

THE MANAGEMENT OF PROVISION AND UTILIZATION
OF STUDENT SERVICES IN JIMMA UNIVERSITY

BY
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**THE MANAGEMENT OF PROVISION AND UTILIZATION
OF STUDENT SERVICES IN JIMMA UNIVERSITY**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL
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DEGREE OF MASTER OF ARTS IN EDUCATIONAL
PLANNING AND MANAGEMENT**

**BY
ABUNU AREGA**

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ABBREVIATIONS/ACRONYMS

AA =	Addis Ababa
AAU =	Addis Ababa University
AAUn =	Association of African Universities
ACHA =	American Colleges Health Association
CHS =	College Health Service
Dept =	Department
EMPDA:	Educational Material production Distribution Agency
Eth =	Ethiopia
FBE =	Faculty of Business and Economics
GCS =	Guidance and Counseling Service
HE =	Higher Education
HEI =	Higher Educational Institution
HERQA:	Higher Education Relevance and Quality Assurance
HLI =	Higher Learning Institution
IER =	Institute of Educational Research
JU =	Jimma University
JUCAVM =	Jimma University College of Agriculture and Veterinary Medicine
MOE=	Ministry of Education
STDs =	Sexual Transmitted Diseases
TGE=	Transitional Government of Ethiopia
UNESCO:	United Nations Education Science and Culture Organization
UOC =	University or College

ABSTRACT

The purpose of the study was to assess the provision and utilization of student services in Jimma University (JU). It was designed to address the areas of adequacy of student services, perceptions of the students and student service personnel on the level of services provided, utilization of the services by the students, competency of the student service staff, involvement of the students in university service management and problem encountered in provision and utilization of the student services.

The study focused only on certain student services provided in JU such as, guidance and counseling, feeding and catering, health and medical, accommodation and library services. To conduct the study, descriptive survey approach was employed and both primary and secondary data sources were used to gather information. Mainly used data gathering instruments were questionnaires and focus group discussion guide prepared on the basis of the basic questions of the study to be addressed. The study was conducted in Nine-faculties of the two main campuses in JU. The subjects of the study were 350 randomly selected students from each faculty and 80 student personnel staff selected from the two campuses of JU using stratified sampling techniques based on their position and job difference. The data were analyzed by using percentages and chi-square test and interpreted accordingly.

The findings of the study in general revealed that none of the student services was adequately provided. Additionally, the study showed that, only feeding and accommodation services were being used frequently while, guidance and counseling service was never utilized by the students. Furthermore, as revealed in the study, the student service staff was facing inadequacy and incompetence of service personnel in each service sector, while, the involvement of students in the student service management in the university was found to be low. Similarly, problems related to growth in students' enrollment, inefficient utilization of resources and lack of qualified professionals were found to be the major ones encountered in the management of student services. Hence, it was recommended that necessary interventions should be made by concerned bodies to provide quality services in the university to standardize and give concern for parallel expansion of student services balancing with the number of students entering the institution.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This chapter deals with the background of the study, statement of the problem, significance, delimitation and limitation of the study, research methodology, definition of key terms and organization of the study.

1.1. Background

National development is wide-ranging in scope and essentially the result of human effort. The capacity of a nation to develop economically, socially, politically, and culturally derives largely from the power to develop and utilize the capabilities of its people. Education, especially HE is a means to sustain and accelerate overall development in a country and it has a direct effect on industrial productivity and earnings as well. Thus, education for change in developing countries has never been as crucial as it is today.

As stated by Zaidis and others (1980: 34), education, particularly HE is the sine qua non of national development, since ideally it produces the high-level labor needed. HE in particular, has the function of fostering the capacity of individuals and communities to embrace demographic principles, to uphold human rights and to promote sustainable development (Lummuba, 1993: 24). Hence, it is possible to say that the challenge of development is directly or indirectly the challenge of education in a given nation, because all activities within the institution are geared towards producing people who would be useful for society as a whole (Arikwuyo, 1999:1).

In any educational institutions, the students are the central focus of any educational system as suggested by Simpson and Frost (1993: 25). The overall development of a country will be the responsibility of students now in colleges and universities. For these and other reasons, HLIs need to receive due attention from

concerned parties including government, institutions and those who support the sustainable development of a nation (Lummuba, 1993: 24 AAUn, 2001:2).

However, as noted by Salmi (2000: 4) in the last quarter of the 20th century, HE in developing countries experienced serious setbacks. Some of those evils are because of reduced resources in most developing countries and low priority given to it by governments, under funding, the deterioration of basic academic and research infrastructure, the persistent brain drain and unsatisfactory terms and conditions of services for both university staff and students. The end result of these problems is not only affecting the quality of HE provided by UOC but also has unconstructive effect on the overall development of the countries (World Bank 1997: 1, Salami, 2000: 5).

In general, as Arikewuyo (1999: 10) explains HLIs cannot achieve their objectives without the provision of certain basic services and facilities students need for the day-to-day activities within the university. At the university level, the ranges of services are expected to be provided by the authority for the comfort and academic uplift of students. Some of these services are listed by Arikewuyo (1999: 2) as feeding and catering, medical and health, work and transport, guidance and counseling, postal, library, academic affairs, sports and recreation, bursary, accommodation, consultancy and ventures to mention a few. In deed, according to Moses (1977), and Barr (1993: 16), these services are necessary to support the core substance of the university, i.e., teaching and research. Thus, they should form a very large part of the university's budget.

However, in spite of the supreme demand placed on such facilities and services researches reported that there are problems of securing them in sufficient amount in developing countries (Husain and Others, 1987: 41). For instance, a study conducted in some countries of Asia, Africa, Latin America and Eastern Europe by Reddy (1999: 10) shows that the provision of certain facilities and services which students need for the day-to-day activities within the university environment was inadequate.

As Sanyal, (1982: 21), to open access for HE in developing countries, most countries face resources scarcities that may resulted in deterioration of the standards of HE. If the infrastructure; the library, laboratories, playing fields, classrooms are inadequate for the larger numbers of students in the universities; or, *if there is no appropriate student: library, student: laboratory, student: sports facility, and student: teacher ratio*, there will be lower levels of learning and research.

Hunsain and others (1987: 43) also made a research in HE in Pakistan and Claimed that access to different facilities and services is disappointing. As observed by Butin (2005:13), the shortage of facilities and services could be felt at all levels of African educational system. They conducted that library facilities and books, classroom furniture, laboratories, recreational centers, dormitories, health services, guidance and counseling services etc were inadequate in most HLIs.

Even though the inadequacy of student services and facilities in Ethiopian HEIs is very pervasive, studies conducted in the area have been scarce and lack depth. As a result, little is known about the nature of management and utilization of student services in Jimma University. Therefore, this study was conducted to discover the problems from its different angles.

1.2. Statement of the Problem

The purpose of HE is mainly producing competent, adaptable and responsible citizens who can contribute to changing and transforming the livelihood of nation's population. Furthermore, the research and studies undertaken by HE institutions are expected to generate knowledge and search for truth, to provide the society and the economy with relevant solutions that ensure development, that alleviate problems at the grass root level and generally to contribute to poverty lessening.

Therefore, as Lummumba (1993: 55) argued in order for the universities to achieve their pedagogical objectives and fulfill their mission of contributing to the development of a society, adequate provision of student services is indispensable. However, as currently designed, organized and managed, they absorb too large proportion of resources and do not exist in most HLIs, of African countries.

Ethiopia is currently reforming and expanding its HE system by increasing the number of universities with increasing student enrollment capacity (HERQA, 2006). The expansion of HE helps the government to meet its national strategy for economic growth and communal development. The production of high quality, competent and skilled graduates is vital to create the vibrant socio-economic development of the country. This in turn depends upon the facilities and services provided for the students in the HEIs. Similar to many other African countries, lack of adequate student services in Ethiopian HEIs seems to be a felt problem.

As noted in the education sector development program (MOE, 1999: 9) the priority matter to be addressed includes issues such as the expansion of HIs, access to HE, the improvement of the quality and relevance of HE and strengthening research activities. These activities cannot be achieved without an extensive improvement in facilities and provision of better services and instructional materials. As stated by TGE (1994:19) such plan of action will also require great deal of financial resources.

Ethiopian universities are increasingly having a problem of large student number, which is imbalanced with the capacity of a university. According to Oumer (2002), the universities' chronic problems are overcrowding of the dormitories, the libraries and shortage of educational facilities & technologies.

As MOE, (1994: 18) student enrollment continues to rise and creates extensive overcrowding. Capacity to keep the two in balance has been lacking, due to shortage in financing HE. Yet, as stated in the Education sectors strategy (TGE, 1994: 18), the financing of educational system shall be improved by increasing the government budget allocation particularly for infrastructure building and provision of materials.

Teshome (1988) stated that, as the number of students increased; the need for counseling and guidance has been felt more, libraries, lecture halls, laboratories are increasingly congested. The problems ultimately affect the realization of the students' and institutions. In light of this a study conducted by Asmerom and others (1989: 23) showed that a greater number of students discontinue their university level education due to social, psychological and personal reasons.

Besides, Fentaw (1991: 76) explained that experience of students, personal and social problems; inadequate facilities and services affect the academic performance of students in HLIs. Thus, there should be an effort to be made in HLIs in Ethiopia to deal with problems facing students in relation to basic facilities and services which students need within the university environment.

There is no doubt about the expansion of HE system in Ethiopia. Despite the expansion, the system is being marred by a number of problems a part of which, perhaps the most crucial and serious issue is lack of adequate facilities including available student services. In relation to this, MOE (1991: 1) indicated that, HLIs in Ethiopia still have enormous problems such as basic facilities and services, which students need with in the university, are insufficient.

In general, institutions of HE in Ethiopia still have a number of challenges and pitfalls, which militate against carrying out their academic activities effectively.

The studies show us that; there is a long way to go to attain the required quality of education in third level. As stated by Tirussew (1998:30) availability of adequate instructional materials, facilities and services are issues which need immediate consideration.

As per a study conducted by Zaudneh, Darge and Nardos (1989: 26) on the teaching learning situation in HLLs in Ethiopia, the provision of facilities and services to staff and students was grossly inadequate. However, how are these services especially student services managed, to what extent and how are these services utilized by the students currently? This is what the study is all about. More specifically, problems in the provision and utilization of student services in Jimma University were discussed in detail.

Objectives of the Study

The major objective of this study was to assess the provision and utilization of student services in the university. It was designed to achieve the following objectives; specifically.

1. To identify the adequacy of student services in the university.
2. To analyze the extent to which students utilize the available services.
3. To investigate the major problems encountered in the provision and utilization of student services.
4. To investigate, the involvement of students in the management of the student services in JU.

The study in general was to seek answers for the following basic questions

1. What student services are being provided adequately to students in the university?
2. What perceptions do student services staff and students have about the adequacy of services provided by the university?

3. To what extent do students utilize the services?
4. How competent is the student personnel services staff in the management and provision of the student services?
5. To what extent do students involve in the management of university's student services?
6. What problems are encountered in the provision and utilization of student services in the university?

1.3. Significance of the Study

The study was conducted on the management of student services in Jimma University to identify the major problems encountered.

In general terms, this study might not exhaustively provide solution for the problem under consideration, however:

1. It may help in scratching the problem by providing a green light for practical action
2. Since universities in Ethiopia are expanding in both number and enrollment capacity, the study may contribute to policy and strategic planning of student services in universities.
3. It could enable officials and authorities of university to gain valuable and recent information about the status of current student services management and utilization in the institution.
4. The study is also expected to pinpoint the major problems in the provision and utilization of student services. Thus, the concerned bodies to alleviate the problems can use the findings.
5. The study would contribute to the literature on the area and open ways for further research since the study on the provision and utilization of student services was not given due attention by the educational researchers.

1.4. Delimitation

The study was designed to focus on the services being delivered to the students in the regular undergraduate program in Jimma University (JU) since most of the services are made available to regular undergraduate students.

It is true that, student services cover wide range of academic and non-academic activities. However, this study was designed to focus only on guidance and counseling, health and medical, feeding and catering, accommodation and library services to make it manageable.

1.5. Limitation of the Study

While conducting the study, the investigator was faced with constraints that have influence on the study. Since the standard of the student services in HEIs of Ethiopia is not known, there was difficulty in the preparation of data gathering instruments in detail. In addition to this, due to the shortage of domestic reference materials related to the study in Ethiopia, the investigator has been forced to depend on foreign sources. Thus, because of these shortcomings, the study by no means claims to be conclusive. It would rather serve as a springboard to study the problems of student personnel services in HEIs in more detailed approach.

1.6. Research Methodology Sources of Data and Sampling Techniques

1.6.1. Methods of the Study

The research method employed in this study was descriptive survey approach because the study was an exploratory study aimed at examining and describing the major problems hindering the provision and utilization of student services in JU. Furthermore, descriptive approach makes possible the explanation of processes that are going on, effects that are evident, or trends that are developing on the issue. Since the purpose of this research is to picture the current situation

on the provision and utilization of student services in Jimma University, descriptive survey method becomes useful.

1.6.2. Source of Data

Both primary and secondary data sources were employed in the study. Though primary source of data from students, students' council and student services staff were collected, different written documents, related literatures and magazines were reviewed and analyzed to support the information gathered from primary sources.

1.6.2.1. Data Collecting Instruments

Data from the samples were collected using questionnaires and focus group discussion (FGD). Since the questionnaire enables to gather information from large population, it employed here as the main instrument to obtain descriptive information on the provision and utilization of student services from the staff of student personnel services, and the sample students of each faculty. Both close and open-ended questions were employed to obtain the data.

Focus group discussion (FGD) was conducted to deans of students together with students union not only because they were few in number, but also for their important positions in describing the present status on the management of student services in the university.

1.6.2.2. Pilot Test of Instruments

It is essential that all instruments to be employed in the study were subjected to a try-out in their draft form. Pilot study was used as major instrument to know whether the data collection instruments were efficient or not, to identify problems that may encounter during the data collection activities and to be aware about the steps to be taken in view of the strengths and weaknesses of the instrument. Based on the feedback obtained, some vague questions were modified and replaced to avoid ambiguity in filling the questionnaires.

1.6.3. Samples and Sampling Techniques

1.6.3.1. Sampling Techniques

To select the samples of the study, different techniques were employed. Purposive sampling technique was employed to select students from each batch excluding the first year students considering their experience in using the university services. Similarly, students were selected from each faculty using simple random sampling with an assumption of avoiding bias. Stratified sampling technique was also used to select student services staff respondents since they have different positions of responsibilities. All of the deans of students and assistant deans of students were selected from both campuses using availability sampling technique. Accordingly, 350 students and 80 student services staff were included in the study as respondents.

1.6.3.2. Sample Population

The population of this study was consisted of all students in the JU from the two campuses (Ju Main Campus, and Ju College of Agriculture Campus) and all student personnel services staff of the university. The total number of regular students in both campuses of the university is 12584.

The number of students selected from the different faculties was 350. The other group of respondents were 20 librarians, 21 cafeteria workers, 10 health workers, 10 guidance and counselors, 15 proctors, 2 deans of students and 2 assistant deans of students, totally 80 student personnel services staff. Thus, the total number of respondents for the study becomes 430. The detail information is indicated in the tables below.

Table 1: Distribution of sample population of student services staff

No	Services	JU-main Campus				JUCAVM-campus			
		Males		Females		Males		Females	
		N	S	N	S	N	S	N	S
1	Deans and Assistant Deans of students	2	2	-	-	2	2	-	-
2	Guidance and counselors	7	7	-	-	3	3	-	-
3	Cafeteria workers	193	5	208	9	9	3	22	4
4	Health workers	10	4	3	3	2	2	1	1
5	Proctors	17	6	11	4	4	3	2	2
6	Librarians	75	9	35	5	16	4	7	2
	Total	305	33	257	21	36	17	32	9

Table 2: Distribution of the Sample Size of Students

No	Name of Faculty	First year		Second year		Third year		Forth and >		Total	
		N	S	N	S	N	S	N	S	N	S
1	Education	1121	-	891	25	945	35	-	-	2957	60
2	Humanities & so.sc	240	-	193	10	112	15	-	-	545	25
3	JUCAVM	424	-	445	19	379	23	89	28	1337	70
4	Law	195	-	218	3	129	5	189	7	731	15
5	Technology	300	-	205	11	244	14	334	15	1083	40
6	Natural & App. Sc.	200	-	181	4	62	6	-	-	443	10
7	Medical sc.	382	-	469	12	340	16	320	22	1511	50
8	FBE	1002	-	826	23	607	27	-	-	2435	50
9	Pub. health	623	-	592	13	327	17	-	-	1542	30
	Gr. total	4426	-	4020	120	3145	158	432	72	12584	350

Source: JU registrar office in 2006/07 academic year.

1.6.4. The Process of Data Analysis

Based on the nature of the basic questions and the data collected through different instruments, the following statistical techniques were engaged to analyze various characteristics of the sample population.

In order to determine whether the students and student services staff differ in their perceptions about level of student services provision, the chi-square and simple percentage statistical techniques were used.

The students' involvement in the management of services was computed by using percentages. Additionally, percentages were used to identify the major problems encountered in the provision and utilization of the student services in the university. In all cases above, the existing differences were tested for statistical significance at 0.05 levels.

1.7. Operational Definition of Key Terms

Accommodation Service: building or site belonging to or used by universities in which students are boarded, also called housing or dormitory services.

Counseling service: is one of the basic services in an organized guidance program involving a person-to-person relationship and providing the individual student with the best opportunity for self-study, decision-making planning and the resolution of personal problems.

HE institution: an institution where education beyond secondary level is offered and which is located in any region.

Library services: are activities inherent in obtaining, organizing preparing and servicing library materials for use.

Management: - is the work of planning, organizing, and controlling the provision and use of the universities student services within the limits of delegated responsibility and authority.

Medical and health services: are services of physicians, Nurses, and other health workers for the health care of students.

Student services: the specific services provided for the university students excluding classroom teaching.

Utilization: the extent to which student services are used in an institution.

1.8. Organization of the Study

This study is organized into four chapters. The first chapter deals with the background of the study in which problems related to the management of student services were raised. This paved way for the basic questions raised in the same chapter. Objectives, significance, delimitation, limitation of the study, methodology and data analysis procedures are included in this chapter.

Chapter two consists of the review of the related literature. The third chapter is devoted to the interpretation and analysis of the data using the methods indicated in chapter one to give appropriate answers for the basic questions raised. In doing so, an attempt was also made to refer the studies cited in the literature part.

The last chapter, i.e., chapter four is consisted of, the summary of the findings, conclusions reached at and recommendations forwarded.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is devoted to treating some important issues related to the management of student services in HEIs; specifically, topics related to the role of HE, impact of student services on quality of education, challenges facing HEIs in provision of student services, the main components of student services, the management and organization of the student services and the involvement of students in university management are highlighted and dealt in this part of the paper.

2.1. The Role of Higher Education

Education plays a paramount role in the process of economic development. Besides being instrumental in development, it is an end by itself because it helps people to lead better lives. In fact, educational institutions are both the causes and the products of change in society. In relation to HEIs, this is perhaps most clearly evident in sustaining and increasing the rate of scientific discovery and its application in the emergence of modern technological nations. So, HE is critical for broad-based economic development of a nation. Such development really affects the structure of society, the range and kind of employment available and the standard of living.

In relation to this the Blunkett's (2000) idea is quoted as follows.

In a knowledge-economy, HE becomes a potentially powerful instrument of social justice, since it serves not only as a driver of wealth creation, but as critical determinant of life chances.

Thus, the HE system is increasingly underpinning social justice within the community rather than reinforcing social stratification. Accordingly, it is possible to say that HE is playing a crucial role in securing economic competitiveness, meeting the needs of the economy and employers, ensuring a

democratic society and an educated citizenry, and securing social cohesion as well as social justice.

According to Gibbons (1988), in addition to building a knowledgeable society and achieving the advancement and application of knowledge for social and economic progress, HE has a role to play in creation, dissemination and application of knowledge to build technical and professional capacity. It also makes a society to be more innovative and responsive to the needs of globally competitive economy and to changing labor market requirements for human capital. Similarly, ensuring the continuity of modern civilizations by providing the indispensable basis of literacy is the end result of HEIs.

In nutshell, to sustain and develop the economy and to assure social stability and ever-increasing pool of skilled people, HE is required. Additionally, the skills needed are changing more rapidly than ever before and the knowledge base of many academic disciplines particularly in science and technology is constantly expanding. These and other related factors put education in general, and HE in particular under great pressure.

Furthermore, teaching, research and scholarship are interlinked effects of HE, which may result in the production of the future teachers of HE, leaders of industry and commerce, and sustain fundamental and applied research along with other activities, if the skills needed by society now and in the future are to be met. Thus, HE has a clear mission with the following major goals: teaching, research and public services to be steadily carried out according to the plan of a particular institution.

2.2. Impact of Student Services on Quality of Education

Since the prime objective of HEIs is to enhance economic development of the country and to improve the living conditions of the society, quality education is basic issue to be considered as a current agenda for change in HE.

Quality is defined as the totality of features and characteristics of product or services that bear on its ability to satisfy the given needs. As described by Chandan (1997), quality is meeting the customers' requirements at all times. So that quality is a dynamic state associated with products, services, people, process, and environment that meets or exceeds expectations of the customer (Zahedi, 1995).

Since quality is about satisfying the customer and education certainly has a number of customers beyond the individual student (including employer and society), doing the right thing right at all times to meet the learners expectations and to satisfy their needs is reasonable action to be performed in HEIs. In doing so, educational materials and facilities including student services play a vital role in every HEI.

Scholars agreed that quality education in HEIs is entirely contingent on the instructional facilities, educational materials and student services provided through the teaching-learning process. As argued by Beeby (1996: 11), and Lockheed (1991: 46), lack of these facilities and services affect even the curriculum contents and the service delivery system of the institution. According to Lockheed (1991), quality of education particularly in HE is highly dependent upon the facilities such as laboratory, library and research services

Therefore, the quality education in general and teaching learning process in particular depends largely not merely on the availability of materials but also

on the adequate provision of facilities and services that enhance satisfactorily intellectual and social experiences (Levine, 1994: 208).

In this regard, Gorton and others (1988: 112), added that adequate provision of student services can be thought of as the pillar of the university studies particularly in developing countries. These scholars agreed that, the availability of feeding and catering, health and medical, guidance and counseling accommodation and extra-class activities are imperative for providing a conducive educational atmosphere for students in HLIs while the role of student services is to create a conducive environment to student learning, it has an indescribable impact on quality education in general and teaching-learning process in particular.

Evidently, there are several indispensable conditions for better promotion of educational qualities. Among those components, one, perhaps the most crucial is the provision of quality student services and facilities. As emphasized by various writers, adequate provision of facilities and services both in and out of classrooms has a fundamental role in promoting quality education in HLIs (Delworth and Handson, 1980: 11, and Levine, 1994: 208). In light of this, UNESCO (1988: 23) concluded that, for effective teaching-learning process to take place, classroom and out of class facilities and services need to be adequately organized and conducive enough.

Additionally, educational facilities such as the size of classes and libraries, provision of quality student services within any level should have a great concern from a state, because crowded classrooms, libraries and dormitories would have a negative impact on students' academic achievement.

In addition to this, facilities and student services such as site of physical structure, an arrangement of computer space, laboratories, a set of special environments and neatness of classrooms and dormitories, availability of library materials have major contribution in creating conducive environment to

success of each student in accomplishing the desired learning outcomes in the institutional program (Davis and Loveless, 1998: 2, and Ayalew, 2002).

Thus, as recommended by Arikewuyo (1999: 10), it is difficult to achieve the objectives of HEIs i.e., teaching, research and services, without the provision of certain basic facilities and infrastructure which students need for the day-to-day activities within the university environment. Hence, it is safe to say that student services are of paramount importance in the process of teaching learning to run it safely and to meet the quality education principles. In contrast, their absence may result in hampering the effective transmission of knowledge that affects quality of education in turn. Due to these reasons it seems that, adequate provision of student services is a crucial issue that needs due attention to be given by policy makers, quality assuring agencies, and other concerned authorities to achieve high educational quality basically in HLI (Appleton and Others, 1978: 372).

In general, quality of education is greatly affected when its system encounters inadequate educational materials and facilities, insufficient management and administration, poorly trained teachers and working conditions. Additionally as explained by Mbizela (2004) provision of education with inadequacy of materials, financial and human resources for student services may result in poor quality education.

2.3. Challenges Facing Higher Educational Institutions in the Provision of Student Services

HE in any society is obviously not a free activity, on contrary; it is a specialized costly economic activity. Every investment in HE, regardless of the form it takes, is a forward, long run future commitment, and therefore is beset with risk and uncertainty.

In relation to this, Sanyal (1982) described that, the dynamics of development in low income countries have been steady as reflected in advancements in health and education services, particularly in HE and research capabilities. The reason for this observably is related to the shortage of capital in low-income countries since they do not have the luxury of abundant capital, the demand for additional capital increases markedly as their development proceeds.

Some scholars indicated that, low income countries' HEIs operate under adverse: overcrowding, deteriorating physical facilities, insufficient services (such as health, accommodation, and catering) and lack of resources for non-salary expenditure such as textbooks, reference books, educational and recreational printed materials, consumable laboratory materials and its maintenance (World Bank, 1994: 2).

HE directly or indirectly is the result of resources allocated from concerned bodies of the particular institution. Thus, available resources are required to run its process and achieve the institutional objectives in HEIs. In light of this, Sanyal (1982) explained that, scarce resources are allocated to support colleges and universities and the valuable services are expected to be provided from these scarce resources.

Similarly, most African countries experienced financial constraints may be because of poor economic performance and rapid population growth, which in turn affect the whole system of a nation including provision of quality education and its facilities and services. To solve this problem, capital from foreign sources for HE is understandably suspects.

However, whether such capital comes from foreign governments, from the World Bank, from other United Nations sources or from private foundations, the receiving country is likely to have some adverse influence on what views the

terms on which it is available that country deems to be the purposes of its colleges and universities. On the other hand, as stated by Sanyal (1982), although foreign capital is a base for schooling activities and educational facilities, it is not free of outside influence.

The other challenges confronted by most African HEIs to provide adequate services as generalized by World Bank (1997: 3) include: the poor national economic performance, inappropriate governing structure, feeble national policies, political interference in many aspects of the university endeavor, weakness of internal university management and campus instability (such as student unrest and high management turnover).

Furthermore, fiscal policy constraints and conditions all have profound effect on programs, services, learning opportunities and activities developed and offered in the student affairs division. All these and other problems in general are results of the shortage of economic and financial sources on what every activity including student service is highly reliant (Barr, 1993: 49). Thus, as concluded by Okwach, (1988: 3), these challenges are not only increasing wastage in HE but also affect the quality and relevance of HE and the provision of adequate services to the students unless the emphasis is given from the concerned parties.

2.3.1. Challenges Facing Higher Educational Institutions of Ethiopia in the Provision of Student Services

Like other programs of HEIs, student services program has its own challenges all over the world. Specially, as noted by Salmi (2000: 4) HE in developing countries experienced serious setbacks, resulted from reduced resources and low priority given and under funding which may influence provision of the student service negatively.

Similar to other African countries lack of adequate student services in Ethiopian HEIs is felt problem. As noted by MOE (1994) a student services has enormous problems such as a shortage of adequate facilities and student services seriously affecting HEIs in Ethiopia. The inadequacy of student services is being blamed due to many factors. The most consistent of which has probably been inadequate financial support. In relation to this, Cohen and Brower (1994) described that a student service has often targeted for budget reductions. The lack of financial support is pervasive in HEIs of Ethiopia and without doubt affected and will continue to affect HEIs not only the provision of student services but also quality of HE.

Yet, almost no one denies that student services play an important part in the educational progress. However, the emphasis given from concerned parties including MOE to boost the quality services is much more less than what is expected. Additionally, as described by Oumer (2002) the lack of qualified and experienced professionals is a critical factor that negatively affects the provision of student services in HEIs of Ethiopia. In general, the provision of student services in Ethiopian HEIs is being challenged by lack of concern from concerned bodies, lack of fund, inefficient utilization of resources, lack of students' involvement in university services management and students enrollment growth as further stated by Oumer.

2.3.2 Student Service and its Components

Student services most often refer to non-curricular but formally organized programs, the wide range of informal, recreational or leisure-time activities, student supporting services in which students participate and benefited throughout the campus life to achieve their academic goals and objectives.

As described by a number of scholars such as Natarajan (1987: 57); Arikewuyo (1999: 2) and UNESCO (2002: 12) the complementary education received from

from student services has a significant, beneficial and lasting effect on students as much as formal curricular education. In order that programs for the students may provide the welfare functions, **control functions, co-curricular and extra-curricular functions**, and **teaching functions** (Natarajan, 1987: 58).

Nowadays, it is most impossible to find a UOC that does not list student services at least guidance and counseling service in the catalogs and other official publications as one of the institutions major purposes. However, the definition of what is included in student services differs among institutions. In relation to this, Jane and Matson, 1971; and UNESCO (2002), described that the degree to which the wide array of student services and programs is developed in a particular country of institution depends on the demands for and access to HE, cultural context and the ability of the infrastructure to provide the student support.

For that reason, various scholars have classified student services as guidance, and counseling, feeding and catering, health and medical, works and transport, academic affairs, student affairs, bursary, sports and recreations, accommodation, consultancy and venture services and book store and library services etc (Arikewuyo, 1999: 2; and UNESCO, 2002, 25-48). These various programs, in fact, are not functioning separately. They are set up to serve the various needs of the students all together in a coordinated manner in relation to each other rather than functioning separately.

This paper however, is about the following basic components of the student services focusing on their detail objectives in teaching-learning process and students' academic achievement throughout the campus life. The major student services to be discussed are: **guidance and counseling, feeding and catering, health and medical, accommodation and library services.**

2.3.2.1. Guidance and Counseling

Guidance is defined as “the total or all the activities and services engaged in/by an educational institutions aimed at assessing an individual to make and carry out adequate plans and achieve satisfactory adjustment in all aspects of the daily life” (Tolbert as cited in Chibber, 2005: 1).

Another scholar also defines guidance as “an aspect of educational program which is concerned especially with helping a student to become adjusted to his present situation, to plan his future in the line with his interests, abilities and social needs (Erickson as cited in Chibber, 2005: 1).

On the other hand, counseling is an aspect, but an important aspect, that involves in providing professional help in making decisions about personal problems and may resulted in clients that ‘could be’ what they ‘could be’ (Yusuf, 1998). In this regard, counseling is as much a part of UOC today as classes are. According to Chibber (20005: 70), counseling is one of the parts and basic techniques of guidance that help to achieve basic objectives of educational guidance.

In general, educational guidance aims to maximize learning of students. The emphasis of guidance services, as described by Chibber (2005: 40) is providing assistance for students to achieve the best of their ability in all courses they are involved. Additionally, assisting students in learning new and more effective ways, to cope with stress and disappointments, resolving conflicts dealing with specific problems and to manage their lives are some of the basic functions of the educational guidance services (Yusuf, 1998; UNESCO, 2002: 28-31 and Chibber, 2005: 47). Meeting all the stated benefits makes it obligatory for educational planners and administrators to build GCS programs in HLIs.

Since the life is getting complex day-to-day and the problems that require expert for help are increasing, the scope of GCS is extremely getting comprehensive. In light of this, Yusuf (1998) explained that, the quite a big number of students in the HEIs are in difficult life situations shy, fear, unable to manage their own affairs, and lacking to know what to do, how to do, and when to act are some of serious problems of HE students that require well-organized GCS from professionals to be provided. Because, though the provision of GCS in the UOC cannot be seen as a panacea for all educational ills, it provides at least a way to resolve their difficulties, if not possible, how to live with them.

To the contrary, counseling in general is not universally available throughout HEIs. It is limited often because of the size of the institution population and the counselors own temperament and preferences. Furthermore, most of counselors are inadequately educated and unable to provide sufficient services for the clients or students (Fentaw, 2001). This scholar further recommended that, all of these shortages and problems should be considered and solved timely in order to strengthen GCS for students of HEIs.

2.3.2.2. Feeding and Catering Services

College and university dining services are often grossly underestimated and misunderstood aspects of campus living. Intellectually stimulating dialogue, relaxation and education about eating habits are some of the important products of well-conceptualized food service programs.

It is obviously known that, so as to make life on-campus happy, constructive and enjoyable, university services including food services should be fulfilled appropriately as required as possible. The appropriateness must be both in quantity and quality of the food services.

In relation to this, UNESCO (2002: 40-42) described that, the purpose of feeding service includes; the provision of regular meals for students, food service options;

clean, safe and quiet efficient facilities for the delivery of food services, quality nutritional and consumer information.

As result, good nutrition helps students to be strong, fit, and healthy. In relation to this, a number of research documents showed that balanced food regulates the activity of the body and supplies the necessary energy that enables us to perform the tasks; unless one gets balanced diet both in quantity and quality, participation in life activities may be hindered (Nasha and others 1985: 244).

Thus, balanced diet/variety food/ for HEI students is obligatory to be provided throughout the campus life to keep the teaching-learning process on track. In view of that, Winston and Anchors (1993: 240) explained that, HEIs have to provide hot and appetizing food with absolute cleanness, complete clean kitchens and dining rooms and a friendly staff.

In fact, students come to the campus with the variety of concerns that some are dedicated vegetarians, others have special religious dietary needs, others may suffer from diabetes or amoeba and other water and food borne diseases, while others may with the problems of weight gain or loss. Supporting this, Winston and Anchors (1993) argued that, some students are accustomed only to 'Junk' food and others depend on the principles of good nutrition and eat only healthy food.

Though, none of these conflicting demands are impossible to meet, the action requires an assignment of skillful, committed and goal-oriented food services manager in a particular institution. Additionally, budgets, personnel, menus and nutritional education are problem areas that require solution to provide successive, satisfactory and student need oriented food services in the HEIs.

Thus, the role of the food services director in addition to contracting with outside companies or self-operated programs need to be maintaining quality, providing education about nutrition integrating dining services and responding to the special food needs of students. To meet all these objectives, the food service manager

should be skilled and trained enough; the food service workers need to be healthy, trained and friendly with the students to whom the service is delivered. In addition to this the services to be provided must be sourced with the necessary facilities and resources for the adequate provision of the services.

However, as some findings indicated, financial resources allocated to the services are inadequate and management is poor, which may result in inadequate and poor quality service provision (Lummuba, 1993: 58; Winston and Anchors, 1993: 225 and UNESCO, 2002: 41-42). Therefore, budget allocation for expenses of water and power, purchasing and conservation of food stuff, recruitment of trained and qualified food service personnel and director are issues to be considered to have and provide quality food services in the HEIs.

Similarly, quality of food services may be affected by the personality and attitude of an individual worker in food services program. In light of this, (Gisslen, 1989: 9) suggested that, it is better for the individual food service worker to have positive attitude towards the job, staying powerful (Endurance and Good health), willingness and ability to work hard with people, eagerness to learn, experience and dedication to quality services. Moreover, being clean, healthy, enjoyable and friendly is expected from food service workers to provide attractive and interesting services (Gisslen, 1989: 5).

2.3.2.3. Health and Medical Services

Health is defined as a range of state with physical, mental, emotional spiritual and social components (Webb, 1999). It is a freedom from physical diseases, poor physical condition, social maladjustment and other negative states at a minimum and it means wellness at maximum.

Therefore, health services are diagnostic identifications of health problems and the maintenance of students' physical and mental health through medical services, because UOC students can become involved in all kinds of illness from common cold to serious accidents and STDs including HIV/AIDS.

As described by Whitmore (1985); and Barr (1993: 481), providing health services in HEI enhances the students academic achievement by reducing class absence due to health-related problems as result of health education provided focusing on prevention of diseases. Hence, HEIs need to enhance the provision of health and medical services in the campus appropriately.

In addition to this, the sexual liberation movement, the popularization of drug and alcohol use on campuses, and an aggressive new student activism brought change to the student health agenda (Barr, 1993: 481-482). This scholar further discussed that, this new issue demanded new approaches such as drug and alcohol treatment, and education programs, specialized services such as women clinics offering gynecologic and contraceptive services and many others. All of these forces lead to health centers and health services that being provided by the today's campuses.

In light of this, Barr (1993) generalized that, the issue of providing on-campus student health services is a basic question to be answered. He added that, campus-based health services need to be well-structured so as to meet the requirements of the campus community, must offer the necessary clinical care that coupled with strong programs of prevention and should focused on well-beingness that address the problems of drug and alcohol use, STDs, unwanted pregnancy, nutrition, stress and other related problems of the UOC student. Thus, the result of all these programs can favorably influence retention rates and generally help to create a supportive and caring campus environment.

In nutshell, CHSs have a unique position with in HEIs. The awareness of the society about the impacts of physical and mental health on social and public health issues is increasingly rising. This in turn helps the CHS to play a major role in encouraging college students to attend these critical issues.

It is true that, promoting and enhancing good health and well-beingness of students, promoting student health education, and willingness programs are some

of the objectives of health services that may result in academic success of students and enhancing the quality of the campus life. According to UNESCO (2002: 41), the achievement of these specific goals entirely depends on qualified and trained health workers to provide a quality health services to offer effective and better health information services in the institution. In addition, available health care facilities, resources including financial and personnel are necessarily required to provide services adequately to registered students of the UOC.

2.3.2.4. Accommodation Services

The residence life program is an integrated part of the educational program and academic support services of the institution. Its mission must include provision of educational programs, and services, residential facilities, management services and food services for the students of the institutions.

Thus, accommodation service is not only place for eating and sleeping but it is an integral part of the UOC services. In Light of this, Winston and Anchors (1993: 158) argued that:

The residence is unexceptionally powerful educational environment perhaps more than classroom because students spend more of their time in the residence hall pursuing the lesson of human interaction, communication, individual difference and communal living.

Moreover, HEIs' residence halls exist to provide relatively low cost, safe, sanitary and comfortable living quarters, to promote the intellectual, social personality, physical career, educational and moral development resulting in the supplement and enrichment of students' academic achievement (Winston and Anchors, 1993: 535-536).

As explained by UNESCO (2002: 49), the housing services in campuses of HEIs provide several benefits including: provision of well-maintained and supportive on-campus accommodations, integration of student accommodation goals with the academic program of institutions and creation of opportunities for the students'

involvement in leadership and governance of the organizations and activities of the residence life and social relation development of the students.

In general, housing services need to include the functions related with securing housing, maintaining standards of hygiene; safety behaviors in dormitories, residential counseling and stimulating students, to participate in governing and administrating the dormitories. To achieve these objectives, the administration of dormitories plays a dominant role in the success of housing program and planning will do much make it a success whether the service be formal or informal. Practicing these activities requires the trained and experienced dormitory service administrator.

In light of this, UNESCO (2002:50) described that, to realize all the values of dormitory life, the leadership certainly cannot be entrusted to a person who does not know what those values are. On the other hand, students should involve actively in the provision, administration and facilitation of the accommodation services. In relation to this, Hunter (1993: 35) stated that the administration of the dormitory services could never be successful unless, the students play a part in the administration. Since it is the students living in the dormitory that makes the house, the participation of students in housing administration is both desirable and critical. Thus, facilitation of dormitories with room facilitates, laundry, and pressing rooms conveniently accessible and clean, sufficiently heated and lighted-rooms stimulate proper habits of living.

Furthermore, most dormitories find it gainful to have facilities such as an upstairs lounge room well furnished and comfortable. These facilitations, as stated by UNESCO (2002: 49), can help the dormitory become a really popular and happy place.

In spite of all these functions, the accommodation service in HEIs is facing a number of problems that need to be resolved accordingly. As indicated by Winston and Anchors (1993), some of the problems include: lack of adequate

trained personnel, inability to invest adequate resources, poorly designed facilities that were built to contain the largest number of beds, inadequately maintained facilities and lack of fund. Thus, it is better to give a great consideration so as to provide quality dormitory services in effective and efficient manner in the HEIs.

2.3.2.5. The Library Services

A library is often called the heart of a university and ranked with laboratory facilities as a vital center of university's education and research efforts. It is noted by JAPCU (1987: 93-103) that, the purpose of library in HE is not only as the collection and storage of specialized books and academic journals, but also it has the educational role and service-oriented activities to support in academic achievement of students in the university.

Additionally, Williams (2004) stated that, the library of HEIs is aimed at establishing, promoting, maintaining and evaluating a range of quality services that support the institutions mission and goals. In this regard, it is strongly recommended that, libraries, research facilities and research centers at HLIs should be expanded and improved to enhance the service-oriented activities as well as to provide and prompt assistance for its users.

Supporting this, JAPCU (1987: 97) described that, since a university is an institution for teaching and research, its library must fulfill the functions of the center and a research library. Moreover, as library is an academic or instructional unit within the institution, it should facilitate students' success and encourage life long-learning.

Hence, library resources and services in HEIs must meet the needs of all their faculty, students and academic support personnel, regardless of where they are located. In light of this, Williams (2004) argued that, by combining new techniques and technologies with the best of traditional sources, librarians should assist

primary users, faculty staffs and others in information retrieval methods, evaluation, and documentation. In addition, it is essential for the libraries to have an up-to-date and comprehensive collection of books, magazines, newspapers, articles, journals, pamphlets and printed materials including subject area and recreational reading materials to satisfy the readers' needs and to provide effective services.

Furthermore, as indicated by Terefe (1991), the HEIs should have libraries with well-equipped materials, enough space to hold the stock collections, enough space with neat and sufficient seats to accommodate a large number of students at once. In addition, it is essential to have well-lighted, neat and ventilated reading rooms and well-trained professional librarians in the libraries of HEIs.

Since libraries are the sources of the research information and researching in a vacuum is unthinkable, scientific information materials and services are very essential for research institutions including universities. Supporting this James (1992), suggested that, for research, available resources such as reference materials for the related literatures, accessible sources of information like computers, libraries, laboratories, pedagogical centers, archives, internet services and other documentation centers are key components to be fulfilled in HLIs.

In malice of its function, the library service is being marred by a number of factors including the major purpose of the institution it serves and administrative atmosphere in the university. Accordingly, Gelfand (1968: 22) pointed out that, the pertinent factors affecting library and its services include the organization, authority and physical location of the faculties, their teaching methods and interests in research and publication, the size and character of the student body, the extent of the curriculum, the locus of control of university affairs, the sources of funds, the financial support of the library, the authority and status of the university librarian and his staff as well as the development plans of the university.

According to Norman and Higham (1980:86), an inadequately staffed library progressively lowers service level as quoted below:

Below a certain point, the fewer the staff, the less able they are to meet demands, the less able they are to meet demands, the more demoralized they become; the worse the service, the greater the number of complaints and the more demoralized the staff becomes.

The other factors affecting the university library are related to the quality of printed materials including textbooks. This is to mean that, a library material should be highly accessible and easily available for use by all members of the university. The role of planning in library services is also unforgettable factor that affects even the whole process of the library in the institution.

Therefore, the library facility and its branches should be well planned; it should provide secure and adequate space, conducive to study and research with suitable environmental conditions for its services, personnel, resources and collections. The planning also is required to make its equipment adequate and functional. Additionally preparation, justification and administration of a library budget to use its financial resources efficiently and effectively are some of basic issues expected from the library administer to be planned.

2.4. The Management of Student Services

2.4.1. Organizational Structure of Student Services

The term organization is used widely to refer any collection of persons, materials, procedures, ideas or facts. Since expecting every worker to perform every task in a student personnel program is impossible, the organization of a diversity of functions, procedures and operations is an essential. But how student services are organized is an important matter to be considered.

Organizational structures are the frameworks for getting work done. As stated by Armstrong (1999: 131), they are used to define and clarify 'how required activities are set together', 'who is responsible to whom and for what' and the lines of authority. Though, no one correct organizational structure for all student services exists, the essential character of student personnel work determines the peculiar nature of its administrative structure and organization. However, the decision on the organizational structure depends on such factors as effectiveness, integration with other UOC functions, clear line of communication and flexibility (Cohen and Brower, 1994: 287; and Sanyal, 1995:158).

In light of this, some scholars agreed that a number of factors such as effectiveness, integration with other UOC functions, clear line of communication and flexibility affect the decision on organizational structure (Cohen and Brower, 1994: 287 and Sanyal, 1995: 158).

Accordingly, there are different types of organizational structures to be applied in student personnel services. Some of these are summarized as follows:

The unitary structure: - with basic and very clearly defined boundaries.

The divisionalized structure: - with discrete units or functions responsible for range of associated activities.

The centralized or decentralized structure: - with authority concentrated at the center or devolved to a greater or lesser degree to strategic business unit (Delworth and Hanson, 1980: 166; and Armstrong, 1999: 138-162).

In sum, it is better for student services manager to consider the factors affecting the organizational structure to be applied. These factors as pointed out by Delworth and Hanson (1980: 160) may include, the size and scope of the services to be provided, the whole organizational structure of the institution,

the diversity and competencies of the staff, the number of the students in a particular service and facilitation and resource base to name a few.

2.4.2. The Competence of Student Service Management

The concept of competence has different meanings. It is always immediately not clear which of the many forms of competence is being used. According to Heilman, (1994) competence may be **predictive**, **organizational**, **proven**, or **adaptive**. **Predictive** is related with testing the characteristics and aptitudes to differentiate superior performance. **Organizational** refers to aggregates and capabilities to create synergy for sustainable value and broad applicability for an organization. **Proven** shows a real and demonstrated ability to carry out successful activity and judged by what people produce; while, **adaptive** is related with ability to read a new situation to apply appropriately.

Another scholar, defined competence as “a capability that exists in a person that leads to behavior that meets the job demands within the parameters of the organizational environment and that in turn brings about desired results” (Armstrong, 1999: 19). Thus, competence is the thing that an individual needs to be able to understand and to perform activities effectively.

No matter what the definition is, in assessing the managerial effectiveness, the concept of competent manager is relevant and unquestionable because the production of effective performance is directly contingent on the competencies of a manager.

In light of this, Armstrong (1999:19) argued that, managers must have competencies and skills that help them to perform effectively and, to cope with the nature of their work. Thus, he further discussed that, a competent manager is expected to be a communicator, result-oriented, customer-oriented, team-former, a leader, good planner and organizer, flexible and problem-solver, as well as effective, and efficient on what success is dependent.

In addition, as described by Cohen and Brower (1994), the success of any and certainly for the student services program depends to a significant extent on a competent leadership. Hence, effective student services leader need to be, knowledgeable about student services including the historical aspects and human development theory and organizational development.

Furthermore, a student service manager needs to experience in budgeting, conflict resolution, communication skills, and managerial functions that help in achieving success in student service provision. Since management is about deciding what to do and getting it done through and with other people by making the best use resources, its role as stated by Armstrong (1999: 98) should be to: plan, organize, staff, direct, coordinate, report and budget a number of interrelated functions, operations and services so as to achieve the organizations mission and goals.

2.4.3. The Involvement of Students in Student Service Management

It is clear that, in any organization, successful management depends on the active participation of its members and customers. As many scholars agreed that, participatory management is a result of knowledge of managing group on the concept of democratization. According to Ejiogu (1987: 98) for instance, democratization of any administrative process depends on active involvement of subordinates in the decision making process.

Since the students are the central focus of the education system in the HEIs, active participation in the management of HEIs including student services management process is essentially expected from students (Arikewuyo, 1997). Besides, Desta (2005: 71) explained that, because students are indispensable parts of the teaching- learning process in any level of education system, they

should have right to participate both in the academic and administrative decision-making process.

Nonetheless, a number of institutions deny to students' right to participate and largely to determine their own extra-curricular activities. Accordingly, Sigh and others (1983: 342-348) suggested that, though the problem of leadership in UOC will be better understood if there is participation of students, getting active participation in the management of organizations is one of the chronic dilemmas of the UOC.

In contrast, Cohen and Brawer, (1994: 291) argued that, student involvement is one of the planning directions that promote opportunities of students to support the mission and goals of the institution. Similarly, Matson's description is quoted as follows:

The best plan for an educational institution is, one that induces participation of students with the various interest groups in management processes (Matson, 1971: 280).

Students' involvement in HEIs management has a great role to play both for the educational institution and the student of the institution. In light of this, Kun and Lud (1994: 24) pointed out that, participation of students in educational management used: to get future leaders, to develop feelings of good will, friendliness, to create civic responsibilities and attitudes of good citizenship, to practice problem solving actions, to develop ideas of right conduct, self-control, cooperative efficiency and fairness.

Hence, the purpose of student involvement in UOC management generally is to prepare them for democratic citizenship and responsible future leadership. To meet all these objectives, the uniting of students into an organized government structure is essential to represent their interest and convey the opinions in the management of education system.

Table 3: Profile of Student Personnel Staff

No	Item	Respondents													
		Deans and Assistant Deans of students		Guidance and Counselors		Cafeteria Workers		Health Workers		Proctors		Librarians		Total	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Sex														
	a. Male	4	100	10	100	6	40	6	60	9	60	13	65	48	64.86
	b. Female	-	-	-	-	9	60	4	40	6	40	7	35	26	35.14
	Total	4	100	10	100	15	100	10	100	15	100	20	100	74	100
2.	Age (in years)														
	a. Below 20	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	b. 20-30	-	-	2	20	8	53.33	7	70	10	66.67	12	60	39	52.70
	c. 31-40	3	75	5	50	5	33.33	3	30	3	20	6	30	25	33.78
	d. 41-50	1	25	3	30	2	13.34	-	-	2	13.33	2	10	10	13.52
	e. Above 50	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	4	100	10	100	15	100	10	100	15	100	20	100	74	100
3	Qualification														
	a. Below Diploma	-	-	-	-	10	66.67	-	-	1	6.67	-	-	11	14.86
	b. Diploma	-	-	-	-	5	33.33	7	70	12	80	13	65	37	50
	c. First Degree	3	75	4	40	-	-	3	30	2	13.33	7	35	19	25.68
	d. Second Degree and Above	1	25	6	60	-	-	-	-	-	-	-	-	7	9.46
	Total	4	100	10	100	15	100	10	100	15	100	20	100	74	100
4.	Total years of service														
	a. Below 2 years	-	-	3	30	2	13.34	3	30	3	20	7	35	18	24.32
	b. 2-5 years	1	25	7	70	6	40	5	50	7	46.66	6	30	32	43.24
	c. 6-10 years	2	50	-	-	5	33.33	2	20	3	20	5	25	17	22.97
	d. 11-16 years	1	25	-	-	2	13.33	-	-	1	6.67	2	10	6	8.11
	e. 17-25 years	-	-	-	-	-	-	-	-	1	6.67	-	-	1	1.36
	f. Above 25 years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	4	100	10	100	15	100	10	100	15	100	20	100	74	100

As indicated earlier, out of 80 student services staff sample respondents only 70 were filled in and returned appropriately and four of the deans of students and assistant deans of students participated in focus group discussion together with students union.

As can be observed from table 3, all of the deans of students and assistant deans and guidance and counselors were males, this which implies that the participation of females in student services management and guidance and counseling services is lacked.

Furthermore, 61.60 percent of the health workers, 9 (60 percent) of the proctors and 13 (65 percent) of the librarians were males. On the other hand, except 6 (40 percent), remaining, i.e., 9 (60 percent) of the cafeteria workers were females, which showed that, females participation was better in feeding and catering services as compared to other student services in which, only 40%, 35% and 40% of females were participated in health, library and housing services of the university respectively.

Regarding to respondents age, the majority (75 percent) of deans of students and assistant deans, 50 percent of guidance and counselors were in the age range of 31-40. On the other hand 2 (20 percent) of guidance and counselors, 8 (53.33 percent) of the cafeteria workers, 71.70 percent of the health workers, 10 (66.67 percent) of the proctors and 13 (65 percent) of the librarians were in the age group of 20-30. To the contrary, 1 (25 percent) of deans of students, 3 (30 percent) of the guidance and counselors, 2 (13.34 percent) of the cafeteria workers, 2 (13.34 percent) of proctors and 2 (10 percent) of the librarians were in the age group of 41-50. This shows that, more than half of the respondents were relatively youngster who can stay stronger while on duty since working in student services requires physical strength.

As observed in the table 3, item three, 1 (25 percent) of the deans of students, and 6 (60 percent) of the guidance and counselors have their second degree and above. Additionally, 3 (75%) of the deans of students, 4 (40 percent) of the guidance and counselors, 3 (30 percent) of the health workers, 2 (13.33 percent) of the proctors and 7 (35 percent) of the librarians were first degree holders. Moreover, 5 (33.33 percent) of the cafeteria workers, 7 (70 percent) of the health workers, 12 (80 percent) of the proctors and 13 (65 percent) of the librarians were diploma holders. On the other hand, 10 (66.67 percent) of the cafeteria workers and 1 (6.67 percent) of the proctors are below diploma. In general, though efforts are being made to have qualified and trained student

service workers, it was yet not successfully performed, since most of the workers were below the qualification level required to be.

Concerning, the service year in the campuses, 3 (30 percent) of the guidance and counselors, 2 (13.54%) of the cafeteria workers, 3 (30 percent) of the health workers, 3 (20 percent) of the proctors and 7 (35 percent) of the librarians have below 2 years experience in their campus. Furthermore, 1 (25 percent) of the deans of students, 7 (70 percent) of the guidance and counselors, 6 (40 percent) of the cafeteria workers, 5 (50%) of the health workers, 7 (46.66%) of the proctors and 6 (30%) of the librarians were with service years ranging from 2-5 years. Similarly, 1 (25%) of the deans of students, 5 (33.33%) of the cafeteria workers, 2 (20%) of the health workers, 3 (20%) of the proctors and 5 (25%) of the librarians have service years ranging from 6-10 years. In addition, 1 (6.67%) of the proctors were with service years ranging from 11-16 and 6.67 percent of the cafeteria workers were with the service years ranging from 17-25 years in the campus. This shows that there was heterogeneity in the years of services of the student services workers in the university.

As can be seen in the table 3 item four, except 24.32% of student services workers, most of the respondents were relatively with longer years of services in the campuses, which might have helped most of the respondents to gain adequate experience and better understanding on the issues of student services of the institution.

Table 4: Student Respondents Personal Information

No	Item	Respondents							
		Second Year		Third Year		Fourth Year and Above		Total	
		No	%	No	%	No	%	No	%
1	Sex								
	a. Male	92	28.93	71	22.33	54	16.98	217	68.24
	b. Female	40	12.58	35	11	26	8.18	101	31.76
	Total	132	41.51	106	33.33	80	25.16	318	100
2	Age in years								
	a. Below 20	-	-	-	-	-	-	-	-
	b. 20-23	66	20.75	62	19.50	14	4.40	142	44.65
	c. 24-27	46	14.47	30	9.43	40	12.58	116	36.48
	d. 28-35	20	6.29	14	4.40	26	5.18	60	18.87
	e. 36-40	-	-	-	-	-	-	-	-
	f. Above 40	-	-	-	-	-	-	-	-
	Total	132	41.51	106	33.33	80	25.16	318	100

Table 4 is about the personal profile of student respondents. As indicated earlier that a total of 318 students were involved in filling out the questionnaires. From this 132 (41.51 percent) of the respondents were second year, 106 (33.33%) of the respondents were third year, and the remaining 80 (25.16%) of the students were fourth and above year students. This reveals that, students were not new for the current status of the student services in their campuses to give relevant information for this study.

It is also possible to see from the table that the majority, (68.24 percent) of the respondents were male students and the rest (31.76 percent) of the respondents were female students. This proportion is the reflection of the total number of female students in the university. To conclude, even if efforts to expand female students' enrollment in higher educational institutions are being made, the rate of female students' enrolment is yet not sufficient.

Concerning the respondents age, the majority, 142 (44.05%) of the respondents were in the age group of 20-23, where as, 116 (36.48%) of the respondents were in the age group ranging 28-35. Since the samples of the study were only from regular students in graduate program, the majority of the respondents were

included in the age group of 20-23 years, which seems the right age level for joining the tertiary education level.

3.2. Data analysis

Table 5: The Status of Guidance and Counseling Services

No	Items	Respondents			
		Staff		Students	
		No	%	No	%
1	Availability of guidance and counseling services	10	100	264	83.02
	a. Yes	-	-	-	-
	b. No	-	-	54	16.98
	c. Not sure				
	Total	10	100	318	100
2	Utilization of guidance and counseling services by students				
	a. Frequently	-	-	-	-
	b. Sometimes	2	20	54	16.98
	c. Rarely	8	80	204	64.15
	d. Not at all	-	-	18	5.66
	e. I do not know	-	-	42	13.21
	Total	10	100	318	100
3	Proportionality of the number of counselors				
	a. Proportional	-	-	-	-
	b. Not proportional	10	100	264	83.02
	c. Not sure	-	-	54	16.98
	Total	10	100	318	100
4	Effectiveness of guidance and counseling services				
	a. High	-	-	-	-
	b. Medium	10	100	277	87.10
	c. Low	-	-	41	12.90
	Total	10	100	318	100
5	If the answer for item 4 is 'Low' the reason(s)are/is:	8	80	241	75.79
	a. Shortage of professionals	3	30	115	36.16
	b. Lack of awareness on the part of users	10	100	268	84.28
	c. Lack of concern on the part of concerned body				
	Total**				

*** Do not added up due to repeated responses*

Table 5 depicts the responses on the status of guidance and counseling services in the university. Accordingly, in the first item of the table, respondents were

asked about the availability of the guidance and counseling services. As indicated, all of the staff and the majority, (83.02%) of the students agreed that there was guidance and counseling service provision in the university. However, some, (16.98%) of the student respondents were not sure whether the university provides the services or not.

Item two in the same table was about the utilization of the guidance and counseling services. For this item, the majority, 8 (80%) of the staff and 204 (64.15%) of the students indicated that students were using the service rarely. However, as of 2 (20%) of the staff and 54 (16.98%) of the students the guidance and counseling services was utilized once a while. On the other hand, 18 (5.66%) of the students replied that the guidance and counseling services was not utilized by students at all in their campuses. Surprisingly, 42 (13.21%) of the student respondents were with no knowledge whether the service was in use or not.

Item three in the same table was about sufficiency of the number of the counselors in the university guidance and counseling services. As depicted in the table, all of the staff and 264 (83.02%) of the students reported that the number of guidance and counselors was not proportional with the number of counselee (students) in the university. On the other hand, 54 (16.98%) of the students were not know whether it was proportional or not.

As described by Collins (1969: 52-27), the number of counselors is better to be proportional with the number of counselee. As further stated by Collin, the counselor-counselee ratio should be no greater than 1: 300. If the ratio is greater than the given number, then, counseling becomes just a lick and promise. This was also revealed in focus group discussion of students union and deans of students as one of the major problems facing the guidance and counseling services. In reality, there are 10 guidance and counselors for 12,584 students in the university with counselor-counselee ratio about 1: 1258. This

refers that one individual counselor will have about 1258 students as clients. Additionally, all of these counselors, as indicated in the FGD, were part-time workers, this in turn aggravates the problem.

So, the number of counselors in the university was never proportional to the number of the students require the services; the issue therefore; is in thorny way to be swept in order to create conducive climate for teaching learning process in the campuses.

Item four of the same table was about effectiveness of the guidance and counseling services. The responses indicated that all of the staff and the majority, 277 (87.70%) of the students argued that the effectiveness of the guidance and counseling services in their campuses was low and 41 (12.90%) of the students, replied the guidance and counseling services effectiveness to be medium. From this one can understand that great consideration is in need to emphasize on enhancing its effectiveness since guidance and counseling has a great role to play in academic achievement of students.

The respondents in the table 5, item five were asked to specify the reason why the guidance and counseling services effectiveness was low. As shown in the table, all of the staff and 268 (84.28%) of the students confirmed that the “lack of concern on the part of the concerned body” and 8 (80%) of the staff and 241 (75.79%) of the students reported that “the shortage of professionals” as major problems that hinder the effective service provision of guidance and counseling services. On the other hand, 3 (30%) of the staff and 115 (36.16%) of the students indicated that “lack of awareness on the part of the clients” was critical problem affecting the guidance and counseling services.

Table 6: Views on Feeding and Catering Services

No	Items	Respondents			
		Staff		Students	
		No	%	No	%
1	The quantity of food provided is				
	a. Sufficient	2	13.33	39	12.26
	b. Somewhat sufficient	9	60	155	48.74
	c. Not quite sufficient	4	26.67	100	31.45
	d. Insufficient	-	-	24	7.55
	e. I do not know	-	-	-	-
	Total	15	100	318	100
2	Quality of food being provided				
	a. Very High	-	-	-	-
	b. High	-	-	17	5.35
	c. Medium	6	40	127	39.94
	d. Low	9	60	140	44.02
	e. Very low	-	-	34	10.69
	Total	15	100	318	100
3	If "low" what do you think is the reason:				
	a. Weakness of cafeteria workers	4	44.44	45	25.86
	b. Inadequate provision of finance	-	-	14	8.05
	c. Lack of follow up and control	5	55.56	115	66.09
	Total	9	100	174	100

Table 6 is about views of respondents on feeding and catering services in the campus. Item one in the table indicated that 9 (60%) of the staff and 155 (48.74%) of the students expressed the quantity of food provided by the university to be somewhat sufficient and 2 (13.33%) of the staff and 39 (12.26%) of the students stated that the food provided in the institution was sufficient. Furthermore, 24 (7.55%) of the students described that the food was not sufficient. From this one can understand that, even if efforts are being made to provide sufficient amount of food for each student in the campus, it was not frequently.

The next item of the table 6 was about the quality of food in the campus. The majority, 9 (60%) of the staff and 140 (44.02%) of the students reacted negatively. On the other hand, 6 (40%) of the staff and 127 (39.94%) of the students expressed the quality of food to be medium and 17 (15.35) of the students said that the food provided by the university was with high quality. As revealed by the students union

during focus group discussion, though the quantity of food in the university was moderately sufficient, its quality was rated to be low. Even though it is difficult to justify whether the quality of food was high or low, according to the majority of the responses obtained from the students, it would be reasonable to accept that the quality of food was below the expectations of the majority of the respondents.

Concerning the reason why the quality of food was low, 55.56% of the staff and 66.09% of the students argued that “lack of follow up and control” as a major reason and 44.44% of the staff and 25.86% of the students mentioned that “weakness of the cafeteria workers” as the main problem that led to low quality food in the campuses. Similarly, 8.05% of the students stated that the “inadequate provision of finance” as a major problem.

Therefore, it is possible to deduce that to provide quality food, there should be follow up and control from the concerned parties and continuous assessment as well as supervision to avoid the weakness of the cafeteria workers and strengthening them by providing training and capacity building programs including financial incentives to encourage them. Additionally, qualified and competent cafeteria workers are required to provide the services. This was emphasized by the students union during the FGD. They recommended that most of the cafeteria workers are “with no knowledge even why they are in the cafeteria.” However, as Anchors (1993) stated, food services worker is a key person in food service quality management and success of quality food service provision in HEIs.

Table 7: Views on Cleanliness of Feeding and Catering Services

No	Items	Respondents	
		Students	
		No	%
1	How often do you use cafeteria service		
	a. Always	257	80.82
	b. Sometimes	61	19.18
	c. Never	-	-
	Total	318	100
2	Cafeteria workers wear the necessary uniforms while they are on duty		
	a. Always	65	20.44
	b. Sometimes	229	72.01
	c. Never	24	7.55
	Total	318	100
3	How often do cafeteria workers use hair covers		
	a. Always	48	15.09
	b. Sometimes	241	75.79
	c. Never	29	9.12
	Total	318	100

As can be seen in the table 7, item one, 257 (80.82%) of the respondents reported that students were using cafeteria services always, while, the remaining, 61 (19.18%) of the respondents assured that, they use cafeteria services of the campus only irregularly. Thus it is fair to say that, students were using the cafeteria services frequently based on the responses obtained. This in turn shows that they were not new to activities currently being performed in the university cafeteria services to provide recent and relevant information for this study about the current status of the feeding and catering services including the hygiene of cafeteria workers.

As discovered in the item two of the table, the majority, 229 (72.01%) of the respondents replied that cafeteria workers wear uniforms only infrequently, where as, only 65 (20.44%) of the respondents reported that the cafeteria workers wear the uniforms 'always'.

With respect to hair covers, in item three, the majority (75.79 percent) of the respondents agreed that the cafeteria workers used hairnets sometimes. Regarding

to the cleanliness of the uniforms and hair covers, the majority (70.44 percent) of the respondents expressed to be clean sometimes. But as Gisslen (1989: 5) argued, being clean, healthy enjoyable and friendly is expected from food service workers to provide attractive and interesting services. As further added, the food service workers need to wear clean uniforms and aprons and keep hairnets clean.

The respondents were also asked about the cleanliness of dinning room, utensils and tables in the campus food services. As the majority, i.e., (46.67%) of the staff and (41.20%) of the students responded the hygiene of the dinning room was relatively good. Besides, (40%) of the staff and (40.88%) of the students rated that, the dinning rooms were fairly clean.

From the responses given above, it is possible to conclude that, even though the degree of cleanliness of the dinning rooms was not at high standard, it was clean. This supports the suggestion of Gisslen (1989) who has noted that to make university or college food services attractive, healthy and enjoyable; it is necessary for the dinning rooms, tables and utensils to be clean.

The staff respondents were asked about satisfactoriness of cleaning facilities supplied by the University for the Cafeteria Services. The majority of respondents, i.e., 46.67 percent of the respondents reacted negatively, and 33.33 percent of the respondents believed that the cleaning facilities supplied were fairly adequate. From this, it seems safe to conclude that, though making the feeding and catering services attractive is entirely dependent upon cleanliness of the cafeteria workers, dinning rooms, and food service providing materials, there was a shortage in supply of cafeteria service cleaning facilities in the university.

In open ended questions, respondents were asked to mention some of the major problems facing feeding and catering services in their campuses. The problems such as shortage of clean water and qualified food service workers, repetition of

the daily menu, careless preparation of food, over crowdedness of the dining halls, and sanitation problems were reported by the most of the respondents.

All of these problems require closer relationship of students with students union and students' dean to solve and improve the quality of the cafeteria services.

Table 8: Provision of Health and Medical Services

No	Items	Respondents			
		Staff		Students	
		No	%	No	%
1	Availability of health and medical services				
	a. Yes	10	100	318	100
	b. No	-	-	-	-
	c. Not sure	-	-	-	-
	Total	10	100	318	100
2	The level of contribution of health and medical services to the health care of students				
	a. Very high	-	-	-	-
	b. High	-	-	50	15.72
	c. Medium	10	100	143	44.97
	d. Low	-	-	119	37.42
	e. Very low	-	-	6	1.89
	Total	10	100	318	100
3	The major problems facing the health and medical services				
	a. Inadequacy of qualified health workers	4	40	160	50.31
	b. Lack of professional competence	4	40	119	31.42
	c. Lack of interest in health workers	2	20	116	36.48
	d. Lack of health facilities	10	100	207	65.09
	e. Lack of adequate medicine	10	100	166	52.20
	f. Lack of budget	5	50	72	22.64
		Total**			

*** Do not added up due to repeated responses*

As shown in the table 8, item one, all of the respondents agreed that there was health and medical service provision in the university. As stated by Wiltshire (1992), the existence of health services in any university is an obligatory to

boost the physical, emotional and environmental health of the students which in turn helps to reduce the students' failure to complete their studies in the university.

With regard to the level of contribution of health and medical services to the health care of students, in the item two of the same table, all of the staff and 44.97 percent of the students rated its contribution to be medium; however, 37.42 percent of the students reacted negatively. From the given responses, it is fair to say that, the health and medical services in the campus has a moderate effect on the health care of students and efforts have to be made to enhance its contribution to higher level.

In the third item of the table, the respondents were asked to identify the major problems affecting the health and medical service. All of the staff and 65.09 percent of the students decided that, "Lack of health facilities", and all of the staff and 52.02 percent of the students replied the "lack of adequate medicine" as major problems hindering health and medical services from providing quality services for the students.

On the other hand 40 percent of the staff and 50.31 percent of the students prioritized that "inadequacy of the qualified health workers" as a main problem facing the health and medical services. Possibly it can be concluded that, much attention was not given by the concerned bodies of the university to facilitate the services.

Other problems cited by the respondents were "lack of budget" by 50 percent of the staff and 22.64 percent of the students and "lack of interest in the health workers by 20 percent of the staff and 36.48 percent of the students. Thus, the responses from both groups of the study implied that there was lack of attention given to employ qualified and experienced health service workers and to allocate fairly adequate budget for the service. Furthermore, since health

related works are highly contingent upon the internal interest of the workers, it is better to develop and motivate health service workers through continuous follow up, and providing incentives as well as rewards for those well doing groups.

Table 9: Views on Efforts made by Health Service Workers to Help Students

No	Items	Respondents	
		Students	
		No	%
1	Manner of handling patients		
	a. Good	90	28.31
	b. Fair	142	44.65
	c. Poor	86	27.04
	Total	318	100
2	Understanding the patients problems		
	a. Good	46	14.46
	b. Fair	127	39.94
	c. Poor	145	45.60
	Total	318	100
3	Prescribing appropriate medicine		
	a. Good	73	22.96
	b. Fair	116	36.48
	c. Poor	129	40.52
	Total	318	100
4	Referral to appropriate concern bodies		
	a. Good	69	21.70
	b. Fair	121	38.05
	c. Poor	128	40.25
	Total	318	100
5	Confidentiality		
	a. Good	94	29.56
	b. Fair	127	39.94
	c. Poor	197	30.50
	Total	318	100

As implied in the table 9 item one, 44.65 percent of the students replied that, the manner of health service workers in handling patients was found to be fair and 28.3 percent of the students responded to be good. Generally, the responses showed that, the health workers in the university were handling patients fairly.

This finding is also partly matching with the idea of Oumer (2002) stated that, ethics from high level of professionals of health service workers is mandatory for effective provision of health and medical services.

Item two in the same table depicted that the majority (45.60 percent) of the respondents reported the health workers ability to understand the problems of patients to be found poor, and 39.94 percent of the respondents argued that health service workers fairly understand the problems of the patients.

Similarly, in the item three of the same table, the majority (40.52 percent) of the respondents replied that, the health workers in the campus were poorly capable to prescribe an appropriate medicine to the patients.

Item four of the table also showed that, the most (40.25 percent) of the respondents agreed on referral services of the health workers to be found poor. From this, it is possible to presume that the majority of the health service workers in the campuses were with inadequate professional competence to understand a patient's problems, prescribe an appropriate medicine and to refer patients to appropriately concern community resources.

On the other hand, as indicated in the item five of the table, 39.94 percent of the respondents believed the confidentiality of the health service workers to be found fair and some (29.56 percent) of the respondents rated to be good, while, 30.50 percent of the respondents rated negatively to be found poor.

Based on the responses, health workers in the campus were fairly confidential, which makes students to inform about the health nature of their problems honestly when talking with the health service workers. This finding also suits with the idea of Barr (1993) suggested that, the issue of confidentiality is the heart of the relationship between university or college health centers and the students that they serve since the nature of problems for which many students are treated necessitates a strong sense of trust between students and health centers.

Table 10: Views on Accommodation Service Facilities

No	Items	Respondents			
		Staff		Students	
		No	%	No	%
1	Availability of the following facilities in dormitory				
	Bed				
	a. Proportionally matched	15	100	318	100
	b. Unmatched	-	-	-	-
	c. Not available at all	-	-	-	-
	Total	15	100	318	100
2	Chair				
	a. Proportionally matched	2	13.33	34	10.70
	b. Un matched	13	86.67	254	79.87
	c. Not available at all	-	-	30	9.43
	Total	15	100	318	100
3	Table				
	a. Proportionally matched	3	20	24	7.55
	b. Unmatched	12	80	271	85.22
	c. Not available at all	-	-	23	7.23
	Total	15	100	318	100
4	Cupboard				
	a. Proportionally matched	4	26.67	49	15.41
	b. Unmatched	11	73.33	191	60.06
	c. Not available	-	-	78	24.53
	Total	15	100	318	100
5	Major problems facing the dormitory services				
	a. Inadequacy of trained personnel	10	66.67	148	46.54
	b. Lack of fund	6	40	71	22.33
	c. Poorly designed facilities (bed, chair)	12	80	144	45.28
	d. Over-crowded rooms with large number of beds	14	93.33	243	76.42
	e. Poor water supply for sanitation	14	93.33	279	87.74
	f. Shortage of lounges and TV rooms	10	66.67	179	56.29
	Total**				

** Do not added up due to repeated responses

As can be witnessed in table 10, except beds in the dormitories, the rest facilities, i.e., chairs, tables and cupboards/lockers were not matched proportionally with the number of students in each dormitory.

As shown in the item one of the table, all of the student respondents agreed that each student in a dormitory has his/her own bed. On the other hand, item two of the same table indicated that the most, 86.67 percent of the staff and 79.87 percent of the students, replied about the existence of chairs in the housing halls to be found not proportionally matched with the number of the

students. Similarly, 9.43 percent of the students reported that their dormitories were without chairs at all.

Furthermore, as stated in the item three of the table, 80 percent of the staff and 85.22 percent of the students responded that the number of tables in their dormitories were not proportionally matched, while, 7.23 percent of the students stated that tables were not exist at all in the dormitories.

With regard to availability of the cupboards, only 26.67 percent of the staff and 15.41 percent of the students reacted positively. The majority, 73.33 percent of the staff and 60.06 percent of the students, described that the cupboards in the dormitories were never matched with the number of students in each dormitory. Unexpectedly, 24.53 percent of the students reported that their dormitories have not cupboards at all.

Based on the responses obtained, it could be safe to conclude that dormitory facilities in the university were not adequately provided in each dormitory.

Item five of the table was about the major problems facing the dormitory services. As shown in the table, the majority, 93.33 percent of the staff and 87.74 percent of the students prioritized that “poor water supply” while, 93.33 percent of the staff and 76.42 percent of the students reported the “overcrowded rooms with large number of beds” to be serious problems facing the dormitory services. On the other hand “shortage of lounges and TV rooms” by 66.67 percent of the staff and 56.29 percent of the students; and “inadequacy of trained personnel” by 66.67 percent of the staff and 46.54 percent of the students’ reported to be found as a major setbacks that affect the dormitory service provision.

Similarly, 80 percent of the staff and 45.28 percent of the students cited that, “poorly designed facilities of the dormitory” was a critical problem facing the dormitory services.

Basically, from the responses it is possible to construe that lack of water supply in the dormitories and overcrowded rooms with large number of beds were serious problems facing students’ accommodation services to be inconvenient. The issue was also raised as a major problem during FGD among students union and deans of students especially the shortage of clean water supply in the campus in general and student dormitories in particular seems pervasive and beyond the capacity of students’ dean office to solve.

On the other hand, the respondents reported that, overcrowded room with large number of beds was a great problem in the campus, which in turn may result in different communicable diseases, due to suffocation, bad smell and sanitation problems. As described by the respondents in open-ended questionnaire, overcrowding of dormitories causes disturbance, which may result in restlessness, sleeping and silence problems; uneconomical utilization of the accommodation service facilities, and security problems in the assets of students. Thus, the dormitory services in the university campuses were running with the problems that require great emphasis.

Table 11: The Status of Dormitory Service

No	Items	Respondents			
		Staff		Students	
		No	%	No	%
1	The rate of students residence halls with regard to sanitation				
	a. High	1	6.67	12	3.77
	b. Medium	9	60	173	54.40
	c. Low	5	33.33	133	41.83
	Total	15	100	318	100
2	water supply				
	a. High	-	-	7	2.20
	b. Medium	2	13.33	79	24.84
	c. Low	13	86.67	232	72.96
	Total	15	100	318	100
3	cleanliness of the toilet				
	a. High	-	-	5	1.57
	b. Medium	3	20	85	6.73
	c. Low	12	80	228	71.70
	Total	15	100	318	100
4	The contribution of dormitory services in teaching-learning process				
	a. High	2	13.33	45	14.15
	b. Medium	11	73.34	160	50.31
	c. Low	2	13.33	113	35.54
	Total	15	100	318	100

The respondents in the table 11 were asked to rate the status of the dormitory services with regard to degree of sanitation, water supply, cleanliness of the toilet and its contribution in teaching-learning process.

As can be observed in the item one of the table, 60 percent of the staff and 54.40 percent of the students noted that the dormitory service in the campuses was with medium degree of sanitation. However, 33.33 percent of the staff and 41.83 percent of the students reacted contradictorily and showed the degree of sanitation of the housing halls to be low. To conclude, since the majority of the respondents reported to level of sanitation of the dormitory services to be medium, it is possible to say efforts are being made to have clean and attractive accommodation services.

In item two, except 13.33 percent of the staff and 24.84 percent of the students, the remaining 86.67 percent of the staff and 72.96 percent of the students indicated that the level of water supply in dormitories was low.

Similarly, in the same table, item three, 80 percent of the staff and 71.70 percent of the students assured the cleanliness of toilets to be low. Only 20 percent of the staff and 6.73 percent of the students reacted positively. From the given responses, one could presume that cleanliness of toilets was not given much attention.

With regard to the contribution of the accommodation services in teaching-learning process, the majority, 73.34 percent of the staff and 50.31 percent of the students noted that the housing services in the campus has a moderate contribution in creating a conducive climate for teaching-learning process in the campuses, while 13.33 percent of the staff and 14.15 percent of the students argued that, the dormitory services in their campuses were with high contribution in teaching learning process. Thus, student housing service has a moderate role to play in teaching-learning process of the university as replied by the majority of the respondents and requires challenging efforts to make its contribution high.

Table 12: Provision of Library Service

No	Items	Respondents			
		Staff		Students	
		No	%	No	%
1	Availability of facilities in the library				
	Neat and ventilated reading rooms				
	a. Adequate	5	25	24	7.55
	b. Fairly adequate	5	25	90	28.30
	c. Inadequate	10	50	204	64.15
d. Not available at all	-	-	-	-	
	Total	20	100	318	100
2	Chairs and tables				
	a. Adequate	4	20	24	7.55
	b. Fairly adequate	7	35	50	15.72
	c. Inadequate	9	45	244	76.73
	d. Not available at all	-	-	-	-
	Total	20	100	318	100
3	Recent references				
	a. Adequate	2	10	10	3.14
	b. Fairly adequate	6	30	32	10.06
	c. Inadequate	12	60	254	79.88
	d. Not available at all	-	-	22	6.92
	Total	20	100	318	100
4	Computer				
	a. Adequate	-	-	-	-
	b. Fairly adequate	5	25	33	10.38
	c. Inadequate	15	75	217	68.24
	d. Not available at all	-	-	68	21.38
	Total	20	100	318	100
5	Internet access				
	a. Adequate	2	10	4	1.26
	b. Fairly adequate	5	25	23	70.23
	c. Inadequate	13	65	258	81.13
	d. Not available at all	-	-	33	10.38
	Total	20	100	318	100
6	Journals, magazines and news papers				
	a. Adequate	4	20	39	12.26
	b. Fairly adequate	6	30	91	28.62
	c. Inadequate	10	50	185	58.18
	d. Not available at all	-	-	3	0.94
	Total	20	100	318	100

Table 12 was about the views of respondents on the provision of library services and availability of its facilities. The first item of the table indicated the availability of neat and ventilated reading rooms. As revealed by Terefe (1991)

the libraries of HEIs should be well-equipped, with enough spaces to hold the stock collections; with neat and sufficient seats to accommodate a large number of students at once and well-lighted, neat and ventilated reading rooms. However, as can be seen from the table, item one, 50 percent of the staff and 64.15 percent of the students replied that there was inadequacy in neat and ventilated rooms in their libraries and only 25 percent of the staff and 28.30 percent of the students indicated the neat and ventilated rooms to be found fairly adequate.

On the other hand, in the same table, item two, 45 percent of the staff and 76.73 percent of the students confirmed that chairs and tables in the libraries were not adequate in relation to the number of students using libraries at once. But 35 percent of the staff and 15.72 percent of the students reacted positively and rated the chairs and tables to be found fairly adequate.

Similarly, on the same table, item three, 60 percent of the staff and 79.88 percent of the students believed that recent reference materials in the libraries were found to be inadequate opposing the ideas of Lockheed and Others (1991) which stated that, the library should not be the collections of unrelated and outdated volumes, rather as a part of a larger entity, it should contribute in meeting the overall goals of the university by providing recently printed information for the users.

Pertaining to the availability and adequacy of the computer and internet access in the libraries, items four and five of the table showed that 75 percent of the staff and 68.24 percent of the students reported that the university was providing the computer services inadequately, while 65 percent of the staff and 81.13 percent of the students stated that there was inadequacy of internet access for the students, in the campus libraries. Since library in HEIs is a center of research and research without information is absurd, a crucial effort should be made to have adequate computer and internet access for the recent

and relevant information in timely fashion. As suggested by James (1992), for research activities, availability and adequacy of resources such as recent reference materials, accessible sources of information like computers and internet services are mainly key components to exist in the libraries.

Additionally, item six of the table implied that 50 percent of the staff and 58.18 percent of the students agreed that journals, magazines and news papers were inadequately available in the libraries. This indicates that news papers, magazines and journals in the libraries for the students were inadequately available, and minors the provision of effective and quality library services.

In nutshell, one can realize from the above table that the libraries of the university (JU) were facing serious problems in relation to library facilities provision which in turn influence academic achievement of students depressingly. In open ended questions also the respondents were asked to list down some of the factors hindering students in using libraries. According to the respondents, the inadequacy of facilities, over crowding of library rooms and shortage of recent references were some of the major factors affecting students not to use libraries more.

The responses in general indicated that libraries in Jimma university campuses were challenged with a number of influential factors hindering students not to use the libraries appropriately. Some of these were, collections of out-dated references, over crowded rooms and shortage of library facilities. As recommended by Williams (2004), it is essential for the libraries of HEIs to have up-to-date and comprehensive reference books to satisfy the readers' needs and to provide effective and quality library services.

Table 13: Views on Adequacy of Students Services

No	Services	Response	Respondents				DF	χ^2 value	
			Staff		Students			Table	Calculated
			No	%	No	%			
1	Guidance and counseling	a. Adequate	-	-	-	-	1	3.84	1.72
		b. F. adequate	-	-	-	-			
		c. Inadequate	10	100	271	85.22			
		d. Not available	-	-	47	14.78			
		Total	10	100	318	100			
2	Feeding and catering Clean water supply	a. Adequate	-	-	-	-	2	5.99	0.88
		b. F. adequate	2	13.33	45	14.15			
		c. Inadequate	11	73.34	249	78.30			
		d. Not available	2	13.33	24	7.55			
		Total	15	100	318	100			
2.2	Quality food	a. Adequate	3	20	20	6.29	2	5.99	4.31
		b. F. adequate	4	26.67	83	26.10			
		c. Inadequate	8	53.33	215	67.61			
		d. Not available	-	-	-	-			
		Total	15	100	318	100			
3	Health and medical	a. Adequate	-	-	-	-	1	3.84	0.046
		b. F. adequate	6	60	180	56.60			
		c. Inadequate	4	4	138	43.40			
		d. Not available	-	-	-	-			
		Total	10	100	318	100			
4	Accommodation	a. Adequate	-	-	-	-	1	3.84	1.10
		b. F. adequate	5	33.33	150	47.17			
		c. Inadequate	10	66.67	168	52.83			
		d. Not available	-	-	-	-			
		Total	15	100	318	100			
5	Library Reading rooms	a. Adequate	4	20	37	11.64	2	5.99	4.06
		b. F. adequate	8	40	92	28.93			
		c. Inadequate	8	40	189	59.43			
		d. Not available	-	-	-	-			
		Total	20	100	318	100			
6	Internet access	a. Adequate	1	5	27	8.49	2	5.99	9.7*
		b. F. adequate	5	25	20	6.29			
		c. Inadequate	14	70	271	85.22			
		d. Not available	-	-	-	-			
		Total	20	100	318	100			
7	References	a. Adequate	2	10	20	6.29	3	7.82	2.57
		b. F. adequate	2	10	70	22.01			
		c. Inadequate	12	60	186	59.44			
		d. Not available	4	20	39	12.26			
		Total	20	100	318	100			
8	Free computer	a. Adequate	-	-	-	-	2	5.99	4.37
		b. F. adequate	3	15	26	8.18			
		c. Inadequate	12	60	138	43.40			
		d. Not available	5	25	154	48.42			
		Total	20	100	318	100			
9	Audio visual	a. Adequate	-	-	-	-	1	3.84	15.06*
		b. F. adequate	-	-	-	-			
		c. Inadequate	14	70	91	28.62			
		d. Not available	6	30	227	71.38			
		Total	20	100	318	100			

** F. adequate = Fairly adequate

* Statistically significant at 0.05 level

As illustrated in the table 13, respondents were asked to rate their views on the adequacy of student services in the university campuses. As shown in the item one of the table, all of the staff and 85.22 percent of the students reacted that the provision of guidance and counseling services to be found inadequate. On the other hand 14.78 percent of the students thought that, the guidance and counseling service did not exist at all.

This reveals that the guidance and counseling services in the university was much more less than what is expected to be. The chi-square test ($\chi^2 = 1.72$, $p < 0.05$) also lacks a statistically significant difference between staff and students in the perceptions of two study groups about the adequacy of the guidance and counseling services. It would be therefore, perceptible from the findings that Ju has a challenging job to perform so as to provide guidance and counseling services to students adequately and to boost its effectiveness in teaching-learning process. This study also shares the recommendations suggested by Oumer (2002) that, most of the students in HEIs were deprived of guidance and counseling services that should be provided to them by the institutions throughout the campus life helping in making directions of actions and solving their problems.

With reference to the adequacy of feeding and catering services in the same table, item two, only 13.33 percent of the staff and 14.15 percent of the students reported that there was clean water supply adequately. However, the rest of the respondents perceived that there was inadequate supply of clean water in university cafeterias.

The chi-square test ($\chi^2 = 0.88$, $p < 0.05$) also shows that, there are no statistically significant variations in the perceptions among the respondents in the level of clean water supply.

On the other hand, 53.33 percent of the staff and 67.61 percent of the students viewed that the provision of quality food was found to be inadequate, while, only 26.67 percent of the staff and 26.10 percent of the students thought that there was fairly adequate provision of quality food in their campuses. The chi-square test ($p < 0.05$, $\chi^2 = 4.31$) indicates that there was no statistically significant difference in perceptions of the respondents about adequacy of quality food service provision in the university. Thus, the responses of the respondents evidently show that, the quality food provided by the university to the students was inadequate and requires cooperative actions from food services management, students' dean and university management as a whole to improve quality food services provision in the campuses of the university.

Concerning health and medical services, item three of the table, showed that 60 percent of the staff and 56.60 percent of the students were agreed about health and medical services to be found fairly adequate and the remaining, 40 percent of the staff and 43.40 percent of the students perceived that there was inadequate provision of health and medical services in the campuses. Since the majority of the respondents pointed out the services to be found fairly adequate, the provision of health and medical services in the university was moderately adequate.

The chi-square test ($\chi^2 = 0.046$, $p < 0.05$) also indicates that, there was statistically significant similarity among the responses of the respondents.

As presented in the same table item four, the majority, 66.67 percent of the staff and 52.83 percent of the students perceived that the level of accommodation services in the university was inadequately provided. However, all of the rest respondents viewed that the level of accommodation services to be found fairly adequate. Moreover, the chi-square test ($\chi^2 = 1.10$, $p < 0.05$) shows that, there was statistically insignificant difference between the perceptions of

the two study groups. Regarding to adequacy of library services, items five to nine, in general presented that there was inadequacy of the service providing facilities in the libraries of the campus. As described by Williams (2004), library is considered as the heart of any educational institutions including HEIs. Since HEI is a center of research and academic issues, research in a vacuum without library facilities is impossible to achieve its goals.

However, as illustrated in the table 13, item five, 40 percent of the staff and 59.43 percent of the students reported that the campus libraries were running with shortage of adequate reading rooms. On the other hand, 40 percent of the staff and 28.43 percent of the students perceived that reading rooms in the campus libraries were fairly adequate. The chi-square ($\chi^2 = 4.06$, $p < 0.05$) also shows that there was no statistically significant difference in the perceptions among the respondents.

Similarly, item six of the table, presented that even if there was statistically significance variation between the perceptions of the staff and students as indicated by chi-square test ($\chi^2 = 9.70$, $p < 0.05$), the majority, 70 percent of the staff and 85.22 percent of the students indicated that internet service in the libraries was inadequately available. But 25 percent of the staff and 6.29 percent of the students thought that provision of internet services in the libraries to be found fairly adequate. The responses show that there should be a great effort to introduce students with recent innovative information and communication technologies.

In relation to adequacy of recent reference materials, the majority of respondents, i.e., 60 percent of the staff and 59.44 percent of the students in the item seven stated that most of the libraries in their campuses were with a problem of shortage of recent reference materials for their studies. The chi-

square test ($\chi^2 = 2.57$, $p < 0.05$) also shows that there was no statistically significant difference between the perceptions of the staff and students.

According to the table 13 item eight, the majority, i.e., 60 percent of the staff and 43.40 percent of the students thought that the provision of computer services in the university libraries was inadequate. Surprisingly, 25 percent of the staff and 48.42 percent of the students reported that, the libraries do not have a free computer services for the students. A chi-square test ($\chi^2 = 4.37$, $p < 0.05$) also assured that there was no a significant variation among the perceptions of the respondents. This shows that even if it is costly to have a computer for each student, efforts should be made to create conducive learning facility.

Regarding the audiovisual services adequacy, in the item nine of the table, all of the respondents reacted unpredictably. The majority, i.e., 70 percent of the staff and only 28.62 percent of the students reported that, the audiovisual services in the libraries were found to be inadequate. To the contrary, 30 percent of the staff and the majority, i.e., 71.38 percent of the students argued that there was no audiovisual service in the libraries at all. The variation of the responses was also indicated in chi-square test ($\chi^2 = 15.06$, $p < 0.05$) which revealed that there was statistically significant difference between the perceptions of the two study groups. Concerning this issue results from observation indicated that only education-library of the university was providing the audiovisual service to the students. This was also strengthened by students union at FGD to be considered by the university management bodies to improve the services and make the libraries more attractive, research and academic centers.

Table 14: Utilization of Student Services

No	Services	Response	Respondents	
			Students	
			No	%
1	Guidance and counseling	a. Frequently	-	-
		b. Sometimes	31	9.75
		c. Never	287	90.25
		Total	318	100
2	Health and medical	a. Frequently	30	9.43
		b. Sometimes	252	79.25
		c. Never	36	11.32
		Total	318	100
3	Feeding and catering	a. Frequently	280	88.05
		b. Sometimes	38	11.95
		c. Never	-	-
		Total	318	100
4	Accommodation	a. Frequently	300	94.34
		b. Sometimes	18	5.66
		c. Never	-	-
		Total	318	100
5	Library Reading rooms	a. Frequently	167	52.52
		b. Sometimes	97	30.50
		c. Never	54	16.98
		Total	318	100
6	References	a. Frequently	138	43.40
		b. Sometimes	169	53.14
		c. Never	11	3.46
		Total	318	100
7	Internet service	a. Frequently	48	15.09
		d. Sometimes	170	53.46
		e. Never	100	31.45
		Total	318	100
8	Computer	a. Frequently	-	-
		b. Sometimes	137	43.08
		c. Never	181	56.92
		Total	318	100
9	Audiovisual	a. Frequently	-	-
		b. Sometimes	28	8.81
		c. Never	290	91.19
		Total	318	100

In table 14, student respondents were asked to rate that, to what extent they utilized the student services provided by the university throughout the campus life.

Responses in the first item described that most, (90.25 percent) of the students pointed out that they never used the guidance and counseling services. This

might be because of the fact that the capacity of the counseling service providing professionals was not yet developed, and all of the professionals in the guidance and counseling services were part time workers which shows that emphasis given for the provision of guidance and counseling services was less.

On the other hand, in the same table, item two, 79.25 percent of the respondents reported that they used the health and medical services sometimes and 9.75 percent of the students replied that, they used it frequently. From this, one can understand that even if the frequency of utilization varies, the health and medical service was utilized fairly.

With regard to the utilization of feeding and catering services, except 11.95 percent of the students all of the rest, i.e., 88.05 percent of the respondents described that they used the cafeteria services frequently. Concerning the utilization of accommodation services in the table, item four shows that the majority of the respondents, i.e., 94.34 percent, confirmed that, they frequently used the services.

Based on the given responses, it is fair to say that the dormitory service provided by the university was used always and requires serious follow up to be adequate and proportional with the number of students enrolled in each campus of the university.

As shown in the same table, items five to nine, some of the library services were utilized by the students frequently (reading rooms in item five) some others were used only sometimes (references in item six and internet services in the item seven), while the remaining facilities of the library, (computer in item eight and audiovisual in item nine) were not utilized by the students at all. This was based on the responses shown by figures in the table 13. This was not because of lack of interest from the students, rather due to shortage of facilities in the libraries of the university.

As described by Oumer (2002), the utilization of the services may be strongly affected by inadequacy of the given services. So that, the result of this finding seems to complement with the justifications indicated in the table 13 shown as the chronic problems related with inadequacy of the library services and its facilities like, internet access, computer service and audiovisual services.

Table 15: Views on Adequacy and Competence of Student Services Personnel

No	Items	Respondents	
		Staff	
		No	%
1	Number of student service workers in each service sector is		
	a. Adequate	6	8.57
	b. Fairly adequate	23	32.86
	c. Inadequate	41	58.57
	Total	70	100
2	Training related to your current duty		
	Yes	11	15.71
	No	59	84.29
	Total	70	100

Table 15 is about views of respondents on adequacy and competence of student services personnel in the university. As can be observed in the item one of the table, the majority of the respondents i.e., 58.57 percent of the staff supposed that there was shortage of human resources in the university student services. Similarly, the result from FGD strengthens that the shortage of student service workers was a continual problem to be solved in the university student services.

On the other hand, 32.86 percent of the staff believed that the number of the student service personnel was fairly adequate. So that, it is safe to conclude as, student services provision in the university was running with shortage of

workers and negatively affecting its quality. Thus, it requires a critical concern to encourage the university management to have an action plan of hiring the necessary student service personnel.

In the second item of the table the respondents were asked to reply about their training on current responsibilities. As indicated in the table, the majority, 84.29 percent of the respondents reacted negatively and only 15.71 percent of the respondents agreed that they have special training related with their current duty. This reveals that efforts should be made to encourage and promote student services personnel, which in turn may resulted in motivated, and interested student service worker to enhance quality of the service provision.

Table 16: Views on the Purposes of Students Union and students Involvement in the University management

No	Items	Respondents			
		Staff		Students	
		No	%	No	%
1	The main purpose (s) of having student union in the university.				
	a. To involve in the management of university services.	52	74.29	202	63.52
	b. To protect the interests of students	64	91.43	275	86.48
	c. To convey authorities aspirations to students and vise-versa	40	57.14	153	48.11
	d. To enable students participate in nation affairs in organized manner	28	40.00	133	41.82
	e. To coordinate the students participation	62	88.57	265	83.33
	f. To promote the communication among students body, faculty staff and authorities	44	62.85	114	35.85
	Total**				
2	The committees that students should have representation in the university management				
	a. Student service and discipline committee	65	92.86	276	86.79
	b. Departments committee	11	15.71	66	20.75
	c. Academic and promotion committee	49	70	193	50.66
	d. University senate committee	55	78.57	244	76.73
	Total**				
3	The rate of students' involvement in student service management				
	a. Frequently	2	2.86	-	-
	b. Sometimes	16	22.86	111	34.90
	c. Rarely	45	64.28	203	63.84
	d. Not at all	7	10	4	1.26
	e. I do not know	-	-	-	-
	Total	70	100	318	100

** Do not added up due to repeated responses

Pertaining to the purpose of students union, table 16, item one, shows that most of the respondents i.e., 91.43 percent of the staff and 86.48 percent of the students prioritized the “protecting the interest of the students” as the critical

purpose of having students union in the UOC. Similarly, 88.57 percent of the staff and 83.33 percent of the students noted that the main purpose of students union in the campuses was “coordinating students’ participation”.

On the other hand, 74.29 percent of the staff and 63.52 percent of the students identified the “involvement in the management of the student services” as a major purpose of students union in the HEIs. In addition, 57.14 percent of the staff and 48.11 percent of the students cited the “conveying authorities’ aspirations to the students and vice-versa” as a basic objective of the students union in the HEIs.

This finding also matches with suggestions given in Zimbabwe University (1996) that stated as “in addition to representing and preventing the students’ interest within and outside the academic community, the student union conveys both the students aspirations and positions to the authorities and the authorities aspirations and positions to the students.”

As far as the item two of the same table is concern, 92.86 percent of the staff and 86.79 percent of the students suggested that, it is better for the students to have representatives “in the student services and discipline committee.” Others, i.e., 78.57 percent of the staff and 76.73 percent of the students prioritized that students should have representing bodies in the “university senate committee”. On the other hand, 70 percent of the staff and 50.66 percent of the students agreed that there should be students’ representative “in the university’s academic and promotion committee.” Thus, participation of the students’ union in each of the above committees is believed to be essential as indicated by the respondents. This issue was also emphasized by the students union and accepted by the students’ dean to have representatives in each of committee in the university since the committees are for the sake of the betterment of students’ interests and benefits. As stated in the proclamation number 351/2003 of Higher Educational Proclamation, students should have

representatives at appropriate administrative organs and committees of the institution, including academic and promotion and the university senate as the members of the committee. Thus, this has a great role for both students betterment in academic achievement and democratization of the modern university management.

As can be seen in the third item of table 16, 64.28 of the staff and 63.84 percent of the students reported that the students involvement in the university management to be rare case. While 22.86 percent of the staff and 34.90 percent of the students replied that students were involving in university management sometimes. This was also stressed by the students' dean and students union during FGD. They argued that even if they were faced a number of serious difficulties, students involvement in current service management of university was encouraging students to participate in university management.

To sum up, even though it was expressed by the students' dean as "student service management is entirely dependent upon students involvement and students are trying to participate in the management" in reality, as obtained responses in the above table indicate, students involvement in university services management was much more less than what is expected to be. Thus challenging efforts need to be made from different angles to make the management of student services participatory.

Table 17: Problems Encountered in the Provision of Student Services

No	Items	Respondents			
		Staff		Students	
		No	%	No	%
1	Inadequate financial provision	32	45.71	95	29.87
2	Inefficient utilization of available resources	64	91.43	282	85.65
3	Lack of qualified and experienced professionals	53	75.71	180	56.60
4	Poor economic performance of the country	16	22.86	40	12.58
5	High management turnover	17	24.29	52	16.35
6	Weakness of management in the university	49	70	259	81.45
7	Growth in students' enrollment	65	92.86	290	91.19
8	Inappropriate governing structure	46	65.75	190	59.75
	Total**				

*** Do not added up due to repeated responses*

Table 17 portrays the major problems that encountered in provision and utilization of the student services to be prioritized by the participants of the study. As can be seen in the table, 92.86 percent of the staff and 91.19 percent of the students pointed out the “growth of the student’s enrolment” as a chronic setback affecting the provision and utilization of student services. It was also confirmed by the students union and students’ dean during FGD. As they stated that “there is a limited resource with unlimited needs”. This idea can also be coincide with the findings of Oumer (2002) stated that institutions of Higher Education expand their intake capacity without expanding the services.

As indicated in the second item of the table, 91.43 percent of the staff and 85.68 percent of the students mentioned that “Inefficient utilization of the available resources” was serious problem facing the management of student services in the university. Following, this sizeable proportion of respondents identified, that “weakness of management in the university”, “Lack of qualified and experienced professionals” and “In appropriate governing structure were the critical holdups hindering the provision and utilization of student services in the university.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the paper deals with the summary of the major findings of the study, the conclusions reached at, and the recommendations forwarded on the basis of the findings.

4.1. Summary

The overall purpose of the study was to investigate the provision and utilization of student services in Ju. In order to achieve the goals of the study, basic questions were raised addressing the areas of, adequacy of student services, perceptions of the students and student services personnel on the level of services provided, utilization of the services by the students, competency of student personnel staff, involvement of the students in student services management and problems encountered in provision and utilization of the student services.

To address the raised research questions, relevant literatures were reviewed and two sets of data gathering instruments were prepared to collect the data from the sample respondents of the student services staff and students. In addition to questionnaires, FGD guiding questions were designed for the deans of students and students union to collect recent information from the concerned bodies of student services management in the institution.

The questionnaires after having been evaluated and checked by the advisor were pilot-tested in order to avoid irrelevant and ambiguous question items. Based on comments secured, necessary corrections and modifications were made before distribution.

The study was conducted in two campuses (Nine faculties) of Ju. The samples of the study were 350 students randomly selected from each faculty and 80

student personnel staff selected using stratified sampling techniques on the basis of their positions and job differences; however deans of students were selected as samples using availability sampling technique. The data gathered using questionnaires from the respondents were analyzed using simple percentages and chi-square test based on the raised research questions.

Based on the results of the analysis made, the following major findings are obtained:

1. The study shows that student services such as guidance and counseling, feeding and catering, health and medical, accommodation and library were available in the campuses of Ju.
2. Guidance and counseling service in Ju was available inadequately and affected by a number of serious problems, such as lack of full time professional counselors and lack of concern from concerned bodies which in turn negatively affect the effectiveness of the services to be found low.
3. As the majority of the respondents, i.e., 60% of the staff and 48.74% of the students reported, the quantity of food provided was adequate; however, its quality and clean water supply in the cafeterias of Ju were rated to be low. As revealed in the findings, this was due to lack of follow up and control from the concerned bodies and weakness of the cafeteria workers. Furthermore, most of the respondents reported that repetition of daily menu, lack of interest from cafeteria workers and careless preparation of food were critical problems leading the services to be ineffective.
4. The health and medical service in Ju was assumed to have a medium contribution to health care of students as stated by all of the staff and 44.97% of the students. Nevertheless, there were various problems like lack of health facilities and shortage of medicines, which affect the effectiveness of the services.
5. The findings showed that most of the dormitory service facilities except beds, in each housing halls were not sufficient and proportional with the number of students to be served. Additionally, this service was facing the

poor water supply and overcrowded rooms with large number of beds as crucial factors hampering the effective and efficient provision and utilization of the dormitory services.

6. The results from the findings indicated that, library facilities and technologies such as references, internet access, computer services and audiovisual services in the libraries of Ju were generally inadequate, while overcrowded rooms and inadequacy of library facilities affected the students not to use the libraries more.
7. The findings of the study in general discovered that none of the student services was adequately provided in the campuses of Ju. As indicated in the study, only health and medical services found to be fairly adequate and all the rest of the student services including the library services existed inadequately.
8. The study also showed that in most cases there was no statistically significant difference among the perceptions of the respondents on the level of student service provision in the campuses of Ju.
9. As revealed in the study, feeding and catering and accommodation services were utilized frequently, while, the health and medical and the library services were utilized sometimes. To the contrary, guidance and counseling service was never utilized by the students as stated by 90.25 percent of the respondents.
10. The result of the study revealed that student service workers in each service sector were assumed to be inadequate and most of these currently working in student services did not have a special training related with their current duties.
11. The findings also indicated that the involvement of students in the student service management was rated to be low as argued by the 64.28 percent of the staff and 63.84 percent of the student respondents. Similarly, the majority of respondents cited the protecting of students interest and coordinating students participation to be the main purposes of having the students union in the UOC, while, the student services and discipline

committee and university senate committee were suggested by the majority of the respondents that students should have representing bodies in the university management.

12. As revealed in findings, the majority, i.e., 92.86% of the staff and 91.19% of the students indicated the growth of students enrolment while, 91.43% of the staff and 85.65% of the students prioritized inefficient utilization of available resources as crucial problems encountered the provision and utilization of student services in the institution.

4.2. Conclusions

Based on the findings obtained, the following conclusions are drawn.

- The study reveals that, despite the relative growth of students' enrolment in the campuses of Ju, none of the student services being provided by the institution was found to be adequate. As result, students were not in a better condition to utilize the services frequently. This in turn may negatively affect the academic achievement of a student. Thus, it would be fair to conclude that inadequacy of student services has compounded the problems of students to progress through the academic programs of the institution.
- Though the library is considered as an essential service and could be regarded as the heart of an educational institution, as shown in the study none of its facilities was found to be adequate. From this it is possible to conclude that, it is difficult for a student in the institution to have the best supporting sources and recent information from books, periodicals, journals, research reports, etc. that are helpful for his/her course. This in turn may have a negative impact on the academic achievement of a student in general and quality of higher education in particular.
- The result from the findings implied that, most of the student services in JU are congested in one campus and hampered by over crowded dormitories with large number of beds, crowded dinning halls and

crowded reading rooms. From this one can understand that students in the institution are being affected by a number of difficulties including suffocation and air borne communicable diseases due to congested dormitories and reading rooms which lowers the quality of the student services being provided.

- According to the results of the findings, student services personnel assigned for each student service sector were found to be not only inadequate but also incompetent to carryout their current duties. Thus, providing quality student services without adequate and competent student service staff could be difficult and might be resulted in inefficient utilization of resources which may lead to wasteful and disorganized student services management.
- Effective leadership is said to be the one that gives emphasis to collaborative decision-making, involving students in planning and management in the process of creating capable serving forces. However, as the study revealed, student services management in the institution under study was in participatory. Due to this, the involvement of students in the management of the university services was considered to be low by the majority of respondents. Thus, it is safe to say that there is a considerable gap between the students and the university management in general and the student service management in particular. From this one can understand that a feeble attempt is being made to involve the students in university service management.
- From the study, it is possible to understand that student services practically are encountered a number of difficulties. However, problems related to students enrolment growth and inefficient utilization of resources were crucial difficulties in the provision and utilization of the student services to come across in the institution as shown in the findings of the study. Hence, it would be fair to conclude that, student services management in the institution is facing great challenging problems.

4.3. Recommendations

On the basis of the findings obtained and conclusions drawn, the following suggestions are forwarded.

- Since achieving educational objectives in HEIs without the provision of certain basic student services that students need for the day-to-day activities within the university is difficult, it is better for the institution to establish standards on provision of adequately available student services.
- Despite the decline in provision of student services and facilities, it is evident that students enrolment rate in Ju is rapidly increasing. Thus, it is better to pay attention for the parallel expansion of the student service provision in the institution in commensurate to the number of the students joining the campuses. Furthermore, people from high level management in the institution and MOE pay less attention for the student services provision aspects and this may resulted in unconcerned, irresponsible and misusing of the services. It is perceived to a single student service manager's or a section's duty. But it requires a collaborative effort of all the concerned bodies. Therefore, the MOE, HERQA and the university managers should jointly work in order to provide student services both adequately and effectively.
- Library facilities and technologies (i.e., reference books, internet access, computer, etc) have a profound effect on academic achievement of a student. However, their inadequacy has a negative impact on quality of education in the institution. Thus, to ease the problem, it is better for the institution to give a great consideration to establish internal sources and create ways for internal income generation which may help to allocate more funds so as to supply the necessary inputs of the library service.
- As findings, many of services in Ju are congested in the main campus. This might be resulted in overcrowded reading rooms, dormitories and dinning halls. Additionally about eight faculties' students and their services are running by only one office (i.e., students' dean) facing difficulties in supervision, management, follow up and control of each activity being

practiced in each student service division. Thus, it is better for the university management to have sub-units of the student services management in a manageable fashion. It is also advisable that, some of the services such as feeding and catering need to be out sourced. Similarly, decentralization and the idea of multi-campus system may help to ease the problem of centralized and congested structure of student services management.

- Provision of quality student services is entirely dependent upon trained, qualified and competent serving force among other things. Because the student service staff are the pillar of the service provision process. However, the study revealed that, the service providing workers in the institution were inadequate and incompetent. Therefore to address the problems, the concerned bodies have to prepare workshops, seminars and training programs wherein experienced personnel share their rich experiences with less experienced and less qualified ones. In long-range, it is better to have staff development programs such as in-service training programs continuously to refresh and advance the capacity of the staff personnel.
- The student services management should be run as participatory body that accommodates students and the student services staff involvement and work hard to harmonize the relationship between the management and students through continuous evaluation and discussion. Nevertheless, as shown in the study, the involvement of students in the management of student services is found to be inadequate. Hence, it would be seen vital for the university to expand greater effort in strengthening students union and realizing the role of students' participation in the university management. Thus, there should be an attempt in lessening the gap between the students and the university management which plays a great role in democratization of the university management.

Finally, further research with a wider scope needs to be conducted on the topic under study in order to gain in an in-depth understanding of the management of student services and its impact on quality of higher education.

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APPENDICES

Appendix A

Addis Ababa University school of Graduate studies

QUESTIONNAIRE ON THE MANAGEMENT OF STUDENT SERVICES IN JIMMA UNIVERSITY

(To be filled by Students)

Dear respondent:

The purpose of this questionnaire is to collect relevant information about the current situation of student services management in Jimma University. The information you provide would be very crucial for the success of the study. Therefore, you are kindly requested to respond for each of the statement honestly and carefully. Please feel free that all your responses will be kept confidential and used only for academic purpose.

Thank you for your kind cooperation

Part One: Background Information

Instruction: Please read the following items and indicate your answer by putting a check mark "✓" or by writing an appropriate word where it is necessary in space provided.

1.1. Name of your campus _____

1.2. Name of your Faculty/College _____

1.3. Sex Male Female

1.4. Age Below 20 20-23 24-27 28-35

 36-40 above 40

1.5. Academic qualification

 First year Second year

 Third year Fourth year and above

Part Two: Student Services

Instruction: Please Indicate your Answer by Putting a Check Mark “√” or by Writing where it is Necessary in the Space Provided

2.1 Guidance and Counseling Services

2.1.1. Does the university or college provide guidance and counseling services to students in your campus?

Yes No Not sure

2.1.2. Do you think that students are using guidance and counseling services in the campus?

Frequently Sometimes Rarely Not at all
I do not know

2.1.3. The number of guidance and counselor in campus is

Proportional Not proportional Not sure

2.1.4. How do you rate the effectiveness of the services provided by the office of guidance and counseling in your campus?

Very High High Medium Low Very Low

2.1.5. If your answer for item 2.1.4 is “Low” or “Very Low”, what do you think is the reason? (Please mark “√” all that apply).

- a. Shortage of professionals
- b. Lack of awareness on the part of the clientele
- c. Inconveniency of the office
- d. Lack of concern on the part of the higher officials
- e. Others (please specify) _____

2.2. Feeding and Catering Services

2.2.1. How often do you use the cafeteria services in your campus?

Always Sometimes Never

2.2.2. The **quantity** of food each student receives is?

Sufficient Somewhat sufficient Not quite sufficient
Insufficient I do not know

2.2.3. How do you rate the **quality** of food being provided to students?

Very High High Medium Low Very Low

2.2.4. If your answer to item 2.2.3 is "Very Low", what do you feel is the reason?

- a. weakness of ca
- b. inadequate provision of finance
- c. lack of follow-up and control
- d. others (place specify) _____

2.2.5. How often do cafeteria workers wear the necessary uniform while they are on duty?

Always Sometimes Never

2.2.6. How often do cafeteria workers use hair nets?

Always Sometimes Never

2.2.7. Are their uniforms and hair nets clean?

Always Sometimes Never

2.2.8. How do you rate the cleanliness of the dinning room, utensils and tables?

Very Good Good Fair Poor Very poor

2.2.9. What major problems are facing food services in your campus?

2.3. Health and Medical Services

2.3.1. Is there clinic for students in your campus?

Yes No Not sure

2.3.2. If there is clinic, how do you rate its level of contribution to the health care of the students?

Very High High Medium Low Very Low

2.3.3. How do you rate the efforts made by health service workers to help students with regard to:

	Good	Fair	Poor
i Manner of handling patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii Understanding the patients' problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii Prescribing the right medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv Referral to appropriately concerned bodies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v Confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3.4. What major problems do you think are commonly facing the campus health and medical service? (Please mark "✓" all that apply)

- a. Inadequacy of qualified health workers
- b. Lack of professional competence in health workers
- c. Lack of interest in health workers
- d. Lack of appropriate health facilities
- e. Lack of adequate medicine
- f. Lack of budget
- g. Others (please specify) _____

2.4. Accommodation/Dormitory Services

2.4.1. How do you rate the availability of the following facilities in your dormitory?

Facilities	Proportionally matched	Unmatched	Not available at all
i. bed			
ii. chair			
iii. table			
iv. cupboard			

2.4.2. What major problems do you think are facing the dormitory services in your campus? (Please tick all that apply)

- a. Inadequacy of trained personnel
- b. Lack of fund
- c. Poorly designed facilities (bed, chair, table, and cupboard)

- d. Overcrowded rooms with large number of beds.
- e. Poor water supply for sanitation
- f. Shortage of lounges and TV rooms
- h. Others (please specify) _____

2.4.3. What problems do you think have overcrowded dormitories on students' lives? _____

2.4.4. How do you rate your dormitory services with regard to:

	High	Medium	Low
a. sanitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. water supply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. cleanliness of the toilets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. its contribution in teaching-learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.5. Library Services

2.5.1. How do you rate the following facilities in your campus library?

NB. A = Adequate; FA = Fairly adequate
IA = Inadequate; NA = Not available at all

No	Facilities	A	FA	IA	NA
1	Neat and ventilated reading rooms				
2	Chairs and tables				
3	Recent references				
4	Computer				
5	Internet access				
6	Journals, magazines and news papers				

2.5.2. What factors hinder you not to use the library more?

Part Three: Adequacy of Student Services

Instruction: Please put a check mark “√” in the column which most closely matches your response by using the following rating scales

A = Adequate; FA = Fairly Adequate
IA = Inadequate; NA = Not available at all

3.1. How adequate are the following services in your campus?

No	Services	A	FA	IA	NA
1	Guidance and counseling				
2	Medical and Health				
3	Feeding and catering 3.1. Clean water supply				
	3.2. Quality food				
4	Accommodation				
5	Library				
	5.1. Reading rooms				
	5.2. Internet access				
	5.3. References				
	5.4. Free computer				
	5.5. Audiovisual				

Part Four: Utilization of the Services

Instruction: Please put a check mark “√” in the column which most closely matches your response by using the following rating scales

Frequently = 3 Sometimes = 2
Never = 1

To what extent do you use the following services in your campus?

No	Services	Frequencies		
		3	2	1
1	Guidance and counseling			
2	Medical and health			
3	Feeding and catering			
4	Accommodation			
5	Library			
	5.1 Reading rooms			
	5.2 References			
	5.3 Internet service			
	5.4 Computer			
	5.5 Audiovisual			

Part Five: Competence of Student Service Management

Indicate your feeling about the following statements by putting mark "✓" on the provided space.

5.1. The number of the student service workers in your campus is:

Adequate Fairly adequate Inadequate

5.2. What do you expect from student services manager in general?

Part Six: Students Involvement in University Services Management

6.1. Do you think that students involve in the management of student services in your campus?

Frequently Sometimes Rarely Not at all
I do not know

6.2. If your answer for item 6.1 is "Not at all", what do you think is the reason?

6.3. What do you think is the main purpose of having student union in the university (college)? (Please mark "✓" all that apply)

- a. To involve in the management of university services
- b. To protect the interests of students
- c. To convey authorities' aspirations to students and vice versa
- d. To enable students participate in nation affairs in organized manner
- e. To coordinate the students participation
- f. To promote the communication among students body, faculty staff and authorities

6.4. On which of the following committee do you think that students should have representation in the university or college management (please mark "✓" all that apply).

- a. Student service and discipline committee
- b. Departments committee
- c. Academic and promotion committee
- d. University senate

Part Seven: Problems and Recommendations

7.1. What are the major problems facing the provision and utilization of student services in your institution? (Please mark "✓" all that apply)

- a. Inadequate financial provision
- b. Inefficient utilization of available resources
- c. Lack of qualified and experienced professionals
- d. Poor economical performance of the country
- e. High management turnover
- f. Weakness of management in the university or college
- g. Growth in students' enrollment
- h. Inappropriate governing structure
- i. Others (please specify) _____

7.2. What do you recommend to improve the management and utilization of student services in your campus?

SECTION ONE: SPECIFIC QUESTIONS

Part Two: Student Services

Instruction: Please Indicate your Answer by Putting a Check Mark "✓" or by Writing where it is Necessary in the Space Provided

2.1 Guidance and Counseling Services (Only for guidance and counselors)

2.1.1. Does the university or college provide guidance and counseling services to students in your campus?

Yes No Not sure

2.1.2. Do you think that students are using guidance and counseling services in your campus?

Frequently Sometimes Rarely Not at all

I do not know

2.1.3. The number of professional counselors in your campus is
Proportional Not proportional Not sure

2.1.4. How do you rate the effectiveness of the services provided by the office of guidance and counseling in your campus?

High Medium Low

2.1.5. If your answer for item 2.1.4 is "Low", what do you think is the reason?
(Please mark "✓" all that apply).

- a. Shortage of professionals
- b. Lack of awareness on the part of the clientele
- c. Inconveniency of the office
- d. Lack of concern on the part of the higher officials
- e. Others (please specify) _____

2.2. Feeding and Catering Services (Only for cafeteria workers)

2.2.1. The **quantity** of food each student receives is?

Sufficient Somewhat sufficient Not quite sufficient
Insufficient I do not know

2.2.2. How do you rate the **quality** of food being provided to students?

Very High High Medium Low Very Low

2.2.3. If your answer to item 2.1.2 is "Low" or "Very Low", what do you feel is the reason?

- a. weakness of cafeteria workers
- b. inadequate provision of finance
- c. lack of follow-up and control
- d. others (place specify) _____

2.2.4. How do you rate the supply of cleaning facilities of food services in your campus?

Very Good Good Fair Poor Very Poor

2.2.5. How do you rate the cleanliness of the dining room, utensils and tables?

Very Good Good Fair Poor Very Poor

2.2.6. What major problems are facing food services in your campus?

2.3. Health and Medical Services (Only for health workers)

2.3.1. Is there clinic for students in your campus?

Yes No Not sure

2.3.2. If there is clinic, how do you rate its level of contribution to the health care of the students?

Very High High Medium Low Very Low

2.3.3. What major problems do you think are commonly facing the campus health and medical service? (Please mark "✓" all that apply)

- a. Inadequacy of qualified health workers
- b. Lack of professional competence in health workers
- c. Lack of interest in health workers

- d. Lack of appropriate health facilities
- e. Lack of adequate medicine
- f. Lack of budget
- g. Others (please specify) _____

2.4. Accommodation/Dormitory Services (Only for proctors)

2.4.1. How do you rate the availability of the following dormitory facilities in your campus?

Facilities	Proportionally matched	Unmatched	Not available at all
i. bed			
ii. chair			
iii. table			
iv. cupboard			

2.4.2. What major problems do you think are facing the dormitory services in your campus? (Please tick all that apply)

- a. Inadequacy of trained personnel
- b. Lack of fund
- c. Poorly designed facilities (bed, chair, table, and cupboard)
- d. Overcrowded rooms with large number of beds.
- e. Poor water supply for sanitation
- f. Shortage of lounges and TV rooms
- h. Others (please specify) _____

2.4.3. What problems do you think have overcrowded dormitories on students' lives? _____

2.4.4. How do you rate the dormitory services in your campus with regard to:

	High	Medium	Low
a. Degree of sanitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Degree of water supply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Degree of cleanliness of the toilets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The degree of its contribution in teaching-learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.5. Library Services (Only for librarians)

2.5.1. How do you rate the following facilities in your campus library?

NB. A = Adequate; FA = Fairly adequate
IA = Inadequate; NA = Not available at all

No	Facilities	A	FA	IA	NA
1	Neat and ventilated reading rooms				
2	Chairs and tables				
3	Recent references				
4	Computer				
5	Internet access				
6	Journals, magazines and news papers				

2.5.2. What factors hinder the students in your campus not to use the library more?

SECTION TWO: GENERAL QUESTIONS

Part Three: Adequacy of Student Services

Instruction: Please put a check mark "✓" in the column which most closely matches your response by using the following rating scales

A = Adequate; FA = Fairly Adequate
IA = Inadequate; NA = Not available at all

3.1. How adequate are the following services in your campus?

No	Services	A	FA	IA	NA
1	Guidance and counseling				
2	Medical and Health				
3	Feeding and catering				
	3.1. Clean water supply				
	3.2. Quality food				
4	Accommodation				
5	Library				
	5.1. Reading rooms				
	5.2. Internet access				
	5.3. References				
	5.4. Free computer				
	5.5. Audiovisual				

Part Four: Competence of Student Service Management

Indicate your feeling about the following statements by putting mark "✓" on the provided space.

4.1. Do you have any training related to your current work?

Yes ; No Not sure

4.2. The number of the student service workers in your campus is:

Adequate Fairly adequate Inadequate

4.4. What do you expect from student services manager in general?

Part Five: Students Involvement in University Services Management

5.1. Do you think that students involve in the management of student services in your campus? Frequently Some es
Rarely Not at all I do not know

5.2. If your answer for item 5.1 is "Not at all", what do you think is the reason?

5.3. What do you think is the main purpose of having student union in the university (college)? (Please mark "✓" all that apply)

- a. To involve in the management of university services
- b. To protect the interests of students
- c. To convey authorities' aspirations to students and vice versa
- d. To enable students participate in nation affairs in organized manner
- e. To coordinate the students participation
- f. To promote the communication among students body, faculty staff and authorities

5.4. On which of the following committee do you think that students should have representation in the university or college management (please mark "✓" all that apply).

- a. Student service and discipline committee
- b. Departments committee
- c. Academic and promotion committee
- d. University senate

Part Six: Problems and Recommendations

6.1. What are the major problems facing the provision and utilization of student services in your institution? (Please mark "✓" all that apply)

- a. Inadequate financial provision
- b. Inefficient utilization of available resources
- c. Lack of qualified and experienced professionals
- d. Poor economical performance of the country
- e. High management turnover
- f. Weakness of management in the university or college
- g. Growth in students' enrollment
- h. Inappropriate governing structure
- i. Others (please specify) _____

6.2. What do you recommend to improve the management and utilization of student services in your campus?

Appendix C

Guiding Questions of Focus Group Discussion (FGD)

1. What do you think about the adequacy of the following services in your campus?
 - a. Guidance and counseling services
 - b. Feeding and catering services
 - c. Health and medical services
 - d. Dormitory services
 - e. Library services
2. What do you think about the quality of food that provided to students in your campus?
3. How do you evaluate the rate of sanitation and overcrowding of the dormitories, dinning halls and library rooms?
4. Do you think that all of the student services utilized by students equally? Why?
5. Do you think that student service workers are competent, qualified and trained enough to carry out their current duties?
6. How do you rate the involvement of students in student services management in your campus?
7. What do you think is the responsibility of having the students union in the UOC?
8. What do you think is the role of student participation in the student services management?
9. What major problems are facing the student services management in your campus?
10. What do you recommend to improve the provision and utilization of the student services in the campuses of JU?