffs were asked to give their response concerning the instructional material: chalk, duster and their like are handled and distributed properly. Since 46(65.7%) of the teaching and 2(33.3%) non-teaching staffs were responded that the instructional material chalk, duster and the like are handled and distributed properly “Yes” agreements. On the other hand 24(34.3%) of the teaching staffs and 4(66.7%) non-teaching staffs were responded that the instructional material chalk, duster and the like are handled distributed properly “No” agreement. Concerning this 48(63.3%) of the respondent responded that the instructional material chalk, duster and the like handling and distribution is good and the rest of 28(36.8%) the respondents 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 like of mentioned secondary schools was good

Regarding table 8 item 5 teaching staffs and non-teaching staffs were response concerning the obsolescent and worn-out material is disposed timely 36 (51.4%) of the teaching staffs and 5(83.3%) non-teaching staffs were responded that the obsolescent and worn-out material is disposed timely in Yes agreement. While, 34(48.6%) of the teaching staffs and 1.(16.7%) non-teaching staffs were responded that the obsolescent and worn-out material is disposed timely in no agreement. In this 41(53.9%) of the respondents their respondents their response that the practice of timely disposing opalescent and worn-out material in the mentioned secondary schools was good and 35(46%) of the respondents agreed that the obsolescent and worn-out material is disposed timely was poor. Also, the researcher that observed the out dated text books, old broken duplicating machine and shelve of books which makes the store too crowded to lay out the material in the store. So, this finding shows that the obsolescent and worn-out material was not disposed properly and timely.

As seen on the table 8 item 6, teaching staffs and non-teaching staffs were asked to give their response regarding the arrangement of materials in the store based on its type and use after it is coded in No agreement.32(45.7%) of the teaching staffs and 3(50%) non-teaching staffs. Were responded that the arrangement of material in the store based on its type and use after it is coded

in yes agreement. While 38(54.3%) of the teaching staffs and 3(50%) non-teaching staffs were responded that the arrangement of material in the store based on its type and use after it is coded in No agreement on the other way 35(46%) of the respondents their response that the arrangement of material in the store based on its type and use after coded was good and 41(53.9%) of the respondents responded on the item that the material arrangement in the store was not well. So from the finding someone may conclude that the material arrangement based on its type and use after it coded in the store was poor.

Regarding table 8 item 7, teaching staffs and non-teaching staffs and non-teaching staffs were response the distribution of educational materials was sufficient when compared to the request from school. In this regard 45(64.3%) of the teaching staffs and 4(66.7%) no- teaching staffs were responded that the distribution of educational materials was sufficient when compared to the request from school Yes agreement. But 25(35.7%) from each group does not agreed from teaching staff. From this finding 49(64%) of the respondents their response that the distribution of student's text books in all subject on time. Administration materials and 27(35.5%) of the respondents responded that the distribution educational materials was sufficient when compared to the request from school on time is poor. The data obtained from interview of super visor of the school and the principal of the school was also explain as the attention was given concerning.

The distribution of student text book at the end of every academic year. The teaching staff and non-academic staff at the beginning of an academic year, at the middle of 1<sup>st</sup> semester and at the end of 2<sup>nd</sup> semester obtain educational materials. So this finding shows that the student's text books in all subjects are distributed timely. Also interview was also conducted with the woredas, education offices in educational materials distribution team leaders and experts as to the bases for the distribution of educational materials to their immediate lower level for managerial hierarchies. The data obtained from the lower level were incomplete and in accurate, the number distributed to schools differed from what schools actually requested. So from the finding someone may conclude the distribution of material for the school incomplete and in accurate so it was poor.

On the table 8 item9 the teaching staffs and nonteaching staffs were asked to give their response concerning the time of educational materials mostly distributed for school. According this items the teaching staffs and non-teaching staffs were responded that the middle of 1<sup>st</sup> semester 31(44.3%) and 2(33.3%) at the end of 1<sup>st</sup> semester 12(17.1%) and 2(33.3%) at the end of 2<sup>nd</sup>

semester 7(10%) and at the beginning of an academic year the respondent responded that 20(28.6%) and 2(33.3%) respectively. In this regard, teaching staff and non-teaching staff were responded that 7(9.2%) at the end of 2<sup>nd</sup> semester, even during this time the teaching learning process of the year was accomplished, minority of the respondent 22(28.9%) replied that the distributed of educational materials reach schools at the beginning of the first semester. More over the respondents indicated that there was no fixed time for the distribution of educational materials to schools. When interview of the school supervisors explained that they distribute of educational materials to school mostly at the beginning of an academic year. Still up to day, it was explained that when they distribute educational materials depending on the time of procurement of the materials from the printing enterprise agency.

When the researcher attention to interview of the school principal distribution time of educational materials to secondary schools depended on the after coming of the materials at the woredas office and woredas finance offices. From this, one can realize that educational materials are not distributed to schools on time in Jimma Zone subsequently, schools suffer shortage of educational materials. It was also explained that some materials were in the shortest in store house of the schools.

The reason for such problem, to interviews indicated was, mainly shortage of budget for transporting educational materials. There was also a problem of not being programmed starting from planning up to distribution hence in the planning process, unless attention is given in the budget allocation for transporting the procured educational materials, procuring a lone gives no meaning for secondary school and eventually, would badly affect the quality of education.

#### ***4.2.7 Control and Utilization of Educational Materials***

In this section the researcher intention was to the condition of shows how the control of educational materials utilization is a neglected function among other functions of the materials management. While, respondents were asked to gives Yes and No question and interpreted by frequency of percentages.



**Table 9: Control and Utilization of Educational Materials**

Items		Group of respondents						Total of non-teaching staff(6)		Total of teaching and non-teaching staff (76)	
		Teaching staff		Non-teaching staff							
		Teachers		Vice principal (N=3)		Store man (N=3)					
		N	%	N	%	N	%	N	%		
1 Is there any strategy use to control and utilize the available educational materials in your school effectively	Yes	21	30	2	66.7	1	33.3	3	50	24	39.4
	No	49	70	1	33.3	2	66.7	3	50	52	68.4
2 Is there a general guideline for educational materials management in your schools for planning?	Yes	7	10	1	33.3	-	-	1	16.7	8	10.5
	No	63	90	2	66.7	3	100	5	83.3	68	89.4
3. Is there a problem of utilizing the available educational materials in your school?	Yes	33	47.1	2	66.7	1	33.3	3	50	36	47.4
	No	37	52.9	1	33.3	2	66.7	3	50	40	52.6
4 Does the school management support in utilization of the available educational materials in your school?	Yes	34	48.6	3	100	1	33.3	4	66.7	38	50
	No	36	51.4	-	-	2	66.7	2	33.3	38	50

On the table 9 of item1, teaching staff and non-teaching staff were asked to give their response whether or not is there any strategy use to control and utilize the available educational materials in school effectively. Then the percentage of respondent responded in yes agreement, 21(30%)

and 1(33.3%) respectively. While from the whole respondents 24(39.4%) of them responded that Yes condition use any strategy use to control and utilize the available educational materials in school effectively but 52(68.4%) of them responded response that did not any strategy to control the effective utilization of educational effectively.

With regard to strategy to control the effective utilization of educational materials, concerned with leaders of the school and supervisors of the school were interviewed. Consequently, the tried to explain that they had a strategy. From the responses, it was understood that the schools, management exercise the practice of control of the effective utilization of the available educational materials in secondary schools. Yet at the school's level almost all school principals revealed the non-existence of the practice of using strategies to control the effective utilization of the available educational materials. This shows that awareness regarding the controlling function and absence of common guidelines that help school principals in performing uniform functions regarding the control activities. The school principals were also asked to list the type of controlling mechanisms in school. Accordingly, some principals replied that they control using materials requisition format and by conducting inventory once in a year when the school was closed for break.

Again the supervisors were also asked some question and pointed out that they used periodical supervision to control proper utilization of educational materials in schools. For instance they indicated that, during supervision time, they focused on proper utilization of text books just by checking UN distributed text books in store houses and observing their timely distribution to students. This implies that the control of the utilization of educational materials was not well performed effectively by concerned body in Jimma schools. The methods that the school managements used to control of the utilization of educational materials were not comprehensive enough. They did not use reports about the proper utilization of educational materials from the department heads and store houses. The supervisors of the schools and woreda educational materials management team leaders and experts were also focusing only on text books utilization by disregarding the utilization of other educational materials.

Regarding on the table 9 of item 2 teaching staff and non-teaching staff were asked to give their response relates to guidelines for the management of educational materials. Then the percentage of respondent responded on Yes agreement 7(10%) and 8(10.5) of them responded that Yes condition use any strategy use to control and utilize the available educational materials in school

effectively. But 68(89.4%) of them respondent responded that did not have availability of general guidelines about educational materials management in the school.

While responding to this item when an interview with school principals replied that they explained no had general guide line the school are there. Also an interview made with supervisor of the school on general guidelines distribution educational materials. Those explained that general guideline educational materials distribution by team leaders and experts at woreda level. The interview responses confirmed non-existence of a general guideline for educational materials management in kersa secondary schools. This implies that there was no general guideline that covers all the function of educational material management relate of the school.

On the table 9 item 3 relate to a problem of utilizing the available educational school with regard to this, majority 36(47.4%) of teaching and non-teaching staff replied that there was a problem of utilization in their schools where as 40(52.6%) teaching and non-teaching staff reacted that there was no problem in the utilization. From the response of majority of the respondents however, it could be learned that there was a problem in the utilization of the available educational materials in secondary school of zone.

In order to know about the reason for not effectively utilizing the available educational materials in the secondary schools of Jimma Zone, the school principals were requested to mention some of the reasons, consequently, the principals pointed out lack of appropriate training, lack of awareness, absence of controlling mechanism and damage to educational materials as main reasons.

On table 9 item 4 deals with the presence of support from the school management for the proper utilization of educational materials. In their responses to this item, they significant 38(50%) of the teaching and non-teaching staff replied that schools management tried to provide support or assistance for the proper utilization of the available educational materials in schools and 38(50%) the teaching and non-teaching staff indicated that schools management to provide support or assistance for the proper utilization of the available educational materials in schools.

#### 4.2.8. Rank of Analysis on Factors Affecting Educational Materials Management and Utilization.

Teaching staff and non-teaching staff presented to rank in order six major factors that affect educational materials management and utilization in school from 1<sup>st</sup> to 6<sup>th</sup> from the most to the least ones, which, 1 is serious problem 6, is weaker while 2, is the strongest 3, stronger 4, strong and 5, is weak. The table, below presents the number of respondents rated factors that affect educational materials management and utilization in rank from the most to the least. The weighted average rank by each group of respondent is computed for each factor. The weighted average rank then used to generate the rank for each factor by each of the respondent group.

**Table 10: rank of major factors that affecting educational materials management and utilization the school**

Factors affect educational material	Respondent	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Total	Rank
Lack of providing training for the staff	Teaching staff	33	21	9	1	3	3	70	1
	Non-teaching staff	4	2	0	0	0	0	6	1
	Total	37	23	9	1	3	3	76	
Lack of good planning	Teaching staff	14	26	12	11	4	3	70	2
	Non-teaching staff	2	4	0	0	0	0	6	2
	Total	16	30	12	11	4	3	76	
Lack of user's skills.	Teaching staff	9	20	29	8	2	2	70	3
	Non-teaching staff	2	1	3	0	0	0	6	3
	Total	11	21	32	8	2	2	76	
Problems of good storage and handling	Teaching staff	8	17	15	17	9	4	70	4
	Non-teaching staff	2	1	2	1	0	0	6	4
	Total	10	18	17	18	9	4	76	
Lack of proper distribution of materials	Teaching staff	8	18	15	12	17	0	470	5
	Non-teaching staff	1	1	1	2	1	0	6	5
	total	9	19	16	14	18	0	76	
Environmental factors like humidity	Teaching staff	7	28	13	9	7	6	70	6
	Non-teaching staff	1	2	0	0	1	2	6	6
	Total	8	30	13	9	8	8	76	

Table 10 item 1 lack of training for staff was found to be ranked as the 1<sup>st</sup> major factors that affect educational materials management and utilization in school by both teaching staff and non-teaching staff respondents. This factor was response as rank 1 by 33(47.1%) of teaching staff, 4(5.7%) non-teaching staff respondents. Lack of good planning skill is placed as the 2<sup>nd</sup> by 29(41.4%) teaching staff were as it is 2<sup>nd</sup> according to 4(5.7%) non-teaching staff respondents ranking lack of users “skills is ranked 3<sup>rd</sup> by 26(37.1%) teaching staff respondents and 2<sup>nd</sup> by 3(4.3%) the non-teaching staff respondents. Problems of good storage and handling ranked 4<sup>th</sup> by 17(24.3%) teaching staff respondents and the 3<sup>rd</sup> by 1(16.7%) the non-teaching staff respondents. However both respondent groups placed lack of proper distribution as the 5<sup>th</sup> major factors that affect educational materials management and utilization. Since teaching staff and non-teaching staff responded that by 17(24.3%) and 1(16.7%) respectively. Also, both teaching staff and non-teaching staff placed environmental factors like rain, hot air condition as the 6<sup>th</sup> major factors. The ranking was 6(8.6%) and 2(2.9%) respectively. And also shortage of guideline was raised by both groups of respondents as another major factor that can affect educational materials management and utilization in Jimma secondary school.

Similarly. The data obtained from the interviews made with the principals and supervision shows that lack of training for staff is the most major factors that affect educational materials management and utilization in Jimma Secondary schools. Next to the lack of training for the staff, lack of users’ skills and lack of good planning skills also most commonly major factors that affect educational materials management and utilization in the schools in addition, shortage of guideline problem of good storage and handling, lack of proper distribution and environmental factors like rain, hot, air condition factors are sometimes affect educational materials management and utilization in Jimma Secondary schools. Therefore, one can understand from this the above major factors affect educational management and utilization in the school.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the study deals with the summary of the major findings, conclusion drawn on the basis of the findings and recommendations which are assumed to be useful to assess the status of the management of educational materials secondary schools of Jimma Zone.

#### 5.1. Summary

The purpose of this study, as it was indicated in the introductory part, was to assess the status of the management of educational materials in the secondary schools of Jimma zone and there by 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.

1. To what extent are the planning, purchasing, controlling, distribution and storing functions of educational materials in the schools?
2. Is there an adequate educational material in Kersa woreda in Jimma secondary schools?
3. What major factors affect educational materials management and utilization in the Jimma zone Secondary schools?

For the purpose of investigation, descriptive survey research design was employed. Jimma Zone has 22 wereda and kersa woreda is one of Jimma zone. In this worda the number of secondary school are 7 since, form 7 secondary schools 2 secondary schools have been used as the sample of the study.

From the total population of 140 teaching staff and 6 non-teaching staff; 70 teaching staffs were selected by simple random sample and while 6 non-teaching staff was selected as availability purpose for this study. The two principal of the school and one supervisors of the school were also selected by using census sampling for interviews. 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. Suggest alternative solution for the problems.

## **The Major Finding**

Questionnaire, interview, and document analysis, were used for data collection. The data collected through close-ended questionnaire, were presented in table for each case, and analyzed using percentage and descriptive statement.

Based on the analysis and interpretation of the data, it was possible to come up with the following major findings in relation to the basic research questions:

- The study showed that inadequate of educational materials and infrastructure in selected secondary schools of jimma zone was poor. For instance, majority of teaching and non-teaching respondent's responses that there were shortage of laboratory materials, reference books and pedagogical resource center.
- As the study shows, only 31 (40.8%) majority of respondents responded that Woreda Education office asked the school to plan on the need of educational materials and the remaining 45(59.2%) respondents responded as the woreda education office does not ask the school to plan on the educational materials for the secondary schools.
- The study also revealed that the quality of some educational materials purchased in selected secondary schools of Jimma zone were poor. Like sport materials, electronic media, and stationary materials. It was also learned that there was no checking or reporting system by the school management, Wereda and zone education offices to know about the quality of purchased educational materials
- The study also revealed that 7(9.2%) of the distribution of educational materials was sufficient when compared to the request from school but distribution of educational materials at the end of second semester, even during this time the teaching learning-processes of the year was accomplish.
- As it has been found in the study, for the controlling and utilization of educational materials, there was no general guideline that mentions how, in what condition and by whom each functions of the educational materials management is conducted at each level of education system in sampled secondary schools. The absence of guideline totally has affected the functions of educational materials management in secondary schools of jimma zone. That is, in the absence of general guide line for educational materials management, the whole functions lack clarity and the personnel in the area

would be confused to do their job properly. The presence of general guideline about material management spells out the area of planning, purchasing, storage and establishment of the operating procedures, how the educational materials projection is conducted and the department or section that is responsible to carry out this activity. For instance, in storage, general guideline and procedures should be established for receiving, inspecting, verifying, handling and storing, dispatching, removal of damaged materials and so on.

- ✓ The secondary schools in Jimma zone interims of the laboratory materials as stated by both groups. While, 20(26.3%) laboratory materials that was available but not adequate and 43(56.6%) were not available at all. Moreover, the result from interviews revealed that there was no laboratory materials, chemicals to use for the teaching learning activities.
- ✓ Regarding the availability of materials in the pedagogical recourse center, a few materials are available and poor conditions as reveled by two group of respondent. This implies that 17(22.4%) teaching and non-teaching staff said the absence of pedagogical center in two secondary school of Jimma zone. Besides, lack of materials in some schools, in another they schools did not attractive to use in the teaching learning activities. On the other hand 55(78.6%) of teaching respondent response said that sufficient pedagogical resource
- ✓ The result of the study also revealed that there were available but no adequate reference books materials in the library of the schools as mentioned by both groups. For instance, 40(52.6%) from the respondent the reference books materials was an available but no adequate and 7(9.2%) was not adequate available. In the same way, the data obtained from interviews showed that there was lack of references books in the libraries. With regard to facilities, the libraries have adequate desks and chairs. However, the libraries did not have electronic media.
- The result of the study revealed that the textbooks were damaged in most of sampled secondary schools of jimma zone by reasons of mishandling of students, termites, wet and others. It was learned that this problem emanated from lack of storehouses and an



appropriate storage system. It was also learned that there was no indication of constructing storehouses for proper storage and utilization of educational materials.

- Concerning the condition of the store of safety, cleanness and space for moving from place to place the materials in the store, 44 (57.9 %) of the respondents responded that the condition of the stores of the mentioned in sampled secondary schools' were poor. From this finding it is possible to conclude that the condition of the stores of the mentioned secondary schools' store safety, cleanness and space for moving the material in the store is poor.
- While, 32(42.1%) of teaching and non-teaching staff said the proper system of using documentation of materials in the selected school of Jimma zone was good, but 44(57.9%) of respondents said that, the proper usage of documenting of materials was poor. After the document analysis of the researcher was also proved that the document of material for the store management is not complete. So, from this finding it possible to concluded that the usage and proper system of documentation of materials were not satisfactory.
- Similarly, 50(65.8%) of the respondents are both teaching and non-teaching revealed that the practice of inventory control of materials were mentioned in secondary schools was poor. From the interviewees 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 materials of these secondary schools was poor.
- In selected secondary schools of Jimma zone, both shortage and problem of utilizing the available educational materials were observed. Particularly, shortage of educational materials was found to be critical problem in the secondary schools
- Regarding the major factors that affect educational materials management and utilization, the respondents were given various alternatives to rank from most difficult factor to the least one. Accordingly, lack of training for the staff was found to be the 1<sup>st</sup> major factor while lack of good planning skill by the school leaders was ranked in the 2<sup>nd</sup> place being the major factor that affects educational materials management and utilization in the schools. Lack of users' skills was ranked as the 3<sup>rd</sup> major factor. Moreover, problem of good storage and handling of educational materials and lack of

proper distribution were ranked as the 4th and 5th factors respectively. Finally, environmental factors like rain, hot air condition etc. were ranked as the 6th major factors that affect educational materials management and utilization in selected secondary schools of Jimma zone.

- As mentioned by Harris (1985:192), whatever type of the storage system selected, educational materials management requires a proper storage house in which educational materials could be kept safely and properly. Absence of adequate storage facilities 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
- As mentioned by Mitchell (1973:79), 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.

## **5.2. CONCLUSION**

Based on the summary of the findings, the following conclusion was made: The functions of educational materials management were not appropriately executed by secondary schools of Jimma zone. Educational materials management functions were affected by lack of know-how in educational materials management. Moreover shortage of budget for both the procurement and distribution, delay in the distribution of educational materials, lack of accurate and complete data for planning for educational materials, shortage or even sometimes total absence of some educational materials were serious challenges. Furthermore, damage of educational materials by termites, rodents, humidity, were affecting educational materials management.

A of lack general guideline in educational materials management for all levels were critical problems in secondary schools of jimma zone. 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. The evidence (model 19, 20/21 and 22) which helps to use for the receipt and take out of material was not used.

Among the various factors that affect the effective management and utilization of educational materials, lack of educational material management training for staffs is the most serious challenge/problems, lack of good planning skills of leaders on material mgt and utilization is the second serious challenge, lack of users' skills is 3rd, good storage and handling, lack of proper distribution as well as environmental factors like rain and hot air condition were identified in their order from most challenging to the least one. Therefore, it is fair to conclude that the management and utilization of educational resource is mainly affected by lack of leaders' and staff's skills on how to manage and utilize these resources for educational purpose.

### **5.3. RECOMMENDATIONS**

1. The availability of educational material facilities in secondary schools is very essential to improve quality of education. However, the finding revealed that there was shortage of educational material facilities and instructional materials in secondary schools of Jimma zone. Then wereda education office of Jimma zone need to give greater emphasis on planning and allocating sufficient budget for the improvement of educational materials and also management of secondary schools is advised to try and outfit their schools with necessary educational material facilities and materials by generating resources through mobilizing local communities, preparing a project and submitting it to voluntary private owners and NGO's etc.
2. The Jimma zone would prepared and provide a certain criteria for wereda education office to judge quality of educational materials during purchasing. To this effect, specification plays a key role. The specification for an item to be purchased describes in clear and concise terms the characteristics of what is to be purchased and the condition under which the purchase is to be made.
3. The study revealed that the store of the mentioned schools were 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 used by store. To tackle this problem: Wereda Education Bureau should present the guideline of educational material management and store management

for school and supervisor of the schools facilitates workshop and training on educational material management, utilization and controlling process of the implementation.

4. The result of the study showed that there was lack of important educational materials in the schools' laboratories, libraries and pedagogical center. Thus, Jimma zone education office, the school leaders at the school community were recommended to fulfill by producing important instruments to secondary schools through creating fundraising activities, budget allocation and increasing stakeholders' participation with this regard.
5. They leaders, teaching staff and non-teaching staff lack of training skills, planning skills and handling skills affects educational resource management. Thus, skill training should be provided by Jimma zone to school leaders and teachers to alleviate major factors and improve the storage, handling and distribution of educational materials.

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**APPENDIX A**  
**JIMMA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE DEPARTMENT OF**  
**EDUCATIONAL PLANNING AND MANAGEMENT**

General direction

The purpose of this questionnaire is to collect information on the status of educational materials management in secondary schools of Jimma zone at Oromia Regional State Education Bureau. The main purpose is to identify problems encountered and to suggest possible solutions. The information is going to be used for academic undertaking only. So, your cooperation in providing genuine information is of paramount importance for the study.

Please, read the instruction of the questionnaire carefully before you give your response. If you want to change any of your response, please make sure that you have canceled the unwanted ones.

Description: Educational materials include textbooks, laboratory equipment, supplementary reading materials, educational media, maps and globes, student's desks and chairs, physical education and sports materials, etc.

Note:-No need to write your name

Thank you for your cooperation

# JIMMA UNIVERSITY

## COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

### Part One: Questionnaire for Teaching staff /academic staff /

#### Instruction

I would like to express my appreciation in advance, for taking your time to fill this questionnaire. The main purpose of this questionnaire is to get reliable data on the study entitled “status of educational materials management in secondary schools”. Thus, your genuine response will help the study to provide reliable and valuable suggestions and recommendations; your responses will be used only for teaching staff purpose.

1. No need of writing your name
2. Please give answer to each closed ended items as appropriate
3. Please give your short and precise response to the open-ended questions

#### Section 1: General Information and Personal Data

1. Name of the school: \_\_\_\_\_
2. Sex:     Male            Female
3. Age:  
    < 24 years          25-29 years      34 years      35-39 years  
    40-44     years 45-49 years      >49 years
4. Level of educational qualification  
    Below Certificate Level      Certificate      College diploma  
    BA/BSc            MA/MSc
5. Year of service.  
    <6 Years            7-12 years   
    13-18 years            19 year and above
6. Your current job \_\_\_\_\_
7. Hello the teacher do you take any training with regard to material management? Yes  No



**Part two:**

Instruction:-For the closed ended questions, indicate your response using ‘ X’ mark in the box provided and for the open ended questions write your response in the space provided. If you have response other than the given alternatives of the closed ended questions write your response in the space provided at the end of the given alternatives.

1. Are the following educational materials available in your school?

Availability of educational materials	Adequately available	Available but not adequate	Not adequately available
Laboratory Chemical			
Reference books.			
Electronic media transmissions for recreation place			
Desks in the class room for student seats			
Sports materials			
TV for transmission instruction			

2. Does your school have the following facilities?

Yes No

- a/ Store house
- b/ Library
- c/ Laboratory
- d/ Pedagogical resources center
- e/ ICT center

3. Is there any strategy use to control and utilize the available educational materials in your school effectively? A / Yes  B / No

4. If your answer is “Yes” to the above question no 3 , mention the type of controlling mechanisms exercised in you school? \_\_\_\_\_

5. Is there a general guideline about educational materials management in your school (i.e. planning, purchasing, handling, distribution and utilization)?

a/ Yes  b/ No

6 Are there school managements support in utilization of the available educational materials in schools ? / a/Yes  b/ No

Is there a plan for educational material in your school?

a/ Yes  b/ No

7. If there is a plan, who prepared it?

a/ region education bureau  b/zone education office  c/ woreda education office   
d /schools  e/others, please specify, \_\_\_\_\_

8. Is woreda education office asked for the need for educational materials by the secondary schools?

a/ Yes  b/ No

9. If your answer for question no 8 is 'yes', at what particular time?

a/ at the first quarter of the planning year

b/ at the second quarter of the planning year

c/ at the third quarter of the planning year

d/ at the fourth quarter of the planning year

10. Are there educational materials that are purchased by your school?

a/ Yes  b/ No  c/ other \_\_\_\_\_

12. If there are educational materials that your schools purchase, where do you get the budget sources?

a/ from the woreda education office

b/ from the school incomes

c/ NGO's

e./ the communities

d/voluntary individuals

f/ other, please, specify \_\_\_\_\_

13. Which of the following educational materials have been purchased at your school level?

a / text books  b/ reference books  c/ laboratory equipment's

d / maps and globes  e/ physical education materials  f/electronic media

g / chairs  h/ desk s  i/others \_\_\_\_\_



22. Does your school provide support to teachers to enable them properly utilize the available educational materials? a/ Yes  b/ No

23. What are the major factors that affect educational materials management and utilization in your school?

Rank from the most to the least major factors in the utilization of educational materials in your school, Use, 1 for the first major factor , 2 for the next, 3 for the 3rd, etc to the least factor and write in the box (blank space).

- a. Lack of training for the staff
- b. Lack of good planning skills
- c. Lack of users' skills
- d. Problems of good storage and handling
- e. Lack of proper distribution
- f. Environmental factors like rain, hot air condition etc

If others specify and include in the rank \_\_\_\_\_

24. What are the major problems you have encountered with regard to educational materials management?

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25. What solutions have been tried?

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26. What possible solution do you still suggest for future?

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# JIMMA UNIVERSITY

## COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

### Part One: Questionnaire for non-teaching staff

#### Instruction

I would like to express my appreciation in advance, for taking your time to fill this questionnaire. The main purpose of this questionnaire is to get reliable data on the study entitled “status of educational materials management in secondary schools”. Thus, your genuine response will help the study to provide reliable and valuable suggestions and recommendations; your responses will be used only for academic purpose.

1. No need of writing your name
2. Please give answer to each closed ended items as appropriate
3. Please give your short and precise response to the open-ended questions

#### Section 1: General Information and Personal Data

1. Name of the school: \_\_\_\_\_
2. Sex: Male  Female
3. Age: < 24 years  25-29 years  34 years  35-39 years  
40-44 years  45-49 years  >49 years
4. Level of educational qualification  
Below Certificate Level  Certificate  College diploma   
BA/BSc  MA/MSc
5. Year of service.  
<6 Years  7-12 years   
13-18 years  19 year and above
6. Your current job \_\_\_\_\_
7. Did you take any training with regard to material management? Yes  No



6. Is there a plan for educational material in your school?

a/ Yes  b/ No

7. If there is a plan, who prepared it?

a/ region education bureau  b/zone education office  c/ woreda education office   
d /schools  e/others, please specify,\_\_\_\_\_

8. Is woreda education office asked for the need for educational materials by the secondary schools?

a/ Yes  b/ No

9. If your answer for question no 8 is 'yes', at what particular time?

a/ at the first quarter of the planning year   
b/ at the second quarter of the planning year   
c/ at the third quarter of the planning year   
d/ at the fourth quarter of the planning year

10. Availability of educational materials that failed to meet the targeted purpose due to poor quality?

a/ Yes  b/ No

11. Types of educational materials that failed to meet the targeted purpose most due to poor quality?

a / text books  b/ reference books  c/ laboratory equipment's  
d / maps and globes  e/ physical education materials  f/electronic media   
g / chairs  h/ desks  i/others\_\_\_\_\_

12 . Are there educational materials that are purchased by your school level?

a/ Yes  b/ No  c/ other\_\_\_\_\_

13. If there are educational materials that your schools purchase, where do you get the budget surces?

A/ from the Woreda Education Office   
B/ from the school incomes   
C/ NGO's   
E/ the communities   
D / voluntary individuals   
F / other, please, specify\_\_\_\_\_

14. Which of the following educational materials have been purchased at your school level?

- a / text books     b/ reference books     c/ laboratory equipment's   
 d / maps and globes     e/ physical education materials     f/electronic media   
 g / chairs     h/ desks     i/others \_\_\_\_\_

15 Is there a damage of materials in your school because of reasons like mishandling by students, termites, wet and others?    a/ Yes     b/ No

16. If your answer for question 15 is 'Yes', how frequency of the problem?

- a/ always     b/ sometimes     c/ Not at all

17. Indicate your response for the condition of the store that, the handling of educational material takes place in your school by yes and no questions

Items	Yes	No
7. Material arrangement based on its type and use after it is coded		
8. Using the proper system of documentation of material		
9. Safety, cleanness and space for moving materials in the store		
10. Inventory control is periodically practiced		
11. The instructional material chalk, duster and the like are handled and distributed properly		
12. Obsolescent and worn-out material is disposed timely		

18. Is there a problem of utilizing the available educational materials in your school?

- a/ Yes     b/ No

19. Availability of general guidelines about educational materials management If there is the problem, please write some of the problem?

\_\_\_\_\_

20. Does your school provide support to teachers to enable them properly utilize the available educational materials?    a/ Yes     b/ No

21. If there is any support, mention the type of support you provide? \_\_\_\_\_

22. What are the major factors that affect educational materials management and utilization in your school?



Rank from the most to the least major factors in the utilization of educational materials in your school, Use, 1 for the first major factor , 2 for the next, 3 for the 3rd, etc to the least factor and write in the box (blank space).

- a. Lack of training for the staff
- b. Lack of good planning skills
- c. Lack of users' skills
- d. Problems of good storage and handling
- e. Lack of proper distribution
- f. Environmental factors like rain, hot air condition etc

If others specify and include in the rank\_\_\_\_\_

# JIMMA UNIVERSITY

## COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

### INTERVIEW FOR PRINCIPAL AND SUPERVISION IN JIMMA ZONE SECONDARY SCHOOLS

Dear respondent, the purpose of these interviews is to collect relevant data on the study entitled “status of educational materials management in secondary schools”. Your responses are vital for the success of the study. You are kindly requested to response the interview confidentially. Be sure that your response will not be used for other purpose rather than academic.

#### **Part – I: General Information and Personal Data**

1. Sex \_\_\_\_\_
2. Age \_\_\_\_\_
3. Academic Qualification \_\_\_\_\_
4. Experience in year as: a teacher \_\_\_\_\_ Principal/vice principal \_\_\_\_\_ Supervisor \_\_\_\_\_
5. Current position \_\_\_\_\_

#### **Part – II: The main questions of the interview**

1. To what extent does the regional education bureau has general guidelines with regard to educational materials management?
2. How often do you request your immediate lower level management to submit the need requisition for educational materials?
3. When is your immediate lower level management submitting their request?
4. Which type of educational materials are purchased at your level?
5. If you are purchasing some of educational materials, do you have budget assigned?.
- 6 . Who is distributing the purchased educational materials to the next immediate level of the education system? And what are the roles that the Region, zones, and wereda play in this regard?
- 7 . What mechanisms do you have to collect information about the right quality of purchased and distributed educational materials?
- 8 . At what time or period of the planning year are you distributing the educational materials to your immediate lower level?
- 9.. What is your basis to distribute the educational materials?

10. What are the systematically developed control mechanisms for proper utilization of educational materials at school level?
- 11 .What managerial supports are you providing to teachers in helping them to properly utilize the available educational materials in schools?
12. What are the major factors (problems) that can affect the status of educational materials management in your secondary schools?
13. What do you suggest to solve the overall problems in educational materials management in secondary schools?