St. MARY'S UNIVERSITY

HANA GETACHEW

SGS/0273/2012A

DEPARTMENT OF PROJECT MANAGEMENT

A THESIS ASSESSMENT OF EDUCATIONAL RESOURCES MANAGEMENT: THE CASE OF GOFA INDUSTRIAL COLLEGE (TECHNICAL AND VOCATIONAL EDUCATION TRAINING)

JUNE, 2021

ADDID ABABA

St. MARY'S UNIVERSITY

AN ASSESSMENT OF EDUCATIONAL RESOURCES MANAGEMENT: THE CASE OF GOFA INDUSTRIAL COLLEGE (TECHNICAL AND VOCATIONAL EDUCATION TRAINING)

Prepared by: Hana Getachew

Advisor: MOSISA K. (PhD Candidate)

A THESIS SUBMITTED TO DEPARTMENT OF PROJECT MANAGEMENT IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF MASTERS DEGREE IN PROJECT MANAGEMENT

JUNE, 2021

ADDIS ABABA

St. MARY'S UNIVERSITY

Submitted to the School of Graduate Studies of St, MARY UNIVERSITY in Partial Fulfillment of the Requirements for Master Degree in Project Management

By: Hana Getachew

APPROVED BY BORAD OF EXAMINERS

_____   _____

Dean, Graduate Studies   **Signature**

_____   _____

Advisor   **Signature**

_____   _____

External Examiner   **Signature**

_____   _____

Internal Examiner   **Signature**

DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of _____. All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

_____   _____

Name of the Student   **Signature**

St. Mary's University, Addis Ababa   **Date**
_____

ENDORSEMENT

This thesis has been submitted to St. Mary's University for examination with my approval as a university advisor.

_____   _____

Advisor   **Signature**

St. Mary's University, Addis Ababa

Date _____

Acknowledgements

This thesis would not have been completed without the support and assistance of the university and many other people. First and for most, I would like to express my heartfelt thanks for Jesus Christ. I would also like to extend my great appreciation and thank to my thesis advisor Dr Misganaw Solomon and Mosisa K. (PhD candidate) for their consistent support in providing me with critical comments, and advises right from title selection to completion of the paper.

I would also like to thank Gofa Industrial College Deans, Vice Deans and Trainers of the selected departments for their cooperation in giving valuable information for this thesis. Finally, I would like to express my great thanks for my family for their support since the beginning.

TABLE OF CONTENTS

LIST OF TABLES

Abstract

This study was conducted as an assessment of educational resource management in Gofa Industrial College with particular reference of four departments namely leather goods, construction, survey and auto engine. The main objective of the study was to assess the educational resources management of Gofa industrial college, which is a technical and vocational education and training institute. It was also aimed at to identify how educational resources are managed and utilized, role of stakeholders and problems related to educational resources management and utilization, to identify the strength and weakness of educational resource management, and to assess the effectiveness of educational resource management. To meet the objective of the study descriptive study was employed. Respondents were selected by simple random sampling and purposive sampling. Accordingly, 85 respondents were selected and only 70 respondents returned the questionnaire. The data were collected through questionnaire, interviews and observation. Data gathered through questionnaire were quantitatively analyzed using percentage and mean value whereas the data gathered through interview; open ended questions and observation were qualitatively analyzed. The finding of the study revealed: lack of participation of all stakeholders in educational resource management, lack of awareness creation and training about resource management functions and policies and guidelines, lack of timely maintenance practices of materials and lack of continuous supervision and controlling system. Based on these findings, it is forwarded some recommendation: To improve the management and utilization of educational resources: college management should work closely with the stakeholders, empowering stakeholders about educational resource management through training and accessible guidelines, and should also prepare guidelines and policies for resource management.

Key Words: *Educational Resource Management, Policies and Guidelines, and Stakeholders*

CHPTER ONE

INTRODUCTION

1.1. Background of the Study

Education resources covers all those materials human and non-human, drawn or photographed, built manually or electronically operated, books and all forms of related materials used in teaching and learning process (NTI,2006). According to (Levaˇ ciˊ c and Vignoles 2002) in order to meet changing needs by ensuring adequate continuing professional development leaders in college need to take place in resource management also the author points out that to manage resources all this tree points must be considered: the translation of the financial resources via the budget into real resources (i.e. human and material), the management of real resources so as to create and maintain the learning environment and the deployment of the resources acquired directly for learning to support teaching and learning should be operated effectively. Education resources includes the teachers in the school, human beings in the community, real objects, specimen or models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials like pencils, pens, exercise books etc. which the learners are expected to have at any point in time to facilitate learning (NOUN, 2009).

The research is about how educational resource is managed in Gofa industrial college, which is a technical and vocational education and training institute. The main purpose of TVET is to create competent and confident citizens who will contribute to the economic and social development of Ethiopia and play a vital role in sustainably reducing poverty. Also TVET institutions are foreseen to replicate selected technologies and transfer these technologies to the relevant industry, micro and small enterprises in order to increase the competitiveness of the sector to the international standards, increase their productivity, improve the quality of products and services and facilitate creation of new businesses. It is also needed that these technologies focus on creative capacity building and greatly contribute to the economic development of the country in a bid to mitigate regional problems. Their benefit will be significant as long as the trainees who pass through this process are qualified with international workforce ethics.

Currently, Gofa industrial College is providing various kinds of TVET programs in 10+ I, 10+ II and 10 + III levels. According to the data obtained from the registrar office, currently

the college provides training for about 571 trainees (Male 298, Female 273) in a regular program and 357 trainees (Male 241, Female 116) in extension program; a total of 928 trainees(Male 539, Female 389) in different occupations. Similarly, the data obtained from human resource administration supportive work process indicated that there are 206 trainers (Male 153, Female 53) and 70 supportive staff (Male 33 , Female 37) ; a total of 376 (Male186 , Female 90). college currently focuses include Construction technology, Industrial Technology, Textile Technology, Hotel Services and Information Technology.

Purpose of this research is to create understanding how Gofa industrial college is managing educational resource for the teaching and learning process; which are all human, material, non-material audio-visual school environment, community materials available in an academic environment in and supports occupation training process. Also this study tries to explore the problem and the challenges of educational resource management with respect to training facilities, competence of the training personal and application of educational resource and show options to use educational resources effectively in order to make students as well teacher qualified.

TVET effectiveness and efficiency can be examined with the percentage of graduates students who are not employed yet even in those occupational fields that show a high demand for skilled manpower. Nowadays, industries are using latest technologies in order to cope with the world's rapid growth and to be competitive in the global market. I have observed substantial educational resource wastages occurred as a result of underutilization of equipment and not well skilled instructors in public TVET institutions. Furthermore, TVET institutes are using curriculum that is not up-to-date and even the existing learning materials are either not working or there is no skilled man power who have the skill to operate the training machineries. Because of these trainees might not get the knowledge and skills need (MOE, 2008)

In order to maximize number of skilled man power at all levels, effective educational resource management (the amounts of inputs used to achieve the outputs) is very mandatory through increasing or giving more attention to TVET institutes, giving professional training for instructors, using latest or up to date learning materials and curriculum, better management of tools and materials/equipment's, involving stakeholders. This study attempts to assess how educational resource is managed in Gofa industrial college. Besides, it also attempts to show the gap between educational resource and performance of teachers/

instructors in giving the needed knowledge by effectively using educational resource. In addition, it tries to elucidate the major bottlenecks that hinder the quality of education.

1.2. Statement of the Problem

The growth of country in the social and economic sectors depends on competent workforce with the necessary knowledge, skills and attitudes; changes cannot be imagined without having active and responsive participation of its population. Several educators claim that education is the cornerstone for any development. They are considered to be less efficient in matching their training with the jobs available in the employment market. In fact, among the different categories of education it is the technical and vocational education and training (TVET) that is largely believed to determine the emulative strength of a country's productive workforce (Tucker, 1992)

Purpose of Technical and vocational education and training (TVET) are basically expected to create skilled citizens and transfer new technology to micro and macro enterprise. From my observation in Gofa industrial college there is a gap or mismatch between curriculum and actual practice because there is insufficient and unqualified instructional a material, learning-teaching facilities and stock level (safety for storage, record system) in this case implementing competency based training system would be very difficult. Also there is no well-organized platform for trainers to upgrade themselves by taking different trainings and management department not giving required focuses on funding system, utilization and purchasing quality material, providing required resources. All of this results wastage of human power, resource and highly impacts graduate performance.

Furthermore technological change requires workers to have new skill and knowledge, since TVET curriculum is not updated in continues manner graduates face difficulties to perform tasks in the job world. Because of these job opportunities of graduates in 2019 Gofa industrial college is 64% of the graduate trainees were employed and 36% graduates were not employed in fact from 64% employed graduate 18% where hired out of their field of study. This data is from Gofa industrial college human resource department.

The study is conducted in technical vocational education and training (TVET) institute in Addis Ababa: Gofa industrial college provides several training programs which are: Leather, Textile, General maintenance, construction, survey, garment, sanitary, auto mechanics and

hotel. Four major departments where selected to conduct the study; which are Leather Goods Production, Constriction, Automotive Engine and Surveying. The selection criteria where if it is more of practical based department, have high number of students and relatively high job opportunity in the labor market.

The research that was conducted by Desta Melese (2010) practices and problems of educational resources management in selected TVET colleges in Addis Ababa that covered the educational resources management and practice in the TVET.

Regarding educational resource management the school management lacks incorporating all stakeholders in educational resource management. Moreover, in TVET, there are also problem of recognizing the effect of educational resource management on the performance of the organization and the trainees. There is also problem of distributing educational resource on time. Furthermore, there is also limitation of studies in educational resources management in public TVET colleges. This research tries to fill the existing gap on educational resource management on Gofa industrial college (TVET).

1.3.   Research Objectives

The study has general and specific objectives.

1.3.1.   General Objective of the Study

The general objective of this study is to assess the educational resources management of Gofa industrial college, which is a technical and vocational education and training institute.

1.3.2.   Specific Objectives

The specific objectives of the study are elucidated as follow:

   1.3.2.1.   Describe the existing practice of educational resources management in Gofa Industrial College
   1.3.2.2.   Compare the existing practice against set standards in Gofa Industrial College.

1.4.   Research Questions

   1. What is the existing practice of educational resources management in Gofa Industrial College?
   2. What is the comparison the existing practice against set standards in Gofa Industrial College?

1.5.   Significance of the Study

The research would promote improvement by shaping perceptions of policy makers by pinpointing what is actually going on in the TVET institutions in relation to their expectations up for making necessary adjustments; on rules, regulations, polices and proclamations on TVET program and efficiency of training material resources are among the most important factors of the TVET College to enhance the accomplishment of the desired goals.

Provides information about the current status of educational resources management for the stakeholders (department heads, deans, TVET experts, Trainers, and the government) in order management improvement to be made and show trainers must improve their practical skill. Over all Significance is in terms of policy formulation, knowledge gap free and experience sharing with central actors of the profession. In addition the study forcible graduate trainees to obtain the required practical skill and it will also serve as a source of reference and a starting point for other fellow researchers interested to conduct further studies in educational resource management.

1.6.   Scope of the Study

Thematically this study is about assessing the educational resource management in Gofa Industrial College with particular focus on the four departments, which are Leather Goods Production, Construction, Automotive Engine and Surveying. It also assess the educational resource management of the organization between 2019 and 2021. In terms of methodology, it uses a descriptive research approach. The data were collected from February 12, 2021 up to April 29, 2021.

1.7.   Limitations of the Study

Major Limitation is current issue with COVID 19 escalated most respondents are not willing for face to face interviews due to this I have tried to contact them through telegram, email and thought phone calls. Because of this it has taken more days than planned and it has been so difficult to collect data. The interest of the respondents was also the limitations to the study as some of the employees felt uncomfortable and others were simply not bothered and will not give accurate information; and the other limitation include the absence and inaccessibility of information during gathering of the data. As the study also is only in a selected organization, its findings cannot generalize other sectors.

1.8. Operational Definition of Terms

Technical and Vocational Education and Training (TVET):- an education and training which provide knowledge and skill for employment and increase productivity for industry. For individual it is effective means to raise incomes (in both formal and informal economies). TVET uses formal, non- formal and informal learning Desta Melese (2010)

TVET experts: - supports the minister of education and skills development, which is to provide efficient, quality and relevant education and training that is accessible to all MOE (2008).

Competency: -involves applying knowledge, skill and attitude to perform work activities to the standard expected at the work place. Solomon G. (2016).

Curriculum and module: - it is an input for training purpose and standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Also it is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences MOE (2008).

Occupational Standard:- Occupational Standards are focal points of reference that specify the outcome and outcome quality which TVET geared at training people for a particular occupation needs to meet Wariyo, L. G. (2017)

Qualification Framework: - A qualification is a formal certification, issued by the center of competence, in recognition that a person has achieved competencies relevant to identified individual, professional, industry or community needs. It is based on occupational assessment against an occupational standard. The certificate specifies the nature of competence on a specific level for articulation depending on the competence and level UNESCCO –UNEVOC (2021).

Educational resource and educational resource management: are resources which the learners are expected to have at any point in time in order to facilitate learning; that includes the teachers in the school, human beings in the community, real objects, specimen or models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials. Resource management helps schools use educational funding in an effective way (Usman, 2016)

1.9. Organization of the Study

The study is divided in two five parts. Chapter one forms an introductory review of the topic; it gives over all context of TVET, statement of the problem, objectives, significance of the study, operational definition of terms. Chapter two focuses on reviewing recent literature relating to the topic. Chapter three describes about research design and what methodology haven used. In the chapter four critically analysis, interprets and discusses the results. Finally chapter five concludes and gives recommendations on the topic.

<div align="center">

CHAPTER TWO

REVIEW OF RELATED LITERATURE

</div>

INTRODUCTION

This chapter reviews literature under the following subheadings: concept of educational resource and management, global educational resource management experience, Africa educational resource management experience, the practices of technical and vocational education in African countries, practices and problems of educational resource management in Ethiopia, effectiveness of technical and vocational education and training (TVET) and related studies on availability and utilization of educational resources.

2.1.   Conceptual Literature Review

2.1.1. Concept of Educational Resource and Management

Education resources refer to all human, material, non-material audio-visual school environment and community materials available in an academic environment to facilitate school administration and simplify the teaching learning process. They also include other fundamental materials used in the school to make teaching very easy and learning more meaningful and comprehensible to the learners. Education resources covers all those materials human and non-human, drawn or photographed, built manually or electronically operated, books and all forms of related materials used in teaching and learning process (NTI,2006). According to (Levaˇ ciˊ c and Vignoles 2002) in order to meet changing needs by ensuring adequate continuing professional development leaders in college need to take place in resource management also the author points out that to manage resources all this tree points must be considered: the translation of the financial resources via the budget into real resources (i.e. human and material), the management of real resources so as to create and maintain the learning environment and the deployment of the resources acquired directly for learning to support teaching and learning should be operated effectively

Education resources includes the teachers in the school, human beings in the community, real objects, specimen or models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials like pencils, pens, exercise books etc. which the learners are expected to have at any point in time to facilitate learning (NOUN, 2009). Educational resources are no hesitation important in the development of a conductive

teaching-learning environment. Resources could give more important and strong direction to the teacher than any personal efforts without the materials.

Blunt's (1990) point out that it is not the availability of these resources alone that guarantees effective performance of school, but their adequacy and effective utilization This is in agreement with the thought of school administration, education resources are not only limited but can be effectively and efficiently managed when management activities are properly harmonized, organized, coordinated and controlled by the school management team.. However, No matter how well packaged a school administration or a school system is at any level of education, without adequate and efficient utilization of the available resources, the system may fail to achieve its desired results.

Researchers disagree about the effects of resources on learning apart from problems of data and methods. One important reason for this disagreement is that the efficiency of educational organizations varies So it is obligator that educational organizations manage their finances and resources efficiently in order to secure the maximum learning benefit for students while (Levaˇ ciˊ c and Vignoles 2002) reviled that if resources are not managed efficiently an increase in spending does not necessarily mean an increase in student learning.

Adequate and apposite resources are vital in the administration of a school. The proper management and use of these resources will not only boost the morale of human resources who coordinates other activities in the school system but also ensure the attainment of goals. Meanwhile, shortage or inadequacy of these resources is inimical to goal achievement of school administration. Accessibility of education resources makes school management effective and efficient thereby enhancing the output of the education system. Effective school administration leads to efficient instructional process which will yield a quality output. (Barbados, 2001)

(Derek Glover and Rosalind Levacˇicˊ, 2007) States that adequacy is the level of resourcing to meet defined educational standards sufficiently at national, district and local levels. The way in which resource use affects outputs and outcomes because of this it is necessary to have some criteria by which the use of resources can be judged. Any school, college or department attempting to maximize the use of limited resources for educational benefits must have some idea of its aims and objectives, and the alternative ways in which these might be fulfilled. This involves defining learning objectives, setting a curriculum and testing standards reached and then costing the resources for providing the curriculum.

(WANJIKU, 2013) Concluded that to ensure if financial resources are used effectively, efficiently and in a way that is both equitable and provides value for money educational resource management requires an understanding of the open systems environment, strategic and budgetary planning and evaluation of processes, outputs and outcomes. Vagueness in relating inputs to consider educational outputs and outcomes make it difficult to measure efficiency in education. Equity and efficiency, though difficult to make operational, are used as the main criteria for assessing how education is funded and how its provision is divided between public and private sector organizations. According to (Usman, 2016) , educational recourses are classified based on their nature

2.2. Theoretical Literature Review

2.2.1. Educational resources

a) Material/Physical Resources

These are the tangible resources that can easily be seen and observed in any institution. The physical resources include the structure, the machines, raw materials, vehicles, and other tools, which can facilitate organizations activities and processes. The physical resources may not be the same in all organization. In educational system, the physical resources would include the classrooms/lecture rooms, staff offices, vehicles, health centers, library, laboratory, and so on, which directly or indirectly contribute to the achievement of goals.

Curriculum is learning material which guides the trainers how to train students in technical vocational and educational training institute. The function is to anticipate the knowledge, skill and abilities that student need which enables them to effectively function in the society. To get expected outcome with acceptable skill, knowledge, and attitude on the behavior of the trainees, all packages pertinent to curriculum elements prepared and accessed to TVET providers. Curriculum guide only do not fill the gap observed, because the availability of materials resources and the knowledge and attitudes of the trainers vary from college to college. (Melese, 2010)

According to Asabiaka (2008) the following type of maintenance should be adopted in the facility maintenance plan. These are preventive, routine, emergency repairs, and predictive maintenance. One of the best inputs for training purpose is curriculum: The success or the failure of any educational program depends on the quantity and qualities of educational inputs employ during the training process (Sadker, M. P. & Sadhker, D. M, 1997)

b) Financial Resources

Financial resources are the funds required for the smooth operations of a school and are regarded as the life-wire of any system. It is indeed a more critical facet with which other factors of administrations are created, maintained and sustained. In school administration, funds are necessary for the procurement of facilities, equipment, electronics and communication gadget needed for effective performance. Plan and policy implementation are responsive to funds availability. Funds are needed for the acquisition of fixed and current assets and to settle current liabilities and expenditures incurred in the course of administration.

Most financial and resource managements are determined through the operation of the budgetary cycle. This offers a framework for the various processes that lead to the systematic management of resources. According to (Derek Glover and Rosalind Levacˇicˊ, 2007) and (B.Myangan, 2016) There are four main phases in the budget management cycle: generating the budget by obtaining resources; allocating (planning) the budget for the following year (or several years); implementing the budget plan through financial control procedures; evaluating the use of the budget so as to improve decision making in the future.

(c) Time Resources

Time is a unique resource and is considered as one of the scarce resources known to man. (Adedeji; 1998).Time is the most expensive of all resources due to its non-recoverable nature. Time utilization refers to the proper allocation of time to the various stages and tasks of administrative activities. The application of hours of duty to organizational activities is to ensure equal combination of time with other resources. The use of time is one of the parameters to measure an effective school administration. In a school system, time is managed through the use of a time table. Consequently, time management stands as an effective tool necessary for the organizations effectiveness in realization of set out objectives and goals (Ugwulashi, 2012).

d) Human Resources

The availability of human resources is not only required in institute administration, but their quality and quantity must be considered if effective and efficient administration is to be guaranteed. Human resource constitutes a vital vein of any institution. The human resource technical and vocational educational training system includes department head, trainers, work shop assistant, support staff, trainees, parents, community members and social groups.

Human resources is responsible for planning, organizing, coordinating, controlling, manipulating and maintaining other forms of resources, its administrative and forecasting ability placed it ahead of other forms of resources.

2.2.2. Resources Availability and Utilization

Education resources includes the teachers in the school, human beings in the community, real objects, specimen or models, chalk and display boards, school buildings and layout, the community at large and other fundamental materials like pencils, pens, exercise books etc. which the learners are expected to have at any point in time to facilitate learning (NOUN, 2009)

Resources availability and utilization in school administration directly associated with problem can be defined according to NOUN (2009).

2.2.2.1. Shortage of Funds

Funds are necessary for the acquisition, securing and maintenance of other resources; once the supply is insufficient, production suffers. A fundamental principle of funding is that resources are scarce; therefore there is always a finite amount of funding for education.

This consideration should underpin all decision-making. If finance was not limited, the constraints within which education processes evolve would be very different, leading to the employment of as many teachers as necessary for maximizing learning, as many textbooks and as much science equipment and technology as teachers felt were required and as much support as was thought to produce the best outcomes. But the reality is that resources are limited: as desirable as any educational objective might be, it can only be secured if funding is available. This is not only the case from central or local sources, but also from public and private sources. Judging the potential best use of these resources requires an understanding of certain economic terms (Derek Glover and Rosalind Levacˇicˊ, 2007)

2.2.2.2. Misuse of the School Facilities

School personnel could misuse the physical and material facilities in the school either intentionally, ignorantly or due to lack of technical knowhow. There could also be neglect and overuse of school facilities due to improper planning

2.2.2.3. Poor Management

Pilfering of school facilities, lack of maintenance and proper inventory are all managerial problems associated with the availability and utilization of resources

2.2.2.4. Supply of substandard educational resources

Corruption in the system has on some instances encouraged the supply of sub-standard resources (which hardly withstands the taste of time) to schools. These resources are usually not effective to facilitate the teaching process because they are easily damaged.

2.2.2.5. Inadequate facilities

School facilities are the material resources that facilitate effective teaching and learning in schools. The state of infrastructural decay in many secondary schools in Nigeria is a manifestation of poor funding of the system.

2.2.2.6. Low staff morale

Educational resource could give strong direction in teaching –learning environment especially for the teachers it could help them to master in there filled and develop their potential.

2.3. Empirical Literature Review

2.3.1. Global Educational Resource Management Experience

According to Derek Glover and Rosalind Levac'ic (2007), the educational resource management an international perspective it is clearly articulated that global educational resource management is an area of educational leadership that suffers because many of those involved in the field lack understanding of the issues. Policy makers often fail to see the impact of the frameworks they have established for school and colleges. Teachers often feel trapped by systems that inhibit their true task of sharing the joy of learning. Parents and the wider community are often incapable of articulating what they want from education, and when this is known, they fail to exert the necessary pressure for appropriate levels of resourcing. That said, there is an increasing demand for explanations of the interaction between national and local educational resourcing for schools and colleges and the achievement (or otherwise) of educational objectives.

According to (B.Myangan, 2016) and (Derek Glover and Rosalind Levacˇicˊ, 2007) because of incomplete planning, pragmatic, casual control systems and a failure to listen to the voice of stakeholders educational practice is required. And decentralized budgeting has also been encouraged on the principle that local managers are better informed about local needs and costs than those at the center. In both developing and even developed countries mixed public and private funding has become more prevalent as educational institutions are encouraged to raise some of their own resources both to ease the tax collection burden on the state and to ensure that students and parents have incentives to demand good-quality education from providers. Because of the increasing political importance of education, governments still wish to intervene to achieve specific policy outcomes, despite promoting decentralized budget management as a means to enhanced efficiency. As a result, schools and colleges lack the freedom to work creatively to establish their vision because of national requirements in curriculum planning or examination structures 'Individuals and countries that invest in education and skills benefit.

(Atchoarena, D. and Delluc, A., 2002) States that resource allocation is the mediating process through which all these function. At an institutional level it may affect the levels of staffing, the replacement of poorer buildings, the acquisition of teaching equipment and many other factors. The impact is felt not only by individual pupils, but also by the school, the community at large, and ultimately impacts upon the national picture. The way in which resources are used may be more effective in some schools or higher education departments than in others, especially if published tables of achievements in public examinations are used as a guide to schools' effectiveness. The effect of this is that some institutions may appear to be more attractive to potential students or, more likely, their parents, and as a result they may grow. If national resourcing is devolved on a per capita basis then successful schools attract more funds and can appear to be favored. Meanwhile, schools that are declining will lose funds – this may be a spur to improvement or the signal for yet further decline

According to (OECD 2006: 23) it is widely accepted that Human capital is a major factor running economic growth, both in the world's most progressive economies and in those experiencing rapid development. Not least, it render tangibly to social outcomes, including health and social cohesion. It is noteworthy that rising tertiary education levels among citizens seem generally not to have led to an 'inflation' of the labor-market value of qualifications: among the countries with the largest expansion of tertiary education, in which the proportion of 25 to 64-year-olds with tertiary qualifications has increased by more than

five percentage points since 1995 – Australia, Austria, Belgium, Canada, Denmark, Finland, Iceland, Ireland, Japan, Korea, Mexico, Poland, Spain, Sweden, Switzerland and the USA .most have seen stable or rising earnings benefits among tertiary graduates.

2.3.2. Africa Educational Resource Management Experience

(Atchoarena, D. and Delluc, A., 2002)Points out that accessibility of education resources has always been regarded as an essential and integral part of school administration and basically geared towards the improvement of all other factors in teaching and learning process thus ensuring qualitative service delivery by the school to the society. Affirming this (Barbados, 2001)said that success of the schools in any countries specially Sub-Saharan Africa depends among others on effective school administration with good leadership, proper time management in the school system, allocation of ample financial resources to schools, regular training and re-training of human resources in the school, perfect interrelationship with the community and ingenious utilization of the available resources in the school system. In most Sub-Saharan African states education (broadly defined as a system of learning from textbooks and carried out in large classes) is a phenomenon that has a strong colonial legacy.

Wanna (1998:60) regarding quality of training, especially those given in vocational/technical schools can be affected by the quality of instructors, curriculum, resources, and administration. In view of the changes in the labor market, the objectives of technical and vocational education have become more divers: they are no longer simply economic but also social, including the fight against poverty and the integration of young people into the working world.

Agabi (2012) observed that, the resources provided by Government for execution of education projects in Nigeria are inadequate and irregular as highlighted by the frequency of industrial actions in the education sector, due to the general level of poverty in the country, the contribution of communities and households to educational provision have been negligible. Consequently, the best alternative is prudence in the use of available resources. This is because when a given level of resources is efficiently utilized, more services are provided through balance usage and adequate maintenance of the available facilities than when inefficiency, on-utilization, under-utilization and over utilization abounds.

Many African countries consider today that the infrastructure and equipment of TVE institutions are for the most part obsolete, inadequate, and unable to adapt to private sector expectations and technological change. No country, however, can forgo the effort to train

young people in the technical skills needed to master the occupations of modern economies. Imports of new equipment, which works must know how to use and maintain necessitate an effort to save this training system. It is for this reason that both the international community and African governments have focused their attention on the question of how to reform TVET. (Atchoarena, D. and Delluc, A., 2002)

2.3.3. The Practices of Technical and Vocational Education in African Countries

(Atchoarena and delluc, 2002:37-38) observed that the TVET policies followed by the newly independent African countries were aimed at providing the managers and skilled labor which these countries needed to support the growth of the modern sector. In the late 1970s, however, the African economic entered a period of recession and economic crisis. The growth of modern sector employment slowed sharply as a result of spending cuts in the public sector and massive lay-offs to maintain productivity in the private sector. The consequence was rapid rise in unemployment among young people, particularly, those who had completed their secondary schooling. Gradually, the structure of employment in sub-Saharan African changed, with the rapid growing informal sector absorbing much of the labor force. Numerous criticisms of technical education and vocational training have been voiced over the past decade. These may be summarized as poor quality, very high cost, training not suited to actual socioeconomic conditions, disregard of informal sector's needs and disregard of the labor market and of the high unemployment rate among graduates

TVET is an instrument for producing technicians, equipped with practical knowledge, who unlike in the past, would be job creators rather than expecting jobs to be provided by the Government. The objective is to provide quality education and training in the TVET sub-sector. To this end, the curriculum was revised; skill-upgrading training was given to TVET teachers, and expatriate teachers were employed to overcome the shortage of teachers. Wanna (1998:60)

(UNESCO, 2019) states that process of quality assurance of TVET qualifications takes two forms: internal and external competency assessment. External assessments are open for everyone, regardless whether they attended TVET institutions or not, which facilitates recognition of prior learning (RPL). One of the main concerns is the veracity of internal assessments and how this relates to the quality of assessors. (Shaorshadze and Krishnan, 2012) Believe that Introducing the occupational standards, assessment and certification

system in the Ethiopian TVET system has helped to improve quality and relevance of TVET provision. Government reports have shown that there has been improvement in the quality of institutional infrastructure and training supplies for outcome-based training. This has led to improvement in the quality and flexibility of training based on occupational standards as an outcome.

An outcome based TVET approach has been practiced in Ethiopia and is characterized by the occupational standards that are developed by practitioners who represent companies. The assessment and certification system is designed to be independent from training, and is regulated by an autonomous and independent body called the Center of Competency (CoC). Occupational Standards (OS) are the most important quality assurance documents and provide the bases for training, assessment and certification according to Occupational Competency Assessment and Certification Directive (MoE, 2014 unpublished).

2.3.4. Practices and Problems of Educational Resource Management in Ethiopia

Melese (2010) The author tries to assess and analyze the practices and problems of educational resource management in selected TVET colleges in Addis Ababa City Administration and have use descriptive survey as a method of data gathering. And the major findings were: without organizing training facilities and training materials, modules and texts were, lot prepared by trainers at college level, practical and theoretical hours are not scheduled and treated as allocated. Major points to be seen as problems; shortage of time for trainers to prepare materials, lake of updated reference books in the library, lake of adequate handouts, newspapers and magazines for trainees additional sells, active learning methodology were not adequately used, lake of adequate awareness about concept of occupational standard and its requirement revealed as a problems.

According to (Hialu, 2007) research the workshops in tulu-dimtu and nifas-silk TVET colleges of Addis Ababa city, both colleges were not equipped with the necessary material resources, facilities were not well equipped based on the standard given, and trainers did not get instructional materials for their teaching activities in the practical activities. Physical facilities of the colleges are not utilized efficiently. Moreover, the maintenance sections were not present in the college to utilize the resource efficiently. Based on the findings it was concluded that: Absence of adequate learning- teaching facilities and materials, absence of

maintenance section, absence of efficient utilization of educational resource and lack of adequate awareness on the management of educational resources.

The major findings under study where the trainers and department heads were not provided with the necessary learning-teaching facilities and materials, the low participations of trainers, in terms of planning, organizing and utilizing educational resource, Lack of adequate awareness on the management of educational resources in both TVET colleges could lead to ineffective utilization of education resources, poor maintenance activities of the colleges, The administrators of the colleges did not efficiently manage the material resource due to lack of adequate knowledge and skill in the resource management practice.

Hagose and Everard (2013), narrates Ethiopia's TVET system adopts/adapts international best practices. Following the implementation of the 2008 TVET strategy, the proportion of formal TVET graduates who were recognized as competent by the assessment and certification system increased from 17.42 percent in 2009/2010 to 40.23 percent in 2011/2012. Solomon G. (2016) elaborates in accelerating development through skilled manpower; education has been given high priority in Ethiopia because access to high-quality education and training is one of the footholds upon which long-term development rests. Gordan, (2013) asserted that "human capital, expressed in terms of the level of knowledge, skills, and capacity of the human resources has been considered as a crucial factor for nations' economic growth and development". Thus, equipping citizens with relevant knowledge and skills to develop their competence and help them actively engage in economic activities for a better standard of living is critical. To achieve this purpose proper educational management is relevant and educational management is considered as an essential element contributing to quality education.

2.3.5. Effectiveness of Technical and Vocational Education and Training (TVET)

According to(Derek Glover and Rosalind Levacˇicˊ, 2007)Efficiency is defined by their relationship between institution's inputs and its outputs. Efficiency includes conserving minimum inputs for a given quality and quantity of education. This is obtained when a given quantity of output is produced at minimum cost. Defining and measuring the outputs of schools and colleges is problematic. For one, schools are multi-product enterprises − students learn a great variety of social skills and attitudes as well as specific cognitive knowledge and skills. Cognitive attainment, as measured in tests, exams and qualifications, is the most

frequently used measure of output, but it only captures a part of a school's output. "This concept is further refined by distinguishing between technical efficiency, which is the relationship between physical units of the inputs and the outputs (i.e. classrooms, teaching ratios, textbooks and so on), and productive efficiency, which is the minimum cost method of production. Technical efficiency is the relationship between the combinations of different inputs used and the resulting quantity of output".

Hagose and Everard (2013) Provides an overview on Effectiveness of Technical and Vocational Education and Training (TVET), the Skills development and technical and vocational education and training (TVET) are now becoming increasingly important on the international and national policy agenda. For example, UNESCO advocates TVET, claiming that technical and vocational education that is driven by market demand is more effective in enhancing employment and income for the disadvantaged.

(Solomon G. , 2016) Elaborate that educational productivity is related to the concept of efficiency, but relates the amounts of inputs used to achieve the outputs. Given the amount of other resources teachers work with, then the greater the output per teacher, the lower the cost per unit of output in short, the bigger the class, the lower the unit cost. Technical progress is important in the economy generally as it is the main means of raising productivity. Better methods of teaching can raise teacher productivity.

"The problem facing teachers and school managers in making resource decisions, especially those concerning the most efficient and productive mix of learning resources and educational activities, is the absence of a well specified technical knowledge base which gives a blueprint of efficient methods. (Levaˇ ciˊc 1997: 135).

The World Development Report (2007) clarifies that making labor, which is the main asset of the poor, productivity, is the best way to reduce poverty World Bank (2006. As a concrete policy responses in favor of TVET, the Dakar Framework for Action set explicit goals pertinent to TVET. The current issue and full text archive of this journal is available at technical and vocational education and training (TVET) program components/mechanisms and their overall effect on learning outcomes in a developing country. The article states that most TVET teachers/instructors have relatively low formal qualifications, severely affecting TVET delivery at higher qualification levels. Furthermore, technical teachers, more often than not, have been unmotivated. They did not choose to become technical teachers, but were placed in technical teacher colleges because there were no other options available to them.

Finally, existing TVET teachers/instructors are (mostly) inappropriately practically skilled, i.e. not competent to provide TVET in accordance with the occupational standards. This is a result of a training system that long emphasized theoretical knowledge (though often not aligned with modern technology requirements), disregarding the importance of practical skills and appreciation of the world of work. (Adams, 2011)

E.D.Nakpodia (2017) the author claims that every aspect of an institution's activities is determined by the competence, motivation and general effectiveness of its human resource. It is noteworthy that the quality of human resources in any educational system determines to a great extent the quality of the system itself and professional staff in particular are crucial to the formulation and successful implementation of the education policies and programs in any country.

To ensure effective deliver of quality education and training program need to equips participants with the skills to effectively lead change. The TVET Leadership and Management Development Program must take training about modern management and leadership practices The author explains how deliver of quality education can be ensured, Identify their roles and responsibilities for improving the quality of teaching, learning and management practices in their institutions. Strategically plan for short-term as well as long-term goals and develop monitoring and evaluation tools to measure achievement. Reflect critically on their existing relationships with stakeholders and take the actions needed to develop the partnerships necessary to implement reform initiatives. Develop the competency required under the National Skills Development Policy to operate a training center and design a quality assurance system, and demonstrate this competency through implementing a Workplace Institutional Performance Improvement Project. Develop and implement occupational safety and health policies that include awareness of environmental issues, health and hygiene.(Saltmarsh, 2012)

2.4.   Synthesis of the Reviewed Literature

Based on the literature reviewed, the researcher synthesized the following main points. An educational resource includes human resources, time resources, financial resources, and material/physical resources. The major problems related to educational resource availability and utilization includes shortage of funds, misuse of the facilities, poor management, and supply of substandard educational resources, inadequate facilities, and low staff morale.

CHAPTER THREE
RESEARCH DESIGN METHODOLOGY

Introduction

This chapter presents the research methodology for the study. The chapter describes the study area, design, the target population, the sample and sampling techniques, the research approach, instruments, data collection procedures and data analysis technique.

3.1.   Description of the Study Area

Gofa Industrial College is located at Nifas Silk Laftosub city in Addis Ababa, Ethiopia. It Started operations as Elementary and secondary school for conducting education by the name of Gena at 1963. In 1994 it started training in vocational fields by the name of Keftgna 20 TVET institute. At 2017- Re-established having a legal personality and shall be accountable to the Addis Ababa City Government Technical and Vocational Education and Training Bureau by the name of Gofa Industrial Collage. Currently, it has two campuses called Gofa Gabriel Campus and Sarbet Campus.

3.2.   Research Design

Research design is a systematic process of identifying and formulating, by setting objective and method for collecting, editing and tabulating data to find solution. In any research undertaking, the methodology to be followed is determined by the nature of the problem statement or more specifically by the research objectives. As a result, either what is going on or why it is going on were addressed. It is also a plan or a blue print of activity planned for research and it is selected in accordance with type of research question asked. Therefore, the researcher used descriptive forms of research design. According to Sekeran (2003) descriptive research design is a type of design used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. As the main purpose of this study is to assess educational resources management in Gofa industrial college, the design helped to see the current status of the organization regarding the selected topic

3.3.   Research Approach

For the execution the methodology, the researcher employed mixed research approach that is quantitative and qualitative approach. While generating data in assess the existing problems and practices of educational resource management in the organization, researcher used questionnaires, which is quantitative method and interviews and observations which is qualitative. The Researcher has selected mixed approach because the study focuses on the practice of educational resource management. Research is conducted following a cross-sectional survey design, by which both primary and secondary data is collected through the administration of a questionnaire and observation on availability, utilization of educational resource, performance of trainers and recorded documents on the employment of graduates in Gofa industrial colleges.

3.4.   Sampling, Sampling Method, and Sampling Size

While selecting the samples the heterogeneity within the group should be kept in mind and proper sampling technique should be applied. Some common sample designs described in the literature include purposive sampling, random sampling, and quota sampling (Cochran 1963, Rao 1985, Sudman 1976).

Sampling is related with the selection of a subset of individuals from within a population to estimate the characteristics of whole population. The two main advantages of sampling are the faster data collection and lower cost. (Kish 1965, Robert 2004) Each observation measures one or more properties of observable subjects distinguished as independent individuals. In business research, medical research, agriculture research, sampling is widely used for gathering information about a population.

In order to conduct this study, the researcher employed two major sampling techniques namely simple random sampling (probability sampling) and purposive sampling (non-probability sampling). In probability samples each unit has a known, non-zero chance of being included in the sample of votes and asking them about their voting intentions, inferences about voting intention for population of voters may be drawn. With non-probability sample sampling units are selected according to the purpose. Purposive sampling provides biased estimate and it is not statistically recognized this method is used for interview only. In this method of sampling, each unit included in the sample will have

certain pre assigned chance of inclusion in the sample. This sampling provides the better estimate of parameters in the studies in comparison to purposive sampling.

Sample size decision is primarily based on desired analysis and efficiency. The fixation of the adequate sample size requires specific information about the problems under investigation in the population under study. And also, the sub classifications of sample require for analysis, variation, precision, availability and cost of investigations. Sample size plays an important role in both cases in that sample size influences the margin of error, or degree of precision in estimation, and affects statistical power in hypothesis testing (Cohen, 1988; Fink, 1995; McNamara, 1994; Sheaffer, Mendenhall, &Ott,1990). The information collected during investigation from samples is to be recorded on pre-designed schedule or on questionnaire. The design of questionnaire depends on the objectives and facilities for analysis. (Singh and Masuku, 2014)

Survey research is widely used and reported in educational studies. Since a survey is seldom, if ever, administered to everybody in a group of interest (population) in educational studies, a survey is actually a sample survey, i.e., only a part of the group is usually involved. Researchers using the sample survey method hope to gain knowledge about the population with the results from the sample in hand. When such research results are reported, consumers of research (policy makers, practitioners, other researchers, etc.) expect to learn something they are interested in about that population.

Because sample surveys work on partial information from a population, requirements have been established for conducting a sample survey to ensure the quality of information obtained and the validity of applying this information to the population. Of those various requirements, the ones concerning sample design deserve great attention. Typically, these sample design requirements involve sample selection and estimation procedures (Kish, 1965), which provides technical assurance to the validity of the survey findings for their intended use.

Based on the above frame of sampling techniques, in determining the sample size, the researcher takes in account Gofa Industrial College particularly the four departments namely Leather goods, Construction, survey and Auto engine departments.

Population of the study is the total population size where the study is conducted. Therefore, the population of the study in the selected departments is described in the following table.

Table 3.1 Total population of trainers

I Number of trainer			
Department	Number of trainers	Sex	
		Female	Male
Leather goods	17	7	10
Construction	39	11	28
Auto Engine	28	7	21
Survey	24	8	16
Total	**108**	**33**	**75**
II Number of management staff			
College deans	4	2	2
Department head	4	0	4
Total	**8**	**2**	**6**

Population Size

In this case, random sampling technique was applied to determine the sample size for the respondents using *Solving Formula:*

$$n = \frac{N}{1 + Ne^2},$$

n = Sample size

N = the size of the population

e = the margin of error

Based on the above sample size formula, the sample size for this study calculated as follows and the sample size was 85.

$$= \frac{108}{1 + (108 x 0.0027)} = \frac{108}{1.27} = \mathbf{85.039} = \underline{\mathbf{85}}$$

SELECTION CRITERIAS

From technical vocational and educational training in Nifas silk lafto sub city one TVET is involved in the study by using simple random sampling which is Gofa industrial college. The college gives training in different fields from those Leather goods, construction, survey and Auto engines departments are selected. Some of criteria's to select departments were if it is practical based, have high number of students and relatively high job opportunity in the labor market.

3.5. Data Collection Tools / Instruments

The major primary sources of data are trainers, department heads, and deans of TVET Colleges, TVET experts in each sub-city, industries and other stakeholders. These sources are used as sources of data for the position they held provide them the opportunity to contribute to the understanding of problems related to educational resource management. Because Trainers and industries are at the forefront of TVET program implementation they could be primary recourses. In secondary data, relevant books and journals which indicate the efficient utilization of physical facility and training material management all this will be used. Data collection focused on the period 2011 to 2013.

3.5.1. Primary source of data collection instruments

A. Questionnaires

A questionnaire is a data collection tool, which enables the researcher to get wider information from sample population and make possible an economy of time and expense and provides a high proportion of usable response (Best, J.W & Kahn, J.V, 2003) Close ended questionnaires is used for trainers and trainees to gather data about teaching learning practice regarding educational resource and trainers performance, misusing of resources and maintenance culture of Gofa industrial college.

B. Interviews

Interview helps to have better understanding and to give brief explanation also explore research subjects' opinions and behaviors. An interchange of view between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social stiltedness of research data. (Melese, 2010) Researcher has developed interview guideline. The types of questions which ware developed

are semi structured open ended questions for department heads, deans and selected managers.

C. Observation

In order get more information about the current status of the college's observation is also very usefully. Observation check lists were developed based on the TVET curriculum requirements of educational resources to give training as per the required qualification. In the four departments data were collecting based on observation check list to check the availability and functionality of resources.

3.5.2. Secondary source data collection instruments

A. Document review

Researches which were done on the assessment of tracer study in TVET graduates of 2011-2012 E.C in case of Gofa industrial and college documents (total number of trainees, graduates and trainers) that were useful for the research where reviewed. In addition, the government of Ethiopia issued variety of policies, strategies, proclamations, rules, and regulations to promote quality of education and training. Therefore, official documents of TVET colleges will be reviewed. Moreover, the researcher reviewed different theoretical books, journals, and previous researches related to educational resource management and its effect on the effectiveness of learners, trainers and the organization.

3.6. Piloting

The researcher carried out a pilot study in Gofa industrial college which is the study area and Akaki Kality technical vocational and educational training which were not included in this study before collecting data for this study. Department heads and trainers of the two technical vocational and educational training were given questionnaires. Piloting of the questionnaires was therefore carried out to distinguish any weakness such as ambiguous statements in order to take remedial measures. Piloting also helped the researcher to revise the research instruments and determine whether the respondents easily understand the questions. It used to test in the selected issues like the role of stakeholders in educational resource management.

3.7. Reliability

According to Orodho (2005) Reliability should be considered throughout the data collection process. While using a tool or technique to collect data, it's important that the results are precise, stable and reproducible also keeping the circumstances as consistent as possible to reduce the influence of external factors that might create variation in the results. The lesser the variation produced by an instrument on subsequent trials the more reliable it is. The questionnaires and observation schedule were tested for reliability by use of pilot test also the researcher tried to triangulate all instruments(observation, interviews and quaternaries) which were used to conduct the study.

3.8. Validity

The researcher have used industries supervisor and department heads which have skill in the failed to check if instrument asking the right question framed in the least ambiguous way in other words validity and answers the question if my findings where true. Also the feedback which was given by supervisors and department heads was used to modify the instrument before implementing instruments for the study. According to Kerlinger (1986) In order to ensure that method and measurement technique are high quality and targeted to measure exactly what is intended to know it should be thoroughly researched based on existing knowledge and choosing appropriate methods of measurement plays vital role in making the study valid.

3.9. Data Analysis

The textual qualitative data obtained from the study were analyzed by using analysis strategy, which incorporated the three commonly used steps: organizing raw data, analyzing the data by creating different categories and interpreting the qualitative data. The data obtained from questionnaires and interviews is analyzed qualitatively and quantitatively using descriptive analysis and the document review helps to triangulate the data obtained using questionnaire, interview and observation. Then, based on the summaries and conclusions from the quantitative and qualitative analysis, the researcher concludes by taking the common ideas. Interviews including face to face and online Interview (telegram and email) is used as instrument to collect useful information from department heads, graduate trainees and from TVET college deans, especially on issues relating to availability of guidelines for the management of educational resource and questionnaires was designed in order to be

answered by the trainers, trainees, staffs and vice den's, of the TVET colleges. The responses using face to face and electronic interview had not significant difference.

3.10. Ethical Considerations

Research ethics involves requirements on daily work, the protection of dignity of subjects and the publications of the information in the research. This research includes face to face interviews, but it's assured that their identity will not be disclosed. The major ethical issues in conducting research are informed consent, beneficence or do not harm respect for privacy are some of the issues raised. This research follow the principles of ethical behavior that are widely accepted within the scientific community are disclosure, analysis, reporting, confidentiality, voluntary participation, harmless and anonymity. The researcher underlined the importance of their cooperation for the effectiveness of this study.

Regarding to the above limitations, the researcher assured that the respondents' confidentiality was maintained such information only used for the research purpose.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

Introduction

This paper was deals about an assessment of the educational resources management of Gofa industrial college, which is a technical and vocational education and training institute. The objective of the study was to assess the effectiveness of the educational resources management of Gofa industrial college, which is a technical and vocational education and training institute. To analyze its effectiveness the researcher uses both primary and secondary sources. The questionnaire was the primary and fundamental tool to gather data from the sample population. The collected data using questionnaire was analyzed using SPSS version 20. Using this package, the raw data was analyzed by descriptive analysis

4.1. The existing educational resource management practice

Table 4.1 General Information of respondents

No	Academic qualification	SEX		
		Male	Female	Total
1.	MA	4	2	6
2.	BA	34	9	43
3.	Diploma	16	7	23
	Grand Total	52	18	70

Source: The Researcher Own Survey 2021

Based on the above table, out of the total respondents, educationally 6 of the respondents are masters holder, 43 (the majority) of the respondents are bachelor degree holders, and the rest 23 respondents are diploma holders. In terms of gender, out of 70 respondents, 52 and 18 of the respondents were male female respectively.

4.2. Role of stakeholders in resource management

Table 4.2 **the department heads, the trainers, the purchasers, the deans and the storekeepers participated in need assessment, planning, selection, purchasing, distribution, and controlling of educational resources**

Items		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The department heads	Frequency	8	14	14	23	11
	Percentage	11.4	20.0	20.0	32.9	15.7
	Mean	3.21				
The trainers	Frequency	10	35	7	13	5
	Percentage	14.3	50.0	10.0	18.6	7.1
	Mean	2.54				
The purchasers	Frequency	6	34	10	12	8
	Percentage	8.6	48.6	14.3	17.1	11.4
	Mean	2.74				
The deans	Frequency	8	20	12	19	11
	Percentage	11.4	28.6	17.1	27.1	15.7
	Mean	3.07				
The Storekeepers	Frequency	7	18	16	21	8
	Percentage	10.0	25.7	22.9	30.0	11.4
	Mean	3.07				

Source: The researcher own survey 2021

As indicated in the above table, out of the total respondents, 8 (11.4%) and 14 (20.0%) of the respondents responded as strongly disagree and disagree respectively regarding the department heads participated in need assessment, planning, selection, purchasing, distribution, and controlling of educational resources. On the other hand, 23 (32.9%) and 11 (15.7%) of the respondents responded as agree and strongly agree in which the department heads participated in the above areas of educational resource management. Still, a significant number of respondents were neutral on the issue discussed above. The mean value 3.21 also shows that the department heads had a role educational resource management process.

Based on the above analysis, department heads participated in some areas of educational resource management. According to the interviewees, all stakeholders would not participate in every educational resource management process of the organization. Therefore the department heads participated in planning, need assessment and controlling educational resources.

Generally, department heads role is limited to in some areas of educational resource management.

According to the above table, out of the total respondents, 10 (14.3%) and 35 (50.0%) of the respondents responded as strongly disagree and disagree respectively regarding the trainers participation in need assessment, planning, selection, purchasing, distribution, and controlling of educational resources. On the other hand, 13 (18.6%) and 5 (7.1%) of the respondents responded as agree and strongly agree respectively on the trainers participation in the above areas of educational resource management. But, 7 (10.0%) of the respondents were neutral on the issue discussed above. The mean value 2.54 also shows that the trainer's role in educational resource management process is limited.

Based on the above analysis, the trainers participated in some areas of educational resource management. According to the interviewee's, the trainers role in educational resource management was in identifying the needs of their department and maintaining the resources they are using.

As shown in table above, from the total respondents, 6 (8.6%) and 34 (48.6%) of the respondents responded as strongly disagree and disagree respectively regarding the purchasers participation in need assessment, planning, selection, purchasing, distribution, and controlling of educational resources. On the other hand, 12 (17.1%) and 8 (11.4%) of the respondents responded as agree and strongly agree respectively on the purchasers participation in the above areas of educational resource management. But, 10 (14.3%) of the respondents were neutral on the issue discussed above. The mean value 2.74 also shows that the purchaser's role educational resource management process is limited.

According to the interviewee's, the purchasers were participated in the selecting and purchasing process of educational resource management. Therefore, in the college, each stakeholder had their own separate roles regarding educational resource management.

In the table indicated above, from the total respondents, 8 (11.4%) and 20 (28.6%) of the respondents responded as strongly disagree and disagree respectively regarding the deans

participation in need assessment, planning, selection, purchasing, distribution, and controlling of educational resources. On the other hand, 19 (27.1%) and 11 (15.7%) of the respondents responded as agree and strongly agree respectively on the deans participation in the above areas of educational resource management. But, 12 (17.1%) of the respondents were neutral on the issue discussed above. The mean value 3.07 also shows that the deans of the college had a role educational resource management process.

Based on the above analysis, the college deans had a significant role in the educational resource management.

As indicated in the above table, from the total respondents, 7 (10.0%) and 18 (25.7%) of the respondents responded as strongly disagree and disagree respectively regarding the storekeepers participation in need assessment, planning, selection, purchasing, distribution, and controlling of educational resources. On the other hand, 21 (30.0%) and 8 (11.4%) of the respondents responded as agree and strongly agree respectively on the storekeepers participation in the above areas of educational resource management. But, 8 (11.4%) of the respondents were neutral on the issue discussed above. The mean value 3.07 also shows that the storekeepers had a role educational resource management process.

According to the interviewee's, the college had its own committee that runs the college resource management with specified roles and responsibilities. They also said that the role of the trainers regarding resource management is to propose their resource purchasing needs for the department and the department brings all the purchasing needs for the college. The purchaser's is also to buy resources needed by the college based on the bid and to control the process of bid.

The mean value 2.54, 3.21, 2.74, 3.07, and 3.07 shows the level of participation the trainer's, the department, the purchaser's, the deans, and the storekeeper's role in educational resource management process.

Generally, based on the above analysis, the researcher concluded that the level of participation of stakeholders varies as their roles vary in the organization. Based this, department heads, college dean and vice deans, and storekeepers had a relatively good participation in educational resource management. But, the trainers and the purchaser's role in the college resource management are insignificant.

4.3. Allocation and distribution of educational materials

Table 4.3 **Allocation and distribution of educational materials**

Items		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Educational Resources allocated and distributed on time	Frequency	13	19	9	20	9
	Percentage	18.6	27.1	12.9	28.6	12.9
	Mean	2.90				
The distributing bodies of educational resource are Collaborative	Frequency	15	23	10	13	9
	Percentage	21.4	32.9	14.3	18.6	12.9
	Mean	2.69				
Educational resources allocation and distribution among the college sub departments is fair	Frequency	7	15	9	22	17
	Percentage	10.0	21.4	12.9	31.4	24.3
	Mean	3.39				
Higher officials are collaborative in fair allocation of resources	Frequency	8	14	10	23	15
	Percentage	11.4	20.0	14.3	32.9	21.4
	Mean	3.33				

Source: The researcher own survey 2021

As indicated in the above table, out of the total respondents, 13 (18.6%) and 19 (27.1%) of the respondents responded as strongly disagree and disagree respectively on educational resources allocated and distributed on time. On the other hand, 20 (28.6%) and 9 (12.9%) of the respondents responded as agree and strongly agree respectively on educational resources allocated and distributed on time. Still, 9 (12.9%) of the respondents were neutral on the issue discussed above. The mean value 2.90 also shows that educational resources are not allocated and distributed on time.

As shown in the above table, from the total respondents, 15 (21.4%) and 23 (32.9%) of the respondents responded as strongly disagree and disagree respectively in which the

distributing bodies of educational resource are collaborative. On the other hand, 13 (18.6%) and 9 (12.9%) of the respondents responded as agree and strongly agree respectively that the distributing bodies of educational resource are collaborative. But, 10 (14.3%) of the respondents were neutral on the issue discussed above. The mean value 2.69 also shows that the distributing bodies of educational resource are not collaborative.

In the above table, out of the total respondents, 7 (10.0%) and 15 (21.4%) of the respondents responded as strongly disagree and disagree respectively on educational resources allocation and distribution among the college sub units (departments) is fair. On the other hand, 22 (31.4%) and 17 (24.3%) of the respondents responded as agree and strongly agree respectively on Educational resources allocation and distribution among the college sub units (departments) is fair. But, 9 (12.9%) of the respondents were neutral on the issue discussed above. The mean value 3.39 also shows that educational resources allocation and distribution among the college sub units (departments) is somehow fair.

According to the above table, out of the total respondents, 8 (11.4%) and 14 (20.0%) of the respondents responded as strongly disagree and disagree respectively higher officials are collaborative in fair allocation of resources. On the other hand, 23 (32.9%) and 15 (21.4%) of the respondents responded as agree and strongly agree respectively on higher officials are collaborative in fair allocation of resources. But, 10 (14.3%) of the respondents were neutral on the issue discussed above. The mean value 3.33 also shows that higher officials are collaborative in fair allocation of resources.

Regarding allocation and distribution of educational resources, the researcher concluded that the higher officials were somehow collaborative in the fair distribution of resources, educational resources allocation and distribution among the college sub units (departments) was fair, the distributing bodies of educational resource lacks cooperation, and there was also problem of allocation and distribution of resources on time.

4.4. Maintenance of Educational Resources

Table 4.4 **Maintenance of educational resource**

Items		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The organization educational resources maintenance conducted on regular basis	Frequency	9	34	7	12	8
	Percentage	12.9	48.6	10.0	17.1	11.4
	Mean	2.65				
There is assigned personnel for maintenance of educational resources	Frequency	4	15	8	31	12
	Percentage	5.7	21.4	11.4	44.3	17.1
	Mean	3.46				
Higher officials have a willingness to make decision for timely maintenance of educational resources	Frequency	10	27	9	17	7
	Percentage	14.3	38.6	12.9	24.3	10.0
	Mean	2.77				

Source: The researcher own survey 2021

According to the above table, out of the total respondents, 9 (12.9%) and 34 (48.6%) of the respondents responded as strongly disagree and disagree respectively the organization educational resources maintenance conducted on regular basis. On the other hand, 12 (17.1%) and 8 (10.0%) of the respondents responded as agree and strongly agree respectively on the organization educational resources maintenance conducted on regular basis. But, 7 (10.0%) of the respondents were neutral on the issue discussed above. The mean value 2.65 also shows that the organization educational resources maintenance does not conducted on regular basis.

According to the above table, out of the total respondents, 4 (5.7%) and 15 (21.4%) of the respondents responded as strongly disagree and disagree respectively on there is an assigned personnel for maintenance of educational resources. On the other hand, 31 (44.3%) and 12 (17.1%) of the respondents responded as agree and strongly agree respectively on there is an assigned personnel for maintenance of educational resources. But, 8 (11.4%) of the respondents

were neutral on the issue discussed above. The mean value 3.46 also shows that there is assigned personnel for maintenance of educational resources.

According to the above table, out of the total respondents, 10 (14.3%) and 27 (38.6%) of the respondents responded as strongly disagree and disagree respectively on higher officials have a willingness to make decision for timely maintenance of educational resources. On the other hand, 17 (24.3%) and 7 (10.0%) of the respondents responded as agree and strongly agree respectively on higher officials have a willingness to make decision for timely maintenance of educational resources. But, 9 (12.9%) of the respondents were neutral on the issue discussed above. The mean value 2.77 also shows that higher officials lack willingness to make decision for timely maintenance of educational resources.

Based on the above analysis, the researcher concluded that, higher officials lack willingness to make decision for timely maintenance of educational resources, the college had assigned personnel for maintenance of resources, and the educational resources were not maintained on regular basis. Generally, there is problem regarding maintenance of educational resources.

4.5. Storage of Educational Resources

Table 4.5 **Storage of Educational Resources**

Items		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Educational resources are recorded properly.	Frequency	7	13	31	13	6
	Percentage	10.0	18.6	44.3	18.6	8.6
	Mean	2.97				
Educational resources can be easily identified in the store	Frequency	1	14	8	35	12
	Percentage	1.4	20.0	11.4	50.0	17.1
	Mean	3.61				
Educational resources are recorded with their own code	Frequency	12	32	7	14	5
	Percentage	17.1	45.7	10.0	20.0	7.1

	Mean	2.54				
Educational resources are supplied immediately from the store	Frequency	9	30	10	13	8
	Percentage	12.9	42.9	14.3	18.6	11.4
	Mean	2.73				

Source: The researcher own survey 2021

According to the above table, out of the total respondents, 7 (10.0%) and 13 (18.6%) of the respondents responded as strongly disagree and disagree respectively on educational resources are recorded properly. On the other hand, 13 (18.6%) and 6 (8.6%) of the respondents responded as agree and strongly agree respectively on educational resources are recorded properly. But, 31 (44.3%) of the respondents were neutral on the issue discussed above. The mean value 2.97 also shows that educational resources are not recorded properly.

According to the above table, out of the total respondents, 1 (1.4%) and 14 (20.0%) of the respondents responded as strongly disagree and disagree respectively on educational resources can be easily identified in the store. On the other hand, 35 (50.0%) and 12 (17.1%) of the respondents responded as agree and strongly agree respectively on educational resources can be easily identified in the store. But, 8 (11.4%) of the respondents were neutral on the issue discussed above. The mean value 3.61 also shows that educational resources can be easily identified in the store.

According to the above table, out of the total respondents, 12 (17.1%) and 32 (45.7%) of the respondents responded as strongly disagree and disagree respectively on educational resources are recorded with their own code. On the other hand, 14 (20.0%) and 5 (7.1%) of the respondents responded as agree and strongly agree respectively on educational resources are recorded with their own code. But, 7 (10.0%) of the respondents were neutral on the issue discussed above. The mean value 2.54 also shows that educational resources are not recorded with their own code.

According to the above table, out of the total respondents, 9 (12.9%) and 30 (42.9%) of the respondents responded as strongly disagree and disagree respectively on educational resources are supplied immediately from the store. On the other hand, 13 (18.6%) and 8 (11.4%) of the respondents responded as agree and strongly agree respectively on educational resources are supplied immediately from the store. But, 10 (14.3%) of the

respondents were neutral on the issue discussed above. The mean value 2.73 also shows that educational resources are not supplied immediately from the store.

Based on the above analysis, related to storage of educational resources, they are supplied immediately from the store for the concerned departments on time and they are not recorded with their own code. But, they can be easily identified by the store keepers.

4.6. Availability and Use of Guidelines for Educational Materials Management

Table 4.6 **Availability and Use of Guidelines for Educational Materials Management**

Items		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
There are polices and guidelines regarding resource management	Frequency	4	24	25	10	7
	Percentage	5.7	34.3	35.7	14.3	10.0
	Mean	2.89				
The policies and guidelines are easily accessible for users	Frequency	3	24	25	11	7
	Percentage	4.3	34.3	35.7	15.7	10.0
	Mean	2.93				
The college made their own guidelines	Frequency	11	36	8	14	1
	Percentage	15.7	51.4	11.4	20.0	1.4
	Mean	2.40				
There is high commitment of concerned bodies to make awareness to stake holders	Frequency	8	32	12	12	6
	Percentage	11.4	45.7	17.1	17.1	8.6
	Mean	2.66				

Source: The researcher own survey 2021

According to the above table, out of the total respondents, 10 (14.3%) and 35 (50.0%) of the respondents responded as strongly disagree and disagree respectively on there are polices and guidelines regarding resource management. On the other hand, 13 (18.6%) and 5 (7.1%) of the respondents responded as agree and strongly agree respectively on there are polices

and guidelines regarding resource management. But, 7 (10.0%) of the respondents were neutral on the issue discussed above. The mean value 2.89 also shows that there are limitation of polices and guidelines regarding resource management.

According to the above table, out of the total respondents, 3 (4.3%) and 24 (34.3%) of the respondents responded as strongly disagree and disagree respectively on the policies and guidelines regarding educational resource management are easily accessible for users. On the other hand, 11 (15.7%) and 7 (10.0%) of the respondents responded as agree and strongly agree respectively on the policies and guidelines regarding educational resource management are easily accessible for users. But, 25 (35.7%) of the respondents were neutral on the issue discussed above. The mean value 2.93 also shows that the policies and guidelines regarding educational resource management are not easily accessible for users.

According to the above table, out of the total respondents, 11 (15.7%) and 36 (51.4%) of the respondents responded as strongly disagree and disagree respectively on the college made its own guidelines. On the other hand, 14 (20.0%) and 1 (1.4%) of the respondents responded as agree and strongly agree respectively on the college made its own guidelines. But, 8 (11.4%) of the respondents were neutral on the issue discussed above. The mean value 2.40 also shows that the college does not made their own guidelines.

According to the above table, out of the total respondents, 8 (11.4%) and 32 (45.7%) of the respondents responded as strongly disagree and disagree respectively on there is high commitment of concerned bodies to make awareness to stake holders regarding educational resources management policies and guidelines. On the other hand, 12 (17.1%) and 6 (8.6%) of the respondents responded as agree and strongly agree respectively on there is high commitment of concerned bodies to make awareness to stake holders regarding educational resources management policies and guidelines. But, 12 (17.1%) of the respondents were neutral on the issue discussed above. The mean value 2.66 also shows that the concerned bodies lack commitment to make awareness to stake holders regarding educational resources management policies and guidelines.

Based on the above analysis, regarding policies and guidelines, the researcher concluded that there is no polices and guidelines regarding resource management, the policies and guidelines regarding educational resource management are not easily accessible for users, the college does not prepared its own guidelines based on national guidelines, and there is lack of

commitment of concerned bodies to make awareness to stake holders regarding educational resources management policies and guidelines

4.7. Major problems in resource management

Table 4.7 Major problems in resource management

Items		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Absence of maintenance on regular bases	Frequency	6	12	7	33	12
	Percentage	8.6	17.1	10.0	47.1	17.1
	Mean	3.47				
Absence of policies and guidelines	Frequency	3	15	5	36	11
	Percentage	4.3	21.4	7.1	51.4	15.7
	Mean	3.53				
Absence of equal participation of stakeholders	Frequency	-	10	7	39	14
	Percentage	-	14.3	10	55.7	20.0
	Mean	3.81				
Limitation on the availability of educational resources	Frequency	-	11	7	38	14
	Percentage	-	15.7	10.0	54.3	20.0
	Mean	3.79				
Absence of professionals for educational resources	Frequency	1	13	7	35	14
	Percentage	1.4	18.6	10.0	50.0	20.0
	Mean	3.69				

Source: The researcher own survey 2021

According to the above table, out of the total respondents, 6 (8.6%) and 12 (17.1%) of the respondents responded as strongly disagree and disagree respectively on absence of maintenance on regular bases On the other hand, 33 (47.1%) and 12 (17.1%) of the respondents responded as agree and strongly agree respectively on absence of maintenance

on regular bases. But, 7 (10.0%) of the respondents were neutral on the issue discussed above. The mean value 3.47 also shows that absence of maintenance on regular bases one of the problems for educational resource management.

According to the above table, out of the total respondents, 3 (4.3%) and 15 (21.4%) of the respondents responded as strongly disagree and disagree respectively on absence of policies and guidelines. On the other hand, 36 (51.4%) and 11 (15.7%) of the respondents responded as agree and strongly agree respectively on absence of policies and guidelines. But, 5 (7.1%) of the respondents were neutral on the issue discussed above. The mean value 3.53 also shows that absence of policies and guidelines one of the problems for educational resource management.

According to the above table, out of the total respondents, 10 (14.3%) of the respondents responded as disagree on absence of equal participation of stakeholders. On the other hand, 39 (55.7%) and 14 (20.0%) of the respondents responded as agree and strongly agree respectively on absence of equal participation of stakeholders. But, 7 (10.0%) of the respondents were neutral on the issue discussed above. The mean value 3.81 also shows that absence of equal participation of stakeholders is also the problem for educational resource

According to the above table, out of the total respondents, 11 (15.7%) of the respondents responded as disagree respectively limitation on the availability of educational resources. On the other hand, 38 (54.3%) and 14 (20.0%) of the respondents responded as agree and strongly agree respectively on limitation on the availability of educational resources. But, 7 (10.0%) of the respondents were neutral on the issue discussed above. The mean value 3.79 also shows that limitation on the availability of educational resources is also the problem for educational resource management.

According to the above table, out of the total respondents, 1 (1.4%) and 13 (18.6%) of the respondents responded as strongly disagree and disagree respectively on absence of professionals for educational resources. On the other hand, 35 (50.0%) and 14 (20.0%) of the respondents responded as agree and strongly agree respectively on absence of professionals for educational resources. But, 7 (10.0%) of the respondents were neutral on the issue discussed above. The mean value 3.69 also shows that absence of professionals for educational resources is another problem for educational resource management.

Generally, related to major problems in resource management, the college had a problem in assigning professionals for educational resource management, supplying educational resources

in the amount needed, participating stakeholders equally, preparing policies and guidelines and maintaining educational resources on regular bases

4.8. Availability of educational resource or learning facilities

Table 4.8 **Availability of educational resource facilities**

Items		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Instructional materials (such as modules, references books, textbooks etc) are available in the college	Frequency	9	25	10	19	7
	Percentage	12.9	35.7	14.3	27.1	10.0
Training, learning-teaching facilities (Class room, Staff office, Laboratories, Visual training media, Computer for instruction) are available in the college.	Frequency	9	33	8	11	9
	Percentage	12.9	47.1	11.4	15.7	12.9
Library service (Reference materials, News, magazines, Internet service etc.)	Frequency	20	38	4	6	2
	Percentage	28.6	54.3	5.7	8.6	2.9

Source: The Researcher Own Survey 2021

As indicated in the above result, out of the total respondents, 7(10.0%), and 19 (27.1%) of the respondents responded as strongly disagree and disagree respectively regarding instructional materials (such as modules, references books, textbooks etc.) are available in the college. On the other hand, 25 (35.7%) and 9 (12.9%) of the respondents responded as agree and strongly agree respectively related to the above issue. Still, 10 (14.3%) of the respondents were neutral on the issue discussed above.

Regarding to availability of training, learning-teaching facilities, 9 (12.9%) and 11 (15.7%) of the respondents responded as strongly disagree and disagree respectively in which training, learning-teaching facilities (Class room, Staff office, Laboratories, Visual training media, Computer for instruction) are available in the college. On the other hand, 33 (47.1%) and 9

(12.9%) of the respondents responded as agree and strongly agree respectively on the above issue. Still 8 (11.4%) of the respondents were neutral on the issue discussed above.

Related to library service, 2 (2.9%) and 6 (8.6%) of the respondents responded as strongly disagree and disagree respectively in which the library has resources like reference materials, news, magazines, and internet service. On the other hand, 38 (54.3%) and 20 (28.6%) of the respondents responded as agree and strongly agree respectively in which the library has resources like reference materials, news, magazines, and internet service. Still 4 (5.7%) of the respondents were neutral on the issue discussed above.

Based on the above analysis, instructional materials (such as modules, references books, textbooks etc.), training, learning-teaching facilities (Class room, Staff office, Laboratories, Visual training media, Computer for instruction), and library resources like reference materials, news, magazines, and internet service are available in the college. But, still, the organization had some limitations on the above areas.

4.9. Utilization of learning- teaching facilities

Table 4.9 **Utilization of learning- teaching facilities**

Items		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The college uses educational resources properly to produce effective trainees	Frequency	6	28	8	22	6
	Percentage	8.6	40.0	11.4	31.4	8.6
The college has qualified work shop technician and uses them effectively.	Frequency	11	31	7	12	9
	Percentage	15.7	44.3	10.0	17.1	12.9
The college has maintenance department and uses it to take a timely maintenance	Frequency	10	34	7	10	9
	Percentage	14.3	48.6	10.0	14.3	12.9

Source: The Researcher Own Survey 2021

As the result shows, out of the total respondents, 6 (8.6%), and 22 (31.4%) of the respondents responded as strongly disagree and disagree respectively regarding the college uses educational resources properly to produce effective trainees. On the other hand, 28 (40.0%) and 6 (8.6%) of the respondents responded as agree and strongly agree respectively related to the college uses educational resources properly to produce effective trainees. But, 8 (11.4%) of the respondents were neutral on the issue discussed.

Related to existence and utilization of qualified workshop technicians, 9 (12.9%) and 12 (17.1%) of the respondents responded as strongly disagree and disagree on the college has qualified work shop technician and uses them effectivelyrespectively. On the other hand, 31 (44.3%) and 11 (15.7%) of the respondents responded as agree and strongly agree respectively on the college has qualified work shop technician and uses them effectively. Still 7 (10%) of the respondents were neutral on the issue discussed above.

According to the above table, related to the existence of maintenance department, 9 (12.9%) and 10 (14.3%) of the respondents responded as strongly disagree and disagree on the existence of maintenance department respectively. On the other hand, 34 (48.6%) and 10 (14.3%) of the respondents responded as agree and strongly agree on the above issue. Still, a significant number of respondents were neutral on the issue.

Based on the above analysis, the organization had a maintenance department and it lacks to create awareness for all employees about the existence of it. It had also qualified workshop technicians with its own limitation. Related to utilization of educational resources in the way to produce effective trainees, the college had its own limitation and strength (fifty-fifty).

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of findings

➢ Related to the role of stakeholders participation in resource management, 22 (31.4%) of the respondents believed that the department heads did not participated in all educational resource management processes and 34 (48.6%) of the respondents believed that the department heads participated in almost all educational resource management processes. The rest of the respondents were neutral;45 (64.3%) of the respondents believed that the trainers participation were not included in educational resource management and, 18 (25.7%)of the respondents believed that the trainers were participated in areas of educational resource management; (55.2%) of the respondents assumed that the purchasers participation in need assessment, planning, selection, purchasing, distribution, and controlling of educational resources was limited and 20 (28.5%) of the respondents believed that the purchasers participated somehow in the above areas of educational resource management; and 28 (40.0%) of the respondents believed that the deans and vice deans were participated in need assessment, planning, selection, purchasing, distribution, and controlling of educational resources and 30 (42.8%) of the respondents believed that the deans participated in the above areas of educational resource management.

➢ Regarding allocation and distribution of educational materials, 32 (45.7%) of the respondents assumed that educational resources were not allocated and distributed on time and 29 (41.5%) of the respondents believed that educational resources allocated and distributed on time; 38 (54.3%) of the respondents believed that the distributing bodies of educational resource lacks collaboration and 22 (31.5%) of the respondents considered the distributing bodies of educational resource as collaborative;22 (31.4%)of the respondents believed that educational resources allocation and distribution among the college sub units (departments) was not fair and 39 (55.7%) of the respondents believed that educational resources allocation and distribution among the college sub units (departments) was fair; and 22 (31.4%) of the respondents higher officials were not collaborative in fair allocation of resources and38 (54.3%) of the respondents believed that higher officials were collaborative in fair allocation of resources.

➢ Related to Maintenance of Educational Resources, 43 (61.8%) of the respondents believed that the organization educational resources maintenance was not conducted on

regular basis and 20 (27.1%) of the respondents considered the organization educational resources maintenance conducted on regular basis; 19 (17.1%) of the respondents considered that there is no an assigned personnel for maintenance of educational resources and43 (61.4%) of the respondents assumed that there is an assigned personnel for maintenance of educational resources; and 37 (52.9%) of the respondents believed that higher officials lack willingness to make decision for timely maintenance of educational resources and24 (34.3%) of the respondents agreed that higher officials had a willingness to make decision for timely maintenance of educational resources.

➢ Related to Utilization of learning- teaching facilities, 28 (40.2%) of the respondents believed that the the college does not use educational resources properly to produce effective trainees and 34 (48.6%) of the respondents agreed that the college uses educational resources properly to produce effective trainees; 21 (32.0%) of the respondents believed that the college had not qualified work shop technician and uses them effectively and 42 (60.0%) of the respondents agreed that the college had qualified work shop technician and uses them effectively; and 19 (27.2%) of the respondents believed that the college had not a maintenance department and 44 (62.9%) of the respondents agreed that the college had maintenance department. Still, a significant number of respondents were neutral on the issue.

➢ Related to availability of educational resource or learning facilities, 26 (37.1%), and 19 (27.1%) of the respondents believed that instructional materials (such as modules, references books, textbooks etc.) were not available in the college and 34 (48.6%) of the respondents believed that instructional materials were available; 20 (28.6%) of the respondents believed that training, learning-teaching facilities (Class room, Staff office, Laboratories, Visual training media, Computer for instruction) were not available in the college and 42 (60.0%) of the respondents agreed that the training and learning-facilities were available; and 8 (11.5%) of the respondents believed that the library had not resources like reference materials, news, magazines, and internet service, 58 (82.9%) of the respondents agreed that the library had resources like reference materials, news, magazines, and internet service.

5.2. Conclusion

Based on the above summary of findings, the researcher concluded the following.

Regarding allocation and distribution of educational resources, the researcher concluded that the higher officials were somehow collaborative in the fair distribution of resources, educational resources allocation and distribution among the college sub units (departments) was fair, the distributing bodies of educational resource lacks cooperation, and there was also problem of allocation and distribution of resources on time.

Generally, based on the above analysis, the researcher concluded that the level of participation of stakeholders varies as their roles vary in the organization. Based this, department heads, college dean and vice deans, and storekeepers had a relatively good participation in educational resource management. But, the trainers and the purchaser's role in the college resource management are insignificant.

Based on the above analysis, the researcher concluded that, higher officials lack willingness to make decision for timely maintenance of educational resources, the college had assigned personnel for maintenance of resources, and the educational resources were not maintained on regular basis. Generally, there is problem regarding maintenance of educational resources.

Based on the above analysis, related to storage of educational resources, they are supplied immediately from the store for the concerned departments on time and they are not recorded with their own code. But, they can be easily identified by the store keepers.

Based on the above analysis, regarding policies and guidelines, the researcher concluded that there is no polices and guidelines regarding resource management, the policies and guidelines regarding educational resource management are not easily accessible for users, the college does not prepared its own guidelines based on national guidelines, and there is lack of commitment of concerned bodies to make awareness to stake holders regarding educational resources management policies and guidelines

Generally, related to major problems in resource management, the college had a problem in assigning professionals for educational resource management, supplying educational resources in the amount needed, participating stakeholders equally, preparing policies and guidelines and maintaining educational resources on regular bases

Based on the above analysis, instructional materials (such as modules, references books, textbooks etc.), training, learning-teaching facilities (Class room, Staff office, Laboratories, Visual training media, Computer for instruction), and library resources like reference materials, news, magazines, and internet service are available in the college. But, still, the organization had some limitations on the above areas.

Based on the above analysis, the organization had a maintenance department and it lacks to create awareness for all employees about the existence of it. It had also qualified workshop technicians with its own limitation. Related to utilization of educational resources in the way to produce effective trainees, the college had its own limitation and strength (fifty-fifty).

5.3. Recommendation

Based on the above conclusion, the researcher recommends the following;

➢ The college management should prepare policies and guidelines based on the theoretical frameworks and by consulting specialists on the area. In addition to this, they should assign concerned personnel for educational resource management.

➢ To alleviate problems related to maintenance of educational resources, the college should employed technicians or work with other organizations for timely maintenance. The technicians should also be employed for different departments with different specialists

➢ The college should also include all the concerned stakeholders to participate in the educational resource management process and it will enable them to feel sense of belongingness.

➢ Beside shortage of resources, the college should create a system to utilize the existing resources effectively.

References

Shaorshadze and Krishnan. (December,2012). *Technical and Vocational Education and Training in Ethiopia.*

(2008, August 22). *Technical & Vocational Education Training Strategy.*

AbAbe, E. (2020). *ASSESSMENT OF CHALLENGES IN THE IMPLEMENTATION OF COOPERATIVE TRAINING .*

Adams, A. (2011). The role of skills development in overcoming social disadvantage.

Alex Augustino Nkondola and Rita van Deuren. (2017). Human Resource Management Challenges in Technical and Vocational Education. *International Journal of Business and Social Science.*

Atchoarena, D. and Delluc, A. (2002). Revisting Techniocal And Vocational Education in Sub-Saharan Africa:an Update on Trends, Innovations and Challenges, UNESCO-IIEP, Paris.

B.Myangan. (2016). *STUDY REPORT OF TECHNICAL, VOCATIONAL EDUCATION AND TRAINING SECTOR.*

Best, J.W & Kahn, J.V. (2003). The Effect of Self -Efficacy Belifes and Metacognition on Acadamic Performance. (R. i. education, Ed.) *1*, 334-343.

Derek Glover and Rosalind Levacˇicˊ. (2007). *Educational Resource Managment An International perspective.* london: Bedford Way papers.

E.D.Nakpodia. (2017). Hman Resourse Managment in School Adminstration in Delta State Nigeria. 179-187.

Gordan. (2013). Accelerating progress to Ethiopia. 30-45.

Hagose and Everard . (2013, August). Effectiveness of Technical and Vocational Education and Training (TVET).

Hialu, B. (2007). *ASSESSMENT OF EDUCATIONAL RESOURCE THE CASE OF TULU-DIMITU AND NIFAS SILK OF TVET COLLEGES OF ADDIS ABABA CITY ADMINISTRATION.*

Irina Shaorshadze and Pramila Krishnan. (December 2012). *Technical and Vocational Education and Training in Ethiopia.*

Melese, D. (2010, june). PRACTICES AND PROBLEMS OF EDUCATIONAL.

MOE. (2008). National technical -vocational education &tranning (TVET)strategy.

National Teachers Institute (NTI, 2006) PGDE book 2: Post Graduate Diploma in Education: PDE 103 General methods in education.

NOUN, N. O. (2009). Principles of institutional administration: Lagos: Gold's.

Sadker, M. P. & Sadhker, D. M. (1997). Teachers. schools. and society. *New York: The McGraw-hill companies, inc.*

Solomon , G. (2016). Towards Competence-Based Technical-Vocational Education and Training in Ethiopia.

Solomon, G. H. (2016). Towards Competence-Based Technical-Vocational Education and Training in Ethiopia.

UNESCO-UNEVOC. (2021). *TVET Strategy report of the UNESCO-UNEVOC virtual conference.*

-UNEVOC, U. (2016-2021). *TVET Strategy 2016-2021,report of the UNESCCO -UNEVOC virtual conference .*

-UNEVOC, U. (n.d.). *TVET Strategy 2016-2021, report f the UNESCCO -UNEVOC virtual conference .*

Usman, Y. D. (2016). Educational Resources: An Integral Component for Effective. *Vol.6,* , p. 37.

Wariyo, L. G. (2017, September). Technical Vocational Education Traning Institute CARRICULIM DEVELOPJORNALMENT IN ETHIOPIA. *Education and Vocational Research (ISSN 2221-2590), Vol. 8*, 16-28.

World Bank. (2006). *Review of World Bank Investment in Vocational and Technica Education and Traning for commerce.* Washington, DC: Washington, DC:World Bank.

Yibeltal , A. (2009, JUN). Evaluating the Balance of Primary Education Second cycle Curriculum. 1-10.

.

Appendices

SAINT MARY UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF BUSINESS AND ECONOMICS

Department of Business Administration

Questionnaire to be filled by Trainers

The main purpose of this questionnaire is to collect valid and reliable data on the Management and Utilization of Material Resource in Gofa TVET in the selected departments." Thus, your genuine responses will help the researcher to provide reliable and valuable suggestions and recommendations. Your response will be used for academic purpose. I will like to express my thanks in advance for your time and consideration.

Thank You!!

I.   Questions related to the role of stakeholders in resource management

Tick your level of agreement stakeholder's participation in need assessment, planning, selection, purchasing, distribution, and controlling of educational resources. (5= Strongly Agree   4= Agree   3= Neutral   2= Disagree   1= Strongly Disagree)

No	Item	Rating Scale				
		5	4	3	2	1
1	The department heads participated in need assessment, planning, selection, purchasing, distribution, and controlling of educational resources					
2	The trainers participated in need assessment, planning, selection, purchasing, distribution, and controlling of educational resources					
3	The purchasers participated in need assessment, planning, selection, purchasing, distribution, and controlling of educational resources					
4	The deans participated in need assessment, planning, selection, purchasing, distribution, and controlling of educational resources					
5	The storekeepers need assessment, planning, selection, purchasing, distribution,					

No	Item	Rating Scale				
		5	4	3	2	1
	and controlling of educational resources					

II. Questions related to allocation and distribution of educational materials

Please tick your level of consensus on the allocation and distribution of educational resources. (5= Strongly Agree 4= Agree 3= Neutral 2= Disagree 1= Strongly Disagree)

No	Item	Rating Scale				
		5	4	3	2	1
1	Educational Resources allocated and distributed on time					
2	The distributing bodies of educational resource are Collaborative					
3	Educational resources allocation and distribution among the college sub units (departments) is fair					
4	Higher officials are collaborative in fair allocation of resources					

III. Questions related to Maintenance of Educational Resources

Please tick your level of consensus on the allocation and distribution of educational resources. (5= Strongly Agree 4= Agree 3= Neutral 2= Disagree 1= Strongly Disagree)

No	Item	Rating Scale				
		5	4	3	2	1
1	The organization educational resources maintenance conducted on regular basis.					
2	There is an assigned personnel for maintenance of educational resources					
3	Higher officials have a willingness to make decision for timely maintenance of educational resources					

IV. Storage of Educational Resources

No	Item	Rating Scale				
		5	4	3	2	1
1	Educational resources are recorded properly.					
2	Educational resources can be easily identified in the store					
3	Educational resources are recorded with their own code					
4	Educational resources are supplied immediately from the store					

V. Questions Related to Availability and Use of Guidelines for educational Materials Management

No	Item	Rating Scale				
		5	4	3	2	1
1	There are polices and guidelines regarding resource management.					
2	The policies and guidelines regarding educational resource management are easily accessible for users					
3	Based on the government guidelines the college made their own guidelines					
4	There is high Commitment of concerned bodies to make awareness to stake holders regarding educational resources management policies and guidelines					

VI. Questions Related to Major Problems in Resource Management and Action to be taken

No	Item	Rating Scale				
		5	4	3	2	1
1	Absence of maintenance on regular bases					
2	Absence of policies and guidelines					
3	Absence of equal participation of stakeholders					
4	Limitation on the availability of educational resources					
5	Absence of professionals for educational resources					

VII. Questions related to Availability of educational resource or learning facilities

No	Item	Rating Scale				
		5	4	3	2	1
1	Instructional materials (such as modules, references books,					
2	Training, learning-teaching facilities (Class room, Staff office,					
3	Library service (Reference materials, News, magazines, Internet					

VIII. Utilization of learning- teaching facilities

No	Item	Rating Scale				
		5	4	3	2	1
1	The college uses educational resources properly to produce effective trainees					
2	The college has qualified work shop technician and uses them effectively.					
3	The college has maintenance department and uses it to take a timely maintenance					

Observation checklist

Department ----------------------------

educational resource items ,	Available			Partiality available			not available
	Functioning	Not functioning	Partial Functioning	Functioning	Not functioning	Partial Functioning	
Facility's,							
Class room							
Auditorium							
Staff office							
Simulation room							
Laboratories							
Laboratory facilities							
Visual training media							
Computer for instruction							
Instructional materials							
Reference books							
Trainers" guide							
Modules/texts							
Appropriateness of materials							
Access of training materials							
Adequacy of stock materials							
Safety of non-stock							

materials							
Library service							
Reference materials							
News, magazines, etc							
Internet service							
Stock level							
Safety for storage							
Record system							

Source**:** Curriculum guide (2007)