

**Instructional Materials Management at Five Teacher
Training Colleges in Amhara Region, Ethiopia**

**A Thesis Submitted to Indra Gandhi National Open
University in Collaboration with St. Mary University College
Post Graduate Program in Partial Fulfilment of the
Requirements for the Degree of Masters of Business
Administration**

**By
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**September, 2013
Addis Ababa
Ethiopia**

Certificate of Originality

This is to certify that the project entitled **# *Instructional Materials Management at Five Teacher Training Colleges in Amhara Region, Ethiopia***; is an original work of the student and is being submitted in partial fulfillment for the award of the Master's Degree in Business Administration of Indira Gandhi National Open University. This report has not been submitted earlier either to this University/Institution for the fulfillment of the requirement of a course of study.

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**Indra Gandhi National Open University in Collaboration with St. Mary
University College Post Graduate Program**

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Amhara region, Ethiopia**

By

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ACRONYMS

ANRS	-	Amhara National Regional State
AREB	-	Amhara Region Education Bureau
BA	-	Bachelor of Arts
BSC	-	Bachelor of Science
BoFED	-	Bureau of Finance and Economic Development
GEQIP	-	General Education Quality Improvement Program
MoFED	-	Ministry of Finance and Economic Development
NGO	-	Non Government Organization
TDP	-	Teacher Development Program
TGE	-	Transitional Government of Ethiopia
TTC	-	Teacher Training College
UNESCO	-	United Nations Educational, Scientific and Cultural Organization

Table of Contents

Contents	Page
Acknowledgments.....	i
Acronyms.....	ii
Table of Contents	iii
List of Tables	vi
List of Figures.....	vii
Abstract.....	viii
Chapter One - Introduction	
1.1 Back ground and Rational of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	5
1.3.1 General Objective	5
1.3.2 Specific Objectives	5
1.4 Significant of the Study	6
1.5 Delimitation and Limitation	7
1.5.1 Delimitation of the Study	7
1.5.2 Limitation of the Study	8
1.6 Definition of Key Terms	9
Chapter Two - Review of Related Literature	
2.1 Teacher Training Colleges	11
2.2 Importance and Concept of Instructional Materials	12
2.3 Concept of Instructional Material Management	13
2.4 Functions of Instructional Material Management	14
2.4.1 Purchasing	14
2.4.2 Inventory Control	15
2.4.3 Stores Operations	17
2.5 Instructional Materials Need Assessment	18
2.6 Planning Process	19
2.7 Purchasing and Distribution of Educational Materials	20
2.8 Disposing Unused Materials	21

Chapter Three - Method and Procedures of the Study

3.1 Research Method	23
3.2 Data Source	23
3.3 Data Collection Instrument	23
3.4 Sample and Sampling Techniques	24
3.5 Methods of Data Analysis	25

Chapter Four – Presentation and Analysis of Data

4.1 Characteristics of Respondents	26
4.1.1 Training and Guidance Documents.....	29
4.1.1.1 Provision of Training	30
4.1.1.2 Availability of Guidance and Directive Documents.....	31
4.1.1.3 Segregation of Duties.....	32
4.2 Planning of Need Assessment.....	33
4.2.1 System of Need Assessment.....	34
4.2.2 Involvement of Supportive and Academic Staff in Procurement Plan	35
4.2.3 Availability of Procurement System.....	36
4.2.4 Satisfaction of Users on Planning Process of Instructional Materials	37
4.3 Appropriateness of Instructional Material Procurement.....	38
4.3.1 Instructional Materials are procured as per their Specification	38
4.3.2 Satisfaction of Technicians and Users in the Procured Instructional Materials...	40
4.3.3 Avoiding Procurement of Available Instructional Materials.....	41
4.3.4 Procuring Instructional Materials that fit the Specification with low Cost	43
4.4 Storage Operation of Instructional Materials.....	44
4.4.1 Availability of Adequate Instructional Materials in the Department.....	44
4.4.2 Availability of Adequate Store.....	46
4.4.3 Availability of Appropriate Recording System.....	47
4.5 Inventory Control of Instructional Materials.....	48
4.5.1 Availability of Standard Procedures for Physical Inventories.....	48
4.5.2 Taking Physical Inventory in Departments.....	50
4.5.3 Taking Physical Inventory in Store.....	51
4.5.4 Checking Instructional Materials Record Cards while Inventory is Taken.....	52

4.6 Disposal of Unused Instructional Materials.....	53
4.6.1 Procedure of Disposal of Unused Instructional Materials.....	54
4.6.2 Responsible Body for Disposal of Instructional Materials.....	55
4.6.3 Procedure of Disposal of Instructional Materials.....	57
4.6.4 Disposed Instructional Materials are Recorded and Deleted from Property Record Forms.....	58

Chapter Five - Summary, Conclusions and Recommendations

5.1 Summary.....	60
5.2 Conclusions.....	63
5.3 Recommendations.....	66
Reference Materials	69

Appendixes

- Appendix-A-Questionnaire for deans and vice deans
- Appendix-B-Questionnaire for supportive staff
- Appendix-C-Questionnaire for academic staff
- Appendix-D- Interview guides

List of Tables

Tables	Page
1. Characteristics of Respondents.....	27
2. Training Given to Property Officers and Managers.....	30
3. Availability of Guidance and Directive Documents	31
4. Organizational Structure of TTCs Provides Segregation of Duties	32
5. TTCs Need Assessment System.....	34
6. Participation of Supportive and Academic Staff in Procurement Plan.....	35
7. TTCs Procurement System.....	36
8. Users Satisfaction on Instructional Materials Plan.....	37
9. Instructional Materials procured as per Specification.....	39
10. Satisfaction of Technicians and Users in the Procured Instructional Materials...	40
11. Availability of Instructional Materials in Stores	42
12. Appropriate Instructional Materials Procured with low Cost.....	43
13. Availability of Adequate Instructional Materials	44
14. Availability of Adequate Store to keep Instructional Materials Safe	46
15. Existence of Appropriate Recording System.....	47
16. Standard Procedure for Physical Inventories.....	49
17. Physical Inventory in Departments.....	50
18. Physical Inventory in Store.....	51
19. Checking Materials Record Cards.....	52
20. Unused Instructional Materials Disposed on Time.....	54
21. Unused Instructional Materials Disposed by Responsible Body.....	55
22. Instructional Materials Disposal System.....	57
23. Recording and Deleting Disposed Instructional Materials.....	58

List of Figures

Figures	Page
1. Educational Back Ground of Respondents.....	28
2. Experience of Respondents.....	28
3. Training Given to Property Officers and Managers.....	30
4. Availability of Guidance and Directive Documents	31
5. Organizational Structure of TTCs Provides Segregation of Duties.....	33
6. TTCs Need Assessment System.....	34
7. Participation of Supportive and Academic Staff in Procurement Plan	35
8. TTCs Procurement System.....	37
9. Users Satisfaction on Instructional Materials Plan.....	38
10. Instructional Materials Procured as per Specification.....	39
11. Satisfaction of Technicians and Users in the Procured Instructional Materials...	41
12. Availability of Instructional Materials in Stores	42
13. Appropriate Instructional Materials Procured with low Cost	43
14. Availability of Adequate Instructional Materials	45
15. Availability of Adequate Store to keep Instructional Materials Safe	46
16. Existence of Appropriate Recording System.....	47
17. Standard Procedure for Physical Inventories.....	49
18. Physical Inventory in Departments.....	50
19. Physical Inventory in Store	51
20. Checking Materials Record Cards	53
21. Unused Instructional Materials Disposed on time.....	54
22. Unused Instructional Materials Disposed by Responsible Body.....	56
23. Instructional Materials Disposal System	57
24. Recording and Deleting Disposed Instructional Materials.....	58

ABSTRACT

The purpose of this study is to assess the instructional material management at five Teacher Training colleges in Amhara region. Instructional material management is the process of planning, purchasing, distributing, storage process, and inventory control and disposal management of tools that are needed in teaching and learning process to bring about quality of Education.

To find solution of the study, the basic research question to be answered are the extent to what instructional materials management functions are implemented efficiently and effectively, how Teacher Training Colleges utilize the existing instructional materials to meet their objectives, and what are the problems related to instructional materials management and utilization in the colleges.

To answer these questions both quantitative and qualitative data were collected through questionnaire and interview. A sample of 165 instructors, Department heads, Lab technicians and Librarians (academic staff) , 20 Procurement, Finance and Property administration support process owners, Procurement officers and Property administration officers (supportive staff) and 15 Deans and Vice deans (supportive staff) totally 200 samples are taken from 500 academic staffs and 35 supportive staffs.

The data were analyzed with percentage. The result reveals that procurement of instructional materials is not critically planned by the appropriate users. Procurement is not made as per the specification prepared for it and also instructional materials that are purchased are not checked to assure whether it is procured as per the specification or not. Physical inventory and disposal of unused instructional materials are not made at all in Teacher Training Colleges. Besides, the majority of the respondents reveal that the involvement of users in need assessment of instructional materials to be purchased is low. Moreover, the main problems of Teacher Training colleges regarding instructional materials management is absence of material management guide line and lack of training.

Finally, to improve instructional materials management it is suggested that: 1) there should be instructional materials administration guide line in the colleges and training should be given to academic and supportive staff 2) users of instructional materials have to involve in preparation of procurement plan and participate in preparing and checking the specification of instructional materials 3) there should be adequate store in the colleges to protect and keep safe instructional materials 4) physical inventory and disposing of unused materials should be made in the colleges 5) codification and registration of instructional materials purchased and distributed should be made in the colleges.

Chapter One

Introduction

1.1 Back Ground and Rational of the Study

Education plays crucial role in the economic growth and national development of a country. The socioeconomic development of any country is directly or indirectly related to the extent and ability of innovating and applying knowledge and skills. Thus, educated people can command the skills necessary for sustainable economic growth and quality of life. (World Bank 1988)

Economic development will be achieved if and only if the society gets proper education. So as to achieve the objective priority should be given to minimize the scarcity of finance and inefficiency of administration practices (Tekeste, 1990). The process of teaching-learning can be successful in educational institutions where there exist sufficient instructional material resources and when these instructional materials are managed well. On the other hand educational institutions with poor material resources and physical facilities tend to be less successful (Worku, 2007). Fayyaz (2011) further states that the less availability, misallocation and the deficiency in the use of instructional materials lead to the wastage of resources.

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) institution of higher education has the following three main responsibilities.

- First, equipping individuals with advanced knowledge and skills require for positions of responsibility in government, business and the profession.

- Secondly, producing new knowledge through research and serve as conduits for the transfer, adoption and dissemination of knowledge generated elsewhere in the world, and render consultancy services; and
- And finally, playing important social role by forging the national identity of the country and offering a forum for pluralistic debate.

In Ethiopia there are 33 teacher training colleges. Of these colleges ten teacher training colleges, (Gondar, Debremarkos, Debre berhan, Dessie, Enjibara, Finoteselam, Begemidr, Woldia, Sekota and Kemmissie) are found in Amhara region. The responsibility of these colleges is to train prospective teachers in diploma program, (10 + 3) to be teachers in primary schools of the region. According to the ministry of education teacher development program (TDP) Blue print book, (1998) elementary schools are schools that teach students from grade 1-8.

Many researchers on quality of education, Obemeata (1995), Fuller (1987), Adeboyeje (1995) and Olaniyan (1980), have pointed out that the indicators of quality could be classified into material, physical, human and financial resources. All these are instruments which people use in judging the worth of a school. However, availability of resources and governments commitment towards education alone are not ends by themselves; but the effective and efficient utilization of the existing resources are also essential.

Newton (1997) professed that the magnitude of instruction are more scientific base; make instruction more powerful; make learning more immediate and finally make access to education more equal. Adeogun (2001) discovered a very strong positive significant relationship between instructional resources and academic performance. According to him schools endowed with more resources performed better than schools that are less endowed. Adeogun (2001) discovery

indicated that effective teaching cannot take place within the classroom if basic instructional materials are not present.

Teacher training colleges to achieve their objectives, they have to be well equipped with the necessary instructional materials. Instructional materials are principal instruments in the teaching learning process (UNESCO, 2010).

According to Transitional Government of Ethiopia, (TGE) (1994), educational materials are considered as the major factors for improving the quality of education. It also stated that, # 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 instructional materials for Teacher Training Colleges (TTCs). But still Amhara National Regional State (ANRS) education bureau supervision report (2010, 2011) indicates that still there is shortage of necessary instructional materials and facilities there in the colleges.

Proper utilization of existing instructional materials is also major factors that affect the quality, relevance and expansion of education. On top of this lack of proper planning, purchasing, storing and controlling be the most serious problems identified in our education system (Amare, 1999). To minimize the shortage of instructional materials or facilities sufficient budget is allocated in addition to the internal revenue they generate. The regional education bureau was allocating 187,561,340.00 Eth. Birr from the total block grant allocated to it for two years. The amount allocated birr 94,842,972.00 from the regional allocation. Apart from the

budget birr 92,718,368.00 is financed by GEQIP (General Education Quality Improvement Program) to increase/enhance the quality of education on the teacher training (ANRS, 2011). Obtaining sufficient financial resources alone is not enough to achieve the intended objectives. However, to carry out its responsibilities and achieve its missions and visions, there should be an assessment of instructional material management in five Teacher training colleges found in Amhara region.

1.2 Statement of the Problem

Effective and efficient management of instructional material promotes quality of education by improving the process of teaching and learning in the TTCs. According to UNESCO (2003) the objectives of teacher training colleges is satisfying the demand for qualified primary schools teachers by improving the quality of training through improved training curriculum, teaching and learning process and effective staff professional development, and by increasing the physical capacity of the college.

Further UNESCO mentions the main objectives of teacher training colleges:

- Training and producing qualified teachers of various subjects in primary level education.
- Producing teachers capable of integrating school curriculum with societal needs and priorities.
- Conducting small and large scale research and studies in different fields of discipline and disseminating the findings to pertinent bodies.
- Propagating teaching profession, promoting and dissemination scientific knowledge.
- Developing positive attitude to work, a sense of accountability and transparency and encouraging active participation in the socio-economic development activities.

Hence, this study focuses on the management of instructional materials TTCs to attain educational objectives and to increase awareness of staff members to save the instructional materials of the colleges from unnecessary wastage.

As indicated in ANRS Education Bureau (2011/2012) report there is dissatisfaction of staffs on the availability and supply of instructional materials in the colleges. This circumstance entails that either there is something wrong somewhere in needs assessments, instructional materials planning, or on the proper utilization of the existing materials which negatively affect to the attainment of the colleges goal. Since the main objective of teacher training colleges is to qualify prospective teachers in diploma program for three years, after the completion of the diploma program the teachers would be assigned to teach elementary school students (UNESCO, 2010/2011).

1.3 Objectives of the Study

1.3.1 General Objective

To investigate the management system of different instructional materials in the TTCs and to suggest the best use of instructional materials that helps to attain educational goals.

1.3.2 Specific Objectives

- To examine how TTCs utilize instructional materials.
- To analyze ways of instructional materials management from planning to disposal.
- To suggest cost effective way of utilizing instructional materials to meet the desired goals.

Based on the above objectives, the following basic research questions are expected to be addressed:

1. To what extent instructional materials management functions (Planning, Purchasing, distribution, storage, inventory control and disposal) are implemented efficiently and effectively in the colleges.
2. How do colleges utilize the existing instructional materials to meet their objectives?
3. What are the problems related to instructional materials management and utilization in the colleges?

1.4 Significance of the Study

Instructional material plays a vital role for improving the quality of education. And instructional materials are the critical inputs to achieve educational objectives. The colleges to achieve their objectives need to have proper system of managing of instructional materials. Therefore, they should allocate sufficient budget to fulfill all necessary instructional materials needed in the teaching learning process.

The study will have the following significance:

1. The study by itself will create an awareness of the existing problems.
2. It provides valuable feed backs regarding the effectiveness of instructional materials management in the colleges from the respondents' point of view.
3. It forwards practical solutions to alleviate the existing problems concerning the issues understudy.

4. Researchers might also use the research results as a spring board for further investigations that will lead to the improvement of educational materials management practices in the other colleges and education system as well.

1.5 Delimitation and Limitation

1.5.1 Delimitation of the Study

Although the concept of material management is vast and extensive to grasp, the scope of the study however is limited only in giving answer to the three research questions. Moreover, to make the research manageable its scope covers the major and basic issues in assessing the overall material management process in its comprehensive view in the five public Teacher training colleges found in Amhara region.

In Amhara region there are 10 Teacher training colleges. The research would have been more comprehensive and conclusive if it had been covered all the 10 TTCs in the region. However, due to resource limitation (time, money, etc) it is limited only to five TTCs. Among various activates of instructional materials management, the study is delimited to the materials need assessments, planning, purchasing, storing, inventory control, and disposition.

The main reason to delimit the study in the public colleges is mainly- the government allocates a huge amount of block grant annually to address quality in education. Furthermore, various international partners are deploying huge amount of resources in the colleges to support the effort of improving quality in education. The study confirmed itself to gather data from deans, academic officials, lecturers, and personnel as sources of information. In order to have more comprehensive information, it would have been better if the study includes the views of AREB heads, donors, NGOs, and policy makers which were vital sources of information. Their

contribution clearly would have added some value to the study. Finally, the research is delimited only to simple descriptive statistics only two variables (dependent and independent variables). While multiple regressions to know the effect of other variables on the management of instructional materials for recommendation of further research study.

1.5.2 Limitations of the Study

This study is limited to the five TTCs (Debre markos, Gondar, Dessie, Debre berhan and Woldia) instructional materials management system in the Amhara region. Generalization to be made on other colleges out of the region requires caution. Further research which covers a greater number of colleges and wider range of sample institutes in different parts of the region would be required to have a more comprehensive picture about the management of instructional materials deployed to bring about change in the quality of education. Moreover, the focus of this study is to investigate the management and utilization of instructional materials in the colleges by the views and perceptions of the key implementers of the TTCs (college deans, management members, teachers and administrative personnel's working in the area).

The other major limitation of this study is lack of sufficient reference materials and related research works done on the topic under investigation. Particularly, it was difficult to find commendable publications and studies conducted in the context of Ethiopia's higher education institutions on material management. Thus, the researcher has focused on the study materials and literature of foreign sources.

Another limitation of the study was partly based on the self reports of the respondents. The reliability of such reports is questionable. There might be differences between professed beliefs and embedded beliefs in practice. Moreover, the respondents as dean's teachers and

personnel's may have felt the need to please each other or give right answers to the items, from their own perspectives. Caution should therefore be exercised in putting too much confidence in the inferences from a single study such as this. However, there are no other alternatives and options through which information is obtained except to use the formal and usually applied research instruments. Finally, studying instructional materials management system in the five college's outcome encompasses so many variables. This made the study a bit cumbersome. Only limited variables which were crucial to the present study were considered.

1.6 Definition of Terms

Instructional materials: All tools that are designed for use by the students and their teachers as a learning resource and that help students acquire facts, skills, or opinions or develop cognitive processes. Instructional materials may be available in bound, unbound, kit or package form and may consist of hard backed or soft backed textbooks, consumables, learning laboratories, slide projectors, over head projector, films and filmstrips, audio tape recordings, manipulative, electronic media, maps, charts, graphs. And also instructional computer programs, online services, laser discs, CD-ROM, etc.

Instructional material management: It is the process of Planning, Purchasing, distributing, storage process, inventory control and disposal management of tools that are needed to bring about the quality of education in the process of teaching and learning.

Chapter Two

Review of Related Literature

This chapter deals with various issues on Instructional Material Management particularly related to the study's research questions.

2.1 Teacher Training Colleges

The access of education and education quality improvement require trained teachers. UNESCO (2010/2011) mentions that teacher training takes place in TTCs and the faculties of education at the universities. The Ministry of Education requires teachers for the first and second cycle of primary education (grades 1-4 and grade 5-8) to complete twelve years of schooling plus three year of training in diploma by TTCs. While the minimum qualification required to teach at the secondary level is at least a first degree (e.g. a bachelor's degree, awarded after three years of study).

Ministry of Education Train prospective elementary school teachers in diploma program in 33 public TTCs and also it trains prospective high school teachers in 21 universities, which are found in all regions of Ethiopia. (MoE, 2011/2012)

Further UNESCO explains Tertiary and higher education is provided by specialized institutes, colleges and universities. Post-secondary non-university vocational and technical education programmers are offered by colleges and technological institutes leading to the award of a diploma usually last three years. A diploma awarded by TTCs is required to teach in the first and second cycle of primary education. Secondary school teachers must have at least a first degree (three-year bachelor's degree programs).

UNESCO (2003), states that the teacher education system is in the process of reform at both pre-service and in-service level.

2.2 Importance and Concept of Instructional Materials

Instructional materials plays important role to bring education quality and to enable the teachers to teach students the lesson easily. Different scholars states about the importance of instructional materials in teaching and learning process. Ikerionwu (2000) refers to instructional materials as objects or devices which help the teacher to make learning meaningful to the learners. Similarly, Ezegebe (1994) classified them into two as visual materials, made up of reading and non-reading materials and audiovisual materials comprising electrically operated and non-electrically operated materials. E.O Okobia (2011) mentioned that the purpose of instructional materials is to promote efficiency of education by improving the quality of teaching and learning. Incorporating these tools and materials present, support and reinforces teaching. According to Aduwa-Ogiegbaen and Imogie (2005) these materials and resources including audio tape recorders, video tape recorders, slide projectors, opaque projectors, over head projectors, still pictures, programmed instruction, filmstrips, maps, chart, graphs and many more offer a variety of learning experiences individually or in combination to meet different teaching and learning experiences.

According to Olumorin, C. O. (2009) Instructional Materials are those materials that help the teachers to teach with ease and the learners to learn without stress. Instructional materials appeal to the senses of seeing, touching, smelling, feeling, and hearing. They include projected, non-projected, printed and others such as objects/relia, 3-dimentional 3 objects that are produced through locally sourced materials, program instruction, instruction package among others.

2.3 Concept of Instructional Material Management

Materials management is part of logistics and refers to the location and movement of the physical items or products.

Instructional materials which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. Wales (1975) says that the use of instructional materials would make discovered facts glued firmly to the memory of students. Savoury (1958) also added that, a well planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse student's interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves. Savoury (1958) suggested a catalogue of useful visual aids that are good for teaching history i.e. pictures, post cards, diagrams, maps, filmstrips and models.

In enumerating the factors that could be responsible for varying intra-and inter-school/academic achievement, Coombs (1970), listed four important factors including the acute scarcity of instructional materials which he said constrained educational systems from responding more fully to new demands'. He claimed that, in order to do their part in meeting the crisis in education, educational systems will need real materials that money can buy, they will need a fuller share of the nations' manpower, not merely to carry on the present work of education, but to raise its quality, efficiency and productivity. They will need more learning materials.

Management of instructional materials is a responsibility shared by teachers, principals, Division of Curriculum and Instruction, and all other school, area office, and district staff with supervisory or administrative responsibility for instructional programs as stated in the book entitle Florida book depository.

In my country, Ethiopia management of instructional materials had not been give proper attention in the past. It was considered as an ordinary activity and it was devoid of serious attention. However, currently, materials management is recognized as distinct area of education sectors management and plays a vital role to achieve the intended goals of the organization (Ministry of Finance and Economic Development, MoFED, 2007).

2.4 Functions of Instructional Material Management

Purchasing, Inventory control and store operations are the three main functions of instructional material management.

2.4.1 Purchasing

Purchasing involves the management of materials inflows, from the establishment of the sources and shipping through inventory and warehousing to the ultimate delivery (Mosin, 1968). Educational institutions need to have proper quantity and quality of educational materials on proper time; otherwise educational outcomes will be at risk. The overall responsibility for the type, quality, and quantity of materials to be purchased must rest with those concerned personnel in the educational institution management (Haileslasse, 1995).

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

- To plan a program of instructional materials, equipment, procurement that will optimize the educational output of the school system.
- To maintain continuity of supply to support the teaching learning process.
- To avoid duplication, waste, obsolescence, of materials and equipment.

- To maintain standards of quality in relation to suitability of use.
- To acquire materials and equipment at lowest cost consistent with quality and service required. Regarding to the purchasing procedure, Osaka Gas pointed out on the web site, <http://www.osakagas.co.jp/ijdex.html>, the following summary. The specifications and quantity and delivery of equipment, devices and materials are determined by the departments that will be using the products or materials. The Purchasing Department conducts purchase activities based on purchase requests submitted by these departments.
- The Purchasing Department, selects companies or suppliers that supplies the needed materials and collects specification sheets from them.
- Specification sheets submitted by potential suppliers at their own expense are checked by the Purchasing Department and the department(s) that will be using the products, in order to determine whether the required standards are met by the products.
- After valid cost estimates and specifications have been comprehensively evaluated in respect of price, technical requirements, the purchasing department sign contract and procure the materials that fulfill the requirements mentioned above.

2.4.2 Inventory Control

Instructional materials available for teaching and learning process need to be checked by the teachers in schools. K.B. Everard and etals, (2004), says making sure that our material resources are actually present by keeping up-to-date inventories which are periodically checked. Records of receipts, returns, and otherwise disposed materials will be maintained on the

inventory. Principals are responsible for the proper accounting and inventory of textbooks (Florida Statute 233.46).

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

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

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

Therefore, educational institutions are required to keep complete up to date records of educational materials. 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 . Over stocking brings about large some of the educational institutions fund inactivated so that it can done nothing to foster the teaching learning process. Lack of needed materials may hinder teaching learning process (Candoli, 1984). Therefore, there is a need for compartments for efficient storage facilities. The use of compartments enables materials managers to now at all times which items need to be replenished and which already are insufficient supply.

In modern institutions inventory control may be expedited through the utilization of computer (MOFED, 2007).

2.4.3 Stores Operations

In store operation storage and safeguarding of materials in anticipation of usage is done. The stores ensure the availability of supplies when required, at minimum cost of the organization. It maintains a discipline in supplies and service and keeps appropriate records to interpret the stock position, replenishing stocks as required (Osorn, 1980).

Storage of materials during the course of their movement should ensure that the correct materials are available when needed, which call for prior knowledge of what and when the material is required.

Educational institutions keep large quantity of instructional materials on hand ready for consumption when they are needed. Staff members receive materials on certain days with proper requisition and close check by someone in charge of the supply or store 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 instructional materials and all other facility (Hailesillassie, 1995). The proper utilization of instructional 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 (Haileselesse, 1995).

In general this responsibility includes recommendations for the purchase of new and additional materials or the replacement of the old seeing that all equipment 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 that all materials are in good repair (Haileselasse, 1995)

2.5 Instructional Materials Need Assessment

Two factors could be considered as the need assessment for instructional materials. Which are internal stimuli and external stimuli as explained by Robinson and Kotler, (1966).

Internal stimuli helps to launch a new product: so this calls for the purchase of new materials and also it helps for breakdown of a machine which calls for either for replacement of that machine or for buying of new parts.

Teachers who uses instructional materials need to prepare specifications of the materials with the help of technicians in the area or by themselves. 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).

Parsons (1982) mentions that there are three types of specifications commonly used to measure quality. Which are:

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

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

External stimuli: it creates awareness of material needs through trade shows or trade exhibitions. This calls from sales representatives to offer better products or prices and advertising (Robinson in kotler, 1996).

2.6 Planning Process

Philip Coomps says that: Educational planning in its broadest generic sense, is the application of rational systemic analysis to the process of educational systematic 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 (Coombs, 1970). Planning is important to attain an organizational goal. Teachers in order to make the process of education effective and to be efficient in teaching and learning process they need to plan the need of instructional materials. In line with this S.B. Forojalla says that: the planning of teachers' requirement and supply is a central concern in the development and smooth functioning of any education system (Forojalla, 1993).

Planning in general is concerned with where to go, how to get here and by what best route. It can help the school administrators to make better 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 implication 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 Distribution of Instructional Materials

In order to achieve quality of education most of the budget allocated for education should be used to fulfill instructional materials. Regarding this Worku says: A significant percentage of the annual expenditure of education system is being spent for material resources (Worku, 2007). The day-to-day teaching and learning process require the use of various types of materials and equipment or instructional materials. In line with this, Harris (1985) has emphasized on the need for materials purchases and provision, as some materials are consumed at rapid rate while the consumption rate of other might be at a much slower pace.

Purchasing and distribution of instructional 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).

Instructional materials which are needed for teaching and learning process need constant attention. School administrators and teachers need to plan Procuring and distribution of these instructional materials. Plan for purchasing, plans with the objective of minimizing the sum of

fixed costs for materials and acquisition, and subcontracting costs of components are the problems to be considered in purchasing planning (Kim & Lim, 2001).

Therefore, planning is very essential for purchasing and distribution of instructional materials needed in teaching and learning processes.

2.8 Disposing Unused Materials

School administrators play important role to minimize unused instructional materials. Unused instructional materials could be obsolete, scrap or surplus (MOFED, 2007). Unused instructional materials due to different reasons need to be returned to the store of the school in order to disposed it of using different methods of disposal on time. In line with this BOFED (2011) mentions that unused materials should be disposed of by transferring to other organizations, by selling or discarding. And also school book depository in its Instructional material Hand book explains that when instructional materials are no longer needed, become surplus, damaged or otherwise unserviceable, any of the following dispositions can be utilized. They can be turned in to the depository or may be given to other public education programs, given to the teachers to use in developing supplementary teaching materials, given to students or others, or given to any charitable organization, governmental agency or Private school. Dobler and Burt (1996), states that the following are different methods to dispose the obsolete, scrap and surplus materials after they are identified for their existence:

- Use in the organization
- Return to the supplier
- Direct sale to another organization
- Sale to employees

- Sale to a dealer/ broker
- Donations to educational institutions

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

Chapter Three

Research Design and Methodology

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

3.1 Research Method

The methodology employed in the thesis is quantitative and qualitative method. With this method descriptive type of research is applied. Descriptive research is known as statistical research, descriptive data and characteristics about the population or phenomenon studied. Descriptive research answers the questions who, what, where, when and how (Yen, 1994). The description is used for frequencies, averages and other statistical calculations.

3.2 Data Source

Primary source of data was used for the research. The study used quantitative and qualitative data sources as a main data collection strategy. A primary source of data was obtained from academic staff and supportive staff (Group 1 -Instructors, department heads, lab technicians and librarians, academic staff, Group 2- Deans and vice deans, Supportive staff and Group 3 -Procurement, finance and property administration support process owners, Procurement officers and Property administration officers, supportive staff) of the five colleges through questionnaire and interview. Questionnaire and items of interview were developed to record how the instructional materials are managed in TTCs.

3.3 Data Collection Instrument

Questionnaire and interview were used to collect data in the study. The academic staffs (teachers and department heads) are the main utilizers of instructional materials. Supportive staffs including the deans and vice deans are the facilitators to supply appropriate instructional materials needed in the teaching and learning process. The success and failure of instructional materials management is in the hands of academic and supportive staffs. In this connection a set of questionnaire consisting of close and open ended, and also interview items were prepared.

In order to make sure whether the questionnaires are useful to collect the required data, it was crucial to conduct pilot testing. As a result, pilot test was done at Finoteselam Teacher training college which involves 30 academic and supportive staff which includes, lecturers, department heads, lab technicians and librarians, deans and vice deans, and Procurement, finance and property administration support process owners, Procurement officers and Property administration officers. After the responses had been collected improvements were made to make the questionnaire valid instrument.

3.4 Sample and Sampling Techniques

Out of 10 TTCs of Amhara region five TTCs were randomly selected as a sample for the study. Research participants in the study were academic and supportive staffs (academic staff includes instructors, department heads, lab technicians and librarians (Group 1), Deans and vice deans from supportive staff (group 2) and Procurement, finance and property administration support process owners, Procurement officers and property administration officers (group 3) from supportive staff). The total number of instructors, department heads, lab technicians and librarians in the five TTCs is 500. Out of which 165 were involved in the study. That is (33%) of academic staff, 5 deans and 10 vice deans, 20 Procurement, finance and property

administration support work process members from supportive staff were taken as research participants from five TTCs. Except the lecturers, department heads, lab technicians and librarians all supportive staffs (Deans and vice deans, and Procurement, finance and property administration support process owners, Procurement officers and Property administration officers) were taken as research participants where as the academic staffs were selected randomly. (The data for number of academic and supportive staff is obtained from 2012 academic year salary budget request form, ANRS Education Bureau).

3.5 Method of Data Analysis

Based on the nature of the basic questions the data collected from the respondents were organized and computed using descriptive statistical method and SPSS 20 to assess the present instructional material management system in the five TTCs. For the analyses of the data, percentage was mainly employed.

Chapter Four

Presentation and Analysis of Data

This chapter deals with the presentation and analysis of the data collected from three groups of respondents (Group 1 -Instructors, department heads, lab technicians and librarians, academic staff, Group 2- Deans and vice deans and Group -3 Procurement, finance and property administration support process owners, Procurement officers and Property administration officers, supportive staff) through questionnaires and interviews. In the table of analysis academic staff represents Instructors, Department Heads, Lab Technicians, and Librarians and supportive staff represents Procurement, Finance and Property administration support process owners, Procurement Officers and Property Administration Officers. In spite of the fact that deans and vice deans are supportive staff, to evaluate their response separately, the title deans and vice deans is used in respondents column of table of analysis. The first part of this chapter deals with the general back ground of respondents while the second section deals with the analysis of the findings of the study in relation to the basic research.

4.1 Characteristics of Respondents

Two hundred questionnaires were distributed to three groups of respondents in five Teacher training colleges. The first group of respondents from five colleges includes 105 instructors, 40 department Heads, 10 lab technicians and 10 librarians, (165 respondents) which are academic staff. The second group of respondents comprises of 5 Procurement, finance and property administration support process owners, 5 Procurement officers and 10 Property administration officers, (20 respondents) which are supportive staff. The last group of respondents includes 5 deans and 10 vice deans, (15 respondents).

All the questionnaires distributed to three groups of respondents in the five TTCs were properly filled and returned, and used for analysis. The three groups of respondents were examined in terms of their education level and work experience in the TTCs. In addition to this their knowledge and experience related to instructional material management activities has been analyzed. Therefore, the distribution would be considered as unbiased, since respondents were drawn from different and appropriate posts. To give a complete picture about the characteristics of respondents and related analysis and interpretation the data obtained are presented in Table 1 and figure 1 & 2 below.

Table 1: Characteristics of respondents

Educational back ground						
Respondents						
Academic Staff			Dean and Vice Deans		Supporting Staff	
Qualification	Frequency	%	Frequency	%	Frequency	%
12 + TTI	4	2.4	-	-	-	-
10+2 (Diploma)	5	3.0	-	-	5	25.0
10+3 (Advanced diploma)	19	11.5	-	-	1	5.0
12+4 (BA/BSC)	21	12.7	-	-	14	70.0
12+6 (Masters)	116	70.3	15	100.0	-	-
Total	165	100.0	15	100.0	20	100.0
Respondents work Experience in the college						
Academic Staff			Dean and Vice Deans		Supporting Staff	
Years	Quantity	%	Quantity	%	Quantity	%
1 to 3 years	52	31.5	5	33.3	2	10.0
4 to 7 years	70	42.4	5	33.3	9	45.0
8 to 11 years	23	14.0	1	6.7	6	30.0
above 11 years	20	12.1	4	26.7	3	15.0
Total	165	100.0	15	100.0	20	100.0

Figure 1 - Educational Back Ground

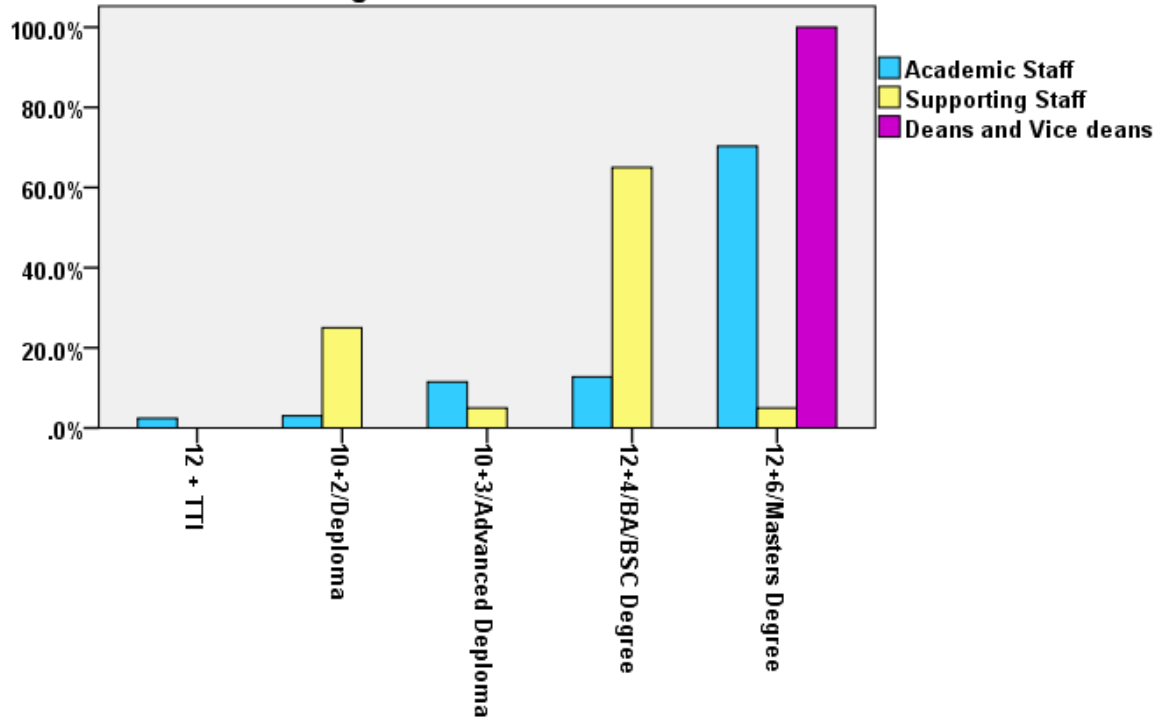
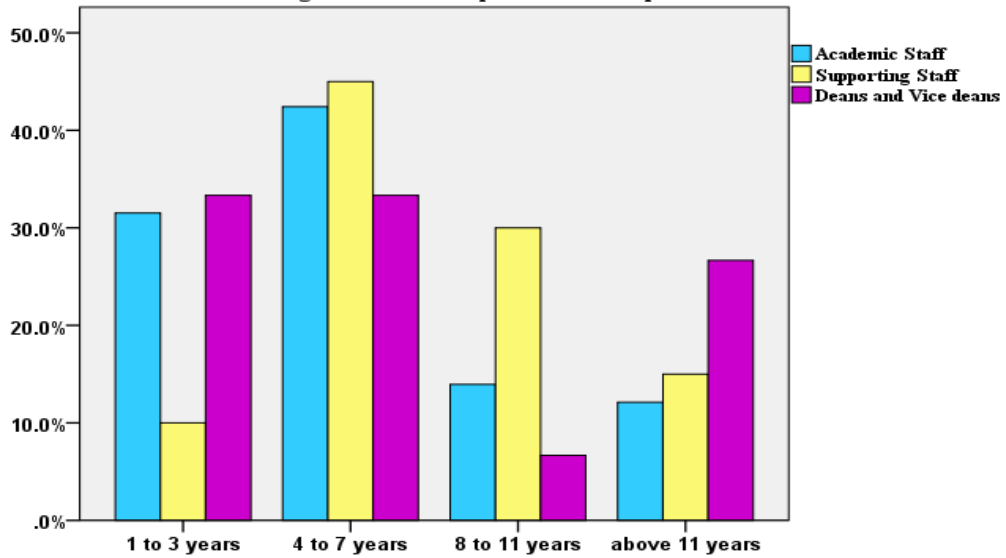


Figure 2 - Work Experience of Respondents



As can be seen from table 1 and figure 1 given above, among the respondents of academic staff the majority (70.3 %) have master's degree, while the majority of supporting staff, 70 % have bachelor degree (BA/BSC). And all the deans and vice deans have masters degree.

Regarding to work experience of the respondents Table 1 and Figure 2, reveals that the majority 68.5 % of academic staff have above 3 years of work experience while 66.7% of deans and vice deans have more than three years of work experience. And above 10% of supporting staff have more than three years of work experience. Therefore, it is possible to assume from the data such longer years of work experience in the college would help them to understand better about the various issues raised by the researcher in relation to instructional materials management 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 were based on rich experience and deep knowledge of the issues raised and solutions suggested could be dependable.

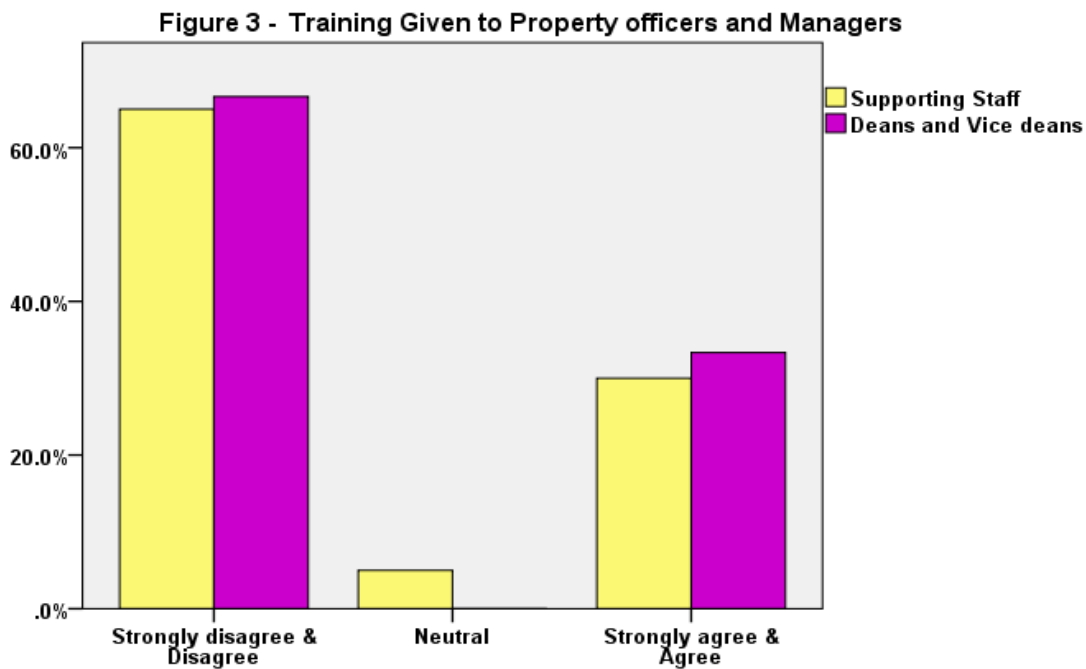
4.1.1 Training and Guidance Documents

Three questions were posed to two groups of respondents; excluding academic staff to be sure that training was given to property officers and managers, and to verify that there exist documents that indicate duties and responsibilities of property officers in the TTCs. In addition to this a question was posed to investigate the availability of organizational structure that segregates duties throughout the personal property life cycle. The responses obtained are presented in the tables and figures illustrated below.

4.1.1.1 Provision of Training

Table 2- Training given to property officers and managers

Property officers and managers have received training on property management and utilization.								
Respondents	Strongly disagree & Disagree		Neutral		Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Dean and Vice Deans	10	66.7	-	-	5	33.3	15	100
Supportive Staff	13	65	1	5	6	30	20	100
Total/average	23	65.72	1	2.86	23	31.42	35	100



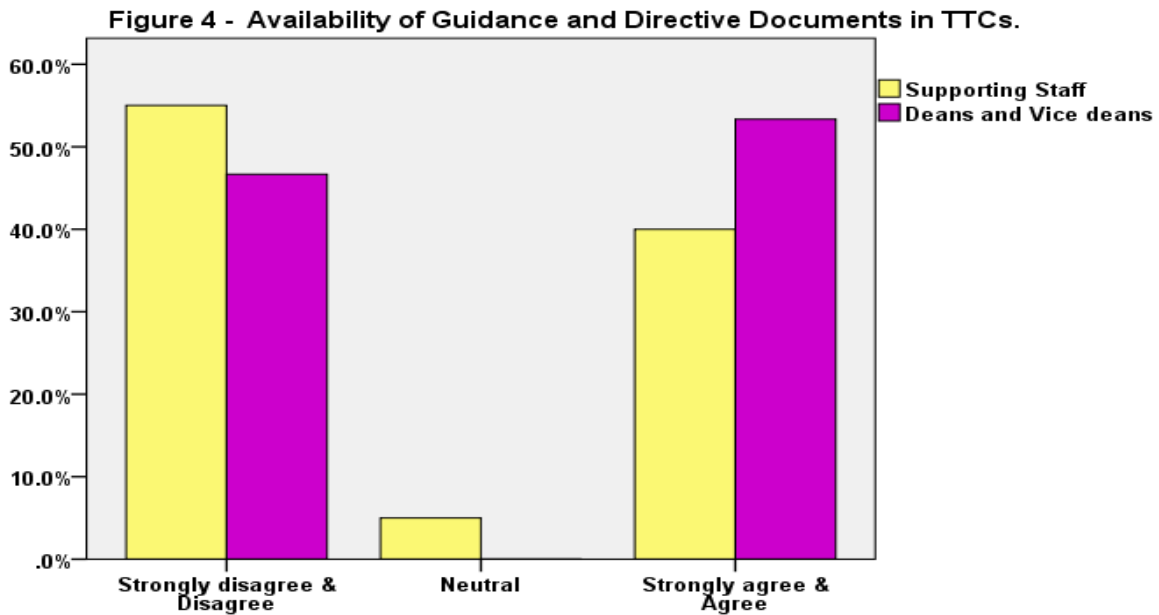
Introducing and further building the capacity of personnel working in the area of material management is very important. In this regard respondents were asked whether or not basic skills and knowledge are very essential to manage instructional materials. However, as depicted in table 2 and figure 3 the majority of respondents (66.7%) of the deans and vice deans, and 65% of supportive staff or 65.72% of all respondents reported that training on material management and utilization was not provided for the considered action. The rest respondents, 31.42% of all

respondents agreed that they are provided training. In addition to this the response from the open ended question item indicates only 10% of respondents reported that property officers have taken training on material management. The interview taken with Deans and Procurement, Finance and Property Administration Support Process Owners indicated that only few Property officers have been given training.

4.1.1.2 Availability of Guidance and Directive Documents

Table 3 – Availability of guidance and directive documents in TTCs.

Duties and responsibilities of property officers and managers are specifically documented by functional statements.								
Respondents	Strongly disagree & Disagree		Neutral		Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Dean and Vice Deans	7	46.7	-	-	8	53.3	15	100
Supportive Staff	11	55	1	5	8	40	20	100
Total/average	18	51.43	1	2.85	16	45.72	35	100



This indicates that the management and utilization of instructional materials in the 5 colleges is done without appropriate knowledge and skills. Such operation may preclude the

effective and efficient utilization of materials for its intended purpose. To verify whether there exists a document that indicates duties and responsibilities of property officers and managers in TTCs a question was posed. The responses obtained presented on table 3 and figure 4 indicated that the majority of respondents from supportive staff 55% and 46.67 % of deans and vice deans indicated that TTCs have no documents that shows duties and responsibilities of property personnel and managers by functional statements where as 53.33% of deans and vice deans, and 40% of supportive staff indicated that duties and responsibilities of property personnel and managers is documented by functional statements. Furthermore, from the entire respondents 51.3% have reported that duties and responsibility of property personnel and managers with regard to materials management was not documented by functional statements. Moreover, in the interview taken with the two groups of respondents; both groups assured that there was on job description that indicates the duties and responsibility of property personnel and managers by functional statement. If the roles and responsibilities of personnel are not clearly stipulated, it will affect the level of the work at any level.

4.1.1.3 Segregation of Duties

Table 4- Organizational structure of TTCs provides segregation of duties.

The organizational structure of the TTCs provide for checks and balances (i.e. segregation of duties) throughout the personal property life cycle.								
Respondents	Strongly disagree & Disagree		Neutral		Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Dean and Vice Deans	9	60	-	-	6	40	15	100
Supportive Staff	19	95	-	-	1	5	20	100
Total/average	28	80	-	-	7	20	35	100

Figure 5 - Organizational Structure of TTCs Provides Segregation of Duties.

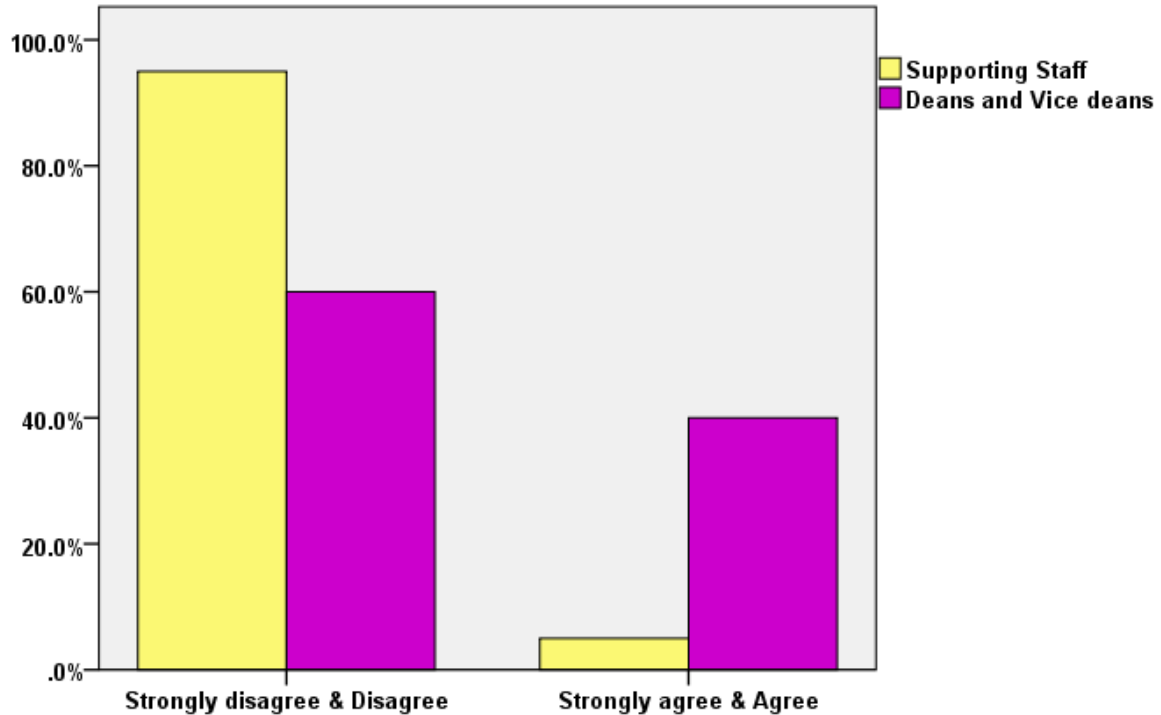


Table 4 and figure 5 treat that whether there is a clear structure that classifies every roles and responsibilities of employees in the TTCs with regard to materials managements. As shown in the table and the figure the majority of the respondents indicated that there is no organizational structure in the colleges that provide for checks and balance of segregation of duties throughout the personal property life cycle as reported 60%, 95% or 80% respectively. Similarly, in the interview made with both groups of respondents there was no structure that indicates roles and responsibilities.

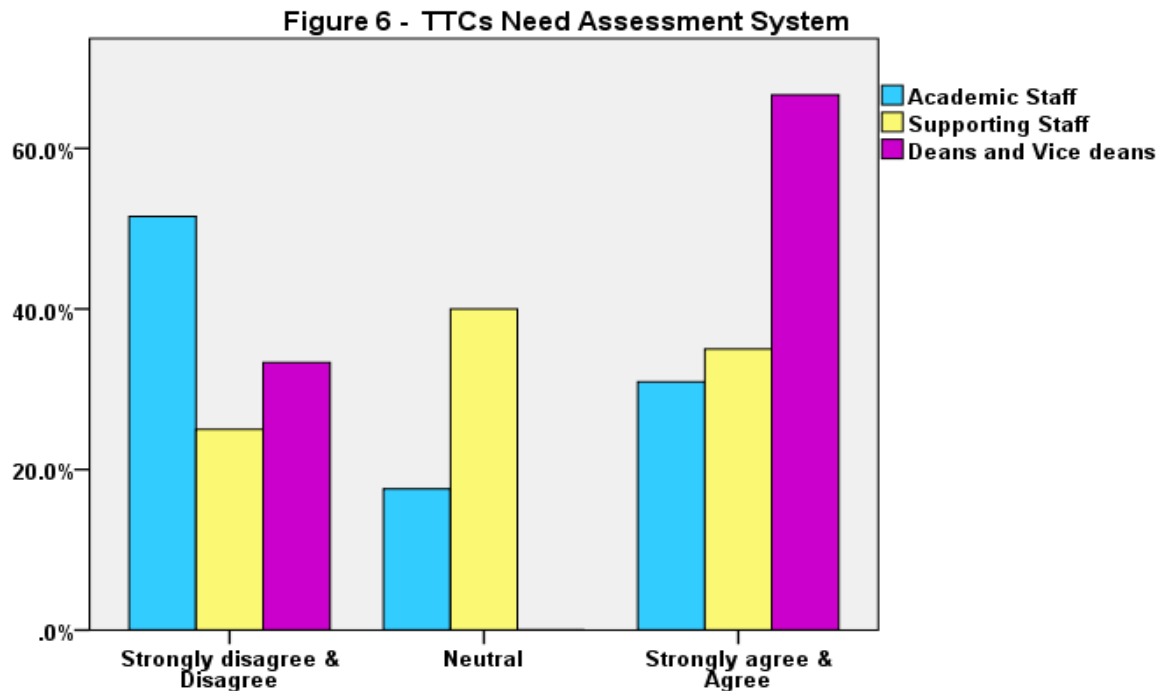
4.2 Planning of Need Assessment

Need assessment planning for the purchase of instructional materials determine the type of instructional materials to be purchased. It also determines the quality of instructional materials to be purchased. And the material to be procured should satisfy the need of the users. Having this fact in mind questions were posed to the three groups of respondents and the responses obtained are reported as follows:

4.2.1- System of Need Assessment

Table 5 – TTCs need assessment system

TTCs have a system of need assessment to identify the felt demand of the college.								
Respondents	Strongly disagree & Disagree		Neutral		Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Academic Staff	85	51.23	29	17.6	51	30.91	165	100
Dean and Vice Deans	5	33.3	-	-	10	66.7	15	100
Supportive Staff	5	25	8	40	7	35	20	100
Total/average	95	47.5	37	18.5	68	34	200	100



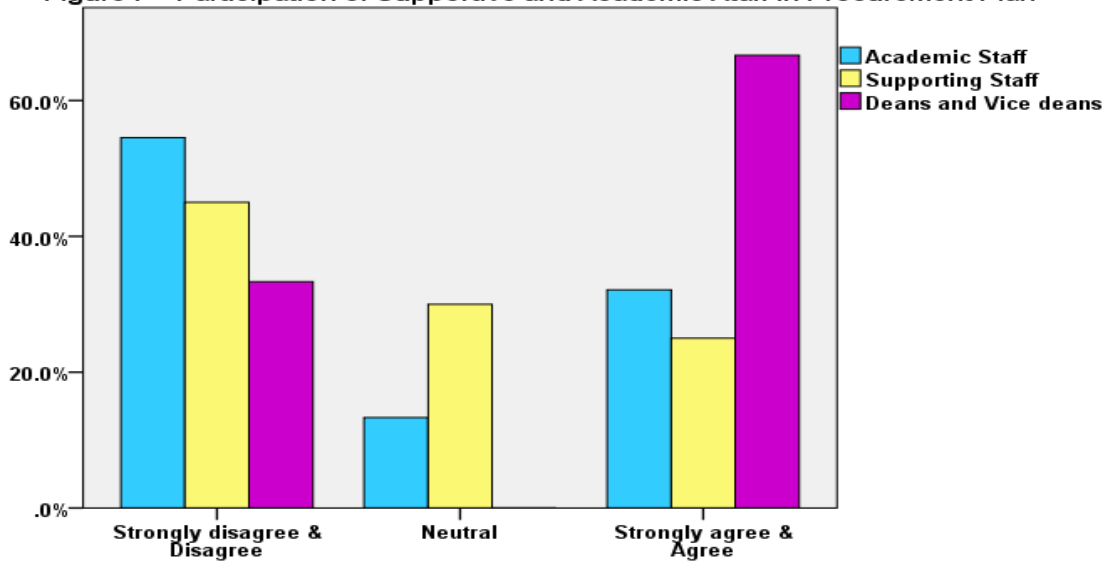
Instructional materials are needed for accomplishing activities in order to achieve stated goals and objectives. For this purpose required instructional materials need should be assured before procuring them. In doing so, instructional materials will be utilized effectively and efficiently. However, as depicted in table 5 and figure 6, materials are purchased without knowing the need of concerned bodies as reported by 51.23% of the respondents. This is an indicative of purchasing materials that didn't reflect the needs of the practitioners on which it will affect the proper function of the colleges.

4.2.2- Involvement of Supportive and Academic Staff in Procurement Plan

Table 6 – Participation of Supportive and academic staff in procurement plan

TTCs involve the academic and supporting staff in preparation of annual procurement plan of instructional materials.								
Respondents	Strongly disagree & Disagree		Neutral		Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Academic Staff	90	54.5	22	13.3	53	32.1	165	100
Dean and Vice Deans	5	33.3	-	-	10	66.7	15	100
Supportive Staff	9	45	6	30	5	25	20	100
Total/Average	104	52	28	14	68	34	200`	100

Figure 7 - Participation of Supportive and Academic Staff in Procurement Plan

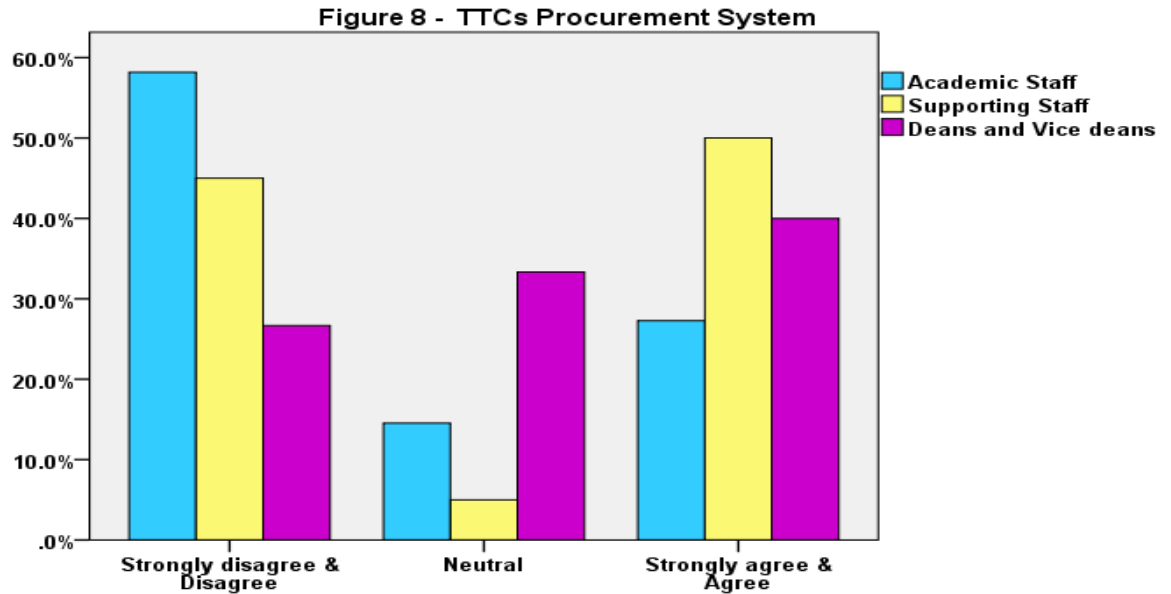


In order to procure the needed instructional materials for teaching and learning process on time those who facilitate the procurement process and those who use the materials should participate in the preparation of procurement plan. To verify a question was posed to the three groups of respondents. The response obtained that presented in table 6 and figure 7 reveals that the majority of respondents from the two groups of respondents, 54.5% of academic staff and 45% of supportive staff or 52% of all respondents reported that academic and supportive staff did not involve in the preparation of annual procurement plan. Which means the majority of the respondents indicated that TTCs did not involve academic staff and supportive staff in the preparation of procurement plan. While 34% of total respondents indicated that both supportive and academic staff was involved in the preparation of annual procurement plan for the purchase of instructional materials. But from the interview taken with the two groups of respondents TTCs did not involve academic staff and supportive staff in the preparation of annual procurement plan for the purchase of instructional materials. The respondents emphasized that annual instructional plan for the procurement of instructional materials was not prepared at all. Whereas other respondents indicated that preparation of procurement plan was the duty and responsibility of procurement officers.

4.2.3 – Availability of Procurement System

Table 7 – TTCs Procurement system

TTCs have working culture/system of procuring the instructional materials based on annual plan.								
Respondents	Strongly disagree & Disagree		Neutral		.Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Academic Staff	96	58.18	24	14.55	45	27.27	165	100
Dean and Vice Deans	4	26.7	5	33.3	6	40	15	100
Supportive Staff	9	45	1	5	10	50	20	100
Total/average	108	54	31	15.5	61	30.5	200	100



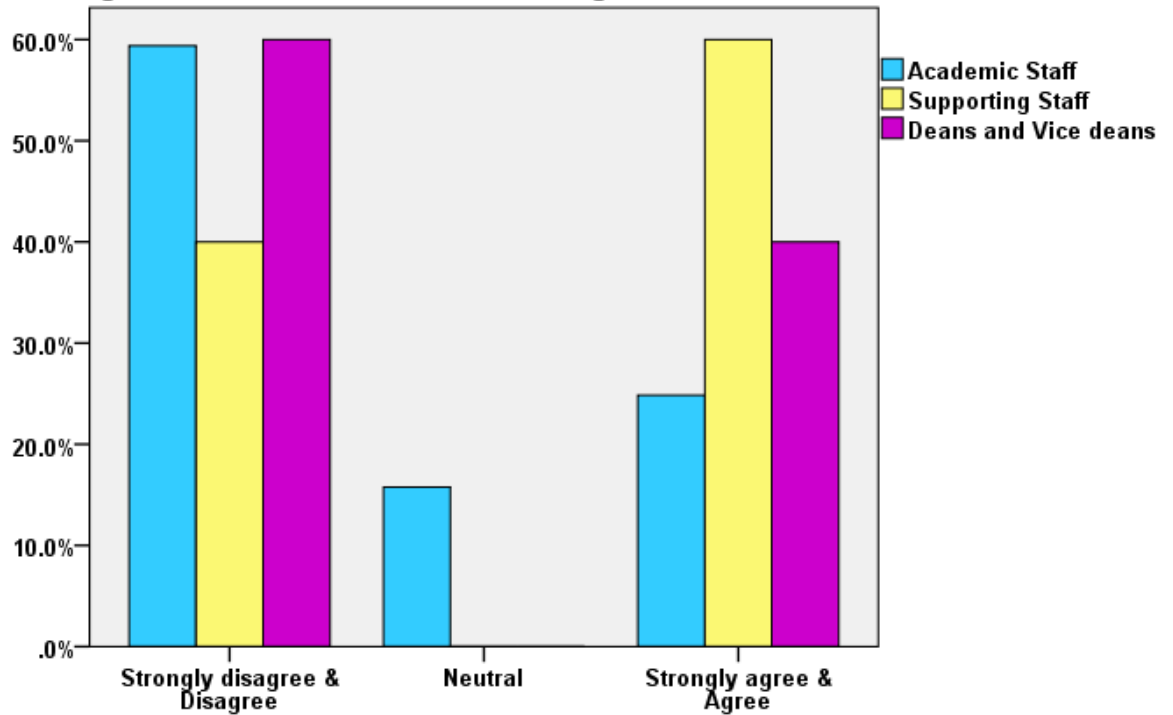
It should be clearly understood that procurement of materials should be made by taking consideration of the needs of the implementers. As indicated in table 7 and figure 8 the majority of respondents from academic staff 58.18% or 54% of the total respondents reported that TTCs had no working system of procuring instructional materials based on annual plan. However, the respondents from the other two groups that is from Deans and Vice deans 40% and from supportive staff 50% or 30.5% of all respondents indicated that there was working culture of procuring instructional material based on annual plan.

4.2.4. – Satisfaction of Users on Planning Process of Instructional Materials

Table 8 – Satisfaction of users in planning process of instructional materials.

Planning process of instructional materials satisfies the demand of the users.								
Respondents	Strongly disagree & Disagree		Neutral		Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Academic Staff	108	65.4	27	16.4	30	18.2	165	100
Dean and Vice Deans	7	46.7	-	-	8	53.3	15	100
Supportive Staff	8	40	1	5	11	55	20	100
Total/average	123	61.5	28	14	49	24.5	200	100

Figure 9 - Users Satisfaction in Planning Process of Instructional Materials



Procurement will satisfy when it is done by considering the needs of the implementers. For this purpose, material needs must be assessed and made it part of the annual plan. Based on this fact table 8 and figure 9 depicts that the majority of respondents from academic staff (65.4%) or (61.5%) of all respondents indicated that the planning process of instructional materials does not satisfy the demand of the users. Whereas, deans and vice deans (53.3%) and supporting staff (55%) reported that the procurement plan has satisfied the demand of the users. Most of the respondents of this question were the users and facilitators of instructional materials. The majority of the user's of instructional materials, academic staff (instructors, department heads, lab technicians and librarians) responds that the procurement plan die not satisfy their needs.

4.3 Appropriateness of Instructional Materials Procurement Process

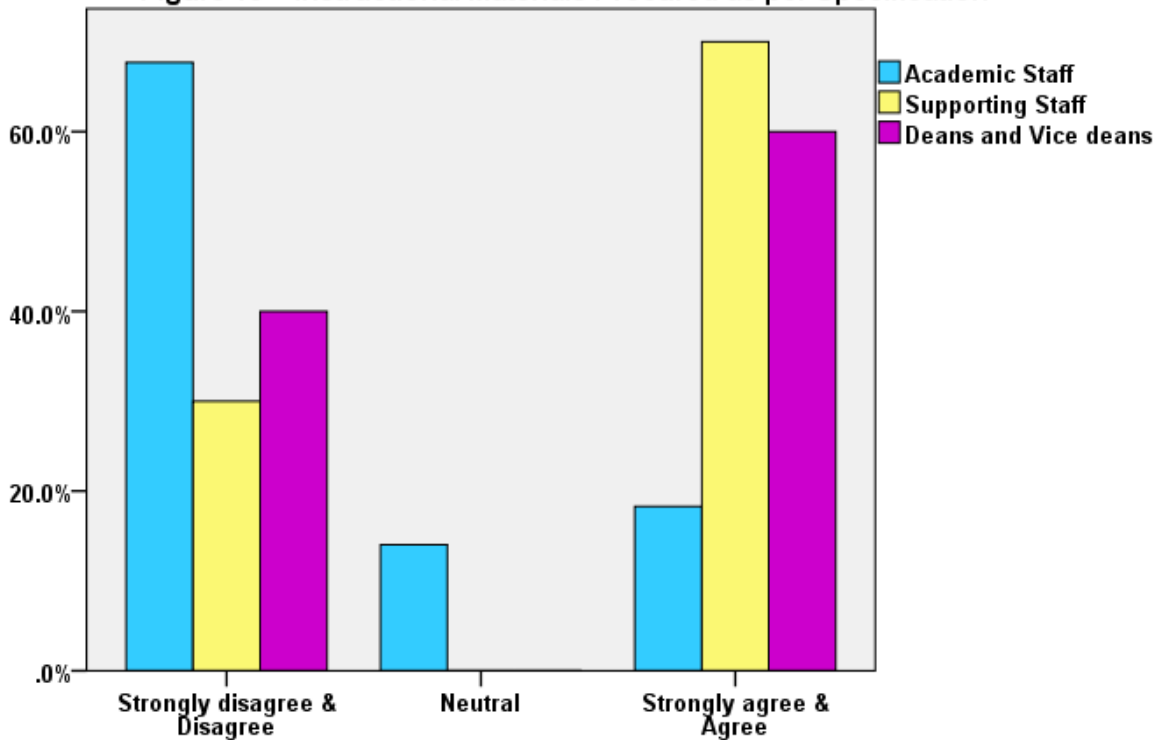
Questions were posed to the respondents to assess the appropriateness of the purchasing process of instructional materials that required for teaching and learning process in TTCs. The result obtained is shown in Tables and figures shown below.

4.3.1 – Instructional Materials are Procured as Per the Specification

Table 9 – Instructional materials procured as per specification

The colleges purchase instructional materials as per the specification prepared by the users and technicians.								
Respondents	Strongly disagree & Disagree		Neutral		Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Academic Staff	98	59.4	26	15.8	41	24.8	165	100
Dean and Vice Deans	9	60	-	-	6	40	15	100
Supportive Staff	8	40	-	-	12	60	20	100
Total/Average	115	57.5	26	13	59	29.5	200	100

Figure 10 - Instructional Materials Procured as per Specification



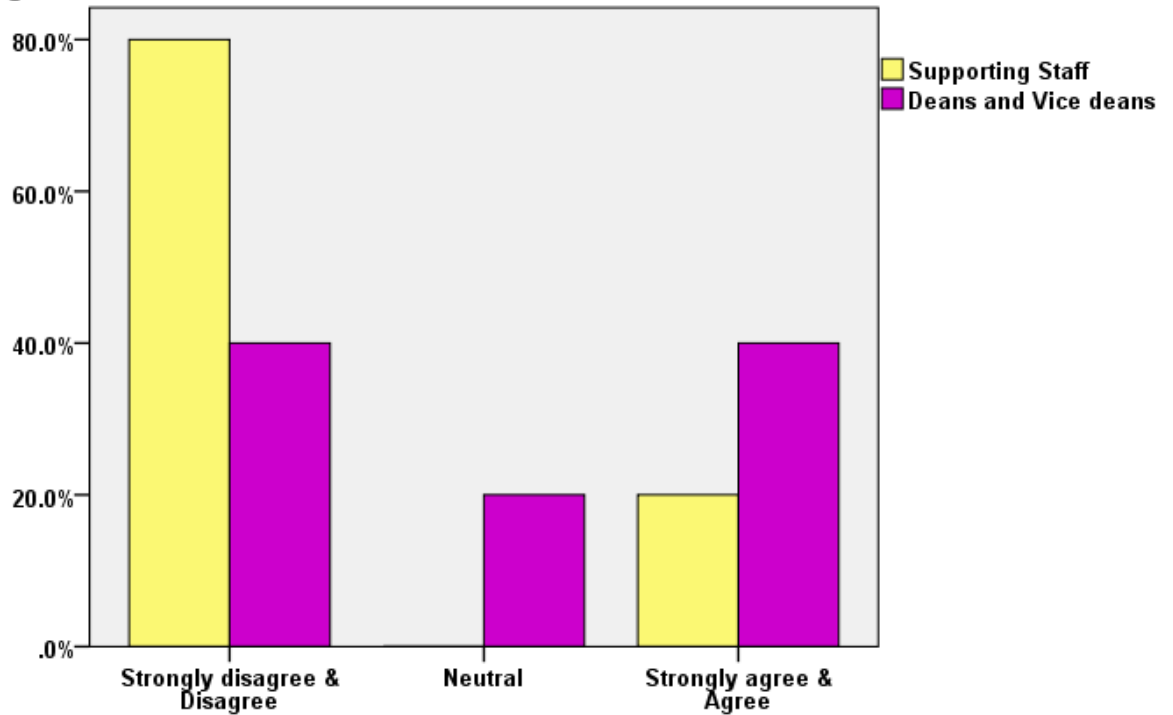
Instructional materials should be procured based on prepared specification in order to procure quality need based materials and to obtain and utilize it in teaching and learning process. Unless instructional materials are procured as per the specifications the teaching learning process could not be handled appropriately. As depicted in table 9 and figure 10 (59.4%) academic staff and (60%) deans and vice deans indicated that instructional materials are not purchased as per the specification prepared by the users and technicians. Whereas 60% of the supportive staff agreed that the instructional materials are procured as per the specification prepared by the users and technicians. However, from all respondents 57.5% indicated those instructional materials are not purchased as per the specification prepared by the users and technicians. In the open ended questions 60% of respondents assured that procurement of instructional materials was not procured as per the specification prepared by users and technicians. They also asserted that mostly poor quality instructional materials were purchased that will not appropriate for the intended purpose.

4.3.2 – Satisfaction of Users and Technicians in the Procured Instructional Materials

Table 10 – Satisfaction of technicians and users in the procured instructional materials.

Technicians and users check the instructional materials purchased to ensure that it is Purchased as per specification.								
Respondents	Strongly disagree & Disagree		Neutral		Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Academic Staff	112	67.68	23	14.02	30	18.3	165	100
Dean and Vice Deans	6	40	-	-	9	60	15	100
Supportive Staff	8	30	-	-	12	70	20	100
Total/average	126	63	23	11.5	51	25.5	200	100

Figure - 11 Satisfaction of Technicians and Users in the Procured Instructional Materials

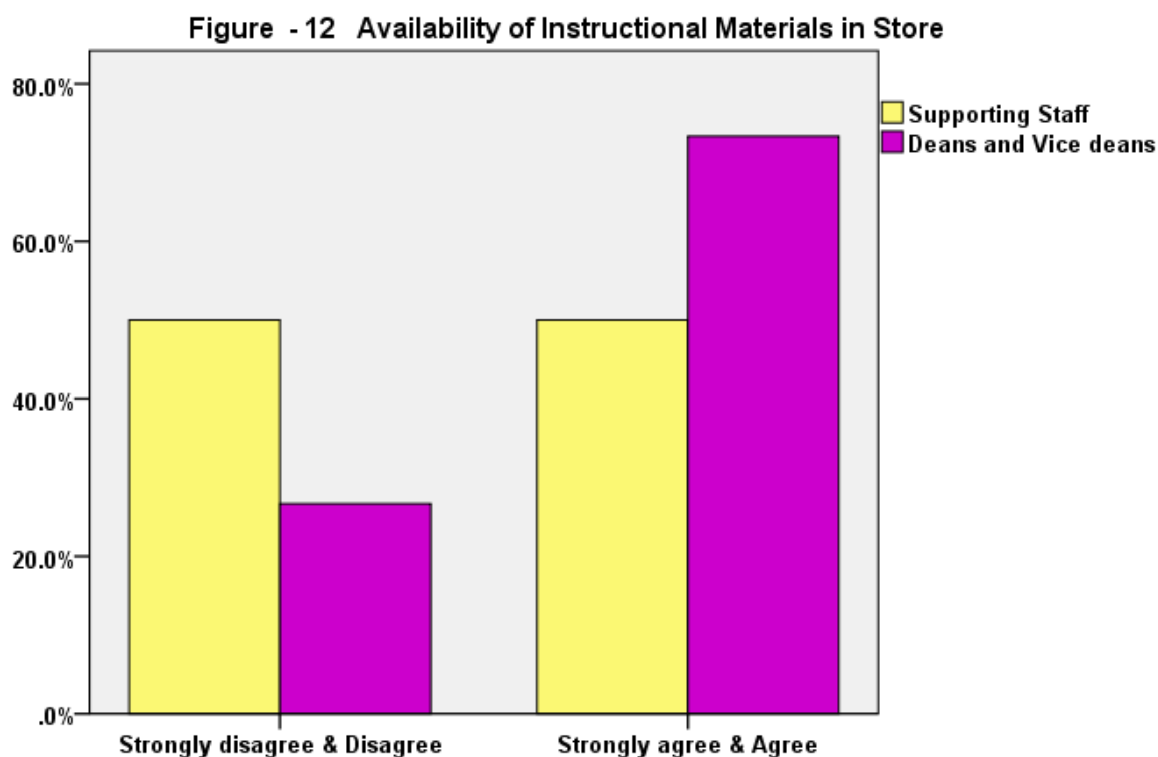


In order to provide effective and quality education, teaching and learning process should be supported by appropriate instructional materials. For this purpose, instructional materials should be procured as per the need users and technicians. Regarding this, a question was posed to respondents. The response obtained from them which illustrated in table 10 and figure 11 indicates 67.68% of academic staff, 40% of deans and vice deans and 30% of supportive staff or 63% of all respondents respectively reported that technicians and users did not check the materials procured to assure that it is procured as per the needs and specification. Whereas 25.5% of all respondents indicated that users and technicians used to check the materials procured to assure that it was purchased as per the specification.

4.3.3 – Avoiding Procurement of Instructional Materials that are Available in the Store

Table 11- Availability of Instructional materials in store

TTCs do not purchase instructional materials that are available in store								
Respondents	Strongly disagree & Disagree		Neutral		Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Dean and Vice Deans	6	40	3	20	6	40	15	100
Supportive Staff	16	80	-	-	4	20	20	100
Total/average	22	62.8	3	8.6	10	28.6	35	100



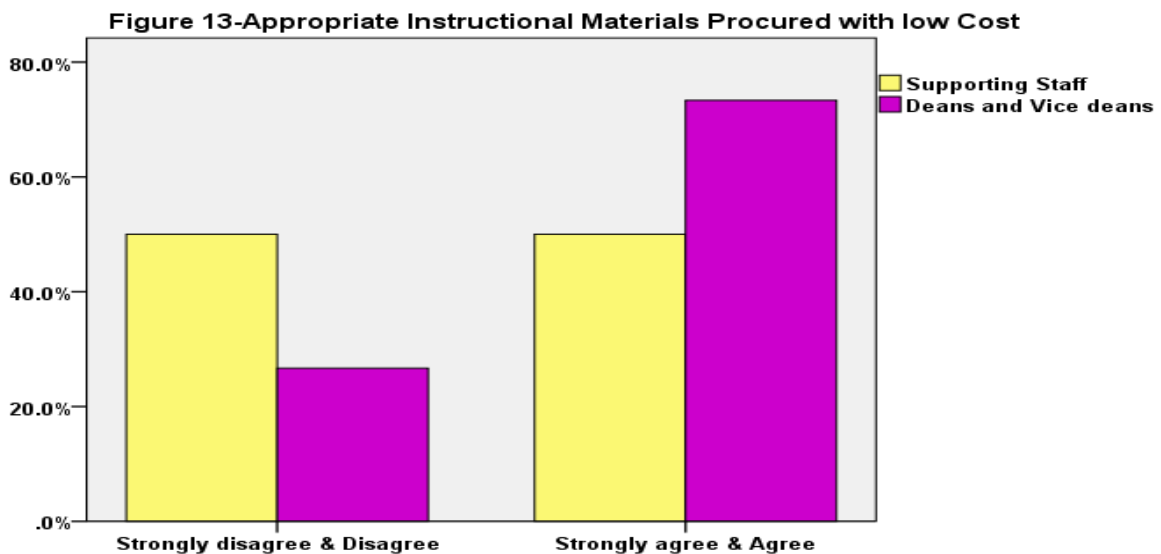
Planning procurement is one of the functions of instructional materials management. In this regard checking the availability of materials in the store helps to avoid procurement of the available materials. To know whether or not TTCs are checking the availability of instructional materials before the purchasing process is began a question was posed to respondents. So, the response obtained is illustrated in table 11 and figure 12. As depicted in the table and the figure the majority of respondents, 40% of deans and vice deans and 80 % of supportive staff or 62.8%

of all respondents respectively mentioned that TTCs are used to purchase instructional materials that are available in the store. This indicates that procurement is done without assessing whether materials are available or not which will lead to waste resources. Only 28.6% of all respondents agreed that instructional materials available in the store are not procured. In the interview taken with the two groups of respondents, the respondents assured that they did not check the store when the procurement of instructional materials were processed.

4.3.4 - Procuring Instructional Materials that Fit the Specification with Low Cost.

Table 12- Appropriate instructional materials procured with low cost.

In purchasing instructional materials TTCs give more emphasis for the materials that cost low and fit the specification of the material purchased								
Respondents	Strongly disagree & Disagree		Neutral		Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Academic Staff	-	-	-	-	-	-	-	-
Dean and Vice Deans	4	26.7	-	-	11	73.3	15	100
Supportive Staff	10	50	-	-	10	50	20	100
Total/average	14	40	-	-	21	60	35	100



A question was posed to respondents to make sure that TTCs procure instructional materials that cost low and that fit the requirement as per the procurement regulation. The

response obtained is shown above in Table 12 and Figure 13. As shown in the table and the figure the majority of respondents from the two groups of respondents, 73.3% of deans and vice deans and 50% of supportive staff or 60% of all respondents mentioned that the colleges gave more emphasis for instructional materials that cost low and fits the specification. While 40% of all respondents mentioned that procured instructional materials did not fit the specification and they do not cost low.

4.4 Storage Operations of Instructional Materials

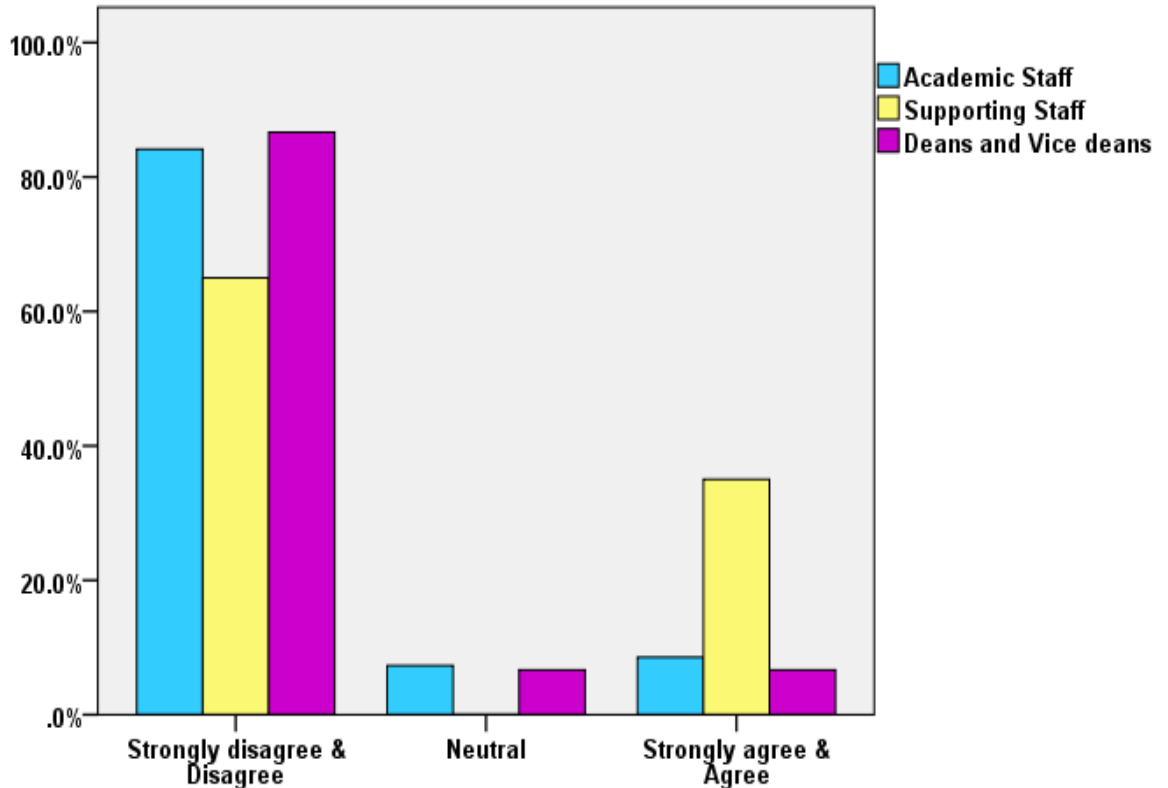
Three questions were posed to the three groups of respondents to answer whether there is sufficient storage and there exist enough instructional materials to run teaching and learning process effectively and efficiently. The result obtained is reported in the following tables and figures.

4.4.1. Availability of Adequate Instructional Materials in the Department.

Table 13- Availability of adequate instructional materials.

There are adequate instructional materials in the department to teach the courses properly								
Respondents	Strongly disagree & Disagree		Neutral		Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Academic Staff	139	84.15	12	7.32	14	8.53	165	100
Dean and Vice Deans	13	86.67	1	6.66	1	6.67	15	100
Supportive Staff	13	65	-	-	7	35	20	100
Total/average	165	82.5	13	6.5	22	11	200	100

Figure 14 - Availability of Adequate Instructional Materials



In order to run the teaching learning process efficiently and effectively, the process of teaching and learning need to be supported by appropriate instructional materials. So that adequate instructional materials should be available in the departments. To be sure that adequate instructional material are available in the departments to run the teaching and learning process a question was posed to three group of respondents. The response obtained from the three groups of respondents is illustrated in table 13 and figure 14 shown above. The majority of respondents from three groups of respondents 84.15% of academic staff, 86.67 % of deans and vice deans and 65% of supportive staff respectively indicated that there were no adequate instructional materials in departments to teach courses properly. And also in the open ended questions most of the

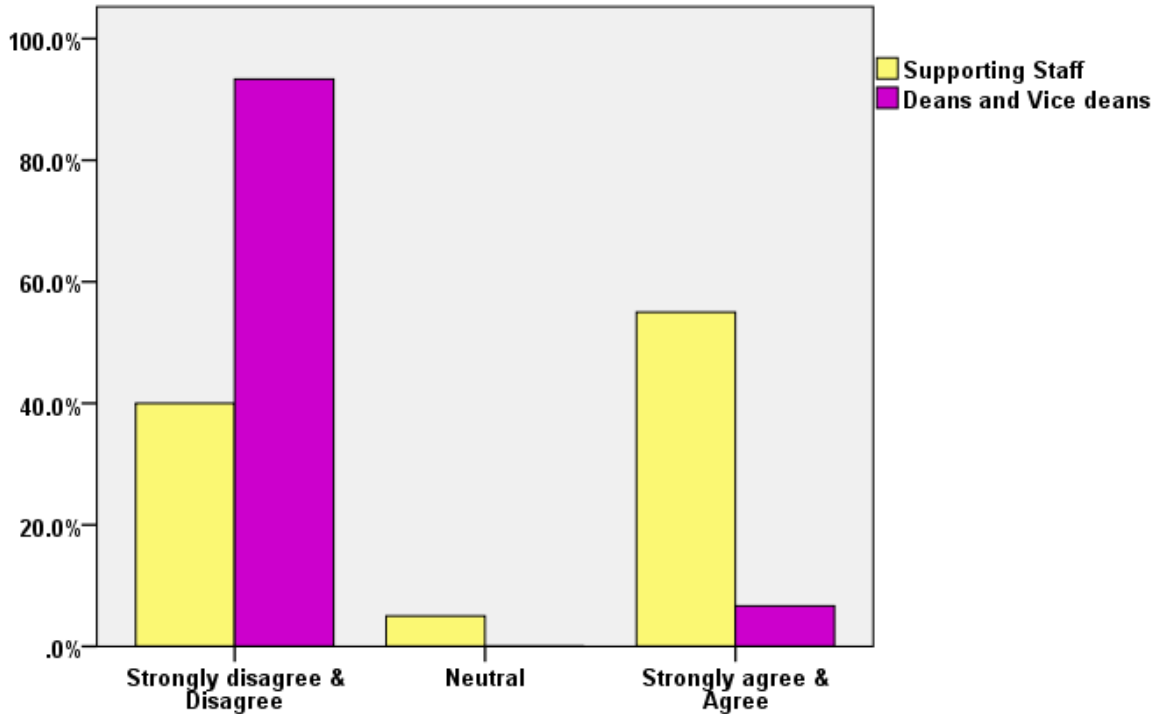
respondents mentioned that such practice of materials management will affect the teaching learning process thereby quality of education.

4.4.2 Availability of Adequate Store

Table 14- Availability of adequate store to keep instructional materials safe.

TTCs have adequate storage and protection for instructional materials								
Respondents	Strongly disagree & Disagree		Neutral		Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Dean and Vice Deans	14	93.3	-	-	1	6.7	15	100
Supportive Staff	8	40	1	5	11	55	20	100
Total/Average	22	62.7	1	2.9	12	34.4	35`	100

Figure 15 - Availability of Adequate Store to Keep Instructional Materials Safe



One of the functions of instructional materials management is facilitating appropriate storage to keep the available instructional materials safely. To make sure that there is appropriate safe storage in the TTCs, a question was posed to two groups of respondents. As table 14 and figure 15 shows, 40% & 93.3% of respondents respectively indicated that TTCs

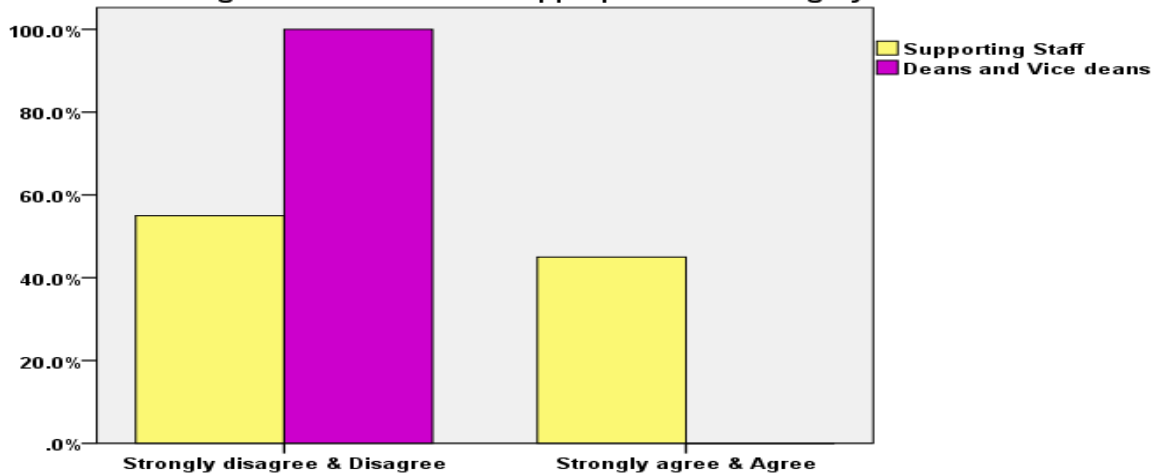
have no adequate storage to protect instructional materials. However, the majority of respondents that is 55% of supportive staff agreed that adequate storage were available to protect instructional materials in TTCs. In the open ended question item the majority, 80% of the respondents assured that there was no adequate storage to protect and keep instructional materials safely. And in the interview taken with the two groups of respondents they also mentioned that there was no adequate and wide place of store to protect and keep safe instructional materials.

4.4.3-Availiability of Appropriate Recording System

Table 15- Existence of appropriate recording system.

Instructional materials are properly recorded and handled (classified and coded) using bin card, Fixed assets user control card, Stock material record card.								
Respondents	Strongly disagree & Disagree		Neutral		Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Dean and Vice Deans	15	100	-	-	-	-	15	100
Supportive Staff	11	55	-	-	9	45	20	100
Total/average	23	65.7	-	-	9	25.7	35`	100

Figure 16 - Existence of Appropriate Recording System



A TTC that has good property administration has to record instructional materials in various property record forms in order to know purchased and distributed instructional

materials. And also to know the type of materials that are available in the store. A question was posed to two groups of respondents which include deans and vice deans, and supportive staff to know whether instructional materials are properly recorded and handled or not. Regarding this table 15 and figure 16 shows that all respondents of deans and vice deans and 55% of the respondents from supportive staff or 65.7% of all respondents indicated that instructional materials were not recorded and handled using different property record forms. In addition to this in the open ended questions 85% of the respondents mentioned that TTCs did not record instructional materials appropriately on the property record forms. However in the interview taken with the two groups of respondents indicated that property officers used to record only incoming and outgoing properties on the incoming and outgoing property receipts. They further mentioned that TTCs did not use property record forms such as Bin card, Fixed asset user card, Stock material record card etc... . This indicates that material management in colleges is done inappropriately.

4.5 - Inventory Control of Instructional Materials.

Inventory control is one of the major functions of instructional materials management activities. Based on this fact the respondents were asked to evaluate the inventory control systems exercised in the TTCs. The result obtained is reported in the tables and figures given below.

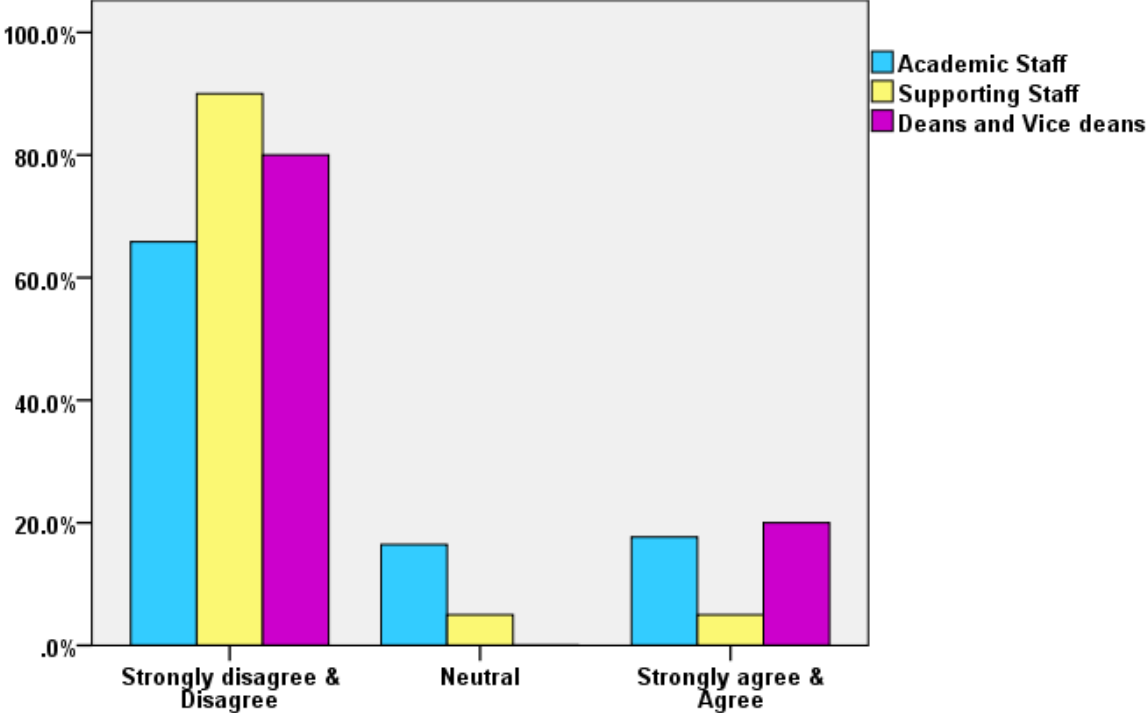
4. 5.1 Availability of Standard Procedure for Physical Inventory

Table 16 – Standard procedure for physical inventory

Standard procedures are in place for the performance of physical inventories.				
	Strongly disagree & Disagree	Neutral	Strongly agree & Agree	Total

Respondents	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Academic Staff	109	65.86	27	16.46	29	17.68	165	100
Dean and Vice Deans	12	80	-	-	3	20	15	100
Supportive Staff	18	90	1	5	1	5	20	100
Total	139	69.5	28	14	33	16.5	200	100

Figure 17 - Standard Procedure for Physical Inventory

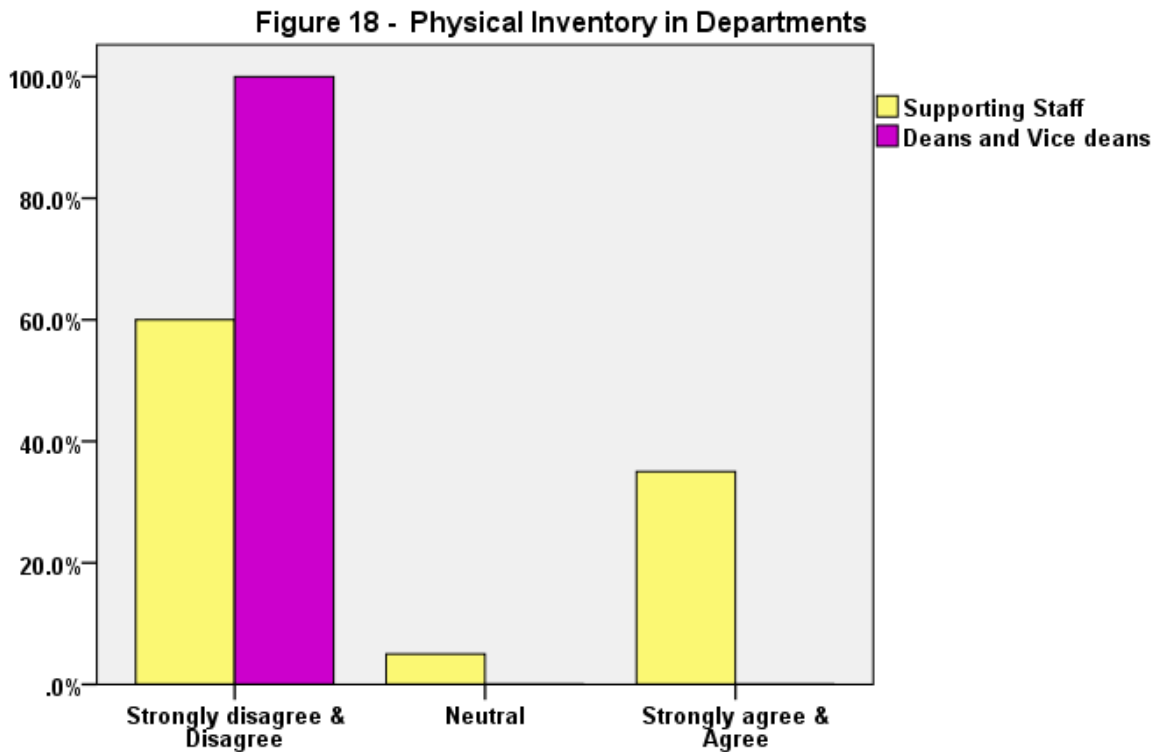


As depicted in table 16 and figure 17 the majority from the three groups of respondents, 65.86 % of academic staff, 80% of Deans and vice deans and 90% of supportive staff indicated that there was no standard procedures for the performance of physical inventories. Only few respondents from the three groups of respondents (16.5%) indicated that there were standard procedures for performance of physical inventories in TTCs. While 14% of all respondents give no response to the question.

4.5.2 – Taking Physical Inventory in the Departments Twice a Year

Table 17- Physical inventory in departments.

Physical inventory is taken for instructional materials available in each department twice a year by department heads and instructors.								
Respondents	Strongly agree & Agree		Neutral		Strongly disagree & Disagree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Academic Staff	-	-	-	-	-	-	-	-
Dean and Vice Deans	15	100	-	-	-	-	15	100
Supportive Staff	12	60	1	5	7	35	20	100
Total/average	27	77.1	1	2.9	7	20	35	100



In order to manage instructional materials appropriately inventory has to be taken on the materials available in the departments twice a year. To assure this a question was posed to two groups of respondents. The result obtained is illustrated in table 17 and figure 18. All respondents of deans and vice deans and 60% of supportive staff or 77.1% of all respondents indicated that inventory is not taken at all in the departments. In addition to this in the interview

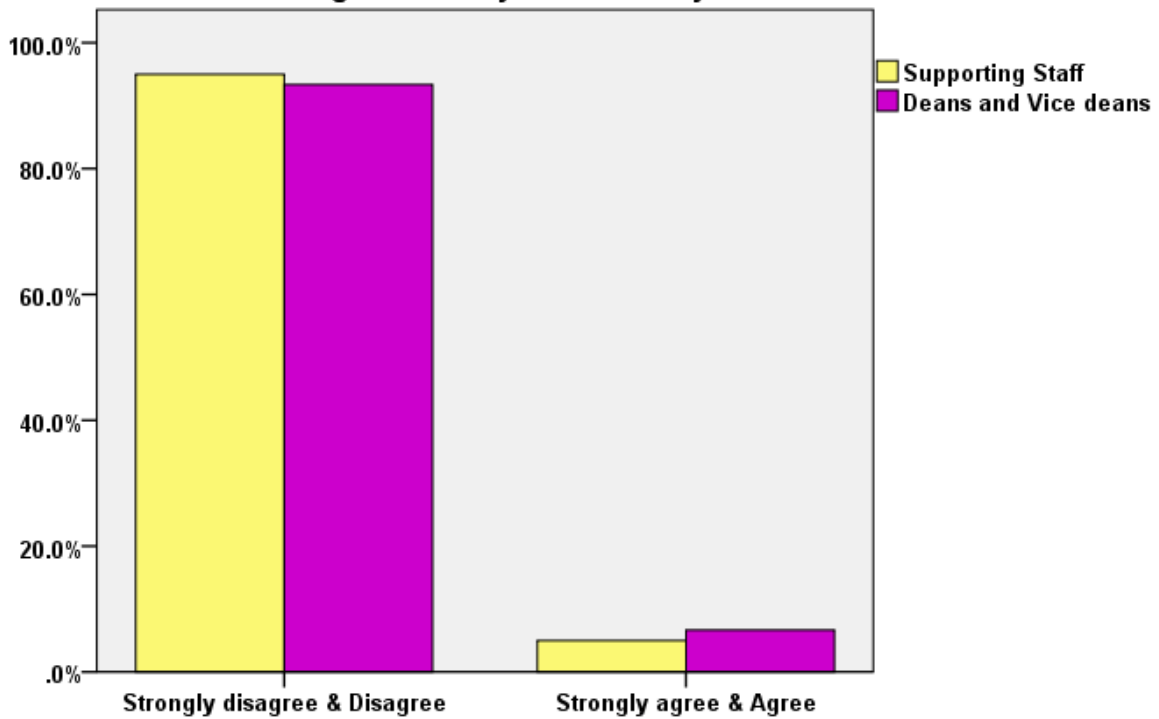
taken with the two groups of respondents they assure that no department in the TTCs took physical inventory at all. This shows that there is a missing point with regard to materials management.

4.5.3 – Taking Physical Inventory in the Store Twice a Year

Table 18 – Physical inventory in the store

Physical inventory is taken for instructional materials available in store twice a year by Procurement, Finance and Property administration support process.								
Respondents	Strongly disagree & Disagree		Neutral		Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Dean and Vice Deans	14	93.3	-	-	1	6.7	15	100
Supportive Staff	19	95	-	-	1	5	20	100
Total/average	33	94.3	-	-	2	5.7	35	100

Figure 19 - Physical Inventory in Store



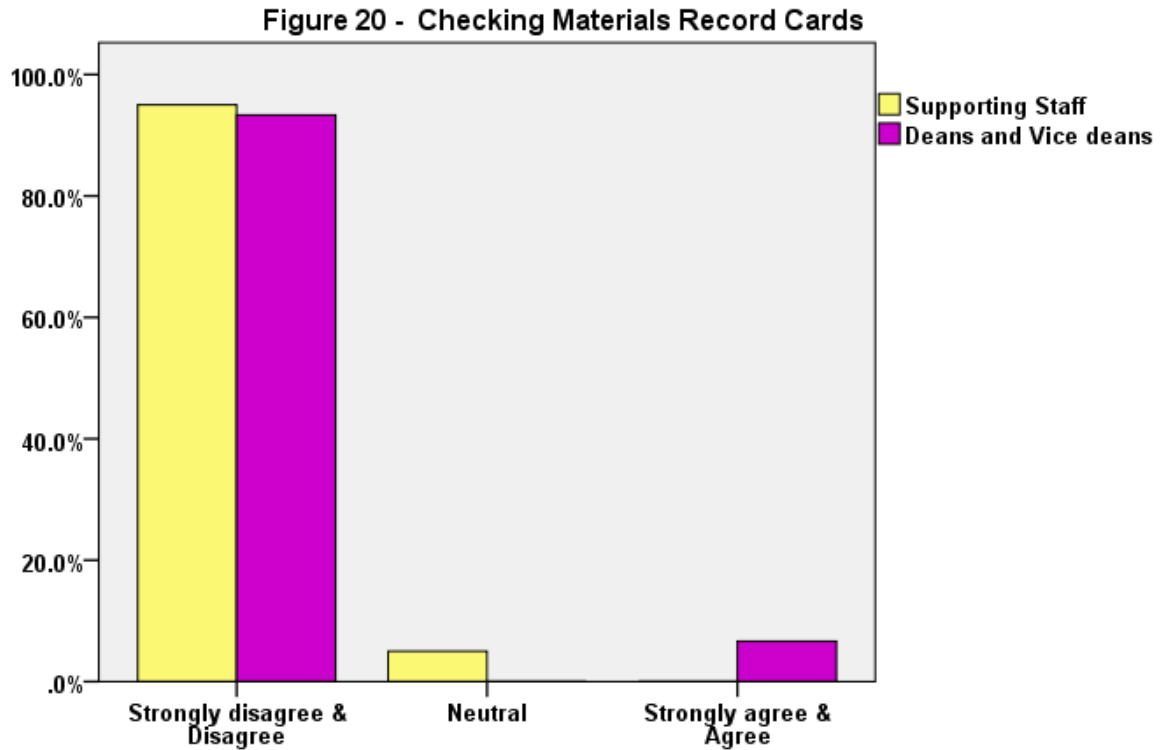
According to property administration guidance instructional materials available in store need to be counted at least twice a year by Procurement, Finance and Property Administration

Support Process. To assure that this is applied in TTCs a question was posed to two groups of respondents. The result obtained is illustrated in Table 18 and Figure 19 shown above. The majority of respondents from both groups, 93.3% of deans and vice deans and 95% of supportive staff or 94.3% of all respondents indicated that Procurement, finance and property administration support process does not take physical inventory in the store. However, only 5.7% of respondents from both groups indicated that procurement, finance and property administration support process took physical inventory. The interview taken with the two groups of respondents indicated that TTCs have no experience of taking physical inventory for instructional materials available in the store and for instructional materials withdrawn from the store by staff members.

4.5.4 – Checking Materials Record Cards while Inventory is Taken.

Table 19- Checking Materials record cards

When inventory is taken the receipts, returns and disposed instructional materials are checked.								
Respondents	Strongly disagree & Disagree		Neutral		Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Dean and Vice Deans	14	93.3	-	-	1	6.7	15	100
Supportive Staff	19	95	1	5	-	-	20	100
Total/average	33	94.2	1	2.9	1	2.9	35`	100



Fixed asset record card and other record cards should be checked while inventory is taken in order to compare the instructional materials available in store and the records made for it. Disposed instructional materials should be canceled from recording cards. To assure whether or not this is applied in the TTCs a question was posed to two groups of respondents. As indicated in table 19 and figure 20 the majority of respondents from both groups of respondents, 93.3% of Deans and vice deans and 95% of supportive staff or 94.2% of all respondents reported that nothing was done regarding checking disposed instructional materials when physical inventory is taken. This means that since physical inventory was not taken at all checking the receipts, returns and disposed instructional materials had not been done at all.

4.6 Disposal of Unused Instructional Materials.

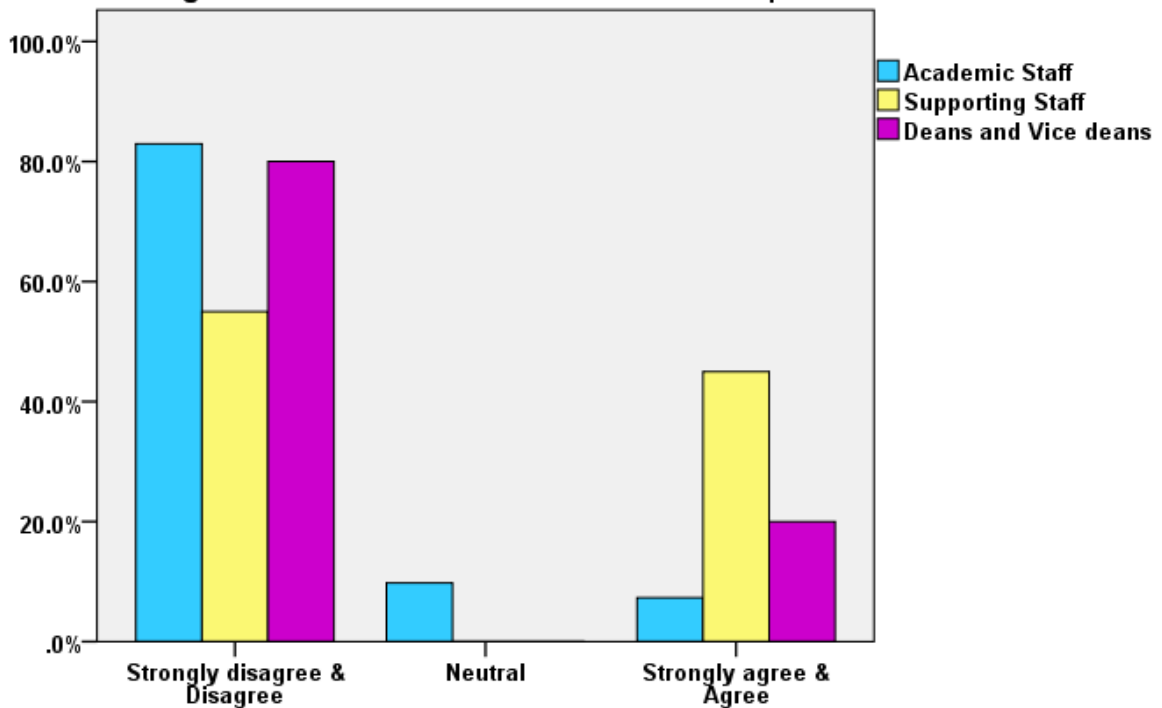
Instructional materials management activities could not be effective unless unused, obsolete, surplus and scrap materials are disposed of in the right way and on time economically. Effective disposal activity facilitates the teaching learning environment. With this understanding, questions were posed to two groups of respondents. The responses obtained are presented in the tables and figures shown below.

4.6.1. Procedure of Disposing Unused Instructional Materials.

Table 20 - Unused instructional materials disposed on time

TTCs disposed of unused, obsolete, surplus and scrap instructional materials on time.								
Respondents	Strongly disagree & Disagree		Neutral		Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Academic Staff	136	82.9	16	9.8	13	7.3	165	100
Dean and Vice Deans	12	80	-	-	3	20	15	100
Supportive Staff	14	55	-	-	9	45	20	100
Total/average	167	83.5	16	8	17	8.5	200`	100

Figure 21 - Unused Instructional Materials Disposed on Time

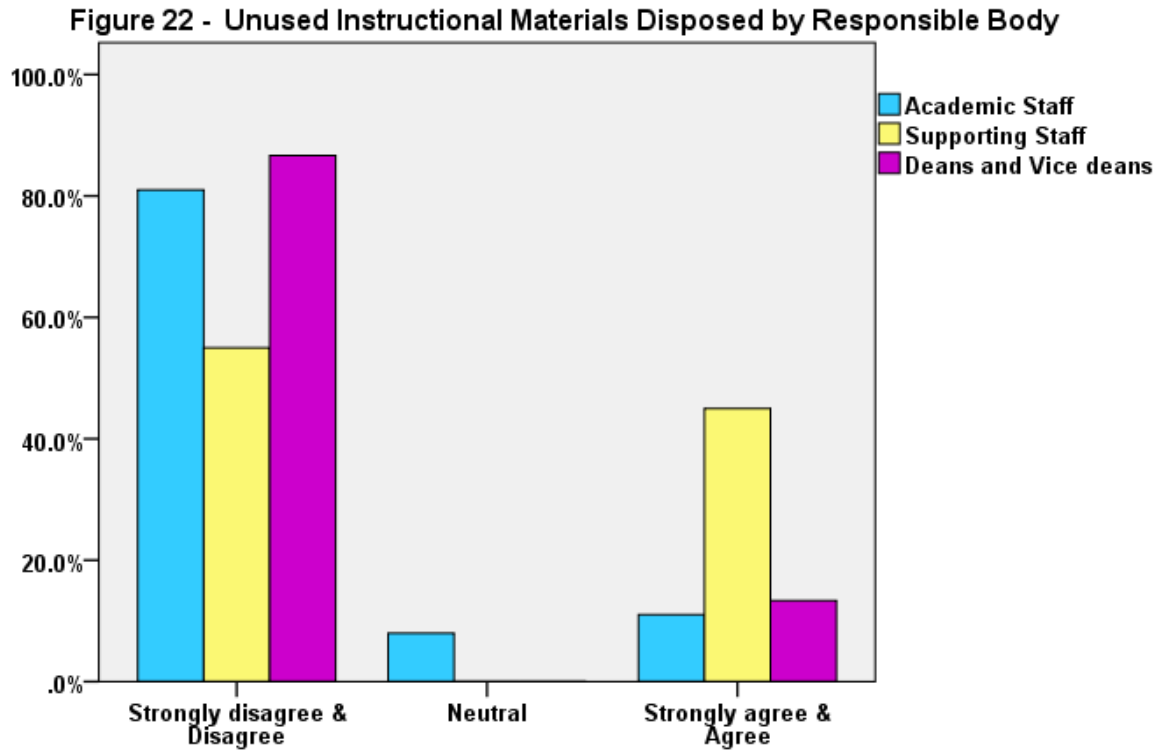


One of the procedures in the function of instructional materials management is disposing of unused, obsolete, surplus, and scrap instructional materials on time. To assure whether or not this is done in TTCs a question was posed to three groups of respondents. As depicted in table 20 and figure 21 the majority of respondents from all groups of respondents, 80% of Deans and vice deans, and 55% of supportive staff and 82.9% of academic staff or 83.5% of all respondents reported that the TTCs did not dispose of unused, obsolete, surplus and scrap instructional materials. Only few respondents (8.5%) of all respondents agreed with that TTCs dispose of instructional materials. In the interview taken with the two groups of respondents, indicated that disposal of any kind of fixed assets was not made in the TTCs. Which means it was not the experience of TTCs to dispose of unused, obsolete, surplus and scrap instructional materials.

4.6.2 Responsible Body for Disposal of Instructional Materials.

Table - 21 Unused instructional materials disposed by responsible body.

Responsible body for disposal of instructional materials is Procurement, Finance and Property Administration Support Process								
Respondents	Strongly disagree & Disagree		Neutral		Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Academic Staff	132	81	13	7.9	20	11.1	165	100
Dean and Vice Deans	13	86.7	-	-	2	13.3	15	100
Supportive Staff	11	55	-	-	9	45	20	100
Total/average	156	78	13	6.5	31	15.5	200	100



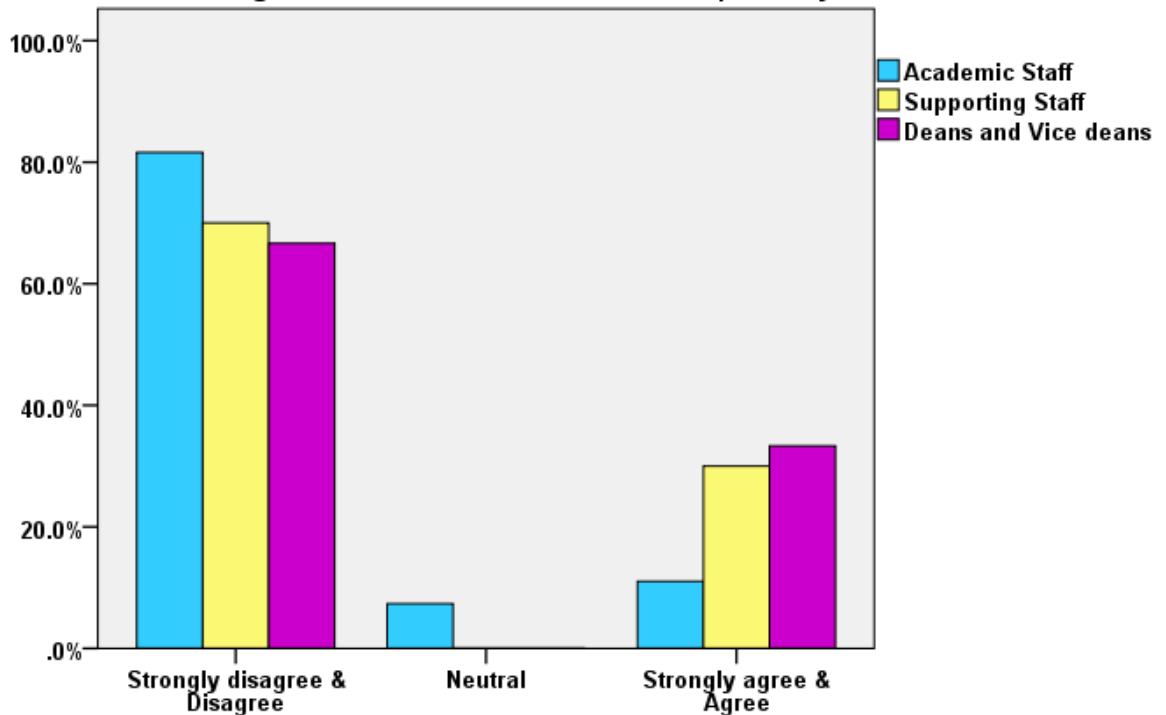
There should be appropriate and responsible body from TTCs to dispose of instructional materials. The appropriate body that disposes of instructional materials is the Procurement, Finance and Property Administration Support Process. To know the responsible body of TTCs to dispose of unused instructional materials a question was posed to all groups of respondents. As shown in table 21 and figure 22 the majority of respondents from the three groups of respondents, that is 81% of academic staff, 86.7% of deans and vice deans and 55 % of supportive staff or 78% of all respondents respectively reported that the responsible body to dispose of instructional materials was not Procurement, Finance and property administration process. However, 15.5% of all respondents indicated that Procurement, Finance and property administration support process used to dispose of instructional materials.

4.6.3 – Procedure of Disposing Instructional Materials

Table 22- Instructional materials disposal system

Instructional materials are disposed of by donating to the others, selling to staff members and others or discarding.								
Respondents	Strongly disagree & Disagree		Neutral		Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Academic Staff	133	81.6	12	7.36	20	11.04	165	100
Dean and Vice Deans	10	66.7	-	-	5	33.3	15	100
Supportive Staff	14	70	-	-	6	30	20	100
Total/average	157	78.5	12	6	31	15.5	200	100

Figure 23 - Instructional Materials Disposal System



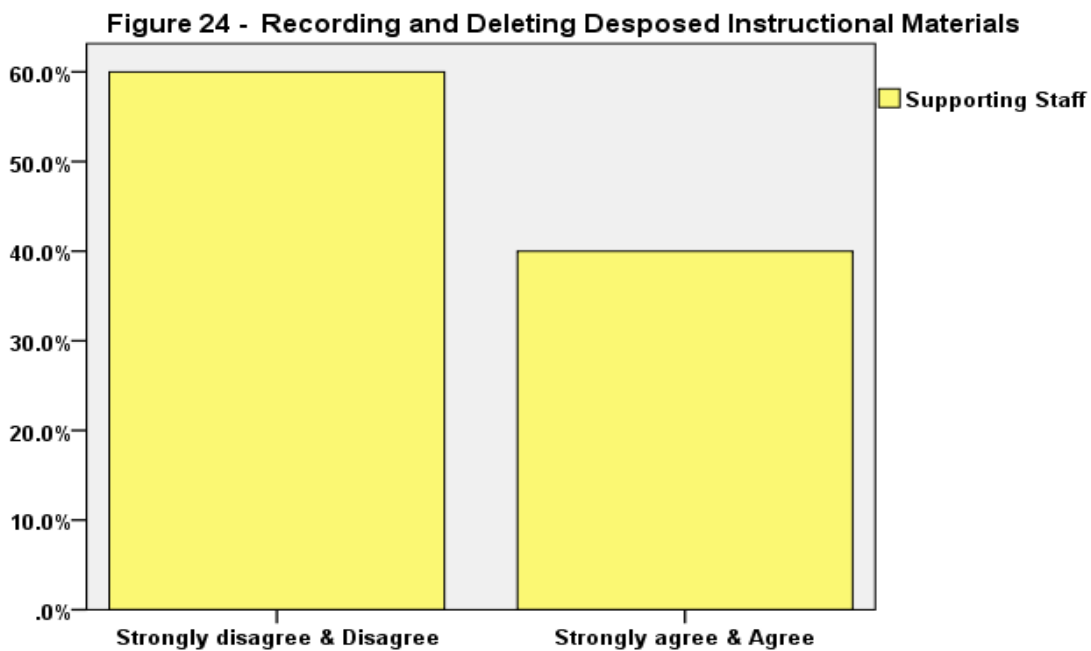
One of the functions of instructional materials management is disposing of instructional materials appropriately on time. Unused instructional materials should be disposed of following disposing of procedure. Unused instructional materials could be disposed by donating to others users, by selling to the staff members and to others, and by discarding. In order to be sure that TTCs are disposed of instructional materials following the procedure a question was posed to all groups of respondents. As shown in the table 22 and figure 23 the majority of the respondents

that is 81.6% of academic staff 66.7% of dean and vice deans and 70% of supportive staff or 78.5% of all respondents reported that instructional materials were not discarded following the procedure, by donating to the others, or by selling to staff members and others. The response given above indicates that TTCs did not discard instructional materials at all. Therefore, method of discarding is not applied to discard instructional materials. However, 15.5% of all respondents reported that the method of discarding was applied when instructional materials were disposed of.

4.6.4 - Disposed Instructional Materials are Recorded and Deleted from Property Records.

Table 23 – Disposing and Deleting Disposed Instructional Materials

Disposed instructional materials are recorded and deleted from property records								
Respondents	Strongly disagree & Disagree		Neutral		Strongly agree & Agree		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Supportive Staff	12	60	-	-	8	40	20	100
Total/average	12	60	-	-	8	40	20	100



In order to keep fixed asset record cards up to date disposed instructional materials should be recorded and deleted. To assess this practice a question was posed to supporting staff. As depicted in table 23 and figure 24 the majority of the respondents from supportive staff (60%) reported that disposed instructional materials were not recorded and deleted from property records. Whereas 40% of the respondents indicated that disposed instructional materials were recorded and deleted from property record.

UNIT FIVE

SUMMARY, CONCLUSIONS AND RECOMENDATIONS

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 instructional materials management in TTCs to help the attainment of educational objectives and to increase the awareness of staff members to save the instructional materials of the TTCs from unnecessary wastage. Both quantitative and qualitative data were collected by means of questionnaires and interviews. The respondents were 165 staff members (Instructors, Department heads, Lab technicians and Librarians), 15 Deans and vice deans and 20 Procurement, Finance and property administration support process owners, Procurement officers and Property administration officers. Besides five Deans and five Procurement, Finance and Property Administration Support Process Owners were interviewed. The results obtained were analyzed with percentages. The major findings are the following.

5.1.1 – Training and Guidance Documents

- The majority of respondents that is 66.7% of the deans and vice deans, and 65% of supportive staff or 65.72% of all respondents reported that training given to Property officers and managers on material management and utilization was below average.
- The majority of respondents from groups of respondents, 55% of supportive staff and 46.67% of Deans and Vice deans, or 51.3 % of all respondents indicated that duties and responsibilities of property personnel and managers was documented by functional statements was found below average. In addition to this in the interview taken with the

two groups of respondents, both groups assured that there was no document that indicates the duties and responsibility of property personnel and managers by functional statements.

- The majority of the respondents from both groups, that is from Deans and vice deans 60% and from supportive staff 95% or 80% of all respondents reported that there was no organizational structure in the TTCs that provide for checks and balance of segregation of duties throughout the personal property life cycle. And also the interview taken with the two groups of respondents assure the same.

5.1.2 Planning of Need Assessment

- The majority of respondents of all the three groups of respondents 47.5% indicated that there was no need assessment system to identify instructional material demand.
- The two groups of respondents 54.5% from academic staff and 45% from supportive staff or 52% of all respondents reported that the involvement of academic and supportive staffs in preparation of annual procurement plan was below average.
- The majority of respondents from the three groups of respondents (54%) reported that the availability of working system of procuring instructional materials based on annual plan was below average.
- The majority of the three groups of respondents (61.5%) indicated that satisfaction of users demand on planning process of instructional materials was below average.

5.1.3 - Appropriateness of Instructional Material Procurement

- The majority of the three groups of respondents (57.5%) reported that instructional materials were not purchased as per the specification prepared by the users and technicians. In the open ended questions most of the respondents assured that

procurement of instructional materials was not as per the specification prepared by users and technicians. In addition to this they mentioned that poor quality instructional materials were procured.

- The majority of respondents from the three groups of respondents (63 %) indicated that checking of instructional materials to assure it is purchased as per the specification is below average. In the interview taken with the two groups of respondents, they mentioned that users and technicians were not usually check the instructional materials purchased to ensure whether it was purchased as per the specification prepared for it or not.
- The majority of respondents, 40% of Deans and vice deans and 80 % of supportive staff or 62.8% of all respondents mentioned that TTCs purchase instructional materials that are available in the store. In the interview taken with the two groups of respondents, they assured that they do not check the store when instructional materials were purchased.

5.1.4 Store Operation of Instructional Materials

- The majority of respondents from three groups of respondents that is 84.5% of academic staff, 86.6 % of Deans and Vice Deans and 65% of supportive staff or 82.5% of all the three groups of respondent indicated that the availability of adequate instructional materials in departments to teach courses properly was below average.
- The majority of respondents, 40% of supportive staff and 93.3% of Deans and vice deans or 62.7 % of all respondents mentioned that the availability of adequate storage to protect instructional materials was below average. In the open ended question the majority of the respondents and also in the interview taken with the two groups of respondents they assured

that there exist no adequate and wide place of store to protect and to keep instructional materials safely.

- All respondents from Deans and Vice deans and 55% of the respondents from supportive staff or 65.7% from all respondents reported that instructional materials are not recorded and handled using different property record forms. In addition to this in the open ended questions the majority of the respondents mentioned that there was no appropriate recording in the TTCs. The interview taken with the two groups of respondents indicated that property officers use to record only incoming and outgoing properties on the incoming and outgoing property receipts.

5.1.5 Inventory control of instructional materials.

- The majority from three group of respondents that is 65.86% of academic staff, 80% of Deans and Vice deans and 90% of supportive staff or 69.5% of all respondents reported that availability of standard procedures for the performance of physical inventories was below average.
- All respondents of Deans and Vice deans and 60% of supportive staff or 77.1% of all respondents reported that taking instructional material inventory in the departments of the TTCs was below average. In addition to this the interview taken with the two groups of respondents assure that no department in the TTCs take physical inventory.
- The majority of respondents from both groups that is 93.3% from Deans and Vice deans and 95% of supportive staff or 94.3% of all respondents reported that Procurement, Finance and Property Administration Support Process does not involve in taking physical inventory of instructional materials in the store. The interview taken with the two groups of respondents also indicated that colleges have no experience of taking physical inventory for instructional

materials available in store and also for instructional materials withdrawn from store by staff members.

- The majority of respondents from both groups of respondents that is 93.3% from Deans and Vice deans and 95% of supportive staff or 94.2% of all respondents reported that nothing was done regarding checking disposed instructional materials when physical inventory has been taken. Since physical inventory was not taken at all, checking the receipts, returns and disposed instructional materials has not been done at all too.

5.1.6 - Disposal of unused instructional materials.

- The majority of respondents from all groups of respondents, 80% of the Deans and Vice deans, and 55% of supportive staff and 82.9% of academic staff or 83.5% of all respondents reported that disposition of unused, obsolete, surplus and scrap instructional materials was below average. The interview taken with the two groups of respondents was also indicated that disposal of any kind of fixed assets has not been made at all in TTCs.
- Most of the respondents from the two groups of respondents, 86.7% of Deans and vice deans and 55% of supportive staff or 68.6% of all respondents reported that TTCs did not disposed of unused, obsolete, surplus and scrap instructional materials on time. In the interview taken with the two groups of respondents they also assure that TTCs did not dispose of instructional materials at all.
- The majority from the three group of respondents, 81% of academic staff, 86.7 of Deans and Vice deans and 55 % of supportive staff or 78% of all respondents reported that the Procurement, Finance and Property Administration Process is not the responsible body to dispose of instructional materials. From the interview taken with the two groups of respondents, they mentioned that disposal of instructional materials was not made at all.

- The majority of the respondents, 81% of academic staff 66.7% of Dean and Vice deans and 70% of supportive staff or 78.5% of all respondents reported that instructional materials were not discarded by donating to the others, selling to staff members and others.

5.2 Conclusions

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

- Only few respondents have training concerning materials management and utilization. No TTC has document that segregate duties of property officers by functional statement. Most material management functions such as needs assessment, planning, purchasing, storage, inventory and dispositions of unused materials do not effectively performed. This might have negative impact on the attainment of TTCs goal.
- TTCs have no System of need assessment to identify instructional material demands and failed to involve academic staff and supportive staff in preparation of procurement plan. Therefore, users of instructional materials are not satisfied on the preparation of procurement plan. In addition to this instructional materials are not purchased` on time. As the result of this there are no adequate instructional materials in the departments to teach the courses. The procured instructional materials are not checked by the users and technicians to ensure whether the materials are procured as per the specification or not. This leads to procure unwanted instructional materials that do not support the teaching learning process.
- TTCs do not have adequate stores to protect and to keep instructional materials safely which resulted wastage of instructional materials.

- TTCs do not have experience of taking physical inventory of instructional materials in the departments, in store and in the hands of the users as well. They also do not have procedure of taking instructional material inventory twice a year. This leads the function of instructional management to be unsuccessful in the TTCs.
- TTCs have no procedure and experience to dispose unused, obsolete, surplus and scrap instructional materials which contribute to mismanagement of instructional materials.

5.3 Recommendations

Based on the above results and conclusions the following recommendations can be made to improve the management and utilization of instructional materials in TTCs.

- The findings of this research reveal that most Procurement, Finance and Property Administration Support Process members and staff members that deal with instructional materials management do not have theoretical knowledge and skill on instructional materials management. Moreover, TTCs have no document that segregate duties and responsibility of property officers by functional statements. Therefore, TTCs should initiate ANRS Finance and Economy Development Bureau to provide training and property administration guidelines to the Procurement, Finance and Property Administration Support Process members and staff members so as to developed and upgrade their theoretical knowledge and skills on instructional materials management.
- The finding of this study showed that the major short coming of instructional material procurement plan is TTCs' lack of involving users and technicians in identifying instructional material needs and in the preparation of the procurement plan. Therefore,

users and technicians should submit their annual instructional material need and also they have to involve in the preparation of annual procurement plan.

- The finding of this study revealed that instructional materials are not procured as per the specifications. The users and technicians do not check the procured instructional materials whether it is purchased as per the specification or not too. TTCs have no experience of checking the store to be sure that the instructional materials to be procured are available in the store or not. Therefore, In the TTCs Procurement, Finance and Property Administration Support Process need to check whether the instructional materials to be purchased are available in stores or not to avoid procuring the available materials before procurement documents are prepared. TTCs should involve users and technicians in the preparation of instructional materials specification. Moreover, users and technicians have to check the instructional materials purchased to assure that the materials procured are as per the specification or not.
- The finding of this study showed that TTCs have no adequate store to protect and keep instructional materials safely. Therefore, TTCs need to build adequate store rooms that enable them to protect and keep safely instructional materials available in the colleges.
- The finding of this study reveals that TTCs have no experience of taking physical inventory for instructional materials that are available in departments, in the hands of users and in the store. This cause problem in property controlling of instructional materials. Unless physical inventory is taken twice a year mismanagement and wastage of instructional materials can occur. Therefore, initiating ANRS Finance and Development Bureau to provide them inventory control guideline. TTCs need to take physical inventory twice a year for

instructional materials that are available in the departments, in the hands of the users and in the store as well.

- The finding of the study shows that instructional materials that are purchased and distributed are recorded on the users fixed asset incoming receipt and fixed assets outgoing receipt. But instructional materials that are procured and distributed to the users are not coded and recorded on the various property record cards such as on bin card, fixed asset users record card and fixed assets control card. Codification and recording of instructional materials distributed for users is necessary to take inventories. Unless it is done, it causes a problem on proper controlling of instructional materials in the TTCs. Therefore, to help TTCs to clearly identify the instructional materials that are properly functioning or damaged Procurement, Finance and Property Administration Support Process need to code and record the instructional materials purchased and distributed to the users on various property record cards.
- Due to non-existence of disposal guidelines or lack of knowledge of disposing of instructional materials TTCs are not disposing of unused, obsolete, surplus and scrap instructional materials on time. As a result, unused instructional materials have affected teaching and learning process. Therefore, using property disposal guide line properly, Procurement, Finance and Property Administration Process have to deal with disposing unused, obsolete, and surplus and scrap instructional materials by donating to other institutions or civic society, or by selling to others or by discarding.

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APPENDIX – A

Questionnaire for Deans and Vice Deans

Dear respondents,

I am doing a research work entitled “Instructional Materials Management in five Teacher Training Colleges”. The research is further aimed at to find out the management system of different instructional materials in the four teacher training colleges. In this connection, questionnaire is prepared and furnished here with. I therefore, earnestly requested you to go through the questions as per the instruction, fill and return it at an early date. The information supplied by you will definitely be kept confidential and utilized strictly for academic purpose only. Your whole hearted cooperation is earnestly solicited in this endeavor. Please fill your frank and honest responses.

General Instruction: *The questionnaire consists of three parts. Part ‘I’ consists of items relating to your bio-data and the second Part ‘II’ consists of different questions with varied type of statements in relation to the purpose of the topic. Part II is divided in to three categories to be answered by three group of college community. That is questionnaire to Deans, questionnaire to Procurement, Finance and property administration support process owner, Property officer and Procurement officer and questionnaire for Department heads, Instructors, Librarians and Lab-technicians. The third part III is open ended question which has two questions which is to be answered by all group of the college community. This general direction responds to the questions based on the following specific directions.*

- *Please put “X” Mark in the boxes based on your choice in the rating scale given*
- *To the questions related to the list of challenges put in sequential order from the top to relatively better challenges*
- *Write down short answer for the open ended questions on the space provided to you.*
- *No need of writing your name*

I request you earnestly to cooperate with me and provide the information.

Thanking you, yours faithfully

Seyoum Zewelde

Part I

(Bio Data)

1. College.....
2. Age -----
3. Sex : Male -----Female-----
4. Years work experience in the college -----
5. Qualification: 12+TTI---- 12+2__ 10+3__ 12+4-----12+6.....
6. Responsibility in the College-----

Part II

Instruction: *Key: strongly agree (5), agree (4), undecided (3), disagree (2) strongly disagree (1)*

	1, Staffing and Training	1	2	3	4	5
1.1	Property personnel or property managers have received training on property management and utilization based on the assigned role or responsibility					
1.2	Duties and responsibilities of property personnel and managers are specifically documented by functional statements					
1.3	The organizational structure of the college provide for checks and balances (i.e. segregation of duties) throughout the personal property life cycle					
	2, Need Assessment Planning of Instructional Materials	1	2	3	3	5
2.1	The college has a system of need assessment to identify the felt demand of the college					
2.2	The college involves the academic staff and supporting staff in preparation of annual procurement plan of instructional materials.					
2.3	The college has a working culture/system of procuring the instructional materials based on annual planning					
2.4	Planning process of instructional materials satisfies the demand of the users.					
	3. Purchasing process of instructional materials	1	2	3	4	5
3.1	The college purchases instructional materials as per the specification prepared by the users and technicians.					

3.2	Technicians and users check the instructional materials purchased to ensure that it is purchased as per specification.					
3.3	The college does not purchase instructional materials that are available in store.					
3.4	In purchasing instructional materials the college gives more emphasis for the materials that costs low and fits the specification of the material purchased					
		1	2	2	4	5
	4' Availability and Storage of Instructional Materials					
4.1	There are adequate instructional materials in the department to teach the courses properly					
4.2	The college has adequate storage and protection for instructional materials					
4.3	Instructional materials are properly recorded and handled (classified and coded) using bin card, Fixed assets user control card, Stock material record card.					
	5' Physical Inventories	1	2	3	4	5
5.1	Physical inventory is taken for instructional materials available in each department twice a year by department heads and instructors.					
5.2	Physical inventory is taken for instructional materials available in store twice a year by Procurement, Finance and Property administration support process.					
	6, disposal of instructional materials					
6.1	The college disposed of unused, obsolete, surplus and scrap instructional materials on time.					
6.2	Procurement, Finance and property administration support process is the responsible body for disposal of instructional materials.					
6.3	Instructional materials are disposed of by direct selling to staff members and others, donating for others and by discarding.					

Part III

The following three questions are Open ended questions on the general instructional material management system in the college.

1. Please discuss the major problems that are observed in the college regarding the instructional material management and utilization -----

2. *What do you suggest to improve the existing situation of instructional management system of the college*-----

APPENDIX – B

Questionnaire for Procurement, Finance and Property Administration Support Process Owners, Property Officers and Procurement Officers.

Dear respondents,

I am doing a research work entitled “Instructional Materials Management in five Teacher Training Colleges”. The research is further aimed at to find out the management system of different instructional materials in the four teacher training colleges. In this connection, questionnaire is prepared and furnished here with. I therefore, earnestly requested you to go through the questions as per the instruction, fill and return it at an early date. The information supplied by you will definitely be kept confidential and utilized strictly for academic purpose only. Your whole hearted cooperation is earnestly solicited in this endeavor. Please fill your frank and honest responses.

General Instruction: The questionnaire consists of three parts. Part ‘I’ consists of items relating to your bio-data and the second Part ‘II’ consists of different questions with varied type of statements in relation to the purpose of the topic. Part II is divided in to three categories to be answered by three group of college community. That is questionnaire to Deans, questionnaire to questionnaire for Procurement, Finance and property administration support process owner, Property officer and Procurement officer and questionnaire for Department heads, Instructors, Librarians and Lab-technicians. The third part III is open ended question which has two questions which is to be answered by all group of the college community. This general direction responds to the questions based on the following specific directions.

- *Please put “X” Mark in the boxes based on your choice in the rating scale given*
- *To the questions related to the list of challenges put in sequential order from the top to relatively better challenges*
- *Write down short answer for the open ended questions on the space provided to you.*
- *No need of writing your name*

I request you earnestly to cooperate with me and provide the information.

Thanking you, yours faithfully

Seyoum Zewelde

Part I

(Bio Data)

1. College.....
2. Age -----
3. Sex : Male -----Female-----
4. Years work experience in the college -----
5. Qualification: 12+TTI---- 12+2__ 10+3__ 12+4-----12+6.....
6. Responsibility in the College-----

Instruction: *Key: strongly agree (5), agree (4), undecided (3), disagree (2) strongly disagree (1)*

	1, Staffing and Training	1	2	3	4	5
1.1	Property personnel or property managers have received training on property management and utilization based on the assigned role or responsibility					
1.2	Duties and responsibilities of property personnel and managers are specifically documented by functional statements					
1.3	The organizational structure of the college provide for checks and balances (i.e. segregation of duties) throughout the personal property life cycle					
	2, Need Assessment Planning of Instructional Materials	1	2	3	3	5
2.1	The college has a system of need assessment to identify the felt demand of the college					
2.2	The college involves the academic staff and supporting staff in preparation of annual procurement plan of instructional materials.					
2.3	The college has a working culture/system of procuring the instructional materials based on annual planning					
	3. Purchasing process of instructional materials	1	2	3	4	5
3.1	The college purchases instructional materials as per the specification prepared by the users and technicians.					
3.2	Technicians and users check the instructional materials purchased to ensure that it is purchased as per the specification.					
3.3	The college does not purchase instructional materials that are available in store.					
3.4	In purchasing instructional materials the college gives more emphasis for the materials that costs low and fits the specification of the material purchased					

		1	2	3	4	5
	4' Availability and Storage of Instructional Materials					
4.1	The college has adequate storage and protection for instructional materials					
4.2	Instructional materials are properly recorded and handled (classified and coded) using bin card, Fixed asset users control card, Stock material record card.					
	5' Physical Inventories	1	2	3	4	5
5.1	Standard procedures are in place for the performance of physical inventories.					
5.2	Physical inventory is taken for instructional materials available in store twice a year by Procurement, Finance and Property administration support process.					
5.3	When inventory is taken the receipts, returns and disposed instructional materials are checked.					
	6, disposal of instructional materials					
6.1	The college disposed of unused, obsolete, surplus and scrap instructional materials on time.					
6.2	Procurement, Finance and property administration support process is the responsible body for disposal of instructional materials.					
6.3	Instructional materials are disposed of by direct selling to staff members and others, donating for others and by discarding.					
6.4	Disposed instructional materials are recorded and deleted from property records					

Part III

The following three questions are Open ended questions on the general instructional material management system in the college.

- Please discuss the major problems that are observed in the college regarding the instructional material management and utilization -----

4. *What do you suggest to improve the existing situation of instructional management system of the college*-----

APPENDIX-C

Questionnaire for Department heads, Instructors, Librarians and Lab-technicians

Dear respondents,

I am doing a research work entitled “Instructional Materials Management in five Teacher Training Colleges”. The research is further aimed at to find out the management system of different instructional materials in the four teacher training colleges. In this connection, questionnaire is prepared and furnished here with. I therefore, earnestly requested you to go through the questions as per the instruction, fill and return it at an early date. The information supplied by you will definitely be kept confidential and utilized strictly for academic purpose only. Your whole hearted cooperation is earnestly solicited in this endeavor. Please fill your frank and honest responses.

General Instruction: *The questionnaire consists of three parts. Part ‘I’ consists of items relating to your bio-data and the second Part ‘II’ consists of different questions with varied type of statements in relation to the purpose of the topic. Part II is divided in to three categories to be answered by three group of college community. That is questionnaire to Deans, questionnaire to Procurement, Finance and property administration support process owner, Property officer and Procurement officer and questionnaire for Department heads, Instructors, Librarians and Lab-technicians. The third part III is open ended question which has two questions which is to be answered by all group of the college community. This general direction responds to the questions based on the following specific directions.*

- *Please put “X” Mark in the boxes based on your choice in the rating scale given*
- *To the questions related to the list of challenges put in sequential order from the top to relatively better challenges*
- *Write down short answer for the open ended questions on the space provided to you.*
- *No need of writing your name*

I request you earnestly to cooperate with me and provide the information.

Thanking you, yours faithfully

Seyoum Zewelde

Part I

(Bio Data)

1. College.....
2. Age -----
3. Sex : Male -----Female-----
4. Years work experience in the college -----
5. Qualification: 12+TTI---- 12+2__ 10+3__ 12+4-----12+6.....
6. Responsibility in the College-----

Instruction: *Key: strongly agree (5), agree (4), undecided (3), disagree (2) strongly disagree (1)*

	1, Need Assessment Planning of Instructional Materials	1	2	3	3	5
1.1	The college has a system of need assessment to identify the felt demand of the college					
1.2	The college involves the academic staff and supporting staff in preparation of annual procurement plan of instructional materials.					
1.3	Planning process of instructional materials satisfies the demand of the users.					
	2. Purchasing process of instructional materials	1	2	3	4	5
2.1	The college purchases instructional materials as per the specification prepared by the users and technicians.					
2.2	Technicians and users check the instructional materials purchased to ensure that it is purchased as per specification.					
	3' Availability and Storage of Instructional Materials	1	2	3	4	5
3.1	There are adequate instructional materials in the department to teach the courses properly					
	4' Physical Inventories	1	2	3	4	5
4.1	Physical inventory is taken for instructional materials available in each department twice a year by department heads and instructors.					
	5, disposal of instructional materials	1	2	3	4	5
5.1	Departments, Librarians and lab technicians return unused, damaged, no longer needed instructional materials to the store.					
5.2	Physical inventory is taken for instructional materials available in each department twice a year by department heads and instructors.					

Part III

The following three questions are Open ended questions on the general instructional material management system in the college.

1. Please discuss the major problems that are observed in the college regarding the instructional material management and utilization -----

2. *What do you suggest to improve the existing situation of instructional management system of the college*-----

APPENDAX – D

Instructional Material Management Interview Protocol

I. INSTRUCTION:

- Introduce your self
- Thank for agreeing to participate in the interview
- Confirm that this is convenient time
- Inform the purpose of the interview
- Inform that the response will be confidential

II. Questions

1. Would you tell me about yourself (What is position in the college? Your work experience in the position? How long you work in the current position?)
2. Would you tell me the efforts that the college made to train and introduce duties and responsibilities of property officer on property management?
3. Does the college have experience in involving supporting and academic staff in the preparation of procurement plan and specification of instructional materials to be purchased?
4. Do you think that the college has no experience of procuring instructional materials that are available in the store?
5. Is it the experience of the college that procuring instructional materials that costs low and fits the specification of the material that intends to be purchased?
6. Do you think that there is experience of reporting instructional materials in use, excess, stored and disposed by responsible personnel?
7. Do you know that property officer use proper records using forms such as bin card, personal use card, Stock material record card etc...?
8. Is there experience of taking instructional materials inventory at least twice a year Store keepers, department heads, lab technicians and librarians?
9. Which disposal method of instructional materials the college usually uses?
10. What are the major problems that are observed in the college regarding the instructional material management and utilization?
11. *What do you suggest to improve the existing situation of instructional management system of the college?*

12. Any other comment you would like to make.

III. Thank and appreciate for the time spent.

IV.

- Date of contact
- Respondent's name
- Respondent's rank/position