

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH

THE MANAGEMENT AND UTILIZATION OF EDUCATIONAL
MATERIALS IN BAHIR DAR UNIVERSITY

BY
BIRUK SOLOMON

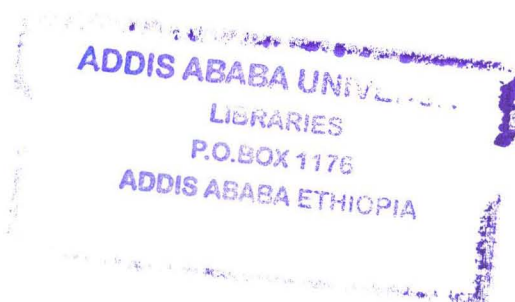


JULY 2008
ADDIS ABABA

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A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
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APPROVED BY THE BOARD OF EXAMINERS

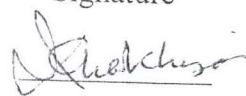
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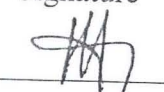
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ABSTRACT

The Purpose of this study is to assess the educational materials management and utilization in Bahir Dar University. Both quantitative and qualitative data were collected through questionnaire, interviews and documents. A sample of 82 academic staff and 123 supportive staff among 1396 staff members of the University responded to the questionnaire. Besides, 6 staff members were interviewed. The data were analyzed using Percentages, means, standard deviations and chi-squares. The result reveals that the available educational materials such as computers, photocopiers and papers have not been properly used for their intended purposes. Educational materials do not critically planned. Most purchased educational materials are not fully appropriate for the teaching learning process. Due to the small size of the existing storerooms, educational materials that are taken out cannot be returned. Inventories did not made in faculties and departments. There is no maintenance department or personnel for electronic materials in the University. Besides, there is no on time disposition of unused educational materials. With regard to needs assessment, the majority of respondents evaluated the involvement of users in needs assessment of educational materials to be purchased as average. Moreover, the major problems in the University regarding educational materials management and utilization are absence of policy guidelines, shortage of basic educational materials particularly for newly opened faculties and departments, and inability to properly administer educational materials with one centralized Property administration main section. Finally, to improve the situation it is suggested that: 1- a policy guideline should be developed by professionals and used properly. 2- Educational materials should be critically planned by users of the materials or department council members. 3- The University should fulfill basic educational materials before it opens new faculties or departments. 4- The existing maintenance section should employ qualified electronic materials maintenance personnel. 5- Inventories should be made at least once a year in faculties and departments; and 6-storerooms with appropriate personnel for each faculty should be established. In addition, it is recommended to develop and use a disposal policy guideline.

Chapter one

1.1 Background of the study

The role of education as human investment is largely responsible for economic growth and national development. The World Bank (1988) stated, "With out education, development will not occur. Only an educated people can command the skills necessary for sustainable economic growth and for a better quality of life". (p. 5).

Economic development will be achieved if and only if the society gets proper education, so to achieve the objectives the priority should be given to minimize the scarcity of finances and inefficiency of administration practices (Tekeste, 1990). Accordingly, the teaching-learning process can be more successful in an educational institution where material resources are available and well managed and utilized. In contrast, educational institutions with poor material resources and physical facilities tend to be less successful (Worku, 2007).

It is true that the availability of skilled human power with the required knowledge, skill and attitude is a key factor for sustainable socio-economic development. According to World Bank (1994), Institutions of higher education have three main responsibilities.

These are:

1. Equipping individuals with advanced knowledge and skills required for positions of responsibility in government, business and the profession.
2. Producing new knowledge through research and serve as conduits for the transfer, adoption and dissemination of knowledge generated else where in the world, and render consultancy services; and
3. Playing important social role by forging the national identity of the country and offering a forum for pluralistic debate (p. 4).

In Ethiopia, the role of higher education in socioeconomic development is well recognized. As a result, Universities are opened in various cities of the country. Currently there are 21 Universities in Ethiopia. Hence, higher education is the central program in the national capacity-building program of Ethiopia, which emphasizes on human resource development, improving working systems and institutional set up ESDP II (MOE, 2002).

In this process, educational materials play an important role in the development and enhancement of a given education system. The level of economic development and the governments' commitment towards education mainly determine the amount of human, material and financial resources invested in education (Goitom, 2002). However, availability of resources and governments commitment towards education alone are not ends by them; but the effective and efficient utilization of the existing resources are also essential.

For higher education institutions to achieve their objectives, they have to be equipped with the necessary inputs including educational materials. Educational materials are principal instruments in the teaching learning process. They help the teachers to be able to stimulate their students in a number of ways (UNESCO, 1984).

On the other hand, using various materials is necessary to create good teaching learning atmosphere and help the teacher to conduct his lesson in more meaningful and more comfortable ways. For this reason, no matter how far the objective of any educational program is attractive, its success will greatly depend up on the quality and quantity of resources it has (Worku, 2007).

As pointed out in Barnett (1996), "All organizations have five different kinds of resources to work with. These are people, equipment, materials, money and time" (p. 5). Among many other educational inputs material resources play major roles in terms of achieving the intended educational objectives, so that great attention should be given for them.

The poor performance of education is linked to inadequate educational materials, facilities and shortage of textbooks and reference materials, which are among the major factors. Therefore, it seems that one of the prime factors that affect the achievement of educational objectives is the scarcity of educational materials in the required quality, quantity, and underutilization of the existing ones. Shortage of educational materials and lack of clear school level policy and direction are the major educational problems in Ethiopia (Amare, 1999).

According to FDRE (1994), educational materials are considered as the major factors for improving the quality of education. This policy document has also stated, "In order to promote the quality, relevance and expansion of education due attention should be given to the supply, distribution and utilization of educational materials, educational technology and facilities" (p.27).

To materialize what has been stated in the policy document, efforts are being made in the past years to supply sufficient educational materials for Bahir Dar University (BDU). However, when one hears complains of staffs and students in Bahir Dar University on the shortage of educational materials and facilities, it is difficult to say that the stated strategies and objectives of the education and training policy has fully implemented.

Even though, proper utilization of existing educational materials are also major factors that affect the quality, relevance and expansion of education, lack of proper planning, purchasing, moving, storing and controlling be the most serious problems identified in our education system (Amare, 1999). To minimize the shortage of educational materials or facilities large amount of money is allocated per year for BDU. The allocation of large amount of financial resources alone is not enough to achieve the intended objectives. However, proper management and utilization of the existing resources are crucial things that should be taken in to consideration.

Therefore, to carry out its responsibilities and achieve its missions and visions, there should be an assessment of educational material resources management and utilization in the University, identify the real problems and take remedial measures.

1.2 Statement of the problem

The success of any organization rests on the optimum utilization of its key resources such as human, material and financial resources. According to Durbin (1989), resources are the only means through which organizational activities production, service and satisfactory ends are attainable. For the achievement of organizational objectives, resources play the crucial roles. Due to this fact, the emphasis on educational resources management and utilization in the educational institution is unquestionable.

Moreover, the quality and access to education is mainly determined by the availability of material resources in the sector. As pointed out in Hallack (1990) When setting up a map of priorities for investment in education and training, policy makers must, at the same time, take in to consideration the need for increasing efficiency in the use of resources.

The attainment of educational objectives through teaching learning process is more dependent up on how educational institutions are capable of managing and utilizing their material resources efficiently and effectively. Educational materials are scarce and costly resources, thus knowledge of how these resources are properly managed and utilized in the educational system is very importance.

Quality, relevance and access to education can be attained if and only if educational materials are properly managed and utilized in an educational institution. Even though Bahir Dar University allocate large amount of money to alleviate the problems of educational materials both the academic staffs and the administrative/supportive staffs are not satisfied from the existing material resources. In contrast, it seems that the existing resources are not properly managed and

utilized. Therefore, it is crucial to assess the real problems behind the educational material resources management and utilization in BDU.

Gopalakrishinan (1998) pointed out that the materials resource management function include the materials planning, purchasing, receiving, storing , inventory control, unused materials disposal. If these functions are conducted in better ways in a business organization, it leads to success while poor conduct of these functions are liable for failure. Similarly, if an educational institution conducts these material management functions effectively it leads to the attainment of the educational objectives set, if not it deters the institution from attaining its educational goals. In this regard, it is essential to assess the educational resources management and utilization in the educational institutions. Hence, the current study focus on the management and utilization of educational materials in Bahir Dar University to help the attainment of educational objectives and to increase the awareness of staff members to save the educational materials of the University from unnecessary wastage. Accordingly, in order to deal with the objective of the study, the following basic questions are expected to be addressed:

1. How are the available educational materials utilized to achieve educational objectives in BDU?
2. Is the University effective in Educational materials management in terms of planning, purchasing, storing, inventory control, maintenance and unused materials disposal?
3. How are the needs for educational materials assessed in Bahir Dar University?
4. What are the major problems related to educational materials management and utilization in the University?

1.3 General objective

The rationale for the investigation is aimed at the improvement of educational materials management and utilization practices of BDU and to aware staff members make the best use of scarce material resources to attain educational goals and objectives.

1.4 Specific objectives

1. To help Bahir Dar University staff to be conscious of their strengths and shortcomings on educational materials management and utilization practices and then improve their shortcomings
2. To aware educational researchers that educational materials management is the educational issues that facilitate/impede the attainment of educational objectives and that are not given proper emphasis.
3. The suggestions given at the end of the study will help the staffs for taking measures to improve the existing poor practices.
4. As to the researcher's knowledge, since there is no study has been done on the management and utilization of educational materials in the University, here before, this study could help as a basis for information and further investigations in the area.

1.5 Significance of the study

Educational materials are critical inputs in achieving educational objectives. For Bahir Dar University to achieve its objectives there should be proper management and utilization of its educational inputs including educational materials. The importance of educational materials is indispensable in any educational institution. Therefore, the University allocates large amount of budget per year to alleviate the shortage of educational materials.

On the other hand, it looks like that there is dissatisfaction of staffs on the availability and supply of educational materials in the University. This circumstance entails that either there is something wrong somewhere in needs assessments, materials planning, or on the proper utilization of the existing educational materials which negatively affect the attainment of the University's goals. For this reason, the current study is believed to have the following significance:

1. The study by it self will create an awareness of the existing problems

2. It provides valuable feedbacks regarding the effectiveness of educational materials management and utilization in Bahir Dar University from the respondents' point of view.
3. It suggests the importance of proper educational materials management and utilization among educators and other members of the society who are directly or indirectly related to educational materials management and utilization activities.
4. It forwards practical solutions to alleviate the existing problems concerning the issues under study.
5. Researchers might also use the research results as a springboard for further investigations that will lead to the improvement of educational materials management and utilization practices in an education system.

1.6 Limitation of the study

Although there might be many limitations that this study may have, the following are some of the prominent ones:

1. Exclusion of some groups of staff members in the sample faculties such as guards of the University, students, cleaning personnel/janitors, office boys/girls and gardeners.
2. Due to absence of domestic professional journals in the area of materials management in the libraries of Addis Ababa University and Bahir Dar University, the researcher has been forced to rely on foreign books and few journals.

1.7 Delimitations

The research would have been more comprehensive and conclusive if it had been carried out at a national level. However, it is limited to the investigation of the educational materials management and utilization in Bahir Dar University. Four faculties of the University, namely faculty of education, faculty of law, faculty of medicine and faculty of business and economics were assessed for the sake of clarity, manageability and in-depth analysis. Furthermore, the study

was delimited to the materials needs assessments, planning, purchasing, storing, inventory control, utilization, maintenance and disposition among various activities of materials management. Delimitation has been made because the research would not be manageable if all the materials management activities and all BDU staff members were included.

1.8 Definition of terms

Academic staff: includes faculty deans, vice deans, academic department heads, instructors and laboratory technicians.

Educational materials: are all material inputs /resources, equipment and facilities in the University that are directly or indirectly used to facilitate the overall teaching learning process

Supportive staff: are administrative staff members, which include section or supportive department heads, stores/ Property administration personnel, maintenance personnel, registrar personnel, librarian and secretaries.

1.9 Organization of the study

This research report has five chapters. The first two chapters are intended to conceptualize the study and the next three chapters are the operationalization of the study.

The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, limitations of the study, delimitations and organization of the study.

The second chapter reviews literature related to the study. Chapter three deals with research design and methodology, chapter four interprets and analyzes data collected and chapter five deals with summary of major findings, conclusions and recommendations. At the end, references and appendices are attached.

Chapter Two

Review of Related Literature

This chapter deals with various issues on material resources management and utilization in general and educational materials management and utilization in particular related to the study's research questions.

2.1 The concept of Materials Management

Individuals might understand materials in various ways. This happens for the organizational divisions and compartmentalization of some of the basic management functions dealing with materials in corporate activity. Magad and Amos (1995) stated that the adoption of the materials management concept largely grew out of problems in the airframe industry during World War II, production of aircraft requires a large number of individuals of vendors, in this case, the objectives of materials management was to solve materials problems from a total view point.

In line with this Mbamba (1992) defines materials management in education as "... executive functions concerned with the planning, acquisition, allocation, distribution and controlling the proper use as well as maintenance of educational materials and facilities in order to realize the objectives of the education system." (p. 155). Hence, materials management from its definition entails that the wise engagement in activities related to materials beginning from materials needs assessment, purchasing necessary materials and ending with the proper disposal of unused/ obsolete, scrap and surplus materials. It means materials management also stresses on optimal utilization of the purchased material resources for effective and efficient attainment of the institutional missions and visions.

For resources through out the world are scarce, the need for proper materials management is unquestionable. As pointed out in Parsons (1982) the expenditure for material resources in every organization are more than half of their total annual budgets. Therefore, the attempt made in

reducing material cost through effective management improves the profitability and the rate of return on investment (Gopalakrishnan & Sundaresun, 1977).

It is true that the manager's ability to optimally utilize human resources is essential for effective achievement of organizational goals as materials, equipments, facilities; information, can only be put to best possible combination by human beings (Chandan, 1987). Due to this fact, the competence of a manager is highly crucial. This is because; the framed goals and objectives, the set standards of performance and obtained needed support of effective leaders are crucial factors for determining school services. This indicates the need for proper and relevant trainings for resource managers.

According to the study reported by Bone (1982) there are Universities and colleges where lecturers in business management contribute to the educational administration courses but it is normally people who have themselves had experiences as schoolteachers who carry the main responsibility for training.

In past times, the development of professionals in the area of materials management was not given proper emphasis particularly in Ethiopia. The materials management activities were considered as an ordinary activity and they were devoid of serious attention. However, currently, materials management is recognized as distinct area of organizations management and plays a vital role to achieve the intended goals of the organization (Ministry of Finance and Economic Development (MOFED, 2007)).

2.2 Objectives of materials management

Materials management brings together the efforts of different departments whose responsibility is directly or indirectly related with materials activities. That is why materials management is frequently said an integrated approach. Zenz (1994) noted that, "Materials

management system helps to advocate management of different functions: purchasing, receiving, storage, inventory control and other materials management activities.”(p. 100).

Baily and Farmer (1988) also put the materials management objectives as a means for the minimum prices for materials, for the continuity of supply, consistency of quality, good supplier relations, development personnel and good records.

Datta (1998) classified the objectives of materials management in to two major categories:

i) Primary and ii) secondary

i)The primary objectives include, provisioning, storing and minimization of inventories. These include economic procurement, proper store keeping and physical up keeping, issuance and timely distribution, store accounting; record keeping and store control. Inventory control will keep close watch with an eye on high inventory turn over.

ii)The secondary objectives cover such functions as locating new sources of supply, vendor development, variety reduction, standardization and quality control, value analysis, value engineering and developing the skills of human resources with a view to harmonizing and coordinating all functions and activities for smooth flow of materials, to ,through and out of an organization.

In line with this, Ahuja (1998) states, “The materials management objectives can be viewed as procuring better value, obtaining standards, reducing investments in stock through inventory control and materials flow”. (p. 344).

These objectives of materials management should be supported in every way in maintaining continuity of productive operations by ensuring a uniform flow of materials, and increasing competitiveness of the organizations by efficient control of inventories. In educational institutions, as in any other organizations the importance of materials management is

indispensable. Hence, proper emphasis has to be given for the supply and management of educational material resources, to achieve the educational goals and objectives.

2.3 Major Functions of Material Resources Management

Material resources management has three major functions to under take. These are purchasing, inventory control and store operations.

2.3. 1. Purchasing

According to Mosin (cited in Newal 1998), Purchasing involves the management of materials inflows, from the establishment of the sources and shipping through inventory and warehousing to the ultimate delivery, in this case to the educational institutions. Educational institutions need to have the proper quantity and quality of educational materials on proper time; other wise educational outcomes will be jeopardized. Ultimate responsibility for the type, quality and quantity of materials to be purchased must rest with those concerned personnel in the educational institution management (Haileselasse, 1995). In this regard, educational managers should develop comprehensive and specific job descriptions for their purchasing personnel and/ or purchasing department. Educational managers must not become so involved with purchasing act it self for the result becomes cumbersome (Haileselasse, 1995).

As pointed out in Candoli (1984), the fundamental functions of purchasing department personnel in educational institutions may be summarized as follows:

- 1.To plan a program of educational materials, equipment, procurement that will optimize the educational out put of the school system
- 2.To maintain continuity of supply to support the teaching learning process.
- 3.To avoid duplication, waste, obsolescence of materials and equipment
- 4.To maintain standards of quality in relation to suitability of use.

5.To acquire materials and equipment at lowest cost consistent with quality and service required (p. 209)

2.3. 2.Inventory Control

Inventory control includes activities and techniques required to maintain materials at desirable level. According to Magad and Amos (1995), major activities included in inventory control are:

- 1.Determining how much materials will be required to satisfy company operational demands.
- 2.Maintaining detailed records of all materials available, ordered, and consumed.
- 3.Determining optimum order quantities; issuing requisitions.
- 4.Providing appropriate reports to aid in decision making with regard to inventories (p.13).

Educational institutions must strive for maximum utilization of educational materials and prevent the breakdown of the teaching learning process from lack of necessary material resources.

Hence, educational institutions are required to keep complete and up to date records of educational material resources. This process tends to eliminate the possibility of any one of an institutional unit from over-ordering or under-stock educational materials. Perpetual inventories are kept in order to be certain that regularly used supplies and educational materials are always on hand and that there is no over stocking or under stocking. Overstocking yields large some of the educational institutions fund inactivated so that it can do nothing to foster the teaching learning process. On the other hand, lack of needed materials may hinder the teaching learning process (Candoli, 1984).Therefore; there is a need for compartments for efficient storage facilities. The use of compartments enables materials managers to know at all times which items need to be replenished and which already are in sufficient supply.

In modern educational institutions, inventory control may be expedited through the utilization of computer (MOFED, 2007). The utilization of computer for inventory purposes may require high technology, well-trained personnel and less-amount of time and energy to take inventory.

2.3. 3. Stores Operations

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

Fundamentally, storage of materials during the course of their movement should ensure that the correct materials are available when needed. This calls for prior knowledge of 'what and when it is required'.

Educational institutions, found it convenient to keep large quantities of educational materials on hand for ready consumption when are needed. Staff members receive materials on certain days with proper requisition and close check by some one in charge of the supply or store manger/ materials manager.

However, educational managers need to secure the means for proper utilization of educational materials. There should be also a good faith and cooperation between educational managers, teachers and other supportive staff regarding the utilization of educational materials and all other facilities (Haileselasse, 1995). The proper utilization of educational materials and other facilities in educational institutions comes because of confidence and understanding among educational institution community members. Therefore, educational managers must assume major responsibility for them (Haileselasse, 1995).

Typically, this responsibility includes recommendations for the purchase of new and additional materials or the replacement of the old; seeing that all equipments are kept in good and safe working order; and protecting materials from improper use and loss. Therefore, educational managers and other concerned personnel have a moral as well as a legal obligation to see to it that all materials are in good repair (Haileselasse, 1995).

2.4 Educational Materials Management

Material resources management in relation to education may be defined as that aspect of managerial functions concerned with planning, purchasing, allocation, distribution, and controlling the proper use as well as maintenance of educational materials and facilities in order to realize the objectives of the education system (Mbamba, 1992).

Education system, as any other social systems, is engaged in materials management tasks. Through time, as educational institutions have increased in size they have continued to move in the direction of supplying more materials, the management of these resources have become increasingly more important part of the educational institution's management role. Budgeting for purchasing, storing and filling requisitions for supplies requires basic managerial ability on the part of the school principals and concerned supportive staff members (Hanson, 1985).

Educational materials management covers a wide area and thus, due concern has to be given by educational managers and other members for better functioning of the activities. Besides, educational materials are scarce; the management of these resources requires the cooperative involvement of students, teachers, supportive staff and the society. Therefore, management in an education system is a teamwork aimed at facilitating the teaching learning process to the improvement of knowledge, skills and attitudes (Hanson, 1985).

It can be summarized that sound educational materials management mostly depends on the competency of educational managers, teachers, supportive staff and others that call to the careful

interpreting of policies and establishing of procedures and guidelines for their education system to achieve the intended objectives by the limited and existing material resources.

2.5 Materials Needs Assessment

The needs for a particular material in a given department can be created by two factors. These are internal stimuli and External stimuli (Robinson in Kotler, 1996). The drives for materials needs are discussed as follows:

1. Internal Stimuli: The most important internal stimuli that are responsible for creating the need for materials are:

- The decision to launch a new product: this calls for the purchase of new materials
- Break down of a machine: This call for either replacement of that machine or for the buying of new parts.
- Poor performance of materials at hand and the need to search for another supplier
- Sensing of an opportunity to obtain better price or quality (p.193)

In this case, the users of the materials required should prepare specifications of the materials either with the help of technicians in the area or the users alone. Specifications are detailed descriptions of the general characteristics of a material to be purchased. Different types of specifications are used to delineate quality requirements (Magad & Amos, 1995).

According to Dobler and Burt (1996), materials specifications serve a number of purposes, among them to:

- Communicate to buyers in the purchasing department what to buy
- Communicate to prospective suppliers what is required
- Serve as the heart of the resulting purchase order
- Establish the standard against which inspection, tests, and quality checks are made (p.161).

Full information, through means of specification provides the supplier with data to:

(1) improves its order quantity decisions and (2) to improve its allocation decisions. It can make better orders because the supplier's local inventory data are not a perfect alternative for the supply chain's replenishment need (Fisher & Cachon, 2000). When the materials needs are activated by internal stimuli it is through the materials specification that users communicate the quality of the materials requested to suppliers and purchasers.

As to Parsons (1982), there are three types of specifications commonly used to measure quality. These are:

1. Technical specifications: Quality can sometimes be measured objectively and impartially with instruments, gauges or laboratory tests. The buyer's design engineer, if any determines this.

2. Performance specification: When a company buys a bought –Out part designed by the supplier, be it a subassembly or finished product, it is primarily interested in the performance of the product it self. Reliability and life expectancy of the product are the quality characteristics that are more appropriately specified. Performance specifications are sometimes combined with technical specification.

3. Brand names: Branding or differentiating a product is generally done to develop a recognized reputation and to gain repeat sales, protect the product against substitutes, maintain price stability, and simplify sales promotion (Dobler & Burt 1996).

In Ethiopia for public purchasing brand name cannot be used as a mechanism of materials specification (FDRE, 2005; MOFED, 2005).

2. External stimuli: the most common external stimuli for the creation of awareness of needs for materials are trade shows or trade exhibitions, calls from sales representatives to offer better products or prices and advertising (Robinson in Kotler, 1996).

2.6 Basic Guidelines for successful planning process

According to Coombs (1970), Educational planning in its broadest generic sense is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs of its students and society. In line with this, Forojalla (1993) defines planning in education as the process by which an analysis of the present condition of an education system is made in order to determine and devise ways of reaching a desired future state. Planning is an essential stepping-stone to organizational success. Planning needs to take place at several levels to be effective. Planning is also crucial for meeting the organizations' needs during each action step with the existing time, money, or other resources. As such, it is a fundamental property of intelligent behavior (Time Management Guide.com, 2002).

Whether the system is an organization, department, business or project, the process of planning includes planners working backwards through the system. They start from the results; they prefer and work backwards through the system to identify the processes needed to produce the results. Then they identify what inputs (resources) are needed to carry out the processes (Wossenu, 2006).

It is possible to summarize that, planning in general is concerned not only with where to go but also with how to get there and by what best route. It can help the decision-makers at all levels to make better-informed decisions. It can do this by helping them see more clearly the specific objectives in question, the various options that are available for pursuing these objectives, and the likely implications of each. Efficient planning can help to attain larger and better aggregate results within the limits of available resources (Wossenu, 2006).

2.7 Purchasing and provision of educational materials

A significant percentage of the annual expenditure of education systems is being spent for material resources (Worku, 2007). The management of modern supply and equipment management is a complex task. Among these, complex tasks negotiation is a critical aspect of purchasing in materials management activities (Crowder, 1998; Trent & Monczkan, 1998). The day-to-day activities of the educational process will require the use of various types of materials and equipment. In line with this, Harris (1985) has emphasized on the need for materials purchases and provision, as some materials are consumed at a rapid rate while the consumption rate of others might be at a much slower pace. Similarly, Stoop (1981) has dealt with the concept of supplies and Equipment. They have categorized supplies in to consumable and non-consumable supplies. Examples of consumable supplies are paper, pencil and paints; where as non-consumable supplies are small tools, staplers and scissors.

Equipment refers to non-expendable items, which exist for a long period. Equipment is most of the time referred to as a capital expenditure. In most cases, they are categorized as fixed and movable. Therefore, to cover what is consumed during the process and to have additional more supplies and equipment with out wastage of resources, one has to deal with the appropriate purchasing and provision of educational materials (Harris, 1985).

Purchasing and provision of educational materials is related to determination and definition of types and quality of materials needed for the effective and efficient implementation of curriculum and the establishment of preferable procedures for securing them (UNESCO,1992).

Most of the time, teachers utilize supplies and equipment. These supplies and equipment need constant attention and study. Purchasing and provision of educational materials come next to planning. Plans for components purchasing in final assembly, plans with the objective of minimizing the sum of fixed costs for operating materials, acquisition and operation costs of

facilities, and subcontracting costs of components are the problems to be considered in purchase planning (Kim & Lim, 2001).

Hence, if there is effective planning and its implementation effective purchasing and provision of educational materials will follow that.

2.8 Utilization of Educational Materials

Presently the world is crucially dependent up on improvement in methods and more effective utilization of resources in the struggle for economic growth and higher living standards. Resources are scarce to employ them in unpromising undertakings, or to permit capacity to be impaired by inefficient methods of operation. The central objective of economic effort, whether looked at generally or in terms of specific activities, is utilization of the available resources in such manner as to maximize output (Panton, 1963).

As a result, to contend with the shortage of educational materials, the available ones should be used properly. In line with this Bekuretsion (2005) indicated that, "Optimum utilization of available scarce resources and prevention of all types of waste are required by adapting scientific system of management and control of materials." (p. 8). Similarly, Setotaw (2001) pointed out that controlling which involves standards of performance, measuring results of work activities and taking corrective measures on time if deviations are detected ~~are important~~ in materials management. For these activities, the role of supportive staff and academic staff might be greater in educational institutions. Schools have a great duty and responsibility in managing, utilizing and controlling the human, financial and material resources for better performance.

As reported in Baldry (2000) it is assumed that there is a causal link between facilities management practices and performance. The role of facilities management in facilitating organizational performance, and thereby in providing competitive advantage, is widely acknowledged.

According to Mbamba (1992), "the management and utilization of scarce resources in school should be the major role played by schools in order to ensure sustainable development." (p.17). The above ideas might be workable and well acceptable for every educational levels including the higher learning institutions or Universities.

Moldstad and Brown (1962) reported that the development and the present status of the given education system, the area of greatest strength were judged to be those of (a) the coordinated program of supplying teaching materials, (b) the breadth and democratic administration of the selection of materials, and (c) teachers-training facilities.

The success of teaching learning process is practically depending up on how the educational institutions are capable to manage and utilize their scarce resources effectively and efficiently. Hence, Brown and McGuffey (1978) reported that researchers have continued their efforts to assess both the effectiveness and efficiency of schools facilities utilization as a strategy for improving education.

Besides, it was reported that the type of material resources use were changed from time to time. For instance, Sutton (1991) and Becker (1983) reported that type of computer use changed during the 1980s. These studies found that schools that had owned computers for three or more years were using them more for programming and less for drill and practice than schools in the first years of computer ownership. By the end of 1980s, a trend away from programming in high schools had been reported (McCarthy, 1988), and an emphasis on using the computer as a tool (e.g. word processing, databases, graphics tools) integrated in to the curriculum was evident (Brady, 1991).

This called up on administrators to facilitate flexible scheduling, to provide adequate instructional facilities and resources, to select 'communication conscious' and skillful teachers

and to stimulate staff in-service education in uses of new educational materials (Moldstad & Brown, 1962).

As evidenced by the above paragraphs, the success of a given education system is mainly determined by the proper management and wise utilization of its scarce resources, including material resources. By the same taken, the effective and efficient utilization and proper management of material resources benefits the whole society. Hence, educational managers together with their teaching and supportive staff should create a guideline to serve a mechanism for proper management and effective utilization of material resources.

In connection with this, UNESCO (1984) stated that the instructional materials are the critical resources in school and their proper utilization should be given due attention by principals and other non-teaching staff to its management.

2.9 Maintenance of Educational materials

Maintenance of materials are vital as it provides the means of ensuring that the plants are kept in good order to guarantee continuity of production, waiting due to break downs is kept to a minimum (Osborn, 1980).

Long (1940) advocated the use of better materials for lowering maintenance costs, but expressed regret that authoritative standards for materials did not exist; however, he indicated preference materials over another's. Scholar such as Hill (1939) listed some types of materials which he considered as attractive and which contribute towards reducing maintenance costs to a minimum. Holmes (1941) stated that the demands for good maintenance dictated the use of hard woods for inferior trim, of a good grade of hard ware, plumbing fixtures, floor finishes, plaster and painting. Newman (cited in Moon 1942) gave suggestion for reducing operation and maintenance costs. He suggested the lowering of insurance costs by a maintenance program to eliminate fire hazard. Hemenway (1939) advocated the use of the maintenance employees to

provide certain types of school equipment such as cupboards, open shelves, and wall shelves; however, he cautioned against competition with efficient supply houses.

Maintenance of materials includes activities, which are needed to allow for repair, servicing and replacement procedures. Ray (2001) stress on the point that maintenance enable the provision of services with out stoppage. Hence, he defines it as "the function of the school system associated with up keep, repair, and replacement that ensures continues usability of the physical plant, equipment and service facilities."(p. 238).

Maintenance helps in protecting further damage of materials and lays a good ground for reuse which otherwise, demand or force to buy the newer one-that is, of course, costly for the organization. Harris (1985) pointed out that maintenance refers to "the logical servicing involved with a school plant, an auxiliary structure, or an item of equipment in a series of systematized functions."(p. 209).

According to MOE (2005), the responsibility of the maintenance function is to ensure that production facilities and equipment is available for productive use at minimum waste. The objective is the systematic and scientific up keep of equipment for prolonging its life, assuring instant operational readiness and optimal availability for production at all times.

In too many cases, maintenance neglect has led to rapid deterioration of properties. Some research reports recommended that maintenance programs should be planned on a scheduled basis, that the anticipated costs should be included in the annual budget, and that the custodians should be trained in maintenance procedures (Pulliam& Viles, 1948; Hamon, 1948).

According to Melaku (1992), operation and maintenance are closely allied functions and a successful program cannot exist with operation and maintenance functions being performed exclusive of each other.

Similarly, Burrup (1982) indicated that maintenance is concerned with those activities required to keep facilities and equipment of a system in proper condition. In educational institutions, maintenance function should be associated with up keeping, repair, and replacement and service facilities.

From the above paragraphs concerning maintenance of educational materials, the authors in the area emphasized that appropriate attention should be given for maintenance activities. They also indicate that maintenance and smooth operations are not separated.

2.10 Disposing unused materials

The proper materials management activities play a great role in minimizing unused material resources. These unused material resources could be obsolete, scrap or surplus materials. There are four commonly known reasons to start material resources disposal process. These are when the asset is Unserviceable, obsolete, surplus and abandoned (MOFED, 2007).

Unused materials should be disposed on time to facilitate the teaching learning environment. The materials management cycle is not complete unless these unused materials are disposed in the right ways and on the right time economically.

According to Dobler and Burt (1996), the following are different methods to dispose the obsolete, scrap and surplus materials after they are identified for their existence:

1. use in the organization
2. return to the supplier/s
3. direct sale to another organization
4. sale to employees
5. sale to a dealer/broker
6. Donations to educational institutions
7. some combination of the preceding methods

The disposal of these materials can be made by public auction, inviting public offers and sale to another government department or agency, or an approved NGO. If, in the accountable officer's opinion, the materials does not justify the expense of the above options, the item may be

disposed of by such manners as the accountable officer determines having due regards for 'value for money' and 'probity and accountability' (Queensland Government, 2000).

To get the educational material resources for smooth process of teaching learning activities and to have materials flow uninterrupted, the materials management personnel should have to get the appropriate information about obsolete, scrap and surplus materials. This can be achieved only if all academic staff and supportive staffs in education system work closely.

2.11 Experiences in Material Resources Management in different countries

According to UNESCO (cited in Goitom 2002), research was made on educational materials condition of four countries. One from Africa (Ghana) two from Asia (the state of Madhya Pradesh in India, and the province of Zhejiang in China) and one from Latin America (the state of Puebla in Mexico).

In that study variation in the size of each institution, variation in the quality of school infrastructures, variations in the educational means available to teachers and variation in the conditions of comfort offered to pupils for study, were the major points included in the study.

From the study on these four countries, the quality of school infrastructure or the quality of their physical attractiveness varies from country and from one zone to another. Variations were also observed from urban to rural areas. There were schools with out buildings, safe drinking water, playground and decent sanitation, not even a black board. These infrastructures with no doubt have affected the quality of education.

According to UNESCO (cited in Goitom 2002), the study dealt with questions such as "with what means teachers should have to carry out their jobs? What equipment they could use in their classes? Whether they regularly received updated guides or pedagogical documentation to help them prepare their courses?"(P. 51). These all factors under which teachers work, had a significant influence on their motivation. In this respect, the distribution of educational means

made available to teachers (like black boards, chairs, desks, storage cupboards, geographical maps, science posters and others) were included in the study. As a result, availability of those educational means improved the quality of education.

Generally, from the study the following points had been concluded. The materials conditions of education had an impact on the work and the motivation of teachers. Educational materials were also an important factor in academic success of learners. The materials conditions vary by country as a function of its development and of the resources that the country can devote to school education. Any other measures aimed at improving the quality of education were assumed simply be a waste as long as these conditions were not fulfilled. However, in each of these countries observed there were extreme varieties of situations.

2.12 Educational Material Resources Management in Ethiopia

Compared to its significance scholars did not report enough researches on management of educational materials in Ethiopia. No researches have been done on the management and utilization of educational material resources in higher learning institutions in Ethiopia here before. However, there are some works on TVET schools financial and material resources management (Haileselassie, 1995) and on the availability and Use of instructional materials in primary schools in Tigray region (Amare, 1999). As a result, much cannot be said on the management practices of educational material resources in Ethiopian Higher learning institutions. However, the following features of school material resources management were reported in Ethiopia (Worku, 2007; Hailesellassie, 1995; Tafesse, 2007):

1. Attention is not being paid to existing school facilities and equipment. Most school facilities and equipment are exposed to theft, rain and dust.
2. Most schools lack adequate facilities like library, bookstores, workshops, laboratories, classrooms etc.

3. Most schools did not take regular inventories. They do not give report regarding the condition of their materials status.

4. Schools lack comprehensive directive and finance for maintenance and renewal.

5. Most schools do not have appropriate personnel dealing with the management of material resources.

6. Learning materials that enhance students' achievement, such as textbooks, are not properly handled.

Concerning the utilization of material resources, Tilahun (1999) reported that the more favorable the attitude towards teaching the better the performance in teaching materials utilization and the vice-versa. Furthermore, more favorable attitude is observed during the early years of teaching and it keeps on shifting to less favorable attitude gradually with the increase in experience. As the result, the less favorable attitude towards teaching demonstrated by the more experienced and the more qualified teachers has contributed to the low utilization of teaching materials.

Abraham (2001) on his part reported that the training status of teachers, teacher's attitude and commitment, financial and material support could foster or hinder the effective preparation and utilization of educational materials at school level.

The above research reports have been done on different regions of Ethiopia. Moreover, they indicated that there were problems in the management and utilization of educational material resources in the country. As a result, the teaching learning processes were affected by these activities.

Chapter Three

3. The Research Design and Methodology

3.1 Introduction

This chapter discusses the methodologies and methods of the study, sampling techniques, instruments and procedures of data collection, and methods of data analysis.

3.2 Methodologies and methods of the study

The main purpose of this study is to assess the Educational materials management and utilization in Bahir Dar University.

To serve this purpose, both the quantitative and qualitative research methodologies were employed. The combination of both research methodologies is important to eliminate or at least minimize the shortcomings of each other.

Bahir Dar University has been chosen as the research site because the researcher has better access to different information and better knowledge of the site that helps him to get rich and deep data to understand the issue under study well.

Among the various research methods, the descriptive survey method was found to be appropriate for this study. It is because this method enables to assess the educational materials management and utilization in the University and to identify the major problems with regard to the management and utilization of educational materials in BDU. It also helps to gather various kinds of data in relatively minimum resources. Best and Kahn (1989) have stated the appropriateness of this method to such kinds of study.

3.3 Sampling Techniques

Bahir Dar University has six faculties, 34 departments, 875 academic staff and 1366 supportive staff members and over 20 thousand students (MOE, 2007; BDU, 2005). There are 537 academic staff, 859 supportive staff in faculty of education, faculty law, faculty of medicine, and faculty of business and economics, 338 Academic staff, and 507 Supportive staff in faculty of engineering and faculty of agriculture(BDU, 2008).

This study is based on the first four faculties namely faculty of education, faculty of law, faculty of medicine and faculty of business and economics. The population in the study includes academic staffs and administrative/supportive staffs in Bahir Dar University. Hence, 15 percent of academic staff and 15 percent of supportive staff of the 4 faculties were taken as research participants. Every sixth staff members were taken as respondents by identifying their names randomly from payroll sheet of personnel in various departments/sections; this is a kind of systematic random sampling technique (Krejcie & Morgan, cited in Cohen, Manion, & Morrison, 2000). However, where the identified staff members were not either available for any cases for more than a week, or were not willing to fill in the questionnaire the existing staffs in that department were taken as respondents; this is a kind of convenient sampling technique.

3.4. Instruments and Procedure of Data Collection

While conducting this study, various data collecting instruments were used to collect primary and secondary data. Among these questionnaires, document analysis and interviews were employed for the study.

3.4.1. Questionnaire

Questionnaires were used as the data-gathering tool to obtain sufficient primary data. Open-ended and close-ended questions were prepared in English for faculty deans, vice deans,

department heads, instructors and laboratory technicians (see appendix-B) and in Amharic for Stores and Property Administration personnel, secretaries, registrar personnel, maintenance personnel and librarian so that the respondents could easily understand it (see appendix-A).

In order to make sure whether the questionnaires are free from vague and unclear items, the draft questionnaire were given to sixteen staff members which includes department heads, instructors, secretaries and stores/ Property Administration personnel in Bahir Dar University for comment. Some comments were included on improvement in the clarity of statements, grammatical and typographic errors, and interpretation of instructions. Finally, the University advisor also commented and approved them. After the comment of the advisor, improvements were made to make valid instrument. Then, the revised questionnaires were administered to ninety academic staff and one hundred forty supportive staff by assuming 10 percent non-responses rate for each group of respondents.

3.4.2. Document analysis

Besides the above instrument, reliable information were obtained from Bahir Dar University legislation, Bahir Dar University materials procurement guidelines, annual educational materials plans of departments and other relevant documents were referred.

3.4.3. Interviews

To supplement the information gathered through other instruments as well as for clearing of some unforeseen data, interview questions were prepared and face-to-face communication were made with six staff members which includes a dean, Property Administration head, a storekeeper, a senior instructor, a senior secretary, and library head (see the interview guides on appendix-C). The interviewees were selected based on their long years of services in BDU and their positions

related to materials management. Tape records to prevent loss of information were accompanying the interviews.

3.5. Methods of Data Analysis

Based on the nature of the basic questions, the data collected from the respondents were organized and statistical computation were made to assess the present educational materials management and utilization in Bahir Dar University by using SPSS 12.0.1 for windows.

For the analysis of the data, percentages were mainly employed. Besides, means, standard deviations and chi-square tests were used to observe statistically significant difference between the responses of academic staff and supportive staff in educational materials management and utilization in Bahir Dar University.

In this case, the existing differences were tested for statistical significance at α : 0.05 level in order to tolerate errors that come due to chance.

Chapter Four

Presentation and Analysis of Data

This Chapter deals with the presentation and analysis of the data collected from two groups of respondents through questionnaires, interviews as well as documents review. The first part of this chapter deals with the general background of respondents while the second section deals with the analysis of the findings of the study in relation to the basic research questions.

4.1 Characteristics of respondents

Two hundred thirty questionnaires were distributed to two groups of respondents. The first group include 90 academic staff which comprises deans, vice deans, department heads, instructors and laboratory technician. The second group of respondents includes 140 supportive staff, which comprises of secretaries, maintenance personnel, registrar personnel, librarian and stores/property administration personnel. Out of 140 questionnaires distributed to supportive staff 127, which is 90.71% were filled out and returned. However, four questionnaires from supportive staff were discarded because, they were incomplete and inappropriately filled out. Hence, 123 (87.86 %) of them are used for analysis. And out of the 90 questionnaires distributed to academic staff only 82, which is 91.11 % was properly filled out, returned and used for analysis. The two groups of respondents were examined in terms of their level of education, their experiences in utilizing educational materials in BDU is also reported. Besides, their knowledge and skills related to educational materials management activities has been analyzed. Therefore, the distribution would be regarded as unbiased, since respondents were drawn from diverse and appropriate posts. To give a complete picture about the characteristic of respondents and related analysis and interpretations, the data obtained are presented in Table 1 below.

Table 1: Characteristics of Respondents

Item 1: Respondents' Levels of education				
Respondents				
Academic Staff (N=82)			Supportive staff (N=123)	
Responses	N	%	N	%
Ph. D	2	2.44	-	-
MA/M Sc /M. Ed	50	60.98	-	-
BA/BSC/B. Ed	30	36.59	44	35.77
College diploma	-	-	59	47.97
Others	-	-	20	16.26
Total	82	100	123	100
Item 4: Year(s) of respondents' utilization of educational materials in Bahir Dar University				
Respondents				
Academic Staff (N=82)			Supportive staff (N=123)	
Responses	N	%	N	%
1-3years	32	39.02	54	43.90
4-7 years	29	35.37	34	27.64
8-11 years	16	19.51	27	21.95
Above 11 years	5	6.10	8	6.50
Total	82	100	123	100

As can be seen from Table 1, among the respondents of academic staff, the majority (60.98%) have masters' degree. While the majority of supportive staff respondents (47.97%) have college

diploma and 35.77% of supportive staff have bachelor degrees and the rest 16.26% have certificate and 12 grades completes. Regarding their experiences in utilization of educational materials in BDU, Table 1 reveals that, the majority (60.98%) of the respondents from academic staff have more than three years of experiences. Besides, the majority (56.10%) of supportive staff members have above three years of experiences in using educational material resources in BDU. It would be, therefore, possible to assume from these data, such relatively longer years of experience in utilizing educational materials would help them to understand better about the various issues raised by the researcher in relation to educational materials management and utilization process and related problems. Thus, it looks like that respondents involved in this study had sufficient knowledge and background experience needed to complete the questionnaires. The opinions and suggestions given by the respondents to the questions posed are based on rich experience and deep knowledge of the issues raised and solutions suggested could be dependable.

4.1.1 Training involving skills and knowledge of materials management

A question was posed to respondents whether they have any training involving skills and knowledge of materials management and utilization. The responses obtained are presented in Table 2.

Table 2: Training taken by respondents on materials management

Item 5: Do you have any training involving skills of materials management?				
Respondents				
Academic Staff (N=82)			Supportive staff (N=123)	
Responses	N	%	N	%
Yes	9	10.98	5	4.07
No	73	89.02	118	95.93
Total	82	100	123	100
Item 6: If your response is "yes" for item 5, how was the training program conducted?				
Respondents				
Academic Staff (N=82)			Supportive staff (N=123)	
Responses	N	%	N	%
seminar	-	-	1	0.83
workshop	-	-	-	-
conference	-	-	-	-
others	9	10.98	4	3.25
Total	9	10.98	5	4.08

The results obtained reveals the majority of respondents have not received a long term or short term training on materials management and utilization. However, as the responses from the open-ended question items indicated 10.98% of academic staff and 4.08% of supportive staff members have taken training involving skills and knowledge in materials management.

4.2 Policy guidelines to manage and utilize Educational materials in Bahir Dar University

Availability of policy guideline will help the proper management and wise utilization of educational materials. It also helps to control and take measures if there are any deviations from the established guidelines while utilizing the available materials. Having this understanding in mind, document reviews were made in the University whether the policy guide lines exists or not. As the researcher observed during his document review, in the University there was no pertinent policy guideline that helps to manage and utilize educational materials. However, according to the first interviewee (I1) the Property Administration main section of the University is on the way to develop policy guideline to help proper management and utilization of educational materials.

4.3 The current practice of Needs assessment for purchases of materials

The needs assessments and the specifications of the materials determine the qualities of the materials to be purchased and provided. The qualities of educational materials available in turn have an impact on the effectiveness of the teaching learning process. Having this fact in mind questions were posed to respondents and the responses obtained are reported as follows:

4.3.1 Involvements of users in materials needs assessment and preparation of specifications

Questions were posed to respondents to identify the levels of users' involvement in needs assessment and preparation of specifications of educational materials to be purchased for their departments. The responses obtained are shown in Table 3.

Table 3: Involvement of users in the purchasing process

Item 7.1: The involvement of users in needs assessment of materials to be Purchased						
Responses						
Respondents	Very high /High		Average		Low/ very low	
Staff	No	%	No	%	No	%
Academic	8	9.76	42	51.22	32	39.02
Supportive	28	22.76	52	42.30	43	34.96
Total	36	17.56	94	45.85	75	36.58
Item 7.2: The involvement of users in the preparation of specifications of materials to be purchased						
Responses						
Respondents	Very high /High		Average		Low/ very low	
Staff	No	%	No	%	No	%
Academic	26	31.70	27	32.93	29	35.36
Supportive	43	34.96	46	37.40	34	27.64
Total	69	33.66	73	35.61	63	30.73

Table 3 reveals that 51.22% of respondents from academic staff reported the involvement of users in needs assessment of educational materials to be purchased is average while 39.02 % reported as low / very low. Among respondents of supportive staff the involvement of users are above average (22.76%) and average (42.30%) and below average (34.96%).

In addition to the involvement of users in needs assessment, respondents from both staff were also requested to give their opinions on the involvement of users in the preparation of technical specifications for educational materials to be purchased. Table 3 shows that 31.7% and 34.96% of respondents from academic and supportive staff respectively reported as above average. While 32.93% and 37.40% of academic and supportive staff respectively reported as average besides 35.37% and 27.64% of academic and supportive staff respectively reported that, the involvement of users in the preparation of technical specification for educational materials to be purchased in BDU is below average.

Moreover, from the interview data, in most cases, technical specifications used to purchase educational materials have been prepared by repeating previously purchased items by coping from manuals. The involvement of users in preparing specifications is very high for the purchases of laboratory chemicals. However, it is very low for the purchases of other educational materials and furniture. It is reported that, next to the purchases of chemicals, there are good attempts to collect specifications for the purchase of different books. Nevertheless, according to the second interviewee (I₂) the main problem for purchasing different books is that the catalogues sent by the main library to departments. The library officers do not give the chance for instructors to write the kinds of books they need. Rather instructors are allowed to choose from the list in the catalogue. Besides, the interviewee emphasized that instructors do not specify the books they need on time and they do not give proper attention for the activity. As a result, books are purchased without proper specifications made by professional users. He added that in most cases for purchasing other educational materials, the specifications prepared by users are not properly taken in to account. Even in cases where materials needs assessments are made from users, different materials are purchased and provided other than the requested. He summarized the major problems in preparing materials specifications as:

- 1. There are shortages of professionals who have the knowledge on preparing the specifications of some educational materials to be purchased.
- 2. The, existing professionals are busy of other activities so that they are not willing to give advice on the preparation of materials specifications.
- 3. In most cases users ask the University to buy best quality and large amounts of educational materials. However, their needs for materials will be considered based on the budget allotted for their departments. As a result, there is a mismatch between their materials needs and the budget allocated. Finally, he added that the needs assessments made from users are used as a starting point and reconciled by the budget allotted for their departments.

According to the first interviewee (I₁), on the other hand, there are forms that are distributed to users by purchasing main section. On these forms (see Appendix D), users submit their educational materials needs and their specifications. He added that, in most cases, these identified needs and specifications are not shown on purchased educational materials. Since the needs assessments and specifications prepared by users are not taken in to actions, the activities are not given proper emphasis. However, they might be taken as a starting point to purchase educational materials.

Thus, from the responses given it implied that the involvement of users in needs assessments and preparation of technical specifications are not satisfactorily implemented in the University.

4.3.2 The support of academic staff and the effort of the University to develop standard document containing the types, qualities and quantities of materials

The presence of standard document, which contains the types, qualities and quantities of educational materials for every faculty, is necessary. This practice is helpful in avoiding the problem that may arise due to lack of expertise in the preparation of educational materials specifications and where professionals in the area do not give training and supports for those

involved in these activities. With these views, respondents were asked about the support given by professional academic staff in the form of training and use of ICT and the efforts of the University to develop standard document containing the types and amounts of educational materials needed for every faculty. The responses obtained are presented in Table 4.

Table 4: The effort of the University and the support given by professional academic staff

Item 7.4: The effort of the University to develop standard document, which contains the types, qualities and quantities of educational materials for every faculty						
Responses						
Respondents	Very high /High		Average		Low/ very low	
Staff	No	%	No	%	No	%
Academic	15	18.29	21	25.61	46	56.10
Supportive	38	30.89	35	28.46	50	40.65
Total	53	25.85	56	27.32	96	46.83
Item 7.3: The support given by professional academic staff to those involved in preparing specifications of educational materials						
Responses						
Respondents	Very high /High		Average		Low/ very low	
Staff	No	%	No	%	No	%
Academic	10	12.20	16	19.51	56	68.29
Supportive	20	16.26	20	16.26	83	67.48
Total	30	14.63	36	17.56	139	67.80

Inspection of Table 4 indicates that 56.10 % of academic staff and 40.65% of supportive staff members, confirmed that the efforts made by the University to develop standard document containing the types, qualities and amounts of educational materials needed for every faculty is, below average. The rest of them, 18.29% of respondents from academic staff and 30.89 % of the respondents from supportive staff reported that the effort being made is above average.

From the responses obtained, it appears that the efforts made by the University to develop the standard document containing the types, qualities and amounts of educational materials needed for every faculty is below satisfactory.

In addition, respondents were also asked about the extent of support given by professional academic staff to those involved in educational materials specification in the form of training and use of ICT. Thus, as seen in Table 4, among academic staff respondents only 12.20% of them responded as the support given is above average. While 16.26% of supportive staff respondents replied as the support the professional academic staff provide in the form of training and use of ICT in educational materials specification is above average. The large majority of respondents (68.29%) of academic staff and (67.48%) of supportive staff replied as the support given is below average.

- ✓ From the responses obtained it appears that the support given by professional academic staff to those involved in the preparation of educational materials specifications in the form of training and use of ICT is not satisfactory in BDU.

4.3.3 Preparation of Educational materials specifications

The capacity of preparing materials specifications in clearly specifying the required educational materials to be purchased determines the quality and their suitability for the desired purposes. Failure in this regard has negative impact on the purchases of the desired educational materials. With this understanding, question was posed to investigate whether specifications are

made by professionals/users at the department level or not and the responsible body for this activity. The responses obtained are shown in table 5.

Table 5: Responsibilities in preparing educational materials specification

Item 8: Does your department prepare specifications for educational materials to be purchased?				
Respondents				
Academic Staff (N=82)			Supportive staff (N=123)	
Responses	N	%	N	%
Yes	37	45.12	51	41.46
No	21	25.61	40	32.52
I don't know	24	29.27	32	26.02
Item 9: If your response for item number 8 is "yes", Who is responsible for the activities?				
Respondents				
Academic Staff (N=82)			Supportive staff (N=123)	
Responses	N	%	N	%
Department heads	16	43.24	12	23.53
Deans	2	5.41	-	-
Instructors	7	18.92	6	11.76
Technical committee	8	21.62	19	37.25
Others	4	10.81	14	27.45
χ^2 (0.03, 4) = 10.73				

Table 5 shows that, most of the respondents (45.12%) of academic staff and (41.46%) of supportive staff confirmed that their departments prepare specifications for educational materials to be purchased. On the other hand, 25.61% of academic staff and 32.52% of supportive staff respectively reported that their departments do not prepare educational materials specifications.

As can be seen on Table 5, respondents were also asked the responsible body for the preparation of educational materials specifications. The result obtained is that the majority of academic staff (43.24%) replied department heads are responsible for the activity. Whereas, the majority of supportive staff (37.25%) reported that technical committees are responsible for the preparation of educational materials specifications.

The chi-square test result also shows that there are significant differences between the responses of the two groups at 0.05 significant levels on identifying the responsible bodies for the preparation of educational materials specifications.

According to the data obtained from open-ended items and interviews, for the purchases of laboratory chemicals the specifications are made by instructors of the department. However, for the purchases of other educational materials specifications are not made at the department levels. In some cases where specifications are made such as for bulk purchases of computers and other educational materials, technical committee in the University prepares specifications.

Thus, based on the data obtained the preparation of specifications and the responsibility for the activity varies from one educational material to the other based on the characteristics and the quantity of educational materials to be purchased.

4.3.4 Appropriateness of purchases for the teaching learning process

Questions were posed to respondents to assess the appropriateness of the purchases made for the teaching learning process of the University. The results obtained are shown in Table 6.

Table 6: Appropriateness of purchases made for the teaching learning process

Item 10: Do you believe that the purchases made by your University are appropriate to the needs for teaching learning process?				
Respondents				
Academic Staff (N=82)			Supportive staff (N=123)	
Responses	N	%	N	%
Surely, Yes	13	15.85	41	33.33
Partially, Yes	51	62.20	37	30.08
No	11	13.41	20	16.26
I don't know	7	8.54	25	20.33
χ^2 (0.01, 3) = 22.17				

As depicted in Table 6, 15.85% of academic staff and the majority of supportive staff (33.33%) agree that the purchases made are appropriate for the teaching learning process. On the other hand, the majority (62.20%) of academic staff and a significant number of supportive staff (30.08%) agreed that the purchases made are partially appropriate for the teaching learning process of the University.

The chi-square test result shows that there is a significant difference between the responses of the two groups on the appropriateness of purchases made for the teaching learning process in the University at 0.05 significant levels.

Moreover, the data collected through interview also shown that, the purchasing procedures followed by the University entail long process. Educational materials requested this year might be provided after one or two years. The second interviewee emphasized, "*Purchasing should be*

made based on the philosophy of 'payment with performance assurance in terms of quality' but in this University much emphasis is given for less priced educational materials than their performance qualities. As a result materials purchased may be damaged after two or three months of services."

He added, "In most cases, for purchases of educational materials, organizations involved on the auction/ tender are very small in number. The specifications they have are very limited as the competitions are made in Bahir Dar, not at national level in most cases. This results in less quality educational materials that are not fully appropriate for the teaching learning process."

4.3.5 The effects of purchases made on the teaching learning process

A question was posed to respondents on the extent to which inappropriate purchasing activities affect the teaching learning process of the University. The responses obtained are shown in Table 7.

Table 7: The effects of purchases made on the teaching learning process

Item 11: If your response is, "partially yes" or "no" for item 10, to what extent is the teaching learning process negatively affected?				
Respondents				
Academic Staff (N=82)			Supportive staff (N=123)	
Responses	N	%	N	%
Highly	28	45.16	19	33.33
Moderately	25	40.32	13	22.81
Not much	9	14.52	10	17.54
I don't know	-	-	15	26.32
Total	62	100	57	100
$\chi^2 (0.01, 3) = 20.39$				

Table 7 shows that the majority (45.16%) of academic staff and (33.33%) of supportive staff of who reported the second and third responses of item 10 in Table 6 reported that the teaching learning process was highly affected by the inappropriate purchasing activities. While 40.32% of academic staff and 22.81% of supportive staff said that, the activity moderately affected the teaching learning process.

The chi-square test indicates that there is a significant difference between academic staff and supportive staff respondents on the effect of inappropriate purchasing activities on the teaching learning process at 0.05 significant level.

Therefore, from the responses obtained in Table 7, it appears that because of inappropriate purchasing activities of the University the teaching learning process was highly affected.

4.4 Opinions of respondents on the planning process of educational materials

With the intention of discovering whether there are problems in planning of educational materials to be purchased, respondents were asked to give their opinions whether purchasing activities are properly planned and users of the materials are involved in the planning process or not. The responses obtained to these issues are depicted in Table 8.

Table 8: The extent of planning process and the involvement of users

Item 12.1: The extent to which educational materials are well planned based on relevant information taking in to account the time they are needed						
Responses						
Respondents	Very high /High		Average		Low/ very low	
Staff	No	%	No	%	No	%
Academic	22	26.83	35	42.68	25	30.49
Supportive	41	33.33	33	26.83	49	39.84
Total	63	30.73	68	33.17	74	36.10
Item 12.2: The involvement of users in the planning process of educational materials						
Responses						
Respondents	Very high /High		Average		Low/ very low	
Staff	No	%	No	%	No	%
Academic	24	29.27	22	26.83	36	43.90
Supportive	40	32.52	37	30.08	46	37.40
Total	64	31.22	59	28.78	82	40.00

Table 8 shows for the question posed to respondents on the extent to which educational materials are well planned based on relevant information about educational materials to be purchased taking in to account the time they are needed, the majority of academic staff reported as average (42.68%) and significant number of them reported as below average (30.49%).

However, the majority of supportive staff (39.84%) reported that the extents to which educational materials are well planned taking in to account the time they are needed are low/very low.

Thus, it is possible to say that the extents to which educational materials are well planned taking in to account the time they are needed are more or less unsatisfactory.

Respondents were also asked to give their opinion on the involvement of users in the planning of educational materials to be purchased. Table 8 reveals that the involvement of users in the planning of educational materials to be purchased is considered to be below average by the majority (43.90%) of academic staff and (37.40%) of supportive staff respondents.

According to the interview data obtained, before the purchases are made, forms on which users' requirements of educational materials written on are distributed by purchasing main section of the University. On these forms (see appendix D), each user will request the types, quantities and qualities of educational materials they need. These forms are compiled at each faculty and sent to the purchasing main section. The interviewees reported that there are attempts made by the University to have an involvement of users on the planning of educational materials to be purchased. However, in actual activities, users' needs are not given proper emphasis. The forms are filled in by the department heads and sent to their faculties. Even department heads do not strictly work on the planning of educational materials to be purchased. The third interviewee also reported, "In most cases, the educational materials planning made by previous department heads are duplicated every year, there is no department head in BDU that plans by him/her self without making great dependence on the plans previously made."

As it has been discussed in chapter two of this paper, the planning process should be made based on relevant information and previous experiences through the system. While doing so the planners identify the failure of the previous activities and take measure to solve the problems for the future planning activities. However, it seems that this is not the case in the planning process

in BDU. Thus, it looks like that there is no satisfactory involvement of users in educational materials planning process in the University.

4.4.1 Satisfaction of staffs on the planning process of educational materials

Respondents were asked about the extents to which the current planning process of educational materials satisfying the demands of various faculties and departments. The responses obtained are presented in table 9.

Table 9: Satisfaction of staffs on the planning of educational materials

Item 12.5: The extent to which the current planning process of educational materials satisfying the demands of various faculties / departments						
Responses						
Respondents	Very high /High		Average		Low/ very low	
Staff	No	%	No	%	No	%
Academic	16	19.51	21	25.61	45	54.88
Supportive	43	34.96	27	21.95	53	43.09
Total	59	28.78	48	23.41	98	47.80

Table 9 shows that, the majority of respondents (54.88%) of academic staff and (43.09%) of supportive staff reported that the current planning process of educational materials in satisfying the demands of various faculties and department are below average.

According to the data obtained from open-ended items and interviews even if department heads might make satisfactory planning, due to long purchasing procedures followed, educational materials are not provided on the right time. They stated that faculties correct the educational materials plans made by department heads. The adjustments made by faculties are again corrected and allowed for action by higher officials of the University. This takes long period to

provide the planned educational materials to the requesting departments. The third interviewee stated that this might be the cause for department heads to duplicate the previously made educational materials plans.

Therefore, from the data obtained it seems that the extent to which the current planning process of educational materials in satisfying the demands of faculties and departments is below satisfactory.

4.4.2 Opinions of respondents on educational materials plans

Respondents were asked the most appropriate body they think for the preparation of educational materials plan. The results obtained are depicted in Table 10.

Table 10: Opinions of Respondents about the responsibility for planning

Item 13: Which of the following do you think is the most appropriate body for the preparation of educational materials plan?				
Respondents				
Academic Staff			Supportive staff	
Responses	N	%	N	%
Department heads	13	15.85	41	33.33
Each users/Instructors	34	41.46	40	32.52
Dept. counsel members	12	14.63	20	16.26
Academic commission members	10	12.20	14	11.38
Others	5	6.10	24	19.51
Total	82	100	123	100

As reported by the large number of academic staff (41.46%) and significant number of supportive staff (32.52%) respondent, it would be the most appropriate, if each users / instructors

123
82
205

make educational materials plan. Besides, 15.85% of academic staff and the majority (33.33%) of supportive staff members respectively suggested department heads for the activity.

On the open-ended item respondents reported that educational materials plan should be prepared by every body that uses the materials and compiled by department or section heads. They reported that in BDU there are attempts to make each user to prepare their educational materials plan. However, the activity is not strictly followed and educational materials purchased and provided are mostly different from those planned. They reported that purchases are made by repeating previously purchased items by referring to the past purchase documents.

4.4.3 The achievement of planning, the follow up and controlling mechanism set by

Bahir Dar University

To achieve the objectives set, there should be the match between what are planned and achieved. To help the attainment of what are planned the follow up and controlling mechanism may be necessary. With this understanding, questions were posed to respondents to obtain the activities of BDU concerning these issues. The results obtained are reported in Table 11.

Table 11: The achievement of planning and the controlling mechanism set

Item 12.3: The match between what are planned and purchased/ provided in terms of time						
Responses						
Respondents	Very high /High		Average		Low/ very low	
Staff	No	%	No	%	No	%
Academic	16	19.51	22	26.83	44	53.66
Supportive	22	17.89	33	26.83	68	55.28
Total	38	18.53	55	26.83	112	54.63
Item 12.4: The follow up and controlling mechanism set by the University						
Responses						
Respondents	Very high /High		Average		Low/ very low	
Staff	No	%	No	%	No	%
Academic	20	24.39	23	28.05	25	30.49
Supportive	54	43.90	29	23.58	20	16.26
Total	74	36.10	52	25.37	45	21.95

As depicted in Table 11, the majority of respondents (53.66%) of academic staff and (55.28%) of supportive staff reported that the match between educational materials that are planned and that are achieved are below average.

The interviewees shared that sometimes-educational materials that are not requested are provided. As a result, the materials occupy spaces in storerooms for long period. On the other hand, there are shortages of educational materials for the teaching learning process. For instance,

the sixth interviewee reported that during 2007/8 academic year first semester, there were great problem faced due to non-availability of books according to the plans in law faculty. He explained that the exams were open books but books were not provided as planned. As a result, he reported that they faced great problems. Similarly, an interviewee from FBE reported that there was course dropped for non-availability of planned educational materials for the above stated semester and academic year. Thus, from the responses obtained it appears that there is a mismatch between educational materials that are planned and purchased/ presented on time.

➤ A question was posed to respondents to investigate the follow-up and controlling mechanism set by the University to check that suppliers are performing as per their agreements. Table 11 reveals that the majority of academic staff reported as average (28.05%) and below average (30.49%). While the majority of supportive staff reported as above average (43.90%) and average (23.58%) for the activity. Where as 17.07% of academic staff and 16.26% of supportive staff reported as they do not know the mechanism set by the University to control.

In line with this, according to the interviewees, the mechanism used by the University to check the qualities of materials provided is by assigning committee. The committee checks the qualities of two or three sample educational materials. Whereas, the third interviewee claimed that the assigned committee members are not qualified persons in the area. Since the quality check up is made on two or three items, the other educational materials may not be as the requested qualities. She emphasized, "These activities have no meaning for me and the results are shown on many materials that are failed after two or three months of services." However, the idea of the fourth interviewee is different from this. He reported that assigned professional committee members in the area make the quality checking. He added that, educational materials are provided based on the specifications previously made. If there are deviations from the specifications made, the University will not accept the materials provided by the suppliers. He

also reported that while educational materials provided, the representatives of the requesting department should be there to check the educational materials qualities. Nevertheless, he agreed with the third interviewee's idea that the quality checking is made on two or three sample educational materials.

Thus, from the data obtained, the academic staff and the supportive staff respondents have somehow different perceptions on the issue. Moreover, the representativeness of the sampled and checked educational materials provided are not satisfactory.

4.5 Effectiveness of educational materials management activities

Respondents' levels of agreement on effectiveness of educational materials management activities such as needs assessment, planning, purchasing, storage/ handling, utilization, control and disposition were assessed and the responses obtained are reported as follows:

4.5.1 Effectiveness of Needs assessment, planning, purchasing and storage/handling

The opinions of respondents were investigated on the effectiveness of educational materials pre distribution activities in BDU. The results obtained are shown in Table 12.

Table 12: Effectiveness of needs assessment, planning, purchasing and storage/handling

Item No.	Managerial function	Staff	High		Moderate		Low		
			No	%	No	%	No	%	
14.1	Needs assessment	Academic	13	15.85	28	34.15	41	50.00	4.04
		Supportive	34	27.64	39	31.71	50	40.65	
		Total	47	22.90	67	32.70	91	44.40	
14.2	Planning	Academic	21	25.61	37	45.12	24	29.27	1.36
		Supportive	40	32.52	47	38.21	36	29.27	
		Total	61	29.76	84	40.78	60	29.27	
14.3	Purchasing	Academic	18	21.95	24	29.27	40	48.78	1.61
		Supportive	31	25.20	43	34.96	49	39.84	
		Total	49	23.90	67	32.70	89	43.40	
14.4	Storage or handling	Academic	13	15.85	31	37.80	38	46.34	6.56
		Supportive	37	30.08	46	37.40	40	32.52	
		Total	50	24.40	77	37.60	78	38.00	

Table 12 depicted the opinions of respondents on the effectiveness of educational materials management activities in the University before the materials are distributed to users. The majority of academic staff (50%) and supportive staff (40.65%) reported that the effectiveness of educational materials needs assessment made is low.

The majority of respondents (45.12%) of academic staff and (38.21%) of supportive staff reported that the effectiveness of planning activities in BDU is moderate.

According to the interview data obtained, after three years planning have been made by users. Their plans would be taken in to action based on the budget allocated for their departments. Plans would be taken in to action either at the faculty level or at the University level based on the amount of budget needed to purchase the planned educational materials. For instance, bulk purchases of computers, printers and other machineries are made at the University level. There distributions are announced by the Property administration main section of the University to faculties. The faculties announced and distributed the educational materials to departments based on the number of staff in each department. The first interviewee concluded that the planning activities are effective in Bahir Dar University.

However, other interviewees stated that sometimes educational materials are purchased without the knowledge of with whom they are planned and requested. Hence, these educational materials occupy spaces in storerooms unnecessarily. Moreover, educational materials purchased are damaged and put aside on the corridors of the buildings, in offices and laboratory rooms after short months of services. These show the ineffectiveness of planning good quality and durable educational materials.

The third interviewee reported, *"Plans prepared are not taken in to action. Planning is said effective only if achievements are in accordance with the plans prepared. Nevertheless, in BDU the planned educational materials are provided after the activities for which the materials requested are completed. Sometimes unnecessary purchases are made. For instance, the beds that are damped on the field and damaged by sunlight and rain are due to inappropriate planning and purchasing made. (Many beds were accumulated on the field around the storeroom at the time of interview). She concluded, " Since the purchases made are not in accordance with the plans prepared, department heads are not motivated to critically prepare educational materials plan. Hence, it is difficult to say the planning activity of the University is effective."*

Most interviewees share that most plans submitted at the time of requests are the duplication of previous works. However, according to the responses obtained from questionnaires and some interviewees it looks like that the effectiveness of planning activities in BDU is moderate.

As it has been discussed in chapter two of this paper, purchasing is one of the major activities of materials management. With this understanding, a question was posed to respondents on the effectiveness of purchasing activity in the University. Table 12 item (14.3) shows that the majority of academic staff (48.78%) and supportive staff (39.84%) reported that the effectiveness of purchasing is low. While, the significant number of academic staff (29.27%) and supportive staff (34.96%) rated as moderate. On the open-ended item respondents reported that the attempts made to increase the participation of professionals/ users on educational materials plans and needs assessments made are highly jeopardized by ineffective purchasing. The educational materials requested this year might be provided after two or more years for the requesting departments. From the responses given for the above two items, the effectiveness of educational materials needs assessments made and the purchasing activities in BDU are not satisfactory. It is reported that, the purchasing procedures take long period and it entails long bureaucracy.

The opinions of respondents were also obtained on the effectiveness of educational materials storage/ handling in the University. As Table 12 shows, the effectiveness of storage/handling activity is rated moderate by 37.80 % and 37.40% of academic staff and supportive staff respondents respectively. While 46.30% of academic staff and 32.52% of supportive staff rated the effectiveness of storage/ handling activity as low.

Thus from the responses obtained the effectiveness of educational materials storage / handling is low according to academic staff respondents and moderate according to supportive staff respondents.

The chi-square tests were employed and the results obtained indicated that there are no significant differences between the responses of the two groups for items 14.1, 14.2 and 14.3. However, there is a significant difference between the responses of the two groups for item 14.4 at 0.05 significant levels about the effectiveness of storage/ handling activities.

The first interviewee reported that, materials storage/ handling could be seen in two ways:

- 1.Storage of educational materials in storerooms and
- 2. Handling of educational materials distributed to users

The problems in the first category are shortage of storage facilities, narrowness of storerooms, and shortage of store personnel. There are not enough number and qualified personnel in storerooms. The problems observed in the second category are when modern educational materials are purchased and given to some staff members, those who have the old model educational materials deliberately damage and requests for new models. Besides, the numbers of chairs in classrooms are not proportionate with the number of students that learn in a class. Thus, students carry chairs from one classroom to the other. They run and compete to have chairs. These greatly hurt the durability of chairs, doors and windows in classrooms. The classrooms are not locked so that students take out chairs and leave them outside the classroom. Generally, interviewees agree that the effectiveness of educational materials storage/ handling in BDU is below satisfactory.

4.5.2 Effectiveness of educational materials utilization, control and disposition

The utilization, control and disposition of unused materials are the materials management activities performed after the materials are distributed to users. As discussed in chapter two of this paper, these activities effectiveness will greatly reduce costs on materials and helps to attain the intended objectives. With this understanding, questions were posed to respondents to gather

their opinions on the effectiveness of these activities in BDU. The results obtained are reported in Table 13.

Table 13: Effectiveness of educational materials utilization, control and disposition

Item No	Managerial function	Staff	High		Moderate		Low	
			No	%	No	%	No	%
14.5	Utilization	Academic	13	15.85	29	35.37	40	48.78
		Supportive	34	27.64	40	32.52	49	39.84
		Total	47	22.90	69	33.70	89	43.40
14.6	Control	Academic	11	13.41	21	25.61	50	60.98
		Supportive	26	21.14	47	38.21	50	40.65
		Total	37	18.00	68	33.20	100	48.80
14.7	Disposition	Academic	8	9.76	25	30.49	49	59.76
		Supportive	23	18.70	39	31.71	61	49.59
		Total	31	15.10	64	31.20	110	53.20

Observation of Table 13 item (14.5) reveals that the majority of academic staff (48.78%) and supportive staff (39.84%) reported that the effectiveness of educational materials utilization in BDU is low.

According to the interviewees, in most cases students take chairs out of classroom, they used and leave them out in the field. Most staff members saw but did not take measure on that. The staff members did not follow up and made students to return chairs they took out of classrooms. Most instructors misuse papers and other educational materials. They duplicate exam sheets and handouts above the required amounts. Moreover, these excess amounts are burned after some periods. Besides, they duplicate on one-side of the papers while it is possible to use both sides. In

addition, there are cases where lights are on through out the night in offices of staff with out any usage. The second and the fourth interviewees explained the inefficiency of educational materials utilization in BDU by taking computers utilization as an example. They elaborated that computers are not used for research purposes. They are used only for secretarial services. In most staff offices, computers are used for listening music and playing games. They expressed that almost all staff members have computers. This is good attempt of the University to provide staff members with the required educational materials. However, since they are not properly utilized for research and other educational purposes it could be considered as wastage of resources. In almost all departments of the University, instructors write handouts and exam questions by themselves. The secretaries of the departments are not occupied by the tasks of the departments. Hence, they write assignments and senior essays of the students. It means secretaries generate their own income by using the University's educational materials such as computers, papers, toners and printers.

Thus, from the responses obtained it appears that the educational materials are not effectively utilized in BDU to attain their intended objectives.

Table 13 also reveals that the majority of academic staff (60.98%) and supportive staff (40.65%) reported the effectiveness of controlling educational materials in BDU is low. The ineffectiveness of this activity might contribute to the above stated problems on the utilization of the available educational materials.

As discussed in chapter two of this paper, there are mechanisms to dispose unused educational materials. Their proper disposition might have financial and psychological advantages. With this understanding, questions were posed to respondents on the effectiveness of unused educational materials disposition in BDU. The result obtained is reported in Table 13. The majority of

academic staff (59.76%) and supportive staff (49.59%) reported that the effectiveness of disposal activity is low.

According to the data obtained from open-ended items and interviews, respondents stated that the disposition problem is nation wide problem not of that of only BDU. The interviewees reported that it is the higher officials of the University that make the determination for disposition. They establish the committee and delegate the responsibilities to dispose unused educational materials to the disposition committee. Thus, each department faced a great problem for ineffectiveness of this activity. One can observe many unused educational materials in the staff offices, on the corridors of the buildings, around storerooms and in laboratory rooms. There are unused trucks/cars that are neither maintained nor disposed for about 5 or 6 years in the University. There are dalliances on the determination to dispose unused educational materials. Due to the narrowness of the storerooms, any unused educational materials are not returned to stores. That is why they are accumulated on the corridors, fields, laboratory rooms and other places in the University. Interviewees reported that there are problems of offices for instructors. One room is used for three or four instructors as offices. In addition, unused educational materials are not returned to stores or appropriately disposed. They are accumulated in the offices of instructors. These leads to:

→1. Instructors do not get good working and advising environment

→2. Since these unused educational materials are taken out of stores by their names instructors are responsible for these unused materials at the time they need clearance. Thus, it has negative impact on the activities of the staff members.

The fifth interviewee stated, *"If these unused educational materials are returned to stores, it has the following advantages: 1. Offices are used as good working and advising areas rather than becoming storage of unused educational materials. 2. If these unused educational materials*

are put together, the concerned officials will think over to either maintain or properly dispose them".

Respondents also reported on the open-ended items that there are educational materials that are in storerooms beginning from when the University as a college was first opened. The University did not use these materials. However, they reported that the materials might be important for primary schools and other maintenance departments.

They also stated that due to the small size of the existing storerooms, educational materials that are taken out could not be returned. If staffs leave the University, the remaining staff members in that department must receive educational materials from him/her. Hence, surplus educational materials may also narrowed the offices of instructors.

From the responses obtained, it seems that the effectiveness of unused educational materials disposition in BDU is not satisfactory.

4.6 Availability of the required educational materials in BDU

Instructors need educational materials to deliver a given course. The adequacy of the types and amounts of educational materials required may be subjective. It depends on the nature of the courses and the instructors' personal style of conducting the teaching learning process. With this understanding, question was posed for instructors on the adequacy of the types and amounts of educational materials provided for them by their faculties and departments. The results obtained are reported in Table 14.

Table 14: Adequacy of the types and amounts of educational materials provided to instructors

Statement		Yes		No	
Item 15: Do your department/ faculty provided you with adequate types and amounts of educational materials needed to teach your course properly (for teaching staff only)		No	%	No	%
		30	36.59	52	63.41
Item 16: If your response is "No", for item 15, to what extent is the teaching learning process negatively affected?					
Responses		No		%	
Highly		25		48.08	
Moderately		19		36.54	
Not much		8		15.38	
Not affected at all		-		-	
Total		52		100	

Table 14 reveals the majority of academic staff (63.41%) reported that there were no adequate types and amounts of educational materials in BDU to teach their courses.

Table 14, also shows that the majority (48.08%) of academic staff reported that the absence of adequate types and amounts of educational materials highly affects the teaching learning process. Moreover, a significant number (36.54%) of academic staff reported that absence of adequate types and amounts of educational materials moderately affects the teaching learning process.

4.6.1 Levels of Existence of some educational materials in Bahir Dar University

Respondents were asked to rate the levels of existences of ten selected educational materials. The results obtained are reported in Table 15.

Table 15: Levels of adequacy of 10 selected educational materials in BDU

Respondents Groups					
Academic staff (N=82)				Supportive staff(N=123)	
Item No	Items	Mean	SD	Mean	SD
17.1	Instructors offices	1.95	0.63	2.02	0.91
17.2	Reference materials	2.06	0.71	2.63	1.30
17.3	Over head projectors	2.82	0.72	2.98	0.97
17.4	LCDs	2.78	0.77	3.07	0.96
17.5	Stationery materials	1.50	0.65	1.49	0.91
17.6	Computers	1.35	0.48	1.48	0.90
17.7	Internet services	2.50	0.88	2.50	0.56
17.8	Shelves	1.77	0.71	2.03	0.79
17.9	Water supply	2.05	0.77	1.94	0.76
17.10	Toilets	1.96	0.78	1.95	0.79

Mean Ratings: 0.05-1.50= adequately Exist 1.51-2.50= scarcely exist

2.51-3.50= Not exist at all 3.51-4.50= I don't know

Inspection of Table 15 reveals that when the cumulative weighted mean is seen the academic staff respondents have rated adequately exist for items 17.5 and 17.6 with mean values of 1.50 and 1.35 respectively.

For items 17.1, 17.2, 17.7, 17.8, 17.9 and 17.10 they have rated as scarcely exist with means values of 1.95, 2.06, 2.50, 1.77, 2.05 and 1.96 respectively. Besides, they rated items 17.3 and 17.4 as not exist at all with mean values of 2.82 and 2.78 respectively. In case of supportive staff respondents, items 17.1, 17.5, 17.6, 17.7, 17.8, 17.9 and 17.10 are rated as scarcely exist

with mean values of 2.02, 1.65, 1.65, 2.50, 2.93, 1.94 and 1.95 respectively. While items 17.2, 17.3 and 17.4 are rated as not exist at all with mean values of 2.63, 2.98 and 3.07 respectively.

From the interviews made, it is observed that from the four faculties sample respondents, the faculty of education is relatively well equipped with the necessary educational materials than the rest faculties. In this case, most of the faculty of education staff respondents is expected to respond positively as there are relatively adequate types and amounts of educational materials available in their respective departments. However, according to the data obtained, even if there are variations with in faculties, shortage of educational materials in the University is the major problem. This is confirmed in the data presented in Table 15 above. In this case, both academic staff and supportive staff rated only two materials (stationery materials and computers) as adequately exist from the given 10 materials. On the other hand, the remaining educational materials are either inadequate or not totally exist.

The fifth interviewee reported, *"In most cases, when new faculties and departments are opened attention are given for classroom blocks and dormitories. Offices of the staff particularly for academic staffs are not given proper emphasis. As a result, offices of most instructors for newly opened faculties and departments are their bags. There are many departments where instructors sit in turn. In departments where it is said 'instructors have adequate offices,' one office is shared with three or four instructors. In a room where there are three or four instructors, chairs, tables and computers assume how it is comfortable to properly advice students."*

Hence, she added that even if there are excess educational materials such as chairs, tables, shelves, and computers, since instructors do not have offices they could not take these materials from stores. She emphasized, "Some educational materials are adequately exists but they have quality problems. For instance, blackboards in some classrooms of the University cannot be used at primary schools let alone at the University level."

The second interviewee also reported that presently internet is one of the best information sources to facilitate the teaching learning process through out the world. However, in BDU the said existing internet service is through “dial up connection”. Hence, it is too slow, so that instructors, students and supportive staff members could not get up-to-date information. Most interviewees share that, in most newly opened faculties and departments there are no textbooks and reference materials. As a result, most instructors use their previous exercise books and hand outs to conduct the teaching learning process. The second and sixth interviewee added, “For courses where reference materials exist in the library they are either too old /out dated or they are not proportionate with the number of users.” Thus, most interviewees emphasized that these problems might affect the quality of education in Bahir Dar University.

Therefore, from the data obtained, it seems that there are no adequate types and amounts of educational materials to properly conduct the teaching learning process in Bahir Dar University.

4.7 Store operations of educational materials

As discussed in chapter two of this paper, store operations is one of the major activities in materials management. Its effective operation can enhance the smooth flow of educational materials to users. Hence, it could help the staff members in attaining the stated educational objectives. This is because of the fact that, each provision of educational materials in the University is to help in attaining the educational goals and objectives. With this understanding, questions were posed to respondents on storage of educational materials, the supply of educational materials to users and the crosscheck of qualities of returned educational materials. The responses obtained are reported as follows:

4.7.1 Storage of educational materials

A question was posed to respondents on the storage of educational materials in Bahir Dar University. The responses obtained are reported in Table 16.

Table 16: Store operations of educational materials in BDU

Item 18: Are educational materials in storerooms properly recorded and handled?				
Respondents				
Academic Staff			Supportive staff	
Responses	N	%	N	%
Yes	33	40.24	47	38.21
No	26	31.71	41	33.33
I don't know	23	28.05	35	28.46
Total	82	100	123	100
2.2 (0.95, 2) = 0.10				

Table 16 reveals the majority of academic staff (40.24%) and supportive staff (38.21%) reported that educational materials in storerooms are properly recorded and handled. However, according to the responses of some interviewees a significant number of educational materials distributed to users are not properly identified and coded. Thus, codifications of educational materials are not complete. The sixth interviewee reported that at the time when BDU as a college was under Addis Ababa University, all educational materials were properly identified and coded. However, he reported that currently this is not the case. As the result, the users or the University could not properly identify its educational materials in case they are lost or misplaced.

From the responses obtained, it appears that educational materials are properly recorded and handled in storerooms. However, some educational materials given to users are not properly identified and coded

4.7.2 The Supply of educational materials to users

A question was also posed to respondents on the immediate supply of educational materials from stores. The responses obtained are reported in Table 17.

Table 17: The supply of educational materials to users

Item 19: Can you get immediate supply of educational materials that you need from stores?				
Respondents				
Academic Staff			Supportive staff	
Responses	N	%	N	%
Yes	35	42.68	74	60.16
No	47	57.32	49	39.84
Total	82	100	—	100
χ^2 (0.01, 1) = 6.04				
Item 20: If your response for item 19 is "No", what would be the reason/s?				
Respondents				
Academic Staff			Supportive staff	
Responses	N	%	N	%
Long bureaucracy	16	34.04	19	38.78
Lack of commitment	10	21.28	11	22.45
Absence of materials	45	95.74	43	87.76
Others	15	31.91	5	10.20

Table 17, shows whether users get immediate supply of educational materials they need from stores. The results obtained reveals that the majority of supportive staff (60.16%) reported that they could get immediate supply of educational materials from stores. However, the majority of academic staff (57.32%) claimed that they could not get immediate supply of educational materials. This asserts that supportive staffs have better supply of educational materials from stores than academic staffs. This might be because the concerned officials believe that the work

conditions of supportive staffs are much affected by not supplying them with the required educational materials than the work conditions of academic staff.

The chi-square test at 0.05 significant levels also shows that there is statistically significant difference between the responses of the two groups with respect to the immediate supply of educational materials from stores.

Table 17 also demonstrates the constraints or problems with regard to immediate supply of educational materials to staff members. Regarding this, academic staff reported long bureaucracy (34.04%), lack of commitment on the part of concerned officials (21.28%) and non-existence of educational materials from stores (95.74%) as constraints. Mean while, supportive staff reported long bureaucracy (38.78%), lack of commitment on the part of concerned officials (22.45%) and non-existence of educational materials from stores (87.76%) as constraints. The total percentage is more than hundred percent because respondents could mark more than one alternatives responses for the item. Besides, a considerable number of academic staff (31.91%) and supportive staff (26.53%) have suggested on the open-ended item that for the shortage of the number of personnel in the storerooms they could be busy to respond immediately.

Thus, it appears that absence of the required educational materials from storerooms is the major problem to immediately supply educational materials for users followed by long bureaucracy and shortage of the number of personnel in storerooms.

4.7.3 Crosscheck of the qualities of returned educational materials

Respondents were asked how storekeepers crosscheck the return of borrowed educational materials when they collect from users. The responses obtained are displayed in Table 18.

Table 18: Crosscheck of the returned educational materials

Item 21: What methods do storekeepers use to crosscheck the return of borrowed educational materials when they collect from users?				
Respondents				
Academic Staff			Supportive staff	
Responses	N	%	N	%
Using fixed code	2	2.44	4	3.25
Using master list	12	14.63	13	10.57
No way to cross check	16	19.51	19	15.45
I don't know	6	7.32	6	4.88
Others	46	56.10	81	65.85
Total	82	100	123	100
χ^2 (0.64, 4) = 2.51				

Inspection of Table 18 reveals that the majority of academic staff (56.10%) and supportive staff (65.85%) replied the fourth alternative responses for this item. They reported on the open-ended item that in most cases educational materials are not returned to stores once they are taken out. Whether the materials are damaged or functional they could not be returned to stores. If a staff leaves the University, he/she gives the materials owned to the remaining staff in that department at the presence of the department head or other representative staff. According to the researcher's personal observations and the responses obtained from open-ended item only the forms on which staffs made a transfer of materials with their signatures is sent to stores. Other respondents reported that sometimes when educational materials are returned to stores, the storekeepers could identify the qualities of the materials by their serial numbers registered on the

he/ she has given a personal card on which the types and amounts of educational materials he/she took has written on. Others also reported that rarely when educational materials are returned to stores for forcible cases, there are no way to crosscheck the internal components especially for electronic materials to check their qualities. If the materials have serial numbers, the store personnel identify only the serial numbers of the materials. In addition, they ask the users whether the materials are functional or not. In both cases, they receive the materials from the users. However, they did not receive if the serial numbers are different from the registered once.

From the responses obtained, it seems that in most cases educational materials are not returned to stores. However, rarely when the materials are returned to stores and if they have registered serial numbers, the store personnel check the serial numbers of materials. Otherwise, there are no ways to crosscheck the internal components of especially electronic materials.

4.8 Utilization of educational materials in Bahir Dar University

As discussed in chapter two of this paper, to contend with the shortage of educational materials the available ones should be used properly. With this understanding, questions were posed to respondents on how the available educational materials are utilized to attain the educational goals and objectives of the University. The results obtained are reported in Table 19.

Table 19: The control mechanism and its effectiveness for proper utilization of materials

Item 22: Is there any control mechanism for proper utilization of the available educational materials?				
Respondents				
Academic Staff			Supportive staff	
Responses	N	%	N	%
Yes	21	25.61	35	28.46
No	61	74.39	88	71.54
Total	82	100	123	100
$\chi^2 (0.65, 1) = 0.20$				
Item 26: To what extent is the control made effective?				
Respondents				
Academic Staff			Supportive staff	
Responses	N	%	N	%
Very high	3	3.70	7	5.69
High	11	13.40	11	8.94
Moderate	22	26.80	41	33.33
Low	31	37.80	28	22.76
Very low	15	18.30	36	29.30
Total	82	100	123	100
$\chi^2 (0.08, 4) = 8.26$				

Table 19 shows whether there is any control mechanism exists for proper utilization of the available educational materials. The result obtained reveals that the majority of academic staff (74.39%) and supportive staff (71.39%) reported the absence of control mechanism.

Concerning the effectiveness of control made Table 19 also demonstrates that the majority of academic staff (37.80%) replied as low, while the majority of supportive staff (33.33%) reported as moderate.

From the responses obtained, it appears that there is no control mechanism for proper utilization of the available educational materials in the University.

Here it looks like that effectiveness of control made is low according to academic staff and moderate according to supportive staff members. However, from Table 13 it was found that both academic staff and supportive staff members reported the effectiveness of control made as low. Therefore, the chi-square test was employed and the result obtained indicated that there is no significant difference between the responses of the two groups at 0.05 significant levels about the effectiveness of control made.

4.8.1 Responsible body to control educational materials for proper utilization

Questions were posed to respondents to identify the responsible body to control proper utilization of the available educational materials in BDU. The responses obtained are presented in Table 20.

Table 20: Responsible body to control the proper utilization of educational materials

Item 24: Is there any responsible body to control educational materials for proper utilization?				
Respondents				
Academic Staff			Supportive staff	
Responses	N	%	N	%
Yes	35	42.68	54	43.90
No	18	21.95	38	30.89
I don't know	29	35.37	31	25.20
Total	82	100	123	100
χ^2 (0.20, 2) = 3.19				
Item 25: If your response is yes, for item 24, who do you think is the responsible body to control?				
Respondents				
Academic Staff			Supportive staff	
Responses	N	%	N	%
Department heads	12	34.29	24	44.44
General service head	4	11.43	7	12.96
Faculty administrators	16	45.71	18	33.33
Others	3	8.57	5	9.26
Total	35	100	54	100
χ^2 (0.70, 3) = 1.45				

Table 20 demonstrates whether there is any responsible body to control educational materials for proper utilization. The majority of academic staff (42.68%) and supportive staff (43.90) reported the existence of responsible body to control.

However, a considerable number of supportive staff (30.89%) states the non-existence of responsible body to control proper utilization of educational materials. Besides, a significant numbers of academic staff (35.37%) do not know whether there is any responsible body to control educational materials for proper utilization or not.

With regard to identifying the responsible body, Table 20 reveals that the majority of academic staff (45.71%) reported that faculty administrators are the responsible bodies, while the majority of supportive staff (44.44%) reported department heads as responsible bodies for the activity. On the other hand, the chi-square test result shows that there is no significant difference between the responses of the two groups at 0.05 significant levels about this issue.

Therefore, it seems that there are responsible bodies to control educational materials for proper utilization. Moreover, the responses obtained reveals that faculty administrators and department heads are the responsible bodies for the activity.

4.8.2 Accountabilities and Responsibilities in using educational materials

Questions were posed to respondents on the level of users' accountabilities and responsibilities in using Educational materials. The responses obtained are shown in Table 21.

Table 21: Accountabilities and Responsibilities in using Educational materials in BDU

Item 27: How much are users accountable for misuse of educational materials in your department?						
Responses						
Respondents	Very high /High		Average		Low/ very low	
Staff	No	%	No	%	No	%
Academic	11	13.41	14	17.07	57	69.51
Supportive	21	17.07	34	27.64	68	55.28
Total	32	15.61	48	23.41	125	60.98
Item 28: The sense of responsibility of staffs towards taking care for educational materials of the University						
Respondents						
Respondents	Very high /High		Average		Low/ very low	
Staff	No	%	No	%	No	%
Academic	27	32.93	36	43.90	19	23.17
Supportive	45	36.59	32	26.02	46	37.40
Total	72	35.12	68	33.17	65	31.71

Regarding the extent of users' accountability for misuse of educational materials, Table 21 shows that the majority of academic staff (69.51%) and supportive staff (55.28%) reported as below average. The significant number of supportive staff (27.64%) reported the users' accountability as average.

According to the data obtained from open-ended items, there are no measures taken on staff members for misuse of educational materials in the University. Therefore, it looks like that the accountability of users to the misuse of educational materials is not in a better condition.

Table 21 also demonstrates the majority of academic staff (43.90%) and some supportive staff (26.02%) reported that the sense of responsibility of staff members towards taking care for educational materials of the University is average. Besides, the majority of supportive staff (37.40%) reported as low/very low. However, a significant number of supportive staff (36.59%) reported the users' sense of responsibility as high/very high. Mean and standard deviation are also employed to analyze this item. The results obtained are reported in Table 22.

Table 22: Users' accountability and Sense of Responsibility

Item 27: How much are users accountable for misuse of educational materials?			
Staff	No	Mean	Std deviation
Academic	82	3.84	0.99
Supportive	123	3.53	1.22
Total	205	3.65	1.14
Item 28: The sense of responsibility of staff in taking care for educational materials			
Staff	No	Mean	Std deviation
Academic	82	2.80	1.19
Supportive	123	2.98	1.29
Total	205	2.91	1.25

Mean Ratings: 0.05 - 1.50 = Very high 1.51 - 2.50 = high 2.51 - 3.50 = Average
3.51 - 4.50 = low 4.51 - 5.50 = Very low

As depicted in Table 22, the sense of responsibility of staff members towards taking care for the educational materials of the University is average.

However, the users' accountabilities for misuse of educational materials rest on the range of low for both academic staff and supportive staff respondents.

Therefore, it seems that the responsibility of staff members towards taking care for educational materials of the University is Average. On the other hand, the accountability of users for misuse of educational materials is low.

4.8.3 Frequency of some educational materials Damage

Few educational materials that have high exposure for damage are considered to rate their frequency of damage. Respondents were asked to respond which educational materials are more damaged in their departments. The responses obtained are reported in Table 23.

Table 23: Frequency of some educational materials damage in BDU

Item No	Items	Respondents			
		Academic staff (N=82)		Supportive staff (N= 123)	
		Mean	SD	Mean	SD
29.1	Tables and chairs	2.45	0.95	2.5	1.02
29.2	Computers	3.07	1.10	2.8	1.08
29.3	Photocopiers	2.89	1.09	2.9	1.01
29.4	Printer	2.96	1.01	2.9	1.02

Mean Ratings: 0.05-1.50 = No damage at all

1.51-2.50 = rarely damaged

2.51-3.50 = moderately damaged

3.51-4.50 = highly damaged

As revealed in Table 23, when the cumulative weighted mean is seen the academic staffs have rated rarely damaged for item 29.1 with mean value of 2.45. However, they have rated

moderately damaged for items 29.2, 29.3 and 29.4 with mean values of 3.07, 2.89 and 2.96 respectively. In case of supportive staff respondents, item 29.1 is rated as rarely damaged with mean value of 2.50. Items 29.2, 29.3 and 29.4 have rated moderately damaged with mean values of 2.78, 2.86 and 2.85 respectively.

Both groups of respondents confirmed that computers, printers and photocopiers are moderately damaged in their respective departments, while being utilized. However, tables and chairs are reported as rarely damaged.

4.8.4 Maintenance of Educational materials

As discussed in chapter two of this paper, maintenance of educational materials helps in protecting further damages and lays a good ground for reuse. Otherwise, the organization is forced to buy new materials, which is expensive expenditure for the organization. With this understanding, questions were posed to respondents on the effectiveness of the University regarding the maintenance of educational materials. The responses obtained are presented in Table 24.

Table 24: Effectiveness of educational materials maintenance in BDU

Item 32: How effective is the University regarding the maintenance of educational materials?				
Respondents				
Academic Staff			Supportive staff	
Responses	N	%	N	%
Very high	2	2.44	11	8.94
High	7	8.54	19	15.45
Average	16	19.51	27	21.95
Low	35	42.68	41	33.33
Very low	22	26.83	25	20.33
Total	82	100	123	100
χ^2 (0.12, 4) = 7.34				
Item 33: If your response is "low or very low" for item 32, what is/are the reason/s?				
Respondents				
Academic Staff			Supportive staff	
Responses	N	%	N	%
Less qualified technicians	50	87.72	55	83.33
Less experienced technicians	41	71.93	43	65.15
Other	34	59.65	49	74.24

Table 24 demonstrates the responses obtained on the effectiveness of BDU in maintenance activities. The majority of academic staff (69.51%) and supportive staff (53.66%) reported that the effectiveness of maintenance activities is below average.

The chi-square test at 0.05 significant levels also indicated that there is no significant difference between the responses of the two groups about the effectiveness of the maintenance activities of the University.

Table 24 also shows the reasons for ineffectiveness of educational materials maintenance activities. The majority of respondents give various reasons. The percentage for this item is more than hundred as respondents could respond more than one alternative response given.

According to responses obtained from interviewees and open-ended items, the effectiveness of maintenance activity defers in line with the types of educational materials.

Interviewees reported that maintenance activity is effective for repairs of door keys, water pipes, lockers and so on. They added that chairs and tables are not repaired on the requested times. The first interviewee reported for this item that all educational materials that can be shared with other staff members are repaired slowly when materials are fulfilled. On the other hand, the existing maintenance personnel immediately maintain educational materials that could not be shared with others. The interviewees reported that in line with this the maintenance activity of the University is effective. However, there are no maintenance personnel for electronic educational materials. There are many photocopiers, printers, computers and other electronic materials that are damaged. He stated that some of these materials could easily be maintained and reused if there were maintenance personnel in the area. The interviewees added that these materials have a great impact on the teaching learning process. The second interviewee stated, "During 2007/08 academic year first semester, due to damage of duplicating machine of FBE, the faculty faced a great challenge for duplicating exam papers." He added, " *The machine was damaged during*

exam period, there are no maintenance personnel in the area in the University, it takes time to make contract out the maintenance activity, it asks much amounts of money to buy a new one, and other faculties were duplicating their own exams. Thus, absence of electronic materials maintenance personnel is greatly challenged us to smoothly implements the teaching learning process."

Most of the interviewees replied that even if the maintenance activity of the University is effective for repairs of doors, lockers, water pipes and so on. Since there are no maintenance personnel for educational materials, that have direct influence on the teaching learning process such as duplicating machines, printers, computers and others it is impossible to say the maintenance activity of Bahir Dar University is effective.

4.9 Inventory control of Educational materials

As discussed in chapter two of this paper, inventory control is one of the major functions of materials management activities. Based on this fact, the respondents were asked to evaluate the inventory control systems exercised in their departments/ faculties. Table 25 indicates the responses obtained on the frequencies of inventory taken. While Table 26 reveals the evaluation of respondents on the inventory control activities.

Table 25: Frequency of inventory taken

Item 30: How often is inventory take place in your department/faculty?				
Respondents				
Academic Staff			Supportive staff	
Responses	N	%	N	%
Once a year	6	7.32	30	24.39
Once a semester	2	2.44	3	2.44
When it is needed only	26	31.71	36	29.27
Others	48	58.54	54	43.90
Total	82	100	123	100
$\chi^2 (0.02, 3) = 10.38$				

Table 25 reveals that, the majority of academic staff (58.54%) and supportive staff (43.90%) reported the fourth alternative response. On the open-ended item, they reported that inventory is not taken in departments/ faculties. However, inventories are taken for stock items in storerooms once a year. Some of them reported that inventories are taken when the heads of a given department leave the University.

From the responses obtained, it appears that inventories are taken in storerooms once a year. However, inventories are not taken for educational materials in faculties and departments.

Table 26 demonstrates the respondents' evaluation of inventory control activities for proper handling of educational materials in Bahir Dar University.

Table 26: Evaluation of inventory control activities

Item No	Items	Respondents			
		Academic staff (N=82)		Sup. staff (N= 123)	
		Mean	SD	Mean	SD
31.1	Inventory control systems that are used	1.71	0.90	1.53	0.99
31.2	Frequency of inventory taken	1.49	0.81	1.50	0.92
31.3	Presentation of reports after inventory	1.70	1.00	1.75	1.20
31.4	Process of updating records	1.50	1.00	1.49	0.91

Mean Ratings: 0.05-1.50= Poor

1.51-2.50= Fair

2.51-3.50= Good

3.51-4.50= Very good

4.51-5.50=Excellent

As Table 26 indicates, items 31.2 and 31.4 fall in the range of poor by both groups of respondents with mean values of 1.49 and 1.50 for academic staff and 1.50 and 1.49 for supportive staff respectively. Items 31.1 and 31.3 fall in the range of fair by both groups of respondents with mean values of 1.71 and 1.70 for academic staff and 1.53 and 1.75 for supportive staff respondents respectively. The responses obtained for this item also coincide with the responses shown in Table 25 above.

From the responses obtained, it appears that the inventory control activities made in departments and faculty levels are poor in Bahir Dar University.

4.10 Disposal of unused educational materials

As discussed in chapter two of this paper, the materials management activities could not be effective unless unused materials are disposed in the right way and on time economically. Effective disposal activity facilitates the teaching learning environment. With this understanding,

questions were posed to respondents on the disposal of unused educational materials and its impact on the teaching learning process. The responses obtained are presented in Table 27.

Table 27: Disposal of unused educational materials in BDU

Item 34: Are the following Unused educational materials disposed on time?									
Item No.	Unused materials	Academic staff				Supportive staff			
		Yes		No		Yes		No	
		No	%	No	%	No	%	No	%
34.1	Obsolete	24	29.27	58	70.73	40	32.52	83	67.48
34.2	Surplus	25	30.49	57	69.51	42	34.15	81	65.85
34.3	scrap	25	30.49	57	69.51	40	32.52	83	67.48
Item 35: If your response is “yes” for item 34, how was the activity accomplished?									
Respondents									
Academic staff						Supportive staff			
Responses		N		%		N		%	
Returning		9		36.00		11		27.50	
Selling		3		12.00		6		15.00	
Donating		11		44.00		15		37.50	
Others		2		8.00		8		20.00	
Item 36: If your response is “No” for item 34, to what extent is the teaching learning process negatively affected?									
Respondents									
Academic staff						Supportive staff			
Responses		N		%		N		%	
Highly		28		48.28		15		18.07	
Moderately		19		32.76		22		26.51	
Not much		11		18.97		33		39.76	
I do not know		-		-		13		15.66	

Table 27 shows the responses obtained on whether obsolete, surplus and scrap educational materials are disposed on time or not. The majority of academic staff and supportive staff reported that unused educational materials are not disposed on time. On the open-ended items respondents reported that these educational materials are mostly accumulated on corridors of the buildings, in laboratory rooms, around the storerooms and in the offices of the staffs. The storerooms of the University are small and inconvenient for storage of educational materials. This additional problem made by not disposing unused materials on time affects the smooth implementation of the teaching learning process. For the reasons why unused educational materials are not disposed on time, respondents reported on the open-ended items that:

- Long bureaucracy to permit disposition
- Non-existence of guideline on disposing unused educational materials
- Lack of confidence to dispose
- Non-existences of committed responsible body in the University to dispose these educational materials are the frequently cited reasons.

Therefore, it appears that the disposal activity of unused educational materials on time is not satisfactory in BDU.

Table 27 also revealed that the majority of respondents of who replied positively for item 34 reported that the activity is performed by donating for others.

Interviewees reported that the store departments request by listing the types and quantities of educational materials to be disposed for Property administration main section. The Property administration main section sends these requisitions to higher officials of the University. The higher officials establish the unused educational materials disposition committee. The established committee prepares a proposal for these materials disposing techniques. The proposal prepared by the committee will be presented to administration and development vice president. After the

proposal get acceptance, the disposition process will follow. Due to this long process, interviewees reported that unused educational materials are not disposed on time. Hence, they emphasized that there are unused educational materials that were bought at the time when the University as a college was opened. The interviewees confirmed that the procedures stated for the disposition of unused educational materials are for those materials in the storerooms. However, many unused educational materials in various faculties and departments are neither disposed nor returned to stores.

The respondents were asked to what extent the teaching learning process is affected by absence of disposing unused educational materials. Table 27 shows that the majority of academic staff (48.28%) and some of the supportive staff (18.07%) confirmed as the teaching learning process is highly affected. The significant number of academic staff (32.76%) also reported as the process is moderately affected. In contrast, the majority of supportive staff (39.76%) reported that the impact of the absence of unused materials disposition activity on the teaching learning process is not much.

The chi-square test was employed and χ^2 (0.001, 3) = 18.47 is obtained. This result shows that there is significant difference between the responses of the two groups at 0.05 significant levels about the impact of absence of disposition on the teaching learning process.

This indicates that supportive staff members assume absence of disposal activity does not affect the teaching learning process much. Where as academic staff members reported absence of the activity affects the teaching learning process negatively. On the open-ended items respondents reported that absence of disposal activity destroys the working environment, narrowed the classrooms and they have negative psychological impacts on students and instructors.

educational materials on time, and lack of disseminated guidelines on how to dispose unused educational materials from higher officials, the teaching learning process in Bahir Dar University is highly affected.

4.11 Main problems on educational materials management and utilization in BDU

Respondents were asked to specify the basic problems that are observed in the University regarding educational materials management and utilization. The frequently mentioned responses obtained are summarized as follows:

- Non-existence of educational materials management and utilization policy guideline (68.78%)*
- Inability of departments to return educational materials to stores (65.85%)
- Absence of structured responsible bodies to deal with unused educational materials disposition (62.93%)
- Shortage of basic educational materials for newly opened faculties/departments (58.54%)
- Lack of adequate personnel in property administration both quantity as well as quality (58.05%)
- Shortage of storerooms, the existing ones are small (53.17%)
- Non-existence of disposal guidelines (48.78%)
- Inability of administering educational materials in the existing faculties with one centralized Property administration main section (43.90%)
- Absence of professionals in materials management field (39.02%)
- Absence of training or orientation on wise utilization of educational materials (36.59%)
- Using educational materials with out having proper knowledge to operate (34.15%) and
- Over utilization of some educational materials (29.27%) are cited as major problems.

* Numbers in parenthesis are the percentages of respondents who specified the issues as the major problems of educational materials management and utilization in BDU.

UNIT FIVE

Summary, Conclusions and Recommendations

This final chapter of the study deals with summary of the major findings, conclusions and recommendations.

5.1. Summary

The overall purpose of this study is to assess the educational materials management and utilization in Bahir Dar University to help the attainment of educational objectives and to increase the awareness of staff members to save the educational materials of the University from unnecessary wastage. Both quantitative and qualitative data were collected by means of questionnaires, interviews and inspections of documents. The respondents were 82 academic staff and 123 supportive staff members. Besides, six staff members were interviewed. The results obtained were analyzed with percentages, chi-square tests, means and standard deviations. The major findings are the following.

5.1.1 Needs for policy guideline

1/ As observed from documents, there is no pertinent policy guideline to help the proper management and utilization of educational materials in Bahir Dar University.

5.1.2 The current practice of needs assessment and preparation of specifications for purchases of educational materials

1/ The majority of academic staff (51.22%) and supportive staff (42.28%) reported that the involvement of users in needs assessment of educational materials to be purchased is average. Besides, the majority of academic staff (32.93%) and supportive staff (37.40%) reported that the involvement of users in preparation of technical specifications for educational materials to be purchased is average. On the other hand, interviewees reported that the involvements of users are high for laboratory chemicals but low for other educational materials.

2/ Most academic staff (56.09%) and supportive staff (61.98%) reported that the effort made by the University to develop standard document containing the types and amounts of educational materials needed for every faculty or department is below average.

3/ The majority of academic staff (68.29%) and supportive staff (67.47%) replied that the support given by professional academic staff in the area to those involved in preparation of educational materials specifications in the form of training and use of ICT is below average.

5.1.3 Appropriateness of purchasing and planning activities of educational materials

1/ The majority of academic staff (62.20%) and the significant number of supportive staff (30.33%) reported that most purchased educational materials were not fully appropriate for the teaching learning process. Thus, according to 45.16% of academic staff and 33.33% of supportive staff respondents the teaching learning process is highly affected.

2/ The majority of academic staff (42.68%) and some supportive staff (26.83%) reported that the extent to which educational materials are well planned based on relevant information taking in to account the time they are needed are average.

3/ The majority of academic staff (43.91%) and supportive staff (37.39%) replied that the involvement of users in the planning of educational materials to be purchased is below average. Most interviewees confirmed that the educational materials plans made by previous department heads are duplicated. Department heads do not critically plan educational materials needed.

4/ The majority of academic staff (54.88%) and supportive staff (43.09%) reported that the extent to which the current planning process of educational materials satisfying the demands of faculties and departments are below average.

5/ Large number of respondents 41.46% of academic staff and a significant number of supportive staff (32.52%) reported that it would be the most appropriate if educational materials plans were prepared by each users/Instructors.

6/ The majority of academic staff (53.66%) and supportive staff (55.28%) reported that the match between educational materials that are planned and that are purchased and provided are below satisfactory.

5.1.3 Effectiveness of educational materials management activities

1/ The majority of academic staff (50%) and supportive staff (40.65%) replied that the effectiveness of needs assessment made before the purchase activities performed are low. The majority of academic staff (45.12%) and supportive staff (38.21%) reported that the effectiveness of planning activity is moderate. However, according to the majority of interviewees, most plans submitted are the duplication of previous works, plans and action do not match, sometimes-unnecessary purchases are made as the result they concluded that planning activity in BDU is not effective.

2/ The majority of academic staff (48.78%) and supportive staff (39.84%) also reported that the effectiveness of purchasing activity is low. They specify that purchasing procedures take long period and it entails long bureaucracy. Besides, the majority of academic staff (46.34%) reported that the effectiveness of educational materials storage/ handling is low. On the other hand, the majority of supportive staff (37.40 %) reported that the effectiveness of the activity is moderate. Thus, the employed chi-square test result shows that there is a significant difference between the responses of the two groups at 0.05 significant levels about the effectiveness of materials storage/ handling.

3/ The majority of academic staff (48.78%) and supportive staff (39.84%) replied that the effectiveness of utilizing the available educational materials is low. In addition, the majority of

academic staff (60.98%) and supportive staff 40.65% reported that the effectiveness of controlling the staff members for proper utilization of the available educational materials to the intended objectives is low. Besides, most academic staff (59.76%) and supportive staff (49.59%) said that the effectiveness of unused educational materials disposition is low.

5.1.4 Availability of the required educational materials

1/ The majority of academic staff (63.41%) replied that there are no adequate types and amounts of educational materials to teach their courses. Hence, the majority (48.88%) of them reported that the teaching learning process is highly affected. While a significant number (36.54%) of them reported that, the teaching learning process is moderately affected by the absence of adequate types and amounts of educational materials.

2/ Both groups of respondents confirmed that overhead projectors and LCDs do not exist at all to facilitate the teaching leaning process with mean values of 2.82 and 2.78 for academic staff and 2.98 and 3.07 for supportive staff respectively. Internets services are reported as scarcely exist with mean values of 2.50 for both groups of respondents.

According to most interviewees and information obtained from open-ended items, there are no textbooks and reference materials for many courses in newly opened faculties and departments. Instructors could not get updated information due to the scarcity of internet services and other reading materials. As a result, they use their previous exercise books and handouts to teach courses.

5.1.5 Storage of educational materials

1/ The majority of academic staff (40.24%) and supportive staff (38.21%) reported that educational materials are properly recorded and handled in storerooms. On the other hand, a significant number of academic staff (29.20%) and supportive staff (18.70%) reported that some

educational materials distributed to users are not properly identified and coded. Hence, it appears that codification of educational materials is not complete.

2/ The majority of supportive staff (60.16%) reported that they can get immediate supply of educational materials from stores. While the majority of academic staff (57.32%) cannot get immediate supply. This asserts that supportive staffs have better supply of educational materials from stores than academic staff. This might be because the concerned officials believe that the work conditions of supportive staffs are much affected by not supplying them with the required educational materials than the work conditions of academic staff.

The chi-square test at 0.05 significant levels also shows that there is statistically significant difference between the responses of the two groups with respect to the immediate supply of educational materials from stores.

The majority of academic staff (95.74%) and supportive staff (87.76%) identified the absence of the required educational materials from stores as the major reason for lack of immediate supply. Regarding the crosscheck mechanism/s used for educational materials returned to stores, the large majority of academic staff (56.10%) and supportive staff (65.85%) reported that, due to the small size of the existing storerooms, educational materials that are taken out could not be returned. They added that where materials are returned for some forcible reasons, there are no ways to crosscheck the internal qualities of the returned materials.

5.1.6 Utilization of educational materials

1/ The majority of academic staff (74.39%) and supportive staff (71.54%) replied the absence of control mechanism for proper utilization of the available educational materials.

2/ Regarding the existence of responsible bodies to control, the majority of academic staff (42.68%) and supportive staff (43.90%) reported positively. The majority of academic staff (45.71%) reported that faculty administrators are the responsible bodies to control. While the

majority of supportive staff (44.44%), reported department heads as the responsible bodies. Besides, the majority of academic staff (40%) said that the effectiveness of these responsible bodies to control is low. While the majority of supportive staff (38.89%), said it is moderate. Thus, the employed chi-square test result indicated that there is no significant difference between the responses of the two groups at 0.05 significant levels about the effectiveness of control made.

3/ According to most interviewees the secretaries in most departments generate their own incomes by writing and printing assignments and senior essays of students with educational materials of the University. Besides, computers given to professional academic staffs are not used for more than secretarial services.

4/ Regarding the users accountabilities for misuse of educational materials, the majority of academic staff (69.51%) and supportive staff (55.28 %) reported as below average.

5/ The majority of academic staff (43.90%) and some supportive staff (26.02%) reported that the sense of responsibilities of staff members towards taking care for educational materials of the University is average.

6/ Both groups of respondents confirmed that computers, photocopiers and printers are moderately damaged while being utilized in the University with mean values of 3.07, 2.89 and 2.96 for academic staff and 2.78, 2.86 and 2.85 for supportive staff respondents.

5.1.7 Maintenance of educational materials

1/ The majority of academic staff (69.51%) and supportive staff (53.66%) reported that the effectiveness of maintenance activity in Bahir Dar University is below average. According to the interviewees, the maintenance activity is effective for doors, lockers, water pipes and others. However, it does not exist for electronic materials such as computers, photocopiers, printers and other machineries.

5.1.8 Inventory control of educational materials

- 1/ The majority of academic staff (54.88%) and supportive staff (40.65%) reported that inventories are not taken for educational materials in faculties and departments of BDU.
- 2/ The major inventory control activities fall in the range of poor with both groups of respondents.

5.1.9 Disposal of unused educational materials

- 1/ The majority of academic staff (more than 69%) and supportive staff (more than 65%) reported that unused educational materials are not disposed on time.
- 2/ For the reasons why unused educational materials are not disposed on time, respondents reported on open-ended items that:
 - long bureaucracy to permit disposition
 - non-existence of policy guidelines on disposing unused educational materials
 - lack of confidence to dispose
 - non-existences of committed responsible body in the University to dispose unused educational materials are the frequently cited reasons.
- 3/ The majority of academic staff (48.28%) said that absence of disposal affects the teaching learning process highly. While the majority of supportive staff (39.76%) reported that absence of the activity, do not affect the teaching learning process much. The chi-square test result shows that there is significant difference between the responses of the two groups at 0.05 significant levels about its impact on the teaching learning process.

5.2 Conclusions

The following conclusions are drawn from the findings of the study.

1. Only some respondents have formal training concerning materials management and utilization. Most materials management activities such as needs assessment, planning, purchasing, storage/handling, maintenance, control and disposition of unused materials do not effectively performed in the University. This might have negative impact on the attainment of the University's educational goals.
2. The University does not have educational materials management and utilization policy guideline for proper utilization of the available educational materials. The staff members do not properly utilize some educational materials such as computers, printers, photocopiers and papers. Hence, the effectiveness of utilizing the available educational materials and that of controlling the staff members to utilize the educational materials of the University for their intended objectives is low. This leads to wastage of the University's educational material resources.
3. The purchased educational materials only partially agree for the teaching learning process in the University. Besides, the matches between educational materials that are planned and that are provided in terms of time are below satisfactory. The purchasing procedures followed initials long bureaucracy. Hence, these conditions highly affect the effectiveness of the teaching learning process in the University.
4. Instructors in newly opened faculties and departments are in short of adequate types and amounts of educational materials to teach their courses. They could not get updated information due to the scarcity of internet services and other reading materials. As a result, they use their previous exercise books and handouts to teach courses. This might greatly affect the quality of education in Bahir Dar University.

5.3 Recommendations

Based on the above results and conclusions the following recommendations can be made to improve the educational materials management and utilization practices of BDU.

1. The findings of this research reveal that most staffs dealing with educational materials management and utilization do not have theoretical knowledge and skill on materials management. Moreover, the University does not have policy guideline to help the proper management and utilization of the available educational materials. Besides, the support given by professional academic staff is below satisfactory. Therefore, the University should initiate its professional academic staff members to develop educational materials management and utilization policy guideline. Training should also be given for staffs on that guideline so as to develop or upgrade the theoretical knowledge and skills of the staff members who deal with educational materials management and utilization.
2. The finding of this study showed that some of the major shortcomings of educational materials plan are the duplication of previous plans, the unsatisfactory involvement of users and the mismatch between educational materials planned and provided. Therefore, users of the materials or department council members should critically plan educational materials and department heads should compile them. To reduce the mismatch, it is also recommended that educational materials plan should be made based on the available budget and the materials should be present on actual time they are needed to properly run the teaching learning process.
3. Using educational materials of the University, the secretaries generate their own income by writing and printing assignments and senior essays of students. On the other hand, the control made to use the available educational materials for their intended purposes are not satisfactory. Likewise, computers given for academic staff are not used for more than

Therefore, these problems might be solved by developing and disseminating appropriate educational materials management and utilization policy guidelines that clearly indicates the rights, the accountabilities and responsibilities of users of the available educational materials. The academic staff professionals should be able to use their computers for research and other purposes more than secretarial services. In addition, department heads and faculty administrators should take responsibilities to control the secretaries and other staff members whether they are using the educational materials of the University for their intended educational objectives.

4. The study reveals that instructors particularly in newly opened faculties and departments are in short of basic educational materials such as textbooks, reference materials, overhead projectors, LCDs and internet services. Therefore, the University should provide these educational materials to effectively conduct the teaching learning process.
5. Codification of educational materials distributed for users are not complete. Inventories do not taken in faculties and departments. These cause a problem on properly controlling the educational materials of the University. Therefore, the Property administration main section of the University should properly identify and code all educational materials distributed to users. In addition, inventories of educational materials should be taken in faculties and departments at least once a year. This helps the departments, the faculties and the University in general to clearly identify the educational materials that are properly functioning or that are damaged with in a year. In turn, this helps to properly plan new educational materials to be purchased and to strengthen the maintenance section of the University with appropriate numbers and qualities of personnel.

6. Educational materials such as computers, printers and photocopiers are moderately damaged while being utilized. There is no maintenance section or maintenance personnel for electronic materials in the University. Therefore, it is recommended that the University should either establish the electronic materials maintenance section or the existing maintenance section should employ qualified and experienced maintenance personnel that deal with electronic materials. It is also recommended that training program on the utilization of some new electronic materials should be prepared for users. Otherwise, there should be a mechanism, which restricts those who do not have adequate knowledge to operate these educational materials and which allows those that have basic knowledge and skills to properly operate the materials.
7. Unused educational materials are not either disposed on time properly or returned to stores. This is due to the small size of the existing storerooms, non-existence of disposal guidelines, lack of confidence to dispose, long bureaucracy to permit disposition and absence of committed responsible body. As a result, lack of disposal is highly affecting the teaching learning process. Besides, the existing centralized Property administration main section is unable to properly administer educational materials at all faculties and departments. Therefore, establishing storerooms with appropriate numbers and qualified personnel for each faculty, developing and properly using disposal policy guideline and opening a department that deals with unused educational materials disposition with appropriate numbers and qualified personnel in the area of materials management or equivalent field of study at the University level is recommended. Moreover, there should be a storeroom for unused educational materials that is administered by Property administration main section of the University in which unused educational materials are accumulated until they are properly disposed.

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አዲስ አበባ ዩኒቨርሲቲ
የድኅረ ምረቃ መርሐ ግብር
የትምህርት ጥናትና ምርምር ተቋም

በባሕር ዳር ዩኒቨርሲቲ ውስጥ የንብረት አስተዳደር እና አጠቃቀምን የሚያስብ የጽሑፍ መጠይቅ

የዚህ መጠይቅ አላማ በባ/ዳ/ዩ ውስጥ በቀጥታም ሆነ በተዘዋዋሪ ከንብረት አስተዳደርና አጠቃቀም ጋር ግንኙነት ያላቸውን ሰራተኞች ሐሳብ፣ አመለካከትና ግንዛቤ ለማሳደግ ነው። የርስዎ ምላሽ በዩኒቨርሲቲው ውስጥ ያለውን የንብረት አስተዳደርና አጠቃቀምን አስመልክቶ ያለውን ችግር ለማወቅና ለወደፊት ችግሩን ለመቅረፍና የመፍትሄ ሀሳብ ለመጠቀም እጅግ በጣም አስፈላጊ ነው። ለጥናቱም መሳካት የርስዎ ትብብር ወሳኝ ነው። ወደ መላሾች የምትሰጡት መረጃ ለትምህርታዊ ጥናት ብቻ የሚያገለግል መሆኑን ላረጋግጥላችሁ እወዳለሁ። ስለዚህ የምትሰጡት መረጃ፣ አስተያየትና ሐሳብ በእውነት ላይ የተመሰረተ እንዲሆን በትህትና እጠይቃለሁ። ለምትሰጡት መረጃ ስማችሁን መግለጽ አያስፈልግም።

ስለትብብር በቅድሚያ አመሰግናለሁ።

ማስታወሻ: በዚህ መጠይቅ ውስጥ ንብረት ማለት ማንኛውንም በዩኒቨርሲቲው ውስጥ የሚገኙ ቋሚና አላቂ ቁሳቁሶችንና በቀጥታም ሆነ በተዘዋዋሪ የመማር ማስተማሩን ስራ የሚያመቻቹ ግዑዝ ነገሮችን ያካትታል።

አጠቃላይ መመሪያ

እባክዎን ከዚህ በታች ለቀረቡት መጠይቆች እንደ አግባብነቱ በባዶው ቦታ ላይ ምላሽን በመፃፍና ለአማራጭ መጠይቆች ደግሞ ትክክለኛውን ምላሽ በማክበብ መልሶን ይስጡ።

ክፍል 1

ስለመላሾች አጠቃላይ መረጃ

1. የትምህርት ደረጃዎ _____ 2. ያጠነት የትምህርት መስክ _____
3. የስራ ዘርፍ
 1. መምህር/አካዳሚክ ዘርፍ 2. አስተዳደር/ድጋፍ ሰጪ ክፍል
4. በባ/ዳ/ዩ ውስጥ ንብረቶችን መጠቀም አጀመሩ ስንት ዓመት ሆኖት?
 1. ከ1-3 ዓመት 2. ከ4-7 3. ከ8-11 4. ከ11 ዓመት በላይ ሆኖኛል::
5. ከንብረት አስተዳደር ጋር የተያያዘ ስልጠና ወስደዋል?
 1. አዎ 2. አልወሰድኩም
6. መልስዎ “አዎ” ከሆነ ስልጠናው በምን ዓይነት መልኩ ነበር የተሰጠው?
 1. በሴሜናር 2. በወርክሾፕ 3. በኮንፍረንስ 4. ሌላ ከሆነ ይጠቀስ _____

ክፍል 2

የንብረት ግዢ ፍላጎት ዳሰሳን አስመልክቶ የቀረቡ ጥያቄዎች

7. በሰንጠረዥ ውስጥ ለቀረቡት ጥያቄዎች የ“√” ምልክት በማድረግ መልሶን ይስጡ::

		በጣም አፍተኛ	አፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
7.1	በግዢ ፍላጎት ዳሰሳ የተጠቃሚዎች ተሳትፎ					
7.2	የሚገዙ ዕቃዎችን ዝርዝር ይዘት ለመስራት የተጠቃሚዎች ተሳትፎ					
7.3	ስለዕቃው ዝርዝር ይዘት “specification” ለመስራት የመምህራን ድጋፍ ስልጠና በመስጠትም ሆነ የኢንፎ. ኮሙኒኬሽን ቴክኖ. መጠቀም እንዲቻል በማድረግ					
7.4	የሚገዙትን ንብረቶች አይነትና መጠን ለአያንዳንዱ ፋኩልቲዎች /ት/ክፍሎች መለክዳ/ደንብ “standard” በማወጣት ረገድ የዩኒቨርሲቲው ጥረት					

8. የስራ ክፍሉ የሚገዙትን ንብረቶች ዝርዝር ይዘት "specification" ያዘጋጃል?

1. አዎ 2. አያዘጋጅም 3. አላውቅም

9. ለጥያቄ ቁጥር 8 መልስዎ "አዎ" ከሆነ ማን ነው ይህን ስራ የሚያከናውነው?

1. የክፍሉ ተጠሪ 2. ዲኑ 3. መምህራን 4. የቴክኒክ ኮሚቴ
5. ሌላ ካለ ይጠቀስ _____

10. በእርስዎ እምነት በዩኒቨርሲቲው የሚገዙት ንብረቶች ለመማር ማስተማሩ ሂደት ተስማሚ ናቸው ብለው ያስባሉ?

1. መሉ በመሉ አዎን። 2. በከፊል አዎን። 3. አይደለም 4. አላውቅም

11. ለጥያቄ ቁጥር 10 መልስዎ "በከፊል አዎን" ወይም "ተስማሚ አይደለም" ከሆነ ይህ ድርጊት በመማር ማስተማሩ ሂደት ላይ ምን ያህል ተፅዕኖ አለው ብለው ያስባሉ?

1. ከፍተኛ 2. መካከለኛ 3. እምብዛም አይደለም 4. አላውቅም

ክፍል 3

በባ/ዳ/ዩ የሚገዙ ንብረቶችን በማቀድ ረገድ የመላሾች አስተያየት

12. በሰንጠረዥ ውስጥ ለቀረቡት ጥያቄዎች የ"✓" ምልክት በማድረግ ምላሽ ይስጡ።

ተ.ቁ.	ጥያቄ	በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
12.1	ንብረቶች የሚፈለጉበትን ጊዜና አስፈላጊውን መረጃ ግምት ውስጥ በማስገባት የማቀድ አቅም					
12.2	ንብረቶችን በማቀድ ላይ የንብረቱ ተጠቃሚዎች ተሳትፎ					
12.3	የሚታቀዱትና የሚገዙት ንብረቶች የመስማማት ሁኔታ በተለይ ከሚፈለጉበት ጊዜ አንጻር					
12.4	አቅራቢዎች የተስማሙትን የንብረት አይነት በስምምነታቸው መሠረት ማቅረባቸውን የዩኒቨርሲቲው ክትትልና ቁጥጥር					
12.5	አሁን ያለው ንብረቶችን የማቀድ ሂደት የት/ክፍሎችን ፍላጎት ከማማላት አንጻር					

አግባብነት ያለው ነው ብለው ያስባሉ?

1. በክፍሉ ሃላፊ 2. በእያንዳንዱ ተጠቃሚ/በመምህራን 3. በት/ክፍል ኮሚቴ አባላት
4. በአካዳሚክ ኮሚሽን አባላት 5. ሌላ ካለ ይጠቀስ_____

ክፍል 4

የንብረት አስተዳደር ስራ ላይ የመላሾች የመስማማት ደረጃ

14. በባ/ዳ/ዩ ውስጥ የንብረት አስተዳደርን ውጤታማነት አስመልክቶ ለቀረቡት ጥያቄዎች የ”√” ምልክት በማድረግ ሃሳቦን ይግለፁ፡፡

	የስራው አይነት	ከፍተኛ	መካከለኛ	ዝቅተኛ
14.1	የንብረቶች ፍላጎት ዳሰሳ			
14.2	ዕቅድ			
14.3	ግዢ			
14.4	የንብረቶች አያያዝ/ ክምችት			
14.5	አጠቃቀም			
14.6	የንብረቶች ቁጥጥር			
14.7	አገልግሎት የማይሰጡ ንብረቶች አወጋገድ			

ክፍል 5

ለመማር ማስተማሩ ሂደት አስፈላጊ የሆኑ ንብረቶች በባ/ዳ/ዩ ውስጥ ስለመኖራቸው

15. ት/ክፍሉ/ፋኩልቲዎ እርስዎ የሚያስተምሩትን የት/ት ዓይነት በአግባቡ ለማስተማር ይችሉ ዘንድ በቂ ንብረቶችን ያቀርብሎታል?/ ለመ/ራን ቢቻ/

1. አዎ 2. አያቀርብም

16. መልስዎ ”አያቀርብም” ከሆነ ይህ ድርጊት በመማር ማስተማሩ ሂደት ላይ ምን ያህል ተፅዕኖ አለው?

1. ከፍተኛ 2. መካከለኛ 3. ብዙም ተፅዕኖ የለውም 4. ምንም ተፅዕኖ የለውም

17. አጠቃላይ የመማር ማስተማሩን ሂደት ለማመቻቸት የሚረዱ ከዚህ በታች የተዘረዘሩት ነገሮች በበቂ ሁኔታ የመኖራቸውን መጠን የ”√” ምልክት በማድረግ ይግለፁ፡፡ ቁጥሮቹ የሚገልፁት 1- በበቂ መጠን አሉ 2-በትንሹም ቢሆን አሉ

3. ፈፅሞ የለም

4. አላወቅም

		1	2	3	4
17.1	የመምህራን ቢሮዎች				
17.2	ማጣቀሻ መዕሐፍት				
17.3	አሸር ሄድ ፕሮጀክተሮች				
17.4	ኤል.ሲ.ዲ/LCDs				
17.5	የፅሕፈት መሣሪያዎች				
17.6	ኮምፒውተሮች				
17.7	የኢንተርኔት አገልግሎት				
17.8	መደርደሪያዎች				
17.9	የወሃ አቅርቦት				
17.10	መፀዳጃ ቤቶች				

ክፍል 6

የንብረቶች በመጋዘን ውስጥ አቀማመጥን የሚዳስሱ ጥያቄዎች

18. ንብረቶች በመጋዘን ውስጥ በአግባቡ ተለይተውና መለያ ኮድ ተሰጥቶአቸው ተመዝግበው ይያዛሉ? 1. አዎን 2. እንዲህ አይያዙም 3. አላወቅም
19. ከስቶር የጠየቁትን ንብረት ወዲያው ማግኘት ይቻላል?
1. አዎን 2. አልችልም
20. መልስዎ ”አልችልም” ከሆነ ምክንያቱ/ቶቹ ምንድን ነው/ናቸው?
/ተስማሚ ከሆነ ከአንድ በላይ መልስ መስጠት ይቻላል፡፡/
1. ንብረቶቹን ለማግኘት ረጅም ወጣ ወረድ መጠየቁ
2. የሚመለከታቸው ኃላፊዎች ለስራው ተገቢውን ጊዜና ጉልበት አለመስጠታቸው
3. ከስቶር ውስጥ የሚፈለጉት ንብረቶች አለመገኘታቸው
4. ሌላ ካለ ይጠቀስ _____
21. ተጠቃሚዎች የመለሱትን ንብረት ለማመላከር የስቶር ሰራተኞች የሚጠቀሙበት ዘዴዎች
1. ቋሚ ንብረቶች ሁሉ በመጋዘን ውስጥ የየራሳቸው ቋሚ መለያ ኮድ አላቸው
2. ስቶር ሰራተኞች በማስተር ሊስት የሚመለሱትን ንብረቶች ይለያሉ
3. ለማመላከር ምንም ዘዴ የላቸውም
4. ሌላ ካለ ይጠቀስ _____

ክፍል 7

የንብረቶችን አጠቃቀም አስመልክቶ የቀረቡ ጥያቄዎች

22. በክፍሉ ውስጥ ያሉት ንብረቶች በአግባቡ ጥቅም ላይ ስለመዋላቸው የመቆጣጠሪያ ዘዴ አለ? 1. አዎ፡አለ 2. የለም

23. ለጥያቄ 22 መልስዎ "አለ" ከሆነ እባክዎ ያለውን የመቆጣጠሪያ ዘዴ ይግለፁ

24. ንብረቶች በአግባቡ ጥቅም ላይ መዋላቸውን የሚቆጣጠር አካል አለ?

1. አዎ 2. የለም 3. አላውቅም

25. ለጥያቄ 26 መልስዎ "አለ" ከሆነ ይህን የሚቆጣጠር አካል ማን ነው?

1. የክፍሉ ኃላፊ 2. የጠቅላላ አገልግሎት ኃላፊ
3. የፋኩልቲ አስተዳደር 4. ሌላ ከሆነ ይገለፅ _____

26. በእርስዎ ልምድ የዚህ ተቆጣጣሪ አካል ውጤታማነት ምን ያህል ነው?

1. በጣም ከፍተኛ 2. ከፍተኛ 3. መካከለኛ 4. ዝቅተኛ 5. በጣም ዝቅተኛ

27. በክፍሉ ወይም ዩኒቨርሲቲዎ ውስጥ ተጠቃሚዎች ንብረቶችን በአግባቡ ባይጠቀሙ ምን ያህል ተጠያቂ ናቸው?

1. በጣም በከፍተኛ ደረጃ 2. በከፍተኛ ደረጃ 3. በመካከለኛ ደረጃ
4. በዝቅተኛ ደረጃ 5. በጣም በዝቅተኛ ደረጃ

28. ለዩኒቨርሲቲዎ ንብረቶች እንክብካቤ ለማድረግ ሠራተኞች የሚሰማቸው ኃላፊነት

1. በጣም ከፍተኛ 2. ከፍተኛ 3. አማካይ 4. ዝቅተኛ 5. በጣም ዝቅተኛ

29. በክፍሉ ውስጥ በተደጋጋሚ የሚበላሹ ንብረቶች የትኞቹ ናቸው?

በሚከተለው ሰንጠረዥ ውስጥ እንደ ብልሼቱ አሳሳቢነት በደረጃ ያስቀምጡ፡፡ ቁጥሮቹ የሚያመለክቱት 4-በከፍተኛ ደረጃ ይበላሻሉ

3-በመካከለኛ ደረጃ ይበላሻሉ 2- አልፎ አልፎ ይበላሻሉ 1-ተበላሽተው አያውቁም

		4	3	2	1
29.1	ወንበሮችና ጠረጴዛዎች				
29.2	ኮምፒውተሮች				
29.3	ማባገጥ ማሽኖች				
29.4	ፕሪንተሮች				

ክፍል 8

የንብረት ቆጠራን አስመልክቶ የቀረቡ ጥያቄዎች

30. በክፍሎ ውስጥ የንብረት ቆጠራ የሚካሄደው

1. በአመት አንዴ 2. በየሴሚስቴሩ ነው 3. ሲያስፈልግ ቢቻ ነው
4. ሌላ ካለ እባክዎን ይግለፁ _____

31. በክፍሎ/ዩኒቨርሲቲዎ ውስጥ የንብረት ቆጠራን አስመልክቶ ለቀረቡት

ጥያቄዎች አስተያየቱን ይስጡ። ቁጥሮቹ የሚያመለክቱት

5. እጅግ በጣም ጥሩ ነው 4- በጣም ጥሩ ነው 3- ጥሩ ነው 2- በቂ ነው 1- ዝቅተኛ ነው

ተ.ቁ	የሥራው ዓይነት	5	4	3	2	1
31.1	እየተሰራበት ያለው የንብረት ቆጠራ ዘዴ					
31.2	የቆጠራው የጊዜ ድግግሞሽ					
31.3	ከቆጠራ በኋላ የሚቀርበው ሪፖርት					
31.4	መዝገብ የሚያሳየውን የንብረት መጠንና ዓይነት ወቅታዊ ለማድረግና ለመቆጣጠር ንብረቶችን በአካል የመቁጠሩ ሂደት					

ክፍል 9

በንብረቶች ጥገና ዙሪያ የቀረቡ ጥያቄዎች

32. በእርስዎ አመለካከት የንብረቶችን ጥገና አስመልክቶ የባ/ዳ/ዩ ውጤታማነት

5. በጣም ከፍተኛ ነው 4. ከፍተኛ ነው 3. መካከለኛ ነው
2. ዝቅተኛ ነው 1. በጣም ዝቅተኛ ነው

33. ለጥያቄ ቁጥር 32 መልስዎ ”ዝቅተኛ” ወይም ”በጣም ዝቅተኛ ነው” የሚል ከሆነ

ምክንያቱ ምንድር ነው?/ምክንያቶቹ ምንድን ናቸው?

/ተስማሚ ከሆነ ከአንድ በላይ ምላሽ መስጠት ይቻላል።/

1. ዝቅተኛ የሙያ ስልጠና ያላቸው ቴክኒሽያኖች መኖር

2. ዝቅተኛ ልምድ ያላቸው ቴክኒሽያኖች መኖር

3. ሌላ ከሆነ እባክዎን ይጥቀሱ _____

ክፍል 10

አገልግሎት የማይሰጡ ንብረቶችን አወጋገድ አስመልክቶ የቀረቡ ጥያቄዎች

34. በክፍሉ ውስጥ የሚከተሉት ንብረቶች በወቅቱ ይወገዳሉ?

ተ.ቁ	የንብረቶች ዓይነት	አዎን:ይወገዳሉ	አይወገዱም
34.1	ጊዜ ያለፈባቸው ንብረቶች		
34.2	ትርፍ ንብረቶች		
34.3	ቁርጥራጭ ነገሮች		

35. ለጥያቄ ቁጥር 34 መልስዎ "አዎን:ይወገዳሉ" ከሆነ ድርጊቱ እንዴት ነው የሚፈፀመው?

/ተስማሚ ከሆነ ከአንድ በላይ ምላሽ መስጠት ይቻላል::/

1. ለአቅራቢዎች በመመለስ 2. ለተጠቃሚዎች በመሸጥ 3. ለሌሎች በመለገስ

4. ሌላ ካለ እባክዎን ይግለፁ _____

36. መልስዎ "አይወገዱም" ከሆነ ድርጊቱ በመማር ማስተማሩ ሂደት ላይ ያለው ተፅዕኖ

1. ከፍተኛ ነው 2. መካከለኛ ነው 3. ብዙ አይደለም 4. አላውቅም

37. በክፍሉ ወይም ዩኒቨርሲቲዎ ውስጥ አገልግሎት የማይሰጡ ንብረቶችን የማስወገድ

ኃላፊነት ያለው ማን ነው? እባክዎን ይግለፁ _____

38. መልስዎ "አይወገዱም" ከሆነ በወቅቱ ላለመወገዳቸው ዋና ምክንያት ምንድን

ነው? እባክዎን ይግለፁ _____

ክፍል 11

የመላሸች አጠቃላይ አስተያየት

39. በባ/ዳ/ዩ ንብረቶች አስተዳደርና አጠቃቀም ላይ ያሉት ዋና ዋና ችግሮች ምንድን ናቸው?
እባክዎን በዝርዝር ይግለፁ

40. በዩኒቨርሲቲው ንብረቶች አስተዳደርና አጠቃቀም ላይ ያሉትን አጠቃላይ ችግሮች ለመቅረፍ ምን ምን መደረግ አለበት ይላሉ? እባክዎን በዝርዝር ይግለፁ

ስለትብብሮ በድጋሜ አመሰግናለሁ፡፡

Addis Ababa University
School of Graduate Studies
Institute of Educational Research

Questionnaire on Educational Materials Management and Utilization in Bahir Dar University

The purpose of this questionnaire is to collect information, ideas and opinions of BDU staffs who are directly or indirectly involved in Educational Materials Management and Utilization. The feedbacks from respondents will help to identify the existing problems and forward recommendations for future improvements of educational materials management and utilization practices in Bahir Dar University.

Dear respondents, I would like to assure you that the information you provide is used only for educational purposes. To this end, you are kindly requested to give your genuine opinions, comments and suggestions. Do not specify your name for your responses!

Thank you in advance!

 **N.B:** Educational materials are all material inputs, equipment and facilities in the University that are directly or indirectly used to facilitate the overall teaching learning process

General Instruction

Please, write your responses on the space provided for open-ended questions and encircle the alternative responses that you think are appropriate for close-ended items.

Part I

Back ground Information about Respondents

1. Your education level _____
2. Major field of study _____
3. Job category of respondents
 1. Academic staff
 2. Supportive staff
4. Year/s of your utilization of educational material resources in BDU?
 1. 1 – 3 Years
 2. 4 – 7 years
 3. 8 – 11 years
 4. Above 11 years
5. Do you have any training involving skills of material resources management?
 1. Yes
 2. No
6. If yes, how was the training program conducted?
 1. seminar
 2. workshop
 3. conference
 4. if others, please specify _____

Part II

The current practice of needs assessment for purchases of educational materials

7. Please mark “√” in the box that you think is appropriate for the following items

No	Statement/ item	Very high	High	Average	low	Very low
7.1	The involvement of users in needs assessment of educational materials to be purchased					
7.2	The involvement of users in the preparation of technical specifications for educational materials to be purchased					
7.3	The support given by academic staffs to those involved in preparing materials specifications in the form of training and the use of ICT					
7.4	The efforts made by the University to develop the standard document containing the types and amounts of educational materials needed for every faculty/department					

8. Does your department prepare specifications for educational materials to be purchased? 1. yes 2. No 3. I don't know
9. If your response for question 8 is 'yes', who is responsible for the activity?
1. Department heads 2. Deans
3. Instructors 4. Technical committee 5. Others, _____
10. Do you believe that the purchases made by your University are appropriate to the needs for the teaching learning process?
1. Totally, yes 2. Partially, yes 3. No 4. I don't know
11. If your response is 'partially yes' or 'no' for item 10 above, to what extent is the teaching learning process negatively affected?
1. highly 2. moderately 3. not much 4. I don't know

Part III

Opinions of respondents on the planning of educational materials

12. Please mark "√" in the box that you think is appropriate.

No	Statement/ item	Very high	high	Ave- rage	low	Very low
12.1	The extent to which educational materials are well planned based on relevant information taking in to account the time they are needed					
12.2	The involvement of users in the planning of educational materials					
12.3	The match between what is planned and purchased/ provided in terms of time					
12.4	The follow up and controlling mechanism set by the University to check that suppliers are supplying educational materials as per their contractual agreement					
12.5	The extent to which the current planning process of educational materials satisfying the demands of various faculties/departments					

13. In your opinion, which of the following do you think is the most appropriate body for the preparation of educational materials plan?

1. Department heads
2. Each users/ Instructors
3. Department counsel members
4. Academic commission members
5. If others, please specify_____

Part IV

Levels of respondents' agreement on Effectiveness of Educational material resources management activities

14. Show your levels of agreement by putting '√' mark concerning the effectiveness of the following functions in BDU.

Item No	Managerial function	high	moderate	low
14.1	Needs assessment			
14.2	Planning			
14.3	Purchasing			
14.4	Storage or handling			
14.5	Utilization			
14.6	Control			
14.7	Disposition			

Part V

Availability of the required educational material resources

15. Do your department/ faculty provided you with adequate material resources needed to teach your course properly (for teaching staff only)?

1. yes 2. no

16. If your response to question number 17 is 'no', to what extent is the teaching learning process negatively affected?

1. highly 2.moderately 3. not much 4. not affected at all

17. Please mark ‘√’ for the degree of adequacy of the following educational material resources and facilities that help to facilitate the overall teaching learning process.

The numbers indicate: 1. Adequately exist 2. Scarcely exist

3. Not exist at all 4.I don't know

		1	2	3	4
17.1	Offices for instructors				
17.2	Reference materials				
17.3	Over head projectors				
17.4	LCDs				
17.5	Stationary materials				
17.6	Computers				
17.7	Internet services				
17.8	Shelves				
17.9	Water supply				
17.10	Toilet				

Part VI

Storage of Educational materials

18. Are Educational materials in storerooms properly recorded and handled i.e., identified, classified and coded? 1. Yes 2. No 3. I do not know
19. Can you get immediate supply of educational materials that you need from store? 1. Yes 2.No
20. If "no", what would be the reason/s? (You can mark more than one alternative responses, if appropriate)
1. the process to get permission for the requested materials entails long bureaucracy
 - 2.lack of commitment on the side of officials
 3. absence of materials in the stores
 - 4.If others, please specify_____
21. What methods are used by storekeeper to crosscheck the return of borrowed educational materials when s/he collects from users?
1. Each durable educational material in the store has its own fixed code
 2. The storekeeper can identify by using master list
 3. There is no way to cross check
 4. If others, please specify,_____

Part VII

Utilization of Educational material resources in BDU

22. Has your department any control mechanism for proper utilization of the available education material? 1. Yes 2. No
23. If yes, what control mechanism is used for proper utilization of the available educational materials? Please state_____
24. Is there any responsible body to control educational material resources for proper utilization? 1. Yes 2. No 3. I do not know
25. If yes, who do you think is the responsible body to control?
1. Department heads
 2. General services head
 3. Faculty Administrators
 4. If others please, specify_____

26. From your experiences to what extent does the control made by responsible bodies effective? 1. Very high 2. High 3.moderate 4. low 5. very low

27. How much are users accountable for misuse of educational material resources in your department/ University?

1. very high 2. high 3.Average 4. low 5. Very low

28. The sense of responsibilities of staffs towards taking care for educational materials of the University is

1. very high 2. high 3. Average 4. low 5. Very low

29. Which educational materials are frequently damaged in your department?

Rate the seriousness of damage in the table below. The numbers indicate:

4. Highly damaged 3.moderately damaged

2. Rarely damaged 1. No damage at all

No	Items	4	3	2	1
29.1	Tables and chairs				
29.2	Computers				
29.3	Photocopiers				
29.4	Printers				

Part VIII

Inventory control of educational materials in Bahir Dar University

30. How often is inventory taken in your department?

1. once a year 2.once a semester 3. when it is needed only

4.if others, please specify _____

31. How do you rate the following inventory control activities for proper handling of educational material resources in your department/University?

5. Excellent 4. Very good 3. Good 2.Fair 1.poor

No.	Types of activities	5	4	3	2	1
31.1	Inventory control systems that are used					
31.2	Frequency of inventory conducted					
31.3	Presentation of report after inventory					
31.4	Process of updating inventory records					

Part IX

Maintenance of educational materials in BDU

32. How effective is the University regarding the maintenance of educational materials?

5. Very high 4. High 3. Average 2. Low 1. Very low

33. If your answer for the above item, is 'low' or 'Very low' what is/ are the reason/s?

(You can mark more than one alternative responses, if appropriate)

1. less qualified technician

2. less experienced technician

3. If others please, specify _____

Part X

Disposal of Unused educational materials

34. Are the following educational materials disposed on time in your department?

Item No.	Types of unused Materials	Yes	No
34.1	Obsolete		
34.2	Surplus		
34.3	Scrap		

35. If yes, how do the activities accomplished? (You can mark more than one alternative responses, if appropriate) 1. Returning to the supplier 2. Direct selling to others

3. Donating for others 4. If others, specify _____

36. If no, for item number 34 above to what extent is the teaching learning process negatively affected?

1. highly 2. moderately 3. Not much 4. I don't know

37. Who is responsible to dispose unused educational materials in your department/ University? Please, specify _____

38. If your answer is 'No' for item number 34 above, what is the major reason for not disposing them on time?

Please, specify _____

Part XI

General Comments/ suggestions

39. What are the basic problems that are observed in Bahir Dar University regarding educational materials management and utilization?

Please specify _____

40. What do you suggest to solve the overall problems in educational materials management and Utilization in BDU?

Please specify _____

Thank you once again!

**አዲስ አበባ ዩኒቨርሲቲ
የድኅረ ምረቃ መርሃ ግብር
የትምህርት ጥናትና ምርምር ተቋም**

በባህር ዳር ዩኒቨርሲቲ ውስጥ የንብረት አስተዳደርና አጠቃቀምን የሚዳስስ ቃለ መጠይቅ

/“ Interview Guides”/

ማስታወሻ: በዚህ ቃለ መጠይቅ ውስጥ ንብረት ማለት ማንኛውንም በዩኒቨርሲቲው ውስጥ የሚገኙ ቋሚና አላቂ ቁሳቁሶችንና በቀጥታም ሆነ በተዘዋዋሪ የመማር ማስተማሩን ስራ የሚያመቻቹ ግዑዝ ነገሮችን ያካትታል፡፡

1. በእርስዎ አስተያየት የባ/ዳ/ዩ የንብረቶች ግዥ እቅድ ዝግጅት ውጤታማነት ምን ይመስላል?
2. ግዥ ከመከናወኑ በፊት በዩኒቨርሲቲው ውስጥ የንብረት ፍላጎት ዳሰሳ ”materials needs assessment” ሂደት ለመማር ማስተማሩ ያለው አስተዋፅኦ ምንድን ነው?
3. ንብረቶች በተዘጋጀላቸው ዝርዝር ይዘት”specification” እና አቅራቢዎች በስምምነታቸው መሰረት ማቅረባቸውን ለማረጋገጥ የዩኒቨርሲቲውን ባለሙያዎች ተሳትፎ እንዴት ይገመግሙታል?
4. በዩኒቨርሲቲው ውስጥ ለመማር ማስተማሩ ሂደት አስፈላጊ የሆኑ ንብረቶች በበቂ ሁኔታ አሉ ለማለት ይቻላል? ለምን?
5. የዩኒቨርሲቲው ንብረቶች በአግባቡ ለተገዙላቸው አላማ ጥቅም ላይ መዋላቸውን እንዴት ይገልፁታል?
6. በመማር ማስተማሩ ሂደት ላይ ካለው ተፅእኖ ጋር በተያያዘ በዩኒቨርሲቲው ንብረቶች ጥገና ውጤታማነት ላይ ምን አስተያየት አሎት?
7. ለዩኒቨርሲቲው አገልግሎት የማይሰጡ ንብረቶች እንዴት ይወገዳሉ?
8. በአጠቃላይ የባ/ዳ/ዩኒቨርሲቲን የንብረት አስተዳደር ሥራ ውጤታማነት እንዴት ይገመግሙታል?

ስለትብብሮ በጣም አመሰግናለሁ፡፡

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Declaration

I the under signed, declare that this thesis is my original work and has not been presented in other Universities; all sources of materials used have been duly acknowledged.

Name: Biruk Solomon

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Date of submission: 13, June 2008

This thesis has been submitted for examination with my approval as University advisor.

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Date of submission: 13, June 2008