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AN ASSESSMENT ON EDUCATIONAL MATERIALS MANAGEMENT AND UTILIZATION IN BENISHANGUL GUMUZ REGIONAL STATE METEKEL ZONE BULLEN PRIMARY SCHOOL IN FOCUS.

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ABSTRACT

The purpose of this study was to examine educational materials management and utilization in Benishangul Gumuz Regional State Metekel Zone, Bullen Primary School in focus. Using the survey method data were collected from 50 teachers, 2 school principals, 1 store keeper, 1 librarian, and 5 PTA (parent, Teacher, Association). Teachers were selected randomly by using simple random sampling techniques were as school principals, store keeper, librarian, and PTA were selected by purposive sampling method. Questionnaires, interview and observation were used. The collected data were having been analysed in terms of mean, Standard deviation, percentages, and interpreted by words. The findings indicated that involvement of users in needs assessment and purchasing of educational materials in schools was very low, in effective and there is no training on materials management, codification and ordering for sore keepers. Educational materials in schools were also subjected to sunlight, rain and thief, no maintained, no inventory controls, not disposing on time for educational materials in the school. In light of these findings, it is recommended that The Regional Education Bureaus, zonal education office and worked education offices collaboration with schools it is better, materials should be present on actual time they are needed to properly run in teaching learning process, establishing storerooms with appropriate numbers and qualified personnel, developing and properly using policy guideline for unused educational materials disposing on time or returned to stores. Finally, ways of improving educational materials management and utilization Organizing ,training, creating awareness and giving attention from all stock holders were recommended.

KEY WORDS: Assessment, Education, materials, management, utilization

1. INTRODUCTION

Material management is the process by which an organization supplied with goods and services that need to achieve its objectives of buying, storage, and movement of materials. It also related to planning, procuring, storing, and providing the appropriate material of the right quality, the right quantity at the right place in the right time so as to coordinate and schedule the production activity in an integrative way for an industrial undertaking (MOE,1994).

The need for material management as a separate organizational function depends on the growth of institutions. In education sector with increases in its services, provision in line with the ever-increasing demand for education, it is not the human, financial and information resources that are escalating as inputs, but educational materials, which serve the educational process in preparing to days youth for tomorrow, are also over increasing. These conditions definitely required identifying the right educational materials wisely purchase and to provide the schools on time and control their effective utilization (Lenders, 1989).

Moreover, Datta (1986) states that the concern for materials management should not only be emphasized from it operational purpose in attaining educational objectives but, it should also be emphasized from the economic points of view. Hence, thought the educational budget allocated to educational materials, particularly to that sub-Sahara African countries is less as compared to that of the developed countries, giving emphasized to the management of educational materials would ever be of help to these small amounts of allocated budget to be used properly (MOE, 1989).

With this understanding of the increasing number and type of educational materials that are used for the educational purpose, countries around the world already have organized different institutions to manage educational materials. For instance, in France the ministry of education had established centre for scientific equipment to make a special effort to equip colleges and secondary schools with science teaching materials.

In Ethiopia, the management of educational materials gets attention during the early year of the Ethiopian revolution (1967 E.C) with the establishment of department under the MOE, which was the inception of educational materials production, and distribution Agency (EMPDA). It was established in July 1984 as an independent agency for educational materials productions and distribution. The main responsibility of the department was handling the productions and distributions of educational materials (MOE, 1989).

Educational materials play an important role in the development and enhancement of a given education system. The level of economic development and the government commitment towards education mainly determined the amount of human, materials and financial resources

invested in education (Gitmo, 2002). On the other hand, using various materials is necessary to create good teaching learning atmosphere and help teacher to conduct his/her lesson in more meaningful and more comfortable way. For this reason, no matter how far the objectives of any educational program are attractive, its resources will greatly depend up on the quality and quantity of resource.

According to MOE (1994), educational materials are considered as the major factors for improving the quality of education. This policy document has also stated that, “in order to promote the quality of education, relevance and expansion of education, due attention should be given to the supply, distribution and utilization of educational materials, educational technology and facility. “Decentralization in Ethiopia, shift the role of managing and developing educational infrastructure including educational materials at the regional authority. Consequently, management function of educational materials i.e. planning, purchasing, receiving, and handling, distribution and control for primary, secondary and regional colleges was shift to the regions. In most of the regions, the management of educational materials is a shared responsibility of administration and finance, planning and program and department of educational support (Nebiyu, 2001).

The overall organization of the educational materials management functions and personnel assigned in the area differ from region to region. This situation entails various responsibilities with the regard to the management of educational materials, provision and setting regional policies and guideline (MOE, 1989).

The education and training policy delegates’ power to the regional and Woredas level is present throughout all sectors including in education. The success of this policy, however, depends on the competence demonstrated by the local actors such as school principals among others. The school principals must bring all their abilities, physical, mental and emotional to the job. They need to be well equipped with the necessary skills and knowledge to perform their duties. Thus, school management involves principals making use of resources like materials and equipment to achieve the goals of the institutions while effective management involves ensuring efficiency and effectiveness in the use of the available physical resources together with the ability to combat any constraints that might hamper the achievement of the objectives.

This demands that the schools manager should possess the necessary human relations skills to assemble and utilize the relevant individuals with and outside the school for efficient facilities management. But, as clearly indicated in ESDP IV program action plan, many

principals and offices do not yet have the required capacity to exercise their responsibilities effectively.

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

It's necessary therefore, to shift attention to quality concerns in general and to those inputs (such as materials and facilities among others) and their utilization which translate more directly into improved student learning and which help change the school into a genuine learning environment. This achievement can appreciate that the regional government has paid more attention to education, because to use educational materials properly. As the number of school's increase, the number of teachers and students in both secondary and primary schools is also increased. However, improving the quality of education and making the system efficient has faced many challenges. Therefore, the objective of this is to ensure the efficiency of the system adopted. If the system and procedure adopted for materials management are inefficient or faulty, none of the school objectives mentioned above can fulfilled. How these duties performed leaves much to the desired. It is pertinent therefore to ask the question how primary schools resources in Metekel zone effectively managed. Considering this question, the problem of this study is to determine how effective the management of educational material resources in Beneshangul Gumuz Metekel zone Bullen woreda Bullen primary school of Regional State has been in meeting the objectives. In addressing this problem, the following specific objectives were forward

1. To examine the current practices of educational materials under take in the school.
2. To identify different components of educational materials management system in the school.
3. To forward the possible ways of improving efficiency and utilization of educational materials in the school.

2. MATERIALS AND METHODS: To carry out of this study, both qualitative and quantitative research methods were employed. The combination of both quantitative and qualitative research methods is important to eliminate or at least minimize the shortcoming of each other.

1) 2.1 TARGET POPULATION

The study was carried out conducted in Metekel Zone Bullen Woreda Bullen primary school. Therefore, the total population ware teacher 83, vice principal 2, store keeper 1, clusters supervisor 1, PTA members 5, librarians 1, total population was 93. From this participant teachers 50 (60.24%), vice principal 2 (100%), store keeper 1 (100%), cluster supervisor 1 (100%), PTA members 5 (100%), librarians 1 (100%), total respondent were selected.

2) 2.2 SAMPLE SIZE AND SAMPLING TECHNIQUES

Among the total population found in Bullen primary school, in this study 50 teachers were selected by random sampling techniques particularly by using lottery method. However, store keeps, librarians, and PTA members were selected by purposive sampling techniques.

Table 1. Total population and sample size

No	Respondents	Total population	Sample size		Sampling techniques
			No.	%	
1	Teachers	83	50	60.24	random
2	Vice Principals	2	2	100	purposive
3	Store keepers	1	1	100	purposive
5	Librarians	1	1	100	purposive
7	PTA	5	5	100	purposive
8	Cluster supervisor	1	1	100	purposive
Total		93	60	64.51	

The above table 3 indicates that the teachers were selected by using randomly techniques for questionnaire, and all Vice Principals, Store keepers, libraries, PTA and cluster supervisors were selected by using sampling purposive techniques.

2.3 SOURCES OF DATA

Primary and secondary data were used as the sources of data. The primary data for this study were vice directors, teachers, store keeps, librarians, students and PTAs members. And the secondary source of data was collected from school regulation and rule of materials management, materials guideline of Woredas/region, Ministry of Education materials management guideline, Federal Government purchasing manual and school inventory guideline.

2.4 INSTRUMENTS OF DATACOLLECTION

The instruments of data collection were questionnaire; document analysis, observation, and interview were used.

2.5 METHODS OF DATA ANALYSIS

Based on the nature of the design the data were collected from the informants organized and statistical were also made to assess the present educational materials management and utilizations in the school. The analysis of the data, descriptive statistics such as percentage, means and STD were used to analyze the responses of the respondents.

4. DISCUSSION AND RESULTS

4.1 *The Involvement of the users in Materials needs Assessment and Purchasing*

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

Table 2. The Current Practice of Needs Assessment Purchase of Educational Materials

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

Level of performance: <2.00= Very high, 2.00-3.00= Undecided and 3.00-4.00= Very low
With the regard to the participation of teachers in planning for educational materials required for teaching learning process, as table 2 items 1 above the majority of teachers were agreed

with the mean (2.88) and standard deviation (0.328). This indicate that, the participation of teachers in educational materials planning to facilitate the teaching learning process were low. According to the interview conducted with school vice principals, all of them suggested that, the participation of teachers was low. Regarding to this, (MOE, 2008), view that the involvement of the teachers in the planning for educational materials is very importance to purchase the qualities of materials to facilitate teaching and learning process.

As it could be seen in the above table 2. items 2, respondents were asked about the time educational materials reach to schools before time to facilitate teaching and learning process. Regarding to this, the mean (3.22) and standard deviation (0.465) revealed that the majority of respondents were agreeing that educational materials were arrived to schools after a while. Moreover, the data collected through interview also shown that, the purchasing procedures followed by the schools entail long process. Educational materials required this semester might provide after a semester or after one year. Whereas regarding to the quality of materials in the right quality for teaching and learning in the same table of item 3. Though as mean, (3.4) and standard deviation (0.526) revealed that shortage of materials contributes for the low quality of teaching and learning process.

As we can have observed from table 2 items 4 above, the respondents were asked about the participation of the teachers on the current practice of needs assessment for educational materials. The data shown that the mean (3.5) and standard deviation (0.578), this indicate that the teachers were not participate on the current practices of needs assessment for educational materials in Bullen primary school. The participation of teachers on current practice of needs assessments and specifications of the materials determined the qualities of the materials were to be purchased and provided. The qualities of educational materials available in turn have an impact on the effectiveness of the teaching learning process.

As indicated in the table 2 items 5 above, respondents were asked about whether the teachers were engaged in budgeting for purchasing of educational materials. The respondents rated mean (3.5) and standard deviation (0.578) this shown that the engagement of the teachers in budgeting for purchasing of educational materials were very low. Similarly, the interview made with school vice-principals also supplement the argument that teachers were not engaged in the budgeting for materials to be purchased. More over one of the PTA said that, “Teachers are neglected in the process of budgeting for purchasing educational material in Bullen primary school”.

In regarding to the effectiveness of needs assessment in materials resources management, as table 2 items 6 above, the majority of the teachers responded with the mean (3.1) and

standard deviation (0.593). This indicated that the ways the materials resources were managed not in the right track of the standard. In line with this, according to the interviewees, the mechanism used by the schools to check the quality of materials provided is not by committee. Thus, from the data obtained the staff or teachers and school principals have somehow no different perception on the issue. Moreover, the representativeness of the sampled and check educational materials provided were not satisfactory.

As shown in table 2 items 7 above, teachers were responded about the effectiveness of planning for materials resource management whether it was effective. Accordingly, the majority of them responded with mean (3.42) and standard deviation (0.498). This indicated that the planning for materials resource management in Bullen primary schools were not effective. As it has been discussed in the literature review, the planning process has been made based on the relevant information and previous experiences through the system. In doing so, the planners identify the failure of the previous activities and take a measure action to solve the problem for the future planning activities.

As indicated in table 2 items 8 above, the teachers were asked about the safe of the shortage for educational materials to minimize the wastage. Based on this, the majority of the teachers were response with the mean (3.42) and standard deviation (0.574). This indicated that most of educational materials has been damaged. As the researcher observed the materials point of view, some materials were subjected to sun light; rain and some windows rope of the building were having been damaged.

From the table 2 items 9 above, the teachers were asked about the extent to which educational materials were well planned based on relevant information taking in to account the time they were needed. According to the respondents, the majority of them agree with the mean (3.3) and standard deviation (0.505). This indicated that some educational materials were present at schools on time they needed. According to interviewees with school vice principals and PTA, they were strongly agreed that schools have been faced shortage of materials which are very important for students to improve their performance.

4.2 Effectiveness of Educational Material Utilization and Management

According to the MOE (1994) guideline, educational materials are too expensive to purchase and distribute forever schools, Moreover, in developing countries particularly in Africa and uniquely in sub-sahara African countries resources are scares, thus, everybody who take the line share in the management of the educational organization should take the responsibility in utilizing it effectively. Therefore, the following question related to the effective utilization of educational material in Bullen primary school.

Table 3. Effectiveness of educational materials resource management

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

Source: - Bullen primary school record office

Level of performance: <2.00= Very high, 2.00-3.00= Undecided and 3.00-4.00= Very low

As indicated in table 3. Items 1 above, teachers were asked about the effectiveness of planning for resource management in primary schools. In this regard, respondents reply with the mean (3.42) and standard deviation (0.498). This means that planning for materials resources management was low. As pointed out in the literature, planning is first and the important function of management, all other functions of management require planning without which managers may not even have clear ideas of what they need to organize.

In items 2 table 3 above, teachers have been replied about the effectiveness of purchasing educational materials. As the data depicted, mean (3.26) and standard deviation (0.486). Respondents reported their disagreement that implied educational materials purchased were not effective. According to the related document analyzed, there were no clear pictures in the schools about educational materials purchased to facilitate teaching learning process. However, one interviewee stated that, “sometime educational materials are purchased without the knowledge of whom they are planned and requested”. Hence, these educational materials purchased occupy spaces in storerooms unnecessarily. Moreover, educational materials purchased were damaged due to they put aside on the building and other rooms. These show the ineffectiveness of planning good quality and durable educational materials.

From table 3 items 3 above, teachers were reported about the utilization of education materials resources to minimize the wastage. In this regard, respondents reported with the mean (3.30) and standard deviation (0.505). The utilization, control and disposition of unused materials are the materials management activities performed after the materials are distributed to the users, as discussed in the literature of this paper. These activities effectiveness will greatly reduce costs on materials and helps the institution to attain the

intended goals. Based on the respondent's point of view, they reported that the effectiveness of educational materials utilization in primary schools is low.

As indicated in the table 3 items 4 above, the teachers were asked the level of control for educational materials resource in Bullen primary schools. In this case, the respondents reported with the mean (3.34) and standard deviation (0.519). The majority of teachers responded that the level of control for educational materials resources is low. From the literature in this paper, controlling is the way in which managers assure that resources obtained and use effectively and efficiently in the accomplishment of educational objectives. Whereas, regarding to time of disposing unused educational materials resource in Bullen primary schools in the same table of the last question. Teachers rated the mean (3.64) and standard deviation (0.827). This shows that the time of disposing unused educational materials resources is low.

4.3 Store Management in primary Schools

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

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

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

Typically, this responsibility includes recommendations for the purchase of new and additional materials or the replacement of the old; seeing that all equipment is kept in good and safe working order; and protecting materials from improper use and loss. Therefore,

educational managers and other concerned body have a moral as well as a legal obligation to see to it that all materials are in good repaired Haileselesse (1995)

Table 4. Store Management in Secondary School

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

Level of performance: <2.00= Very high, 2.00-3.00= Undecided and 3.00-4.00= Very low

As indicated in table 4 items 1 above, expertise was asked about the training about materials management codification and ordering. In this regard, the respondents reported their view with the means (3.33) and standard deviation (0.577). This indicated that there was no training for stores personnel about materials management codification and ordering. In the same table of items 2, respondents were asked about the proper storage of an items determined by the amount of space available. The respondents gave their opinion with the mean (3.33) and standard deviation (0.577). This shows the agreement that there is no space in the stores for materials. According to the school Vice-principals and PTAs interview replied that, stores has occupied by the other materials that why some materials are relayed outside. From the interviewees, they also stated that, the case of stores is very serious problems in their schools.

From table 4 items 3 above, expertise was asked about the length of time an item is stay in storage. The respondents reported with the mean (3.66) and standard deviation (0.577) which means the majority of respondents agree that can stay in the stores for long time. From interviewees, and observation, because of no disposing of unused materials, some of materials could stay in the stores for more than five years and so on.

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

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

4.4 Maintenance of Educational Materials

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

Maintenance helps in protecting future damage of materials and lays a good ground for reuse which otherwise, demand or force to buy the newer one that is, of course, costly for the institution. From the above paragraphs concerning maintenance of educational materials, the authors in the area emphasized that appropriate attention should be given for maintenance activities. Having this understanding in mind, the following questions were forwarded to the respondents to investigate their view on the issue.

Table 5 Maintenance Of Educational Materials in Primary Schools

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

Level of performance: <2.00= Very high, 2.00-3.00= Undecided and 3.00-4.00= Very low

As indicated in table 5 item 1 above, the respondents were asked about how effective the Bullen primary schools regarding the maintenance of educational materials. In this regard, respondents reported their view with the mean value (3.33) and standard deviation (0.577) this revealed that the majority of the respondents were agreeing on the issue that educational materials in Bullen primary schools did not maintained. This finding is complemented by the opinion of the interviewees made with one school vice principals and two members of PTAs. They said that, in line with the maintenance activities in Bullen primary schools were

ineffective because, there is personnel who served in the school profession do not related with the required profession. Moreover, for those non-professional personnel's no any training was conducted in the school.

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

4.5 *Inventory Control of Educational Materials in Secondary Schools*

Inventory control includes activities and techniques required to maintain materials at desirable. According to Magad and Amos (1995), major activities included in inventory control are: - determining how much material will be required to satisfy company operational demands, maintaining detailed records of all materials available order and consumed, determining optimum order quantities; issuing requisitions, providing appropriate report to aid in decision making with regard to inventories.

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

Table 6: Inventory Control of Educational Materials

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

Level of performance: <2.00= Very high, 2.00-3.00= Undecided and 3.00-4.00= Very low

As indicated in table 6 items 1 above, respondents were asked about how often the inventory control is taking a place in Bullen primary schools. The respondents rated mean (3.33) and standard deviation (0.77) which means disagree. The data revealed that, there was no inventory control for educational materials in Bullen primary schools. Moreover, school vice principals in the interview said that inventory control is not taken a place in schools. However, inventories are taken when the heads of a given schools leave or transferred to

others. From the responses obtained, it appears that inventory control is not taken for educational materials in Bullen primary schools.

As indicated in table 6 items 2 above, respondents were asked about how they rate the inventory control activities for the proper handling of educational materials resources in secondary schools. In this regard, they reported with the mean (1.00) and standard deviation (0.000). The responses obtained from this item indicated that inventory control activities for the proper handling of educational materials resources is poor in Bullen primary schools.

4.6 Disposing unused Educational Materials

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

Table 7: Disposing Unused Of Educational Materials

No	Items	N	Mean	Std. Deviation
1	Are the educational materials disposed on time in your school	3	3.66	.577
2	If no to what extent is the teaching learning process negatively affected	3	1.00	.000

Level of performance: <2.00= Very high, 2.00-3.00= Undecided and 3.00-4.00= Very low

As indicated in table 7 item 1 above, the respondents were asked about the educational materials whether they were disposing on time or not. In this regard, the respondents reported their view with the mean (3.66) and standard deviation (0.577). The majority of the respondents reported that unused educational materials are not disposing on time. From the interviewees, they reported that the educational materials are mostly accumulated on the corridors of the building and in the classrooms. This additional problem made by not disposing unused educational materials on time affects the smooth implementation of teaching learning process. In line with this, school Vice principals were asked to spell out the reason why unused educational materials were not disposed on time.

They reported that: Lack of guideline document on disposing unused educational materials, long bureaucratic system to permit disposinnon-existences of committed responsible body in the schools and in the woreda education offices. As indicated in table 4.7 items 3 above, the

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

4.7 Availability and Adequacy of Educational Support Inputs

The process of education required tools. Textbooks comprise the lowest cost as well as the most essential of the tools utilized for education. Instructional materials such as teachers reference manuals, maps, posters; picture, etc. are also important tools. Equipment such as science and technical equipment, computers, televisions and videos, audio cassettes, and radios etc. are essential for certain types and levels of education. School librarians were asked to rate the degree to which their schools have a list of facilities and resources indicated in the next table. Responses ranged from available and adequate (1) to not available (3).

Table 8: Availability of Educational Facilities

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

Level of performance: <2.00= Very high, 2.00-3.00= Undecided and 3.00-4.00= Very low

As indicated in table 8 item 1 above, the respondents were asked about the availability of reference books in the library. In this regard, the respondents reported their view with the mean (2.33) and standard deviation (0.577). The majority of the respondents were reported that there were shortages of reference books in secondary school’s librarian addition to this, interviews were made with school vice principals and PTAs members of the *Bullen primary* schools. They also reported that there were no reference books in school’s library. The school vice principals were asked to reason out the case why they did not have reference books in the library. They reported that lack of budget to coverage the cost of reference books is the major problems they faced.

In table 8 items 2 above, respondents were asked rate the availability of electronic media in the library. In this regard, the respondents reported with the mean (3.00) and standard deviation (0.00). This means that there were no electronic media in the library in schools. However, in the same table of items 3 above, respondents were asked about whether the libraries were opening every time for students. The majority of respondents reported their view with the mean (2.00) and standard deviation (0.00) on the time of opening the library.

The school vice-principals were interviewed about the problem related to the time why library was not opening all the time for students and they stated that “numbers of librarians were limited not more than one in Bullen primary school that why libraries were not opening all the time”.

On the other hand, in table 8 of items 4 above, respondents were asked about whether the desks and chairs in the libraries were adequately enough for students or not. Based on this, respondents were reported with the mean (1.66) and standard deviation (0.577), which means the respondents were neutral. This indicated that, neither agreement or disagreement between respondents on the availability of desks and chairs in Bullen primary schools. From the observation of the researcher in the libraries of Bullen primary schools, there were some desks and chairs in the libraries, but it was not adequate.

4. RESULTS AND CONCLUSIONS

4.1 RESULTS

The main purpose of this study was an assessment of educational materials management and utilization in primary schools of Metekel zone, Benishangul Gumuz Regional state in Bullen primary school. In doing this, the necessary information was gathered mainly through questionnaires filled by teachers, storekeepers, and librarians. In addition to this, interview vice principals and PTAs members to extract information that need clarification. The data collected from the close-ended questionnaires were analysed and interpreted using different statistical tools such as percentage, mean and standard deviation. The data gathered through interview were analysed qualitatively using narration. Hence, based on the analysis of the data, the study came up with the following findings:

1. The involvement of the users in needs assessment and purchasing of educational materials in schools was very low and the planning for educational materials resource management in Bullen primary school was not effective
2. The role of teachers in coordinating of educational materials management and utilization were very low and there no training about materials management, codification and ordering. In additions to this, educational materials were subjected rains, sun light and stolen.
3. Educational materials in schools were doing not have maintains, no inventory, and unused educational materials in Bullen primary schools were not disposing on time to the users.

4.2 RECOMMENDATIONS: Based on the findings of the study the following recommendations were forwarded to remedy the problem and to improve the management

and utilization of educational materials in the school, which shall be implemented, applicable and cost effective.

1. Therefore, all the users would better participate in needs assessment of materials to be purchased and schools would better have guideline on purchasing and management of educational materials and plan would be made based on the budget available and the materials should be present on actual time they are needed to properly run the teaching learning process.
2. Woreda education offices and Zonal Education Desk would better prepare clear guideline which teachers could coordinate the educational materials management and utilization effectively to improve the quality of teaching learning process and it is **better** train the store keepers about educational materials management and utilization theoretical knowledge and skill on materials management.
3. The finding of the study revealed that there were no maintenance personnel for educational materials. Woreda education offices would better to employed qualified personnel and allocate budget for maintaining of educational materials resource to minimize the cost of instead of buying the new one and it is *better* establishing storerooms with appropriate numbers and qualified personnel, developing and properly using policy guideline for unused educational materials disposing on time or returned to stores.

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