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An Assessment on the Contribution of Wachemo University to the  
Development of Local Good Governance, and Socio-Economic  
Transformation

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A Thesis Submitted to the Department of Public Administration and  
Development Management Addis Ababa University in Partial Fulfilment of the  
Requirements for the Degree of Masters in Development Management  
(MADM)

July 2021

Addis Ababa, Ethiopia

This is to certify that the Thesis prepared by Ashagre Estifanos entitles “An Assessment on the Impact of Wachemo University to the Development of Local good Governance, and Socio-Economic Transformation” Which is submitted in partial fulfilment of the requirements for the Degree of Masters in Development Management (MADM), compiles with the regulations of the University and meets the accepted standards concerning originality and quality.

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## **Acknowledgment**

For the Lord is good and his love endures forever; his faithfulness continues through all generations (Psa 100:5 NIV).

This is a step, I can come with the direct and indirect involvement of many groups and individuals. Have I not been privileged their contribution to my life, I might not be able to come this far. First, let my deepest praise and worship be to my LORD, God, who never stops his guidance, provision, and compassion to me. Second, I am so thankful to my advisor Dr. Elias Berhanu. His guidance is a lot for the successful accomplishment of this work. He humbly indicates academic gaps and requirements for my work. I would like to extend my gratitude to my internal examiner Dr. Jemal Abagissa and external examiner Dr. Tekalign Gidi. They provided critical and constructive comments for the advancement of my work. I appreciate their hard work.

I am thankful to my honorable professors Dr. Elias Berhanu, Dr. Berhanu Temesgen, Dr. Shumey Berhie, and Dr. Worku Negash who contributed a lot to my knowledge and understanding of the subject matter. I remember interesting hot discussions and dialogue in the class and they were very helpful to maximize my knowledge. I would like to say thank you Dr. Habtamu Abebe, the president of Wachemo University, for his allowing me to collect data from the University. I appreciate those who participated willingly to give response to my interview questions, questionnaires and group discussions from both university and government office workers. If they did not participate, the study would have not been successful.

My deepest gratitude is to my lovely wife, Dinknesh Tagese who has been my encouragement in the face of hardship and difficulties. If she had not been at my side, indeed, I will never be successful in my study. In addition, our children Hellwaá, Waluwa, and Marken are my refreshments in the hardships and academic stress.

I never forget my parents, Estifanos Duguno and Kufame Lechebo, who invested a lot in me. Their contributions were significant in my life from the very beginning of my life until now. I grew up under their leadership guidance and care. So I want to say thank you for your unforgettable deeds in my life that became a ground for my success.

## Acronyms

ADLI	Agricultural Development Led Industry
AU	Africa Union
CV	Coefficient Variation
EC	European Calendar
EFCCC	Environment Forest Climate Change Commission
EPC	European Policy Centre
EPRDF	Ethiopian People Republic Democratic Federation
ESDP	Education Sector Development Program
ETV	Ethiopia Television
FM	Frequency Modulation
GTP	Growth Transformation Program
HEI	Higher Education Institution
HERQAA	Higher Education Relevancy and Quality Assurance Agency
HESC	Higher Education Service Corporation
HSIU	Hielesilasie I University
IAU	International Association of University
IMO	International Maritime Organization
MoE	Ministry of Education
MDGAF	Millennium Development Goals Achievement Fund
NGO	Non-governmental Organization
OECD	Organization for economic and development
PADM	Public Administration and development
SD	Sustainable development
SDG	Sustainable Development Goals
SNNPR	South Nation Nationalist Region
SPSS	Statistical Package for Social Science
TV	Television
UCAA	University College of Addis Ababa
UN	United Nation
UNESCO	United Nation Education and Science
WCU	Wachemo Comprehensive University

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## *Abstract*

*This research is intended to assess the contribution of the Wachemo University on the development of local good governance, and socio-economic transformation. To achieve the proposed goal mixed approaches are taken as a suitable methodology and an explorative and descriptive methods are applied within the mixed approaches. Primary data are collected through interviews, questionnaires, physical observation, and group discussions. To connect the expected and actual role of the university with the scholarly discussions on the concerning issues, books, journals, researches, websites, and different university documents are used as a source of information.*

*Wahcemo University is one among many government universities in Ethiopia. As a University, it is expected to bridge knowledge and technology to the community and the government around. If so, its contributions are multidimensional for the achievements of Sustainable Development Goals (SDGs). It was established to run the teaching-learning process, do researches, and transfer technologies through community service. The assessment result informs that the university is in good progress in developing the admitting capacity of students and expansion of education access to its area. Its contribution on socio-economic transformation is encouraging because the University provides job opportunities for many, caused business creation for local people, and has adopted different technologies and introduced them to the local people.*

*Certain functions of the University could create awareness on good governance and democracy in its local area; however, they were not strong enough to affect good governance issues positively. Actual Problem-solving researches concerning governance and the interconnection of the university with different governmental sectors are the remaining shortcoming. Particularly, the problem of local governance is a non-touched issue by the university and the influence is insignificant.*

*Keywords: Governance, Socio-economic Transformation, University, Sustainable Development*

# CHAPTER ONE: INTRODUCTION

## 1.1 Background of the Study

Education has a potential to change the style of the world and it is making life easy through technology. The world organizations like UN, UNESCO, World Bank etc. promote the necessity of education at all level and place. Therefore, the essentiality of higher education for the dynamics of the development is considered globally in the first place, (Woldegiorgis, Ayenachew Asefa, 2015). As it has been the consensus that the education sector paved the way as a tool for socio-economic transformation, democratic governance, and development of the country in the journey to the achievement of SDGs, (Land and Herzog, 2017). Higher education institutions play a significant role in sustained and stable governance by producing knowledgeable, ethical, and responsible citizens. The technology, democracy, economic growth, and other development that we see today are the result of wise and educated heroes. Particularly, Universities are known for their stimulating research for democracy, governance, and development. Their responsibility is great in guiding their students, staff, and faculty (Viebhan, 2020; Bantanur, et al., 2015; Manchester Metropolitan University, et al., Oct 2019), and their decision affects the economic, social, and environmental dimension of the communities and regions around them, (Katiliute et al., 2014; Manchester Metropolitan University, et al., Oct 2019). They play a vital role in achieving sustainable development nationally and internationally.

African leaders came into agreement to raise the level of the universities to “world-class universities” so that they become a facilitating tool for adopting new technologies and promoting problem-solving research based on African models and solutions. They are supposed to admit at least 70% of secondary school graduates to join the next level of education in 2063, (Mat Wright, 15 Jan 2016). The role of the universities leaders is significant to make this vision true. They should challenge and mobilize leaders and resources, and they need to excel in their use of limited resources for maximum achievements. As World Bank maintains universities need to be rearranged and organized in a way that they are responsive to provide human skills and applied problem-solving research. They should have networked with each other and differentiate the area of specialization according to the context they are working in, (Woldegiorgis, Ayenachew Asefa, 2015). They are the forefront players in the post-industrial phenomenon providing basic pillars for socio-economic transformation, like innovations,

adoption of new knowledge that helps for the competitiveness of the peripheral regions, (Kohutech, 2017).

Ethiopia is on the road to development and needs qualified and ethical professionals who will carry and run it. She is in the journey of renaissance targeting the middle-income position and beyond in 2025 EC. She is striving to tackle poverty and the challenges of poor governance aiming to achieve fast socio-economic transformation and democratic and good governance. For the success of this developmental goal, broadly the responsibility of the education sector and particularly the higher education institutions are great. The expected goal of the higher education in Ethiopia is producing human power who can compute with relevant knowledge, skills, and attitude. In addition to that it is expected to produce researches that promote to transfer knowledge and technology according to the demand of the development of the country and community. Moreover, it works to ensure academic freedom to exchange opinions, and ideas “based on reason, democratic and multicultural values.” (Federal Ministry of Education, August, 2015: 103)

The Ministry of Education Strategy Centre has done a deep study to provide a road map strategy for the Ministry of Education and Higher Education Institutions to transform the education system so that they may be able in accord with the 21<sup>st</sup>-century educational system, (Tirusew et al., July 2018). That increases the responsibility of higher education institutions to work purposefully with great care as an instrument in providing qualified and ethical professionals. They work for problem-solving innovation, socio-economic and political transformation. It encourages the education sectors for live participation in local and national development. For example, Kotobe Metropolitan University was rearranged in a way that it supports Addis Ababa city’s administration and its people through providing scientific solutions and innovation in the journey of socio-economic transformation.

Wachemo University is one of the government universities that was established in SNNPR 230 km toward the southwest of Addis Ababa and settled over 200 Hectares at the zone city called Hosana. Hossana is one of the most populated towns among Zone cities in Ethiopia. The University was established in 2009 and commenced its function in 2012. When the university began it admitted 518 students in 12 departments and four colleges. Gradually increasing its capacity of admitting, more than 26 thousand students are studying in undergraduate and postgraduate classes in regular, extension, and weekend education in three campuses and six colleges including five local education centers in different locations of the zone. The university

claims for community members' profundity and commitment to supporting the achievement of the national growth and transformation plan (GTP) via the university's vision, mission, and goals. It has been awarded the prize of "Best achieving University" for three successive years, from 2013-15 academic years, among the newly established third generation Universities of Ethiopia. In the Ethiopian Universities ranking system, Wachemo University is ranked 20<sup>th</sup> among 36 universities for its popularity according to the evaluation of uniRank selection criteria.

Despite the fact of its expansion and building up the capacity of admission, how the University is using the power of its privileges and challenges as an opportunity to influence the local governance for socio-economic transformation, democracy, and good governance need to be explored. If there is improvement in good governance, respecting democratic rights, and enhancement of socio-life transformation on the local community as a result of the University's direct and indirect influence, it needs to be researched and investigated to encourage further achievement. This research, therefore, will assess the impact of Wachemo University on the development of local democracy, good governance, and socio-economic transformation.

## **1.2 Problem Statement**

Education is considered a key strategy for socio-economic transformation, good governance, and improvements of democratic attitude among the society. When a society is build up with knowledge and skills; they would be able to know their environment and resource, and they will develop using technology that solves their problems. It is a fact that the developed countries are developed because of giving priority to education. Knowing that countries pay attention to empowering the education sector, and thus, they budgeted a great amount of money, (WCU, 2012). As part of the education sector, universities are established to run teaching-learning processes, for doing researches, and to involve in social services. 1000271783934 watiro sankuro dinboro

Within this framework, Universities are attempt as contributors in promoting and pursuing sustainability regionally and beyond, (Karatzoglou, 2013; Manchester Metropolitan University, et al., Oct 2019). Sustainable development solves socio-economic, democratic, and good-governance problems of the present generation without abusing the needs of coming generations. Having understood that a great number of International Universities mainstreamed sustainable development in their systems and curricula and local communities for the last 3

decades. Higher Education Sustainability Initiatives have been established by UNESCO to provide a suitable environment so that Higher Education may engage in sustainable development and as a result, a great number of Universities become the partner of that program; (Manchester Metropolitan University, Oct 2019). International Association of Universities (IAU) that comprised of 650 universities from 130 countries is established to make true the dream that education for sustainable development, and to support UNESCO promoting education for sustainable development in their research and analysis of IAU members approach toward sustainable development, (Land and Herzog, 2017). These universities accept that they are responsible to produce critically thoughtful students who can examine available information and use the existing challenges as an asset to innovate technology that bridges toward development. They work to influence governments, policymakers, and executives through knowledge and skills-based researches and scientific investigations.

**“Educating for Sustainability** is "learning that links knowledge, inquiry, and action to help students build a healthy future for their communities and the planet." EFS helps teachers to bridge grade levels and subject areas, curriculum and school operations, parent and community partnerships. Through SSP, a school develops its own meaningful, coherent approach to improve curriculum, community partnerships, and campus ecology." (Sustainable School Project)

However, Tebeje and Trevor (2014) argue that the contribution of Ethiopian Higher Education to the national socio-economic transformation was insignificant. Yet, according to Woldegiyorgis, (2015), Addis Ababa University's influence is great in the social and political dynamics of the country. Compared to other Ethiopian Universities, Addis Ababa University might have recorded better achievement. However, it demands further studies to speak with full confidence that even Addis Ababa University has played its role as it should do for the development of this country. This problem could be the major one in peripheral universities like Wachemo University. The research findings by Woldehanna et.al (2018, July) maintains that majority universities in Ethiopia treat social service not as major activity and their researches did not target social problems.

Wachemo University exists in the Hadiya zone which is geographically located in 7°3'19"-7°56'1"North Latitudes and 37°33'14"-38°52'12" East Longitudes. The zone is one of the most densely populated parts of Ethiopia. More than 90% of its population depends on agriculture for subsistence, (Hadiya Zone Statistical Abstract, 2019). Also, it is supposed that the zone is

relatively one of the most educated areas, yet it is one of the most migrant areas. Many youths on their way to abroad countries are eaten by a beast, died in the water, packed in a container and lost their lives as a group, put into prison, and faced many problems in the kitchen of Arab countries. As two key informants from Hadiya zone public service department offices, there is unusual instability in the governance of the zone and other government structures. The turnover of government representatives before the due time becomes a common phenomenon in the zone. Within five years seven persons became administrators for zone government. As 50 respondents from zone and town government workers, poor governance and corruption is the major problem in the area. Many government representatives and professional workers are accused often of poor governance and corruption and many of them are put into prison. Although the zone is fertile and rich in resources including a great number of educated populations, there is complain on poor governance as a bottleneck for the expected growth of the community. One key informant suggests that political position become a tool for becoming a milliner in this particular zone; however it needs further investigation. There is great dispute among the community on the role of the Wachemo University in the transformation of governance.

It is known that the role of this university would be significant for the transformation of the local area. If there is any positive outcome that has happened in the life of the community and local government as a result of the WCU is needed to be assessed. There is no previous research that has been done on this particular issue as far as I know. Therefore, it needs studies to answer these and other related inquires. Hadiya zone government, Hosanna town government, local community, and the university community are among the stakeholders of Wachemo University. The influence is two-way. The local governance and community can affect the activity of the university, and reversely the university also influences the lifestyle and attitude of the local governance and community. As stakeholders and service receiving community, the benefits that they received from the University need to be known. How much it affects the life of the community and governance of the government? The university is offered 200 hectares of land, and eight research centers for the teaching-learning process, research activities, and community services.

What role did the university take to address these problems as the university that is established for societal transformation? The struggle of the university through knowledge and skills-based researches and scientific investigations to influence local governments, local policymakers, and

executives needs to be examined. The effort of the university needs to be explored for producing responsible and analytically thoughtful students that examine available information and challenges to make them assets to come with a new technology that connects toward development. This research is, then, about to explore that how Wachemo University is working, directly and indirectly, to bring positive influence for socio-economic transformation and democratic governance. Opportunities and challenges are before the university. So then, how the university uses these privileges and challenges as an opportunity to work for the development and betterment of the local areas in democracy, governance, and socio-economic life?

### **1.3 Research Questions**

#### **1.3.1 Main Question**

How much Wachemo University contributed for the development of good governance, democracy, and socio-economic transformation?

#### **1.3.2 Specific Questions**

- 1) What the university is doing to influence the improvement of local good governance?
- 2) What are some functions of the University that contribute to local socio-economic transformation?
- 3) How does the University's governance motivate its departments for their active involvement in research and social services?
- 4) How much departments are interested to do local problem-solving researches?

### **1.4 Objectives of the Study**

#### **1.4.1 Major Objectives**

This research is intended to assess the contribution of Wachemo University on the development of local good governance, and socio-economic transformation. It explored some encouraging functions of the University that contribute to the improvement of good governance, and socio-economic transformation. The assessment also includes some shortcomings of the university in this particular issue and provide concluding points and recommendation for the improvement. The project is also to stimulate the university to use its power and privileges for

a positive impact on the development of good governance, and socio-economic transformation particularly in its immediate areas and broadly on the country's development. In addition to these, opening the issue as an agenda, this research will contribute to further studies as the first research on this particular issue.

#### **1.4.2 Specific Objectives**

Specifically, this research is

- 1) To assess functions and duties of the university that could contribute for the development of local good governance
- 2) To assess functions and duties of the university that could contribute to local socio-economic transformation
- 3) To assess the motivation of academic staffs in problem-solving researches as a result of the University's governance
- 4) To stimulate the departments for further research on this specific issue

#### **1.5 Significance of the Study**

As an MA thesis, the successful accomplishment of this research awards the degree. Beyond that, it broadens my knowledge in the area and it will provoke me for further work. It provides scholarly discussion via literature and my advisor. It offers an opportunity for me to organize and present my academic work to a different audience. In a group discussion, interviewees and questionnaires may create the awareness of the participant to think critically on the issues and search for answers. It will stimulate the university to play its significant role as a higher education institution for the development of local democracy, governance, and development. In producing qualified, ethical professionals and providing a problem-solving innovation, Wachemo University is expected much as a Higher Education Institution. Showing the gap, this study challenges the concerned bodies for their live participation so that they may be able to save people from the damages that occur from the lack of democracy, good governance, and poverty. It will provoke the university to rethink its role concerning the transformation of the community around. If this research is not done, the university may not get an opportunity of this particular research's challenge and recommendations to rethink its proper role to the government and the local community.

## **1.6 Scope of the Study**

This research is limited to assess the contribution of Wachemo University to Hadiya zone government and community in certain areas like good governance, and socio-economic transformation in local areas. It does not assess everything of the university beyond these specific issues. From mixed approach only explorative and descriptive method were applied just to analyze the response for interview questions, group discussions and questionnaires. Based on analysis major findings and recommendations are forwarded.

## **1.7 Limitations of the Study**

Shortage of the budget, Covid 19, delay of some respondents to give back questionnaires and ignorance of some respondents to answer questionnaires were some challenges in this study. However, I tried to solve the problem through minimizing other personal expenses and using that money for this particular project. Applying different medical suggestions, I tried to minimize negative effect of Covid 19 in this study. I used different communication methods like mobile, Social Medias and representatives to remind respondents to answer and give back questionnaires as soon as possible. I distributed 20% more questionnaires to minimize the risk for not responded respondents.

## **1.8 Organization of the Study**

The first chapter of this study is the introduction part of the study. It includes back ground of the study, problem statement of the research, research questions, objective of the study, scope of the study, limitation and organization of the study. Literature review is discussed in chapter two while methodological part is addressed in chapter three. In chapter four data are presented, analyzed and interpreted. Chapter five is committed to summary, findings and conclusion.

## **1.9 Working Definition**

### **Education**

Education is a process by which man transmits his experiences, new findings, and values, accumulated over the years, in his struggle for survival and development, through generations. Education enables individuals and society to make all-around participants in the development process by acquiring knowledge, ability, skills, and attitudes. (Transitional Government of Ethiopia [TGE], 1994. 1)

## Democracy

Abraham Lincoln defines democracy as a system that of “government by the people for the people.” The people's interest is the leading and superintends over even that of government officials. Government representatives are there for service giving duties but not for service receiving bodies (Richard Nsiah, 2/Sep 2014). Democracy is necessary because it is the way to confirm the proper functioning of the government. Since they are elected representatives, they are more accountable, (Christina 12/July 2020).

## Development

Development is a process that creates growth, progress, positive change, or addition of physical, economic, environmental, social, and demographic components. The purpose of development is a rise in the level and quality of life of the population, and the creation or expansion of local regional income and employment opportunities, without damaging the resource of the environment. Development is visible and useful, not necessarily immediately, and includes as an aspect of quality change and the creation of conditions for a continuation of that change." (SID, 17/Feb/2021)

## Socio-economic Transformation

Socio-economic transformation is commonly defined as a process in which an increasing proportion of economic output and employment is generated by sectors other than agriculture.

## Good Governance

Good governance is more in terms of “a public service that is efficient, a judicial system that is reliable and an administration that is accountable to its public”, (K. Sarwar Lateef, 2016:3). Governance manages the relations between government and the masses within a given constitutional order. Good governance is a political/administrative system that is committed to the welfare of the society whereby society flourishes in a holistic life. In good governance, governing bodies are there in a position/profession to pay all sacrifice for the bearing fruit of the economic growth, peace, stability, justice, rights, etc. Public institutions are there to understand the gap in the societies and to mobilize and work with the societies to cover that gap. The sovereignty of the society and country is acknowledged and the supreme authority rests on the public.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 The Role of Higher Education for the Enhancements of Local Good Governance, and Socio-Economic Transformation**

The role of higher education comes to an international desk as an agenda more than ever. Its role is recognized well for socio-economic development, environmental awareness and sustainability, post-conflict resolution, poverty alleviation, upholding human rights, addressing health care issues, and cultural preservation and change, Ndaruhtse and Thomson (2016) and Thomson (2008). Research investigations show that there is a strong link between higher education and good governance and transformational leadership, Ndaruhtse and Thomson (2016) and Brannelly, Lewis, and Ndaruhtse 2011a; Jones, Jones, and Ndaruhtse (2014). This argument is similar to the United Nations and UNESCO statements for the role of higher education:

The United Nations highlighted this role of higher education when it adopted the Universal Declaration of Human Rights, which states as follows. "Education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and freedom amongst all nations, racial and religious groups, and shall further the activities of the United Nations for the maintenance of peace". UNESCO emphasized that education was "one of the principal means available to foster a deeper and more harmonious form of human development, and thereby to reduce poverty, exclusion, ignorance, oppression, and war". It also proposed that an edifice of higher education should be raised on the four pillars of education identified by UNESCO as 'learning to know', 'learning to do', 'learning to live together, and 'learning to be.'" (Gudipati Vijayudu, 2016: 48)

From the above statement, we can understand that the role of higher education in building the country is incomparable. Universities of over 30 cities and regions from 20 countries come together and doing a review on the higher education roles for cities and regional development that initiative work of OECD and support of other international organizations. These reviews analyze the impact of the universities and other tertiary education impacts on the development of cities and regions. It also shows further direction for the improvements of their impact on their regions, (Brunner and others 2012).

Jandhyala B. G. Tilak Antony Zakaria Fute (2020) maintains that the relationship between education and development is bidirectional because education affects development and the level of development affects the kind of education on the other side. However, the effect of education surpasses the socio-economic effect on education. In his argument, he asserts that a country with a high illiterate population living standard is very low for their income is low, and this nation cannot find education sufficiently. Any investment never compares investment in education because education facilitates economic growth and reduces poverty and inequalities among the society and alter socio-political scheme. Education is more than a tool for development; it is by itself a development. As we have observed, natural resources are valuable more when the knowledge economy is scaled high, and that knowledge is changed into wisdom to solve local problems. Naturally, Africa is one of the wealthiest countries in the world. However, the gap in the knowledge economy, traditional production system, and political problems caused Africa incompetent in the development race. Thus, Africa remains slow/asleep while other continents are going forward fast.

For the transformation of Africa, AU planned an ambitious goal in 50 years from 2013 by which to see prosperous and united Africa based on common values and mutual fate in 2063. For the achievement of this goal higher educations are supposed to work out a great assignment of becoming a facilitating tool for development. They are to adopt and innovate new technologies and promote problem-solving researches. Increasing the number of graduates from higher education is proposed to have a great number of skilled, equipped, and knowledgeable professionals. These graduates can carry the development of the continent preferably. The assumption is that educated people can fit better with modern technology and produce better means of production. According to Mat Wright (15 Jan 2016), the economic growth of Africa is rising as the recordings of the last years indicate. One of the reasons for economic growth is the entrants of skilled and knowledgeable graduates into the job market.

Kofi Anan, the former general secretary of the United Nations in his speech for the significant role of higher education in the development of Africa, argues that higher educations need to be the tool for African development in this century. His speech points to the power of higher educational institutions to stimulate continental development. Other International Institutions like UNESCO, World Bank, etc. have the same opinion on the role of higher education for development, and they reflected this belief in their policy (Woldegiorgis, Ayenachew Asefa,

2015). Interests in the contributions of higher education in local development have long stayed phenomenon as it was a scene in developed countries, (Kohutech, 2017).

Higher educational institutions (HEI) are in the right place for the production of professionals via an educational environment. As Woldegiorgis (2015) asserts that higher education plays a central role in producing skilled manpower, improving productivities, adopting technologies to a local context, and on entrepreneurial functions. Universities link education to country issues like poverty reduction, development, governance, and other developmental concerns. They work on developing future leaders of the country and preserving the cultural and historical heritage of the nations, (HEM 4220, 2014). Southeast Asian countries are models by using higher educations as one of the leading institutions in accelerating the development of the countries and bringing them up to the position of catching up with who were ahead of them. Their economic growth is strongly connected with the vast expansion of higher education in the region for building up human resource stocks, (Woldegiorgis, Ayenachew, 2015). Richard Florida (1999) in his statement for the universities' complicated role in regional and national economic development, argues that universities' role is more than an engine for economic development. He listed some roles of universities and I used here two of them. First, knowledge production, and the process is dynamic and open for change. The process is changed from knowledge transferring to the training of students and then, let them go into the world to create new knowledge in doing research. This transition is the effect of the change of the economic system from industrial-capitalism to knowledge-based-capitalism. Second, universities' popularity is increasing as economic and social institutions following the shift of the economic system. They are known as sources for critical resources like 'talent, knowledge, and innovation'. The Universities' prominence is increasing as the role of knowledge is growing for production. Universities are places to test and understand the wider magnitudes of knowledge-based-capitalism and its leading role for regional and national development.

Managements of the Higher Education Institutions (HEI) are in a position with an educational power to work for an influential education system that works for an equitable and ecologically sound future via establishing sustainable development (SD) as a central and academic focus of the organization. HEI can provide guidance and advice for policymakers, executives, the community, and the academic world in their researches on different etching issues of social, economic, governance, and democracy, (Julia Heiss, UNESCO). Montanini (2013) asserts as stated in Woldegiorgis (2015) higher educations are assumed as highly responsive and can

identify strategic needs and develop relevant human skills. As the Northern Illinois University's (2005) research conclusion displays, Woldegiorgis suggests the following points as the higher educations' role for local development. 1) They provide skilled manpower via growing, training, and attracting; 2) They solve and identify gaps for the contemporary business and industry; 3) They work for contextual alignment of all educational systems with the development program of the country; 4) They play significant and visible regional initiatives; 5) They conduct and publish research, and stimulate and boost technology transfer; 7) They encourage civilized society.

Asgedom, Amare and Hagos, Taddele (2016) assert that the role of higher education in providing human resource power and developing Africanization after the decolonization of Africa was significant. As history indicates that political commitment to the development of higher education was valuable. Mainly, public universities that are sponsored by the government delivered higher education. However, as time goes, the increasing demand with the heavily subsidized model of higher education tested the capacity of the government provisions and ends up with the weakening of the teaching standard and depletion of research capacities in Africa. Consequently, in 1980 the long-existing tradition was questioned and pointed to the need for reform in higher education. Thus, in the 1990s, the governments took the initiative to reform higher education. Alternative ways for funding and expansion of higher education were introduced. Rather than relying on the state fund, they moved to "market-friendly" policies that would make institutions more autonomous and self-reliant to improve the managerial efficiency of the universities.

## **2.2 Good Governance**

### **2.2.1 Features of the Good Governance**

Good governance as a principle it can be enhancement of accountability and promoting public participation in development and resource management. "Efficiency and effectiveness, the rule of the law, participation, accountability, transparency, respect for human rights, fighting corruption, being tolerant for diversity and gender equality" are the known steps that take the governance to the hills of the success (Taner, 2017: 3). The effectiveness of the governance is depends on the practice of these pillars. Poor or bad governance is characterized by denial of political, civil economic, social and cultural rights, administrative inefficiency and corruption, lack of legal protection and political domination, and then ultimately to mass violations of human rights and tyranny. It causes waste of human power and natural resources; it leads to

environmental degradation and significantly delays or blocks sustainable development. On the other hand, good governance de-legitimizes and overcomes governmental and administrative malpractices and non-democratic structures withstanding the realization of sustainable development. It produces qualified institutional order to ward sustainable development. It promotes democratization in governance and election whereby the citizens are able to be governing by the elected body. The rule of law governs both the community and the governing body. If good governance triumphs in one country, government identifies himself as a subject to the law. Geleta (2013) referring the World Bank report in 1989 states that the term good governance refers the government that works in public service efficiently, the existence of stable and reliable judicial system, accountable government to the public and making the economic and social resource of the country for the development of the nations.

### **2.2.2 Good Governance and Stakeholders**

Government, civil servants, public servants, private organizations, development partners and citizens etc. are stakeholders in the development of any country. Good governance knows how to use these stakeholders and participates them in decision making of the development wisely. Sustainable development does not align with the governance like: I know for you and do only what I tell you to do, but it aligns with participatory governance. Governance plays the facilitation role for the participation of the stakeholders in the development. The ownership of the public is vital in sustainable development because sustainable development requires common sense, planning and organization to achieve the goals. Taner (2013) quoting Adit (2007) asserts that good governance is related with high economic growth and low corruption. The corruption tendency of the officials decreases if they participate and own development as responsible citizens. Rahmato and Ayenew (2018) maintain that the development that promotes stakeholder participation is more likely successful and resilient. If a development program is inclusive and participatory in the decision making, the benefits will be shared among the society.

### **2.2.3 Challenges for good governance practice in Ethiopia**

Governance is the implementation of the policy as the responsibility of the government and its function. It connects the state with civil society. (Mc carney and Rodriguez; 1995). Good governance is a tool to achieve human rights, economic growth and development, effective and efficient service delivery to the public, and to fight corruption. It can be said an axe to uproot poverty, a shield to defend the danger that can be caused by corruption, and a means to create stable and sustain government. It establishes institutions that can be trusted and servitude to

society. Where good governance is flourished sound development will remain last long. The developing countries like Ethiopia become stagnant in growth mainly not because of the resource, but because of the governance problems, (Sophia and Husian, 2008). Low performance of the Africa in governance attracted many to develop new approach to bring solution and it was New Partner for African Development (NPAD) since 1990.

Ethiopia is member of this new approach and striving to alleviate bad governance in all levels of the governance. With the expectation and promotion of the good governance the centralized power of the government had been decentralized to regional and local unity (Helvetia's Ethiopia, 2008; Mamuye, 2017). Mamuye points good governance as an issue of the prerequisite, but not simply a matter of the choice, to ensure sound and sustainable development. The platform of the good governance is introduced since 2006 (Mamuye, 2017); however, here and there, people are crying loudly for the absence of the good governance. Mamuye interested in FDRE adopting many international laws that enhances good government like international human right convention, multi-party governing system etc, (Mamuye 2017). However, the reality is different. Government spoke in public, but it seems that was just for manipulation. The country is facing poor resource management from top to the bottom of governing structure. Fekadu referring the Federal Audit generals, he ranked the education centre in top for their poor management of public finance, "but schools and universities have faced shortage of education facilities and citizens' are crying for quality education", (Geleta, 2013). Great number of the universities feels less responsible for the limited resource of the country. They become the centre of the conflict and ethnocentrism rather than producing responsible professionals and elites. Language baize, ethnic baize, and egoistic governance have been challenges for the good governance in Ethiopia. Job recruitment mainly not based on qualification and profession, but based on political and groups' vested interest (Geleta, 2013; Mamuye, 2017). Institutions in Ethiopia are facing lack of transparency and accountability, "poor efficiency and effectiveness, less responsiveness and participation to implement policies," (Mamuye, 2017). This could be the result of education policy with less concern for quality. For years the government has heavily worked not to produce qualified elite, but the people with degrees only to fit with a given position. Mohammad and Kefale suggest a low quality education that focuses more on "massification" the number of graduates as reason for unemployment and migration of youth, (Rahmato and Ayenew, 2017). I think Mamuye agrees in his studies saying that fraud documents are increased that make many degree

holders but no quality, (Mamuye 2017). Such people never build good governance; instead they can build unstable country with mischief and hidden interest under the table.

Mamuye (2017) referring Shimelis, (2015), asserts that the government of Ethiopia achieves low performance in the area of legitimacy, accountability, transparency of the activities, rule of law, competency of officials and the provision of good atmosphere for economic growth and development. The revolution that birthed the present government was the result of that bad governance. Low education and proficiency level of many officials and workers caused low efficiency and effectiveness and incompetent in their level of positions. Non-equipped civil servants with necessary and relevant training and skills can hardly serve the development and governance need of the nations. Ayenew referring the ministry of civil service annual statistics points the proficiency deficit within civil service, particularly at the federal level. More than 37.16% civil servant were grade 12 or below, (Rahmato and Ayenew, 2017). Unsatisfactory payment, high turnover, exodus of talent, “deadwood” remaining in the jobs, poor morale discipline, corruption and maladministration are some challenges for good governance to achieve sustainable development goals.

### **2.3 Summary of the History of Higher Education in Ethiopia**

Ethiopia has a long history of traditional higher education. It is supposed that higher education began in the 5<sup>th</sup> century although some argue for its starting in the church tradition from the 4<sup>th</sup> century. The system was committed to preparing church ministers and educated civil servants. Probably the Quranic education began after the 7<sup>th</sup> century. Although that was the tradition, modern higher education began in Ethiopia on March 20, 1950. Emperor Haile Selassie decreed the opening of a junior college named “Trinity College”. Eight months later it became the University College of Addis Ababa (UCAA), (Woldegiyorgis, 2015 and Wondmimu, 2003). In 1961 it was developed to University and named Haile Selassie I University (HSIU). After merging all the colleges of the country, the University was granted a charter and mandate to coordinate and supervise the academic activities of all the colleges in the country with the board of governors. That was an autonomous structure. In the following twenty years, some specialized technical colleges were established to offer professional training in the fields of agriculture, engineering, public health, and teacher education (World Bank, 2003).

The growth of Higher Education was very slow in the Derg regime because of the political instability and civil war. Additionally, less encouragement of the international financial

institutions like the World Bank and IMF to take initiative for the expansion of higher education in the developing countries might be another reason for the steady growth of tertiary education in Ethiopia. That is why nearly after four decades, the second university was established as of 1985 and that was Alemaya (now Haramaya University). During this regime, structural change of the University's governance was made by the proclamation of 109/69 in 1977. By this proclamation, all higher education authorities turned from autonomous governance to central government control that was heading by Higher Education Commissioner (Woldegiyorgis 2015).

Another turning point in the development of Higher Education was 1991 with the fall of the Derg Regime and the coming of EPRDF. Following the overthrow of the Derg regime in 1991, the transitional government designed a Comprehensive Education and Training Policy in 1994 so that education might play a significant contribution to the development of the country. Knowing that education remained back in its standard even from the sub-Saharan education standard, the TGE considering education as one of the priority areas took many reformation activities to improve the overall state of education (Woldegiyorgis, 2015). The government was reoriented to develop human resources that could adapt to the new workforce system and respond to socio-economic policies and strategies (Yizengaw, 2003; O'keeffe, 2016). As a result, that was only two universities with nearly 10,000 students grew to 42 government universities with more than half-million students. Besides, a great number of non-governmental universities have emerged and fast growth of the sector has been recorded. On the other side, this fast growth of universities (by both government and businessmen) attacked seriously the quality of the university, and O'keeffe (2016) termed it as 'poor quality. After serious studies, the present government turns its power majorly to bring up quality besides working on quantity. Therefore Ethiopian Education Development Road Map was prepared and made a common consensus (Woldehanna, et al. 2018). The coming 10 years of Strategic Policy for Education is derived based on this Road Map.

## **2.4 Higher Education in Socio-economic Transformation and Political Dynamics in Ethiopia**

Universities in Ethiopia did a great job in creating political awareness and movements among their community. The community of the universities were the leading ones in political revolution before and after the Derg regime; however, many highly educated people, students, and their families suffered a lot for their engagement in the political movement (Germa Amare

1988). It can be said that the political struggle of the universities and educated people took an undesirable direction rather than creating mutual understanding and tolerance among groups. The party that got the advantage to establish government stretched sword over another educated and enlightened people to kill, to persecute, and to make them silent. Ethical Intellectuality can play a role in watching and protecting the citizens from slipping into stagnation and intolerance (Amare, 1988). Past governments did not open their ear to intellectuals' challenges and criticism. As a result, high professionals from the university were marginalized from their great contribution to the political dynamics and development in Ethiopia. The ideological difference between scholars and politicians made them react to each other as enemies and people of different countries.

The next role of the universities was producing an educated labor force for the national demand of the development. Universities were established with the purposes of teaching and doing research and including political doctrine sometimes. The teaching-learning process is the way of transferring knowledge to produce different professionals according to the policy of the country. Many professionals were produced to carry the development activities in the government, NGO, and private organizations (Amare 1988). Although the quality is in question, a great number of the labor force have been graduated in the country. However, brain drain is the problem of this country. Alongside producing professionals, universities in Ethiopia did a significant role in economic growth. It provides job opportunities for thousands of people. Following the establishment of the universities in each local area, they brought business advantage to local people. Many creative graduates have made their own business and are contributing a lot to the growth of the country. In the development of democratic rights, the contribution of universities intellectuals is great. The involvement of intellectuals is increasing nowadays, and their opinion is getting value by the government and the people.

## **2.5 The Limitations of Higher Education in Implementation of their Role for Local and National Development**

For decades, Ethiopian universities faced a lack of academic freedom. Therefore, intellectuals were limited to forward new and constructive ideas to the government. Although they had ideas that might help the country to cope with the modern world and technology, they were treated as outsiders (Amare 1988). The hands of Politian's were long enough to interfere in the affairs of universities and could curb them to their interests. Another challenge of the Ethiopian universities is the research work. Woldgiorgies (2015) asserts that a limited capacity for

research even among the senior ones in addition to limited research facilities and negligible share of the budget is a considerable challenge in higher education institutions. The research findings by Woldehanna et.al (2018) are in agreement with the statement of the Woldegiorgis with a slight difference. Woldehanna maintains that even if, the foundation for the research is growing over time and the number of senior and young academicians is increasing (who can do research and contribute to technology transfer and community service), the studies on the challenges of Ethiopian universities disclosed that young academicians are prepared insufficiently with the scientific skill to do research. Woldehanna's conclusion for the inadequacy of young academicians to do research work may lead to suggest first, some senior academicians might have less committed to investing in young academicians. Second, some young academicians have been less committed to following the pattern of senior academicians. In addition to that unattractive atmosphere with poor infrastructure, poor governance, less incentive for research work, and insufficient budget for research might play their role in the inadequacy of young academicians. Along with that least integration of teaching and research, side-lined research from solving the problem of the community, the weak linkage between universities and industries, and low potential of universities to address the problem in industries as some shortcomings of higher education in Ethiopia.

Most of the universities except few faculties in the first-generation universities took teaching as major activity and the least attention for research, community services, and are not actively participating in development endeavors as expected. Even researches that have been done do not target community services and are not used as feedback for policy developers. They are simply academics that are detached from the socio-economic problems of the country. Universities remain either isolated or have weak linkage from private sectors and public industries. As a result, universities depend more on textbooks-based teaching with a little infusion or total ignorance of local practical knowledge and experiences. Even though the Ministry of Science and Higher Education puts research and social service as main activities as a teaching-learning process in the universities, they are treated either as a secondary task or neglected. Interaction among scholars, generation of technology or knowledge, involving in community service is not served as equal as teaching and learning activities. Most universities are focused on the provision of teaching-learning facilities but not on research and social service facilities. Even laboratories that are provided by the universities are mainly teaching-learning laboratories but the research laboratories are not focused. This causes deficiency in research excels of the universities (Woldehanna et al. 2018).

Beyond that, no or limited incentives for the engagement in research and corrupt financial management system in universities are some reasons for the limited role of the universities in the development of the country. Even as a country allocated budget share for research work is less than 1% of the total budget to the university. That needs consideration of the concerning bodies. Beyond that, the issue of equity is still an unsolved gap in the universities. Therefore, studies show that the support for disadvantaged students is weak (Woldehanna et.al, July 2018).

Other challenges of the universities according to Woldegiorges (2015) are 1) lack of the proper coordination with other sectors particularly for the implementation of development activities, 2) poor quality of education to prepare qualified graduates according to the requirements of the development in the country (Negash, 2006; Kahsay, 2012; Abebe, 2014) and 3) the tension between political powers and academic community and it paralyzes productive dialogues between Politian and academicians that become an obstacle to excise intellectual pursuit and academic freedom.

## **2.6 Reform in Ethiopian Higher Education**

Ethiopia is in the pack of 'African Tigers' for her economic growth and ambitious plan of growth, (Mat Wright 2016). She set the policy of Agricultural Development Led Industrialization (ADLI). For the reality of being in a middle-income country in 2025, Woldegiorgis (2015) comments on the necessity of integration of higher education and human capital development. Generally, in the accelerating development of the country, the significant role of higher education has become known. Knowing the necessity of education for the development of the country and the capacity development of individuals in problem-solving and improving life, a new policy (Education for Sustainable Development Program, ESDP) was designed in 1994. It was to meet the gap in quantity and quality of professionals who can work to alleviate poverty and respond to socio-economic problems. The policy directs the integration of education for the transformation of the country. The Transitional Government states that education is a tool for identifying harmful practices to replace them with useful ones and for preserving, developing, and utilizing its environment towards all-rounded development by defusing science and technology into society. It creates a condition for equality, mutual understanding, and corporation among people through promoting respect for human rights and democratic values, (TGE, 1994).

Therefore, as Asgedom and Hagos, (2016) assert that government took initiative to reform universities and it includes changes in governance structures both at the national and institutional level and in the decision-making process that may reduce arbitrary decisions. To keep up the standard, to regulate their relevance and quality, and to provide advice, independent institutions like HERQAA and HESC were established so that they may influence universities through assessment and publications. HESC is given the responsibility of providing, designing, and developing the strategic direction of higher education to ensure relevance. Different governing bodies were established at the level of the universities to ensure autonomous leadership of the universities. To support the industrial transformation a 70/30 graduate mix policy was issued for all universities to be pursued in their admissions. A lot of effort has been done to expanding infrastructure and capacity building including scholarships and employing outsiders and short-term training in the country and outside for heads and managers of the university.

In addition to these, a new financial management system of block grants was introduced instead of a line-item budgetary procedure which offers a privilege for financial autonomy so that they may use it fully according to the 5 years' strategic plan. Each year 20% of the grant is offered according to the program of enrolment and cost of the course. Introducing cost-sharing to higher education, thereby, students are expected to cover 15% of their education while covering other costs by themselves. The student will refund the loans through a tax system from any employing organization. It increases the amount of the resource available to the sector and encouraged diversification of providers, programs, and sources of funding.

In ESDP the Higher Education Institutions are expected to work on human resource development (high trained labor force), which can develop the volume of relevant research and provides consultancy work to meet the socio-economic need of the country, introduce an innovative and effective working system for improving democratization and in the journey of agricultural-development-led industrialization motivated, produce innovative manpower and equipping them with the relevant and advanced knowledge for socio-economic transformation and poverty reduction for turning Ethiopia into a middle-income country by 2025 (MoE, 2010; Woldegiorgis 2015). This program has critical components and they guide universities so that they may identify their role clearly for the success of SDGs. The country put hope on the universities for providing a new sustainable approach that is supported by innovation and science and produces skilled and knowledgeable professionals who are committed and competent enough to hold the development careers, (Paul O'Keefe, 2016).

For the achievement of the above goal, the government took vast expansion program of higher education at the end of the 20<sup>th</sup> and beginning of 21<sup>st</sup> centuries. The government took an initiative for the expansion of higher education and grew the budget from 10% to 24% of the share of the country that was from 10.3 billion to 30.5 billion birrs. As MoE (2005) states that one of the areas that higher educations are expected to work on is to conduct problem-solving researches and transfer technology and help in adaptation and dissemination of new knowledge that was developed in another country and be able to provide consultancy for the government. Thus, academic staff is expected to spend 25% of their working time on research activities as part of their work, (Woldegiorgis, 2015). Molla and Gale (2014) as stated in Molla (2013) higher education needs to contribute (to the country in such steady growth) the knowledge-driven poverty alleviation approach.

Following the developing demand for skilled manpower and technology in Ethiopia, universities are divided into five specialization areas and these are 1) 5 Research Universities 2) 15 Applied Universities 3) 21 Comprehensive Universities 4) two Science and Technology Universities 5) 1 Technical University. All the universities are given assignments and missions to achieve in the development program of Ethiopia. This division is done to ensure the reality of the development's vision and its sustainability in Ethiopia, (ETV, 2021). Wachemo University is categorized with comprehensive universities.

All these investments in higher education were to build up higher education institutions so that they may play a significant role in the journey to Sustainable Development (SD) via tackling poverty and good governance problems. The provision of valuable resources is to support them that they may produce critical human resources for the development of Ethiopia. However, studies show that the quality is still vulnerable in higher education (Woldehanna et.al, 2018).

## **2.7 The History of Wachemo University and its Duties and Challenges over the Years**

According to the university's website information, Wachemo University is one of the governmental universities and it was founded in 2009; however, it commenced the function of teaching in 2012 admitting more than five hundred students under four colleges and 12 departments. The expansion of the university is continued and launched post-graduate programs in addition to starting new programs at the undergraduate level. It grows to 6 colleges and as of 2019/, 20 more than 26.1 thousand students enrolled their studies in regular and

extension programs at least within 53 departments and schools of Law. Among them, Male covers 16,956 while Females were 9,163 and total of 26,119. From this number regular postgraduate comprises 242 while in extension and other programs there are 354 postgraduates. The running colleges under the university are 1) Engineering and Technology, 2) Natural and Computational Sciences, 3) Medicine and Health Sciences, 4) Agricultural Sciences, 5) Business and Economics, and 6) Social Sciences and Humanities. The university publicized its plan to launch 10 new programs at the undergraduate level and 6 new programs at the MSc level as of 2022. As of 2019/20, the University consists of 1112 male and 223 female total of 1335 academic staff from both foreign and national teachers including technical assistants with different levels of education in three campuses. In addition to this, more than 848 workers are running administrative issues in the university. The university is in a good position with having smooth communication with the Minister of Science and Higher Education Office. The University is built up with young management and young staff that could be an opportunity for the involvement actively in duties and function of the university. There is a dream to make the university a center of Excellency in Agro-Processing, but not yet.

The University has many opportunities to influence the community. It is established by the government and built upon the recognition of the government. Government is responsible to support it with the annual fund, assigning students, and covering salaries and different fees of the university. As of 2019/20, an academic year total of 242,952,103.28 birrs is budgeted by the government for the university. This annual budget is also for running community service and researches. The local government offers 200 hectares of land in addition to seven research sites, which is enough for the activities of the university. The university contains academicians and professionals who can support the university with their knowledge and experience so that the university may achieve its mission. Its public acceptance is high as a center of knowledge and excellence. There is high demand for higher education as evidenced by having almost half of the students are under study based on the fee-paying evening, weekend, and distance classes at the main campus, Durame campus, and indifferent five local centers of educations.

According to the university's evaluation report of the first GTP performance, the first phase of the GTP plan was two years old at the establishment of the university; however, the university prepared the five years' strategic plan for the achievement of the GTP based on BSC. The university passed through two phases of the GTP plan that was lasted in the last academic year.

In those two phases, the university has recorded multidimensional progress in building up its capacity of admitting students.

## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

This chapter presents the chosen research approach that guided this research and the reason that I relied on this approach. The strategy and procedures that are used to conduct this research are displayed. It is to make clear to my audience the relevance of my research approach to answer the research questions. It is also to justify and authenticate the credibility of the research result.

### **3.1 Research Approach: Mixed Approach**

Both qualitative and quantitative research approaches are accepted for the achievement of this study. A qualitative approach is best to answer my research questions. As J. A. Maxwell (2005) describes qualitative approach uses an inductive method for gathering information and focuses on specific situations or people emphasizing words rather than numbers. This approach will help me to interact with participants to understand their views and how that knowledge influenced their behavior of participation and communication with the University and in the University. It opens the way for understanding the hidden feeling, opinions, and silent voices of the participants that are not known otherwise. I provided some open-ended and close-ended questionnaires to gather a wide range of information. An inductive method to collect necessary information helps me to come to the general knowledge on the research issues.

A quantitative approach is applied in this study to change the qualitative data into numerical form. I used 5 points Likert Scale to put the level of agreement of the respondents in numerical form. SPSS software is used the analyzed the data collected through questionnaires and presented in tables.

### **3.2 Description of Population and Sampling Methods**

This study will be conducted in Wachemo University, Southern Ethiopia. I selected this university purposely because of its peaceful environment for my study and popularity among third generation universities in Ethiopia. Then, I was motivated to study the influence of the University in its local area beyond its popularity. I did pilot survey before selection of the target populations and samples for my study. The target population of the study will be regular customers or internal and external customers of the university. Internal customers are the community of the university (managements, staff, and PGS). And external customers are government officials in selected offices in both zone and town administration. A two-stage sampling procedure were employed to select samples of the populations.

In the first stage, academic staff in different management structures of the university, zone government are selected purposely. The first group is representatives of the university that are responsible for the implementation of higher education policies in alignment with the development program of the country. The second group is the representatives of the local government that are responsible to work directly for the socio-economic transformation of the area and good governance. In addition to that zone and town public service offices, Attorney offices, and education offices are selected purposely because they are much related to my research issues. The University's School of Law, PADM Department, Economics Department, and Civics Department are selected purposely because they are more related to the issues that I am studying. I conduct targeted group discussions with the students and staff.

In the second stage, from the total population of 1400 academic staff 178 samples, and 110 samples are taken from 242 post-graduate students randomly. 96 samples are taken from 180 government workers in the selected zone and town governmental offices. Lottery mode was applied for random selection of the samples. Individuals will be selected randomly using probability proportional to size (Sampling depends on the number of the Population) for questionnaires. For this study will apply a simplified formula provided by Yamane (1967) was used to determine the required sample size at 93% confidence level, 7% degree of variability, or 0.07 level of precision. 95% of confidence level is advisable for social science yet, it demands more cost to address all sample respondents for my study. Therefore, I was forced to use Yamane (1967) confidence level (93%) formula. However, I used interview and group discussions to fill the gap of confidence level.

Yamane (1967) sample formula

$$n = \frac{N}{1+Ne^2}$$
 When n is the sample size;

N is the total population (HHS);

e is the level of precision.

$$n = \frac{1400}{1+1400(7^2)} \quad n = 178 \text{ for university teachers}$$

$$n = \frac{242}{1+242(7^2)} \quad n = 110 \text{ for regular postgraduate students}$$

$$n = \frac{180}{1+180(7^2)} \quad n = 96 \text{ for selected zone and town governmental office workers}$$

$$\text{Total } n = 178+110+96=384$$

### 3.3 Sources of Data and Data Collection Methods

#### 3.3.1 Sources of Data

The data sources are primary and secondary. Primary sources are staff, administrative workers, and regular post-graduate students from the university. In addition to that from zone and city administration selected government workers are primary sources for the data. The secondary data sources are University documents, the website of the university, and any available written documents (previous research, etc.) that are used according to their value concerning this specific work. To connect the issues to the broader academic world academic essays, journals, magazines, academic books, researches, etc. will be used for a literature review.

#### 3.3.2 Data collection methods

Primary information about the activities of the University for the Improvement of local good governance, democracy, and socio-economic transformation, and the indicators for possible impacts, challenges, and shortcomings will be obtained through different data collection methods.

### *3.3.2.1 Questionnaires*

The questionnaires are one of the methods of data collecting primary tools through stratified sampling to answer the questions in a predetermined order. It helps to ask large people at less cost and respondents can give time to answer the question (Saunders, 2009). It will be distributed to the target population to get relevant information. Questionnaires comprising of the University's activities on problem-solving research, on department arrangement according to the need of the local areas and other issues related to the University's impact on local governance, democracy and development will be developed to collect data. For the actual survey work, questionnaires will be prepared in the local language for enumerators to easily understand it and coordinate clear communication and discussion with them. For all questionnaires, five scales ratings were provided using a 5-point Likert-type scale (1 = strongly disagree, to 5 = strongly agree). It is to know the level of respondents' agreement (such as strongly agree, agree, moderately agree, disagree and strongly disagree) for the statements provided by the researcher. They are helpful to statistical analysis. In addition to close-ended questionnaires that open-ended questions are important to ask like "why" and "how" to obtain case, effect, and solution to the problem.

### *3.3.2.2 Key informant interview*

Key informants interviews as one of the data collection methods were carried out with knowledgeable and experienced experts from departments and directorates of the University, management/staff from Zone, and town administrations. In each selected institution a group of people consisting of key leaders, professionals, and long-experienced workers in the organization, and knowledgeable individuals were interviewed. That was helpful to extract sufficient information on the University's impact on local governance, democracy, and development. Key informants interview was appropriate to know the respondents, opinions, feelings, emotions, and experiences during the interview. The researcher used semi-structured interviews to get deep information through an interview guide.

### *3.3.2.3 Focused Group Discussion*

Before engaging in a focused group discussions, the guideline was prepared in advance according to the situation of the study. These group discussions aimed to provoke different ideas and views on the achievement, challenges, and shortcomings of the University in its action for positive impact on local governance, democracy, and socio-economic transformation.

#### 3.3.2.4 *Field Observation*

A field survey took place to see the general view of the campus' upholding. The motivation of the teachers to participate in the community service and to accomplish the mission of the university was observed systematically. The environment of the university is observed in different ways whether it is convenient or not for the accomplishment of the community service. This is to identify motivational or demotions factors.

### 3.3.3 Data Analysis Methods

#### 3.3.3.1 Exploratory design for data analysis

The exploratory research method is to learn what is going on there. It is helpful to spell out the nature of the problem to be solved, and when there is a scarcity of existing studies on the problem. It benefits to get insights, to develop background information and to be familiar with the issues concern, and to lay the foundation for further deep research, if necessary. Moreover, it is useful to develop new ideas, assumptions and to come with new theories or hypotheses. It opens issues for scholarly discussion if the problem needs further studies, systematic investigation, and formulation of new research questions. It gives feedback for an unaddressed gap in the particular problem and techniques for the next research to set research priority and resource allocation. It is flexible and can address research questions of all types (what, why, how). It uses techniques for gathering data like reviewing previous research or available literature/data, informal qualitative approaches like a discussion with stakeholders, and formal qualitative approaches like in-depth interviews, focus group discussions, case studies, and projective methods.

#### 3.3.3.2 Descriptive method for data analysis

Descriptive data analysis method is helpful to convert the raw data to meaningful statement that is easy to understand, interpret, and provide insightful information (Rawat, Ayush Singh, 2020, March 31). Data obtained from questionnaires are analyzed by using SPSS data editor and descriptive statistical methods such as mean, standard deviation, frequencies, percentiles, and the table will be used to summarize and present the result. Descriptive data analysis method was employed to analyze the function of the university regarding its influence on local governance, and socio-economic transformation. The Coefficient of Variation is the

representation of the ratio of the standard deviation to the mean. The resulting fractions were converted to percentages.

### 3.4 Conceptual Framework and Its Model of Study

Education for Sustainable Development (ESD) is a theoretical framework that guides this research. It is a theory that came out from recognizing the crucial role of education in the achievements of sustainable development. It is a concept that was gotten attention first by UN General Assembly (2002) and UNESCO was in charge of taking responsibility for the promotion and implementation of the program. Then, afterward, ESD becomes one of the cornerstones in development policies and strategies. ESD values the essentiality of personal development like knowledge, skill, attitude, and values that are vital to shaping a sustainable future (Gebremedn, 2016; Paul O'keeffe, 2016). The assumption in ESD is that "Education is the answer and transformative. Education provides the right information, and can change people's values and behaviors, encouraging them to adopt more sustainable lifestyles." (Kazuhiko Takemoto, 2011). Ethiopia as a member of the UN adopted ESD and included it in the policy and used it to design a strategic plan. Based on this assumption the respondent answer is analyzed and the recommendation is forwarded.

Education for sustainable development is the chosen model for this research. According to Shohel and Howes (2011) there is three models in ESD framework. The first one is "Education about Sustainable Development" and the second is "Education for Sustainable Development". "Critical Education for Sustainable Development" is the third model. The first model focused on transferring information, awareness creation and changing behavior while the second model gives attention to the actions that will change attitude and then build awareness to affect behavior. The third model concerned for creating knowledge through critical actions and producing active and critical citizens.

### 3.5 Ethical Considerations

The necessity of ethical consideration is coming up for the success of research studies. Research that does not in alignment with research ethics won't complete enough in its process and that decreases its acceptance. Thus, this research considers five ethical issues in the process. The first one is the voluntary participation of the participants. Participants need to be clear enough for the role of the researcher and his neutrality and nothing will happen negatively

for their participation. No pressure or force against participants' will. Voluntary participation is only acceptable. The second one is that informed approval. Participants will be let known about questions, the purpose of the questions, and the positive effect of their participation in the research and beyond. If they confirm their participation, the next step of participation will continue according to their role. The third one is that no partiality /discrimination based on any difference among participants. Any difference will be treated equally and used according to its value for the research. The fourth one is that confidentiality and privacy. The privacy of the individual is the pillar for having confidence in fully reflecting one opinion, (Polonsky & Waller, (2010); Peter Sang 2013). The fifth is that loyalty to the information of others. The sources for all information that are someone else need to be informed.

## **CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, AND INTERPRETATION**

### **4.1 Introduction**

This chapter discusses data presentation, analysis, and interpretation of data collected from the primary source. Throughout the chapter, the data are read and examined critically as the intended meaning of the participants and documents are disclosed. It is to answer the research questions properly and meaningfully. The unique view of each participant and on the other hand the common view that makes the respondents agree to each other is searched to find out. It has reliability test results of the questionnaire, detailed analysis discussion of each sample level collected for the entitled research topic "An Assessment on the Impact of Wachemo University on the Development of Local Good Governance, and Socio-Economic transformation." The responses obtained from the questionnaire were supported by interviews. The data collected are presented by frequency tables and charts wherever necessary to analyze the results. Statistical Package for the Social Science (SPSS) is used. Accordingly, for data summarization mean, median, mode, frequency, percentage, and standard deviation values were used for each questioner. Data Analysis, Presentation, and Interpretation are categorized and analyzed in different ways which are Demographic Information, Data analysis, Correlation, Mean relation. The first category or theme shows the demographic information of the respondents. Then data analysis continues and data correlation and mean relations are attached in the index.

### **4.2 Demographic information**

Demographic information is important to understand the background of the respondents in filling the questionnaire for this research. The following demographic variable is used to show the respondent's professional background. The general profile of the respondents is summarized in Table 1 below. As it can be seen from the table, 178 Teachers/researchers participated from the university which composes of 46.4% of the total participants, 110 Students involved from regular Post Graduate Students and it composes (28.6%) of the total participants and 96 workers joined from selected zone departments offices and town offices that composes (25%) of the total respondents. Totally 384 respondents participated in the sample. Both Teachers/researchers and students covers 75% of the respondents. They are assumed that they live in the community and share the life of the community. They are not new

to the view of the community toward Wachemo University and its effect to the community. Therefore, on the one hand they are representative of the university community and on the other hand they could represent the community around the university.

**Table 1: Profile of the respondents**

Respondents' type	Frequency	Percent	Valid Percent	Cumulative Percent
Teacher	178	46.4	46.4	46.4
Student	110	28.6	28.6	75.0
Worker	96	25.0	25.0	100.0
Total	384	100.0	100.0	

Source: Field Survey Document

#### 4.3 Analysis and Interpretation of the Data

The data for "An Assessment of the contribution of Wachemo University on the Development of Local Governance, and Socio-Economic Transformation" is presented, interpreted, and analyzed in this section and sub-sections. The numeric representation and descriptive frequency are listed in each theme which are teachers, students, and workers. The result of this study is obtained from 5 points Likert scale by which an opportunity is provided for respondents to put their level of agreement to the statement (Saul McLeod, 2019). Each questionnaire has a value from 1 to 5. 1 representing "Strongly Disagree", 2 "Disagree", 3 "Moderately agree", 4 "Agree" and 5 "Strongly Agree". In 5 points Likert Scale the third level is "neutral"; however, I prefer "moderately agree", because it would help the respondents to put their level of agreement with the statement. The score of the result is dichotomized using the mode, median, and mean values accordingly. The result is separated using the median, where the independent variable is split at the median to form high and low groups, which are then compared concerning their means on the dependent variable. The median value of the dichotomized result is taken to evaluate the impact of the overall theme. The median can be low, high, or else both (low and high) both low and high results may occur when the total numbers of variables are even numbers. In this case, further research should be done. On categorizing standard deviation into high and low, there is no standard value to categorize high standard deviation and low standard deviation; because standard deviation measures the degree of dispersion. Though, as a rule of thumb, a value greater than one indicates a relatively high

variation, while a value less than one can be considered as low. This means that distributions with a coefficient of variation higher than 1 are considered to be high variance whereas those with a coefficient variation (CV) lower than 1 are considered to be low variance.

<b>Table 2: Descriptive Statistics</b>							
Questioner	Number of respondents	Minimum Value	Maximum Value	Mean	Median	Mode	Std. Deviation
Q1	384	1	5	2.82	3.00	3	1.211
Q2	376	1	5	2.86	3.00	3	1.182
Q3	380	1	5	2.97	3.00	3	1.164
Q4	384	1	5	3.46	4.00	4	1.182
Q5	288	1	5	3.34	4.00	4	1.148
Q6	264	1	5	3.12	3.00	3	1.195
Q7	298	1	5	2.88	3.00	3	1.221
Q8	261	1	5	3.08	3.00	3	1.127
Q9	334	1	5	3.07	3.00	3	1.277
Q10	368	1	5	2.86	3.00	3	1.044
Q11	320	1	5	3.08	3.00	3	1.093
Q12	353	1	5	3.06	3.00	4	1.286
Q13	363	1	5	3.25	3.00	4	1.226
Q14	359	1	5	3.16	3.00	4	1.013
Q15	282	1	5	2.90	3.00	3	1.123
Q16	226	1	5	3.33	3.00	3	1.293
Q17	91	1	5	2.68	2.00	2	1.134
Total				51.92			
Cumulative mean				3.05			

Source: Field Survey Document

The five-point Likert scale is considered ordinal data (Achilleas Kostoulas, 2013, Feb 13). The mode is very important although the mean can be helpful. The values of mean in the Likert Scale are from 1 to 1.8 is meant strongly to disagree whereas from 1.81 to 2.60 is to disagree. From 2.61 to 3.40 is to agree moderately; while from 3.41 to 4.20 is to agree; and finally from

4.21 to 5 is to agree strongly (Research Gate). From the overview of the above table, someone can easily sense that the functions of Wachemo University lay in the range of moderately agree. When we look at the median result from the table output we can observe that Q.4 and Q.5 exists at the level of “agree, 4” while all others in the level of “moderately agree, 3”. Regarding the mode values as the table output informs that Q.4, Q.5, Q.12, Q, 13, and Q.14 are in the level of “agree, 4” while all others are under the level of “moderately agree, 3”.

**Table: 3 Q1.** *The contribution of WCU functions for the improvement of accountability and transparency to influence good governance in its local area (on zonal and town government.)*

Level of agreement	Frequency	Percent	Valid percent	Cumulative percent
Strongly Disagree	79	20.6	20.6	20.6
Disagree	60	15.6	15.6	36.2
Moderately Agree	124	32.3	32.3	68.5
Agree	95	24.7	24.7	93.2
Strongly Agree	26	6.8	6.8	100.0
Total	384	100.0	100.0	

Source: Field Survey Document

From the output of descriptive analysis in the table above we can see that 384 respondents are participated in answering the questionnaire. Among them, 79 (20.6%) and 60 (15.6%) strongly disagree and disagree respectively while 124 (32.3%) of them moderately agree and where 95 (24.7%) of respondents are agreed with the statement. However, 26 (6.8%) of respondents strongly agree with it. There are no missing respondents. Both the mode and median are 3 while the mean is 2.82. Hence, it means that the majority of participants are moderately agreed. The number of respondents of both strongly disagree and disagree exceeds others as they compose 36.2% of the total respondents while moderately agree only 25%, and agree and strongly agree together consist 30.7% of the total respondents.

For the interview question (“*What the University are doing for the improvement of the good governance in the zone and town?*”) four key informants from the university departments and directorates suggest that the problem lays in mutual understanding and openness to each other. Politicians do not come to scholars looking for scientific solutions for the problem encountered them and scholars also never touch political or governance problems though they feel that there are problems. Both groups fear the attack of one another. (Negash, 2006; Kaysay, 2012; Abebe, 2014) regarding this, they maintain that the tension between political powers and the academic community paralyzes the productive dialogues between Politian and academicians and that

becomes an obstacle to excise intellectual pursuit and academic freedom. According to Julia Heiss (UNESCO), universities are expected to do problem-resolving researches on different issues of development, governance, and democracy, and then, they provide guidance and advice for policymakers, executives, the community, and the academic world.

Five key informants from the University community for the question (“*Did zone and town administrators ask the University to help them through researches for the problems of governance, democracy, and economic growth?*”) said that it is not common to ask the University such kind of question. Even if they asked the request could be for financial help for a certain project or societal things. The government officials were not willing to participate in the training that was provided by the PADM department.

Four key informants from zone departments’ office management reply to the question “*What are some governance challenges in the zone and how the university is working to provide a solution?*” They said that there is an extraordinary turnover in the zone administration and the sectors’ department offices under it. The contemporary administrator of the zone government is the seventh person within 5 years (one turn of election nationally). This can be an indication of serious governance problems in the zone because there is instability at least to the representatives of the zone and town government. The University or teachers are never encouraged to identify the root problem for this unexpected turnover of officials and present the solution through scholarly findings in the presence of concerned bodies.

<b>Table: 4</b> Q.2 <i>The contribution of WCU functions for the development of public participation and human right respect to influence democracy in its area</i>					
Level of agreement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	74	19.3	19.7	19.7
	Disagree	49	12.8	13.0	32.7
	Moderately Agree	132	34.4	35.1	67.8
	Agree	99	25.8	26.3	94.1
	Strongly Agree	22	5.7	5.9	100.0
	Total	376	97.9	100.0	
Missing	System	8	2.1		
Total		384	100.0		

Source: Field Survey Document

From the output of the descriptive analysis in the table above we can see that 74 (19.7%) respondents strongly disagree, and 49 (13%) respondents disagree while 132 (35.1%) respondents moderately agree. 99 (26.3%) respondents showed agreement and 22 (5.9%) respondents strongly agree with the statement whereas 8 (2.1%) respondents were missing from 384 respondents. The mode and median are 3 and the mean is 2.86. Accordingly, the majority of the respondent prefers to agree moderately with the statement. However, a significant number (32.7%) of respondents placed either strongly disagree or disagrees.

As a key informant from the School of Law for the activities of the school, there are some ongoing activities by the school, such as training, advocacy, and engagement in researches although they are not strong enough to challenge the community. The school is running with 18 academic staff and 2 admin workers. As of 2020/21, academic year 382 undergraduate and 22 postgraduates total of 404 students are under study in the School of Law. According to him, this is one way of disseminating knowledge into the community concerning the law, democracy, and related issues. The School of Law gets permission from the regional government for the "Free Legal Aids Service" to give free attorney service for the vulnerable people (because of their economy, physical disability, and gender). The University director of social service said that from 2018 to 2021 more than 48 cases were served freely and they won some cases in free attorney services. They planned to extend this free service to the other three wordas in the Hadiya zone. Short-term training has been given on child rights protection, human rights protection, federalism, family law, and the treatment of people in prison, on social affairs, human trafficking, and child labor. He agreed with the School of Law informant about the training twice on supremacy/rule of the law, on electoral proclamation, on the prevention of hate speech and false news. Other issues that the training have been given are concerning physical disabilities, on communication skills (with the partnership of women and children department office), on the skill of news preparation for the government communication office workers, on water, minerals, and energy, chemical engineering, on the preparation of soup and sanitizer, and the prevention of Covid 19. Lecturers from the university were invited with the initiative of ETV and STV to share their knowledge and opinion on different issues.

According to the School of Law informant, on the active performance of the school, IOM is starting to launch an office in Hosanna. They signed an agreement contract with the regional advocacy office to give training on the above issues at least twice a year. Regarding environmental conservation with the collaboration of federal agency EFCCC, they launched EPC to work in the area. Now awareness creation and advocacy for the environment is an

ongoing activity. They opened a master's program on environment and policy issues in weekend and regular programs. Long-term and short-term training has been given on environmental and advocacy issues although it is difficult to measure the impact of the training in a short time. In collaboration with the attorney office weekend program began to develop at least educated people.

**Table: 5 Q.3** *The contribution of WCU functions and duties on socio-economic transformation in its area*

	Level of agreement	Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Disagree	66	17.2	17.4	17.4
	Disagree	41	10.7	10.8	28.2
	Moderately Agree	133	34.6	35	63.2
	Agree	117	30.5	30.8	93.9
	Strongly Agree	23	6.0	6.1	100
	Total	380	99.0	100.0	
Missing		4	1.0		
Total	System	384			

Source: Field Survey Document

The descriptive analysis output in the above table shows that 66 (17.4%) respondents strongly disagree, and 41 (10.8%) respondents disagree while 133 (35%) respondents moderately agree. On the other hand, 117 (30.8%) respondents agree when 23 (6.1%) respondents show agreement strongly from 380 respondents. There are 4 missing respondents.

The mode and median are 3 and the mean is 2.97. Accordingly, the majority of the respondent prefers to agree moderately with the idea of the question. The number of "moderately agree" and "agree" respondents are increased while "strongly disagree" and "disagree" are decreased in this question than the previous two questions. Three key informants from the Economics Department and the director of the social service including two group discussion respondents said that a great number of students get easily tertiary education opportunities with the minimum fee-payment-based program, which was limited for a few otherwise. A great number of workers from the area get on job education development advantage. This creates an opportunity for them to earn more payment after successful accomplishments of their studies. As the money, they earn increases, the level of lifestyle gets changes. A country with a high illiterate population living standard is very low for their income is low, and this nation cannot fund the education sufficiently (Jandhyala B. G. Tilak Antony Zakaria Fute, 2020).

Another contribution of the University is on the creation of business enterprises. Many enterprises are established and are working because of the university. It opens an environment of business creation for local people having students as a consumer and customer. It increases job opportunities for local people. A significant number of local people get job opportunities and the university plays a significant role in the reduction of unemployment. Indeed from the number of unemployment, a job opportunity provided by the university does not have much weight, because it is like fetching water by small pot from a big lake.

The Director of the Community Service supports the above assertions. The investment of the University in education is encouraging. According to him, the University is supporting different economic activities in its local area. For example, the University spent 4.5 million birrs on the construction of Lich Gogo Boarding School as part of the outreach community service. Besides that, the University is working to prepare students who scored high grades in the national entrance examination. In 2019 for two months 350 students took skill development training in the area of natural science. However, because of the Covid 19 in 2020, the activities were paused last year. In addition to that in 2012, twelve preparatory schools have got education services for natural science courses by the University's professionals. As part of the professional work, different projects are ongoing on highland apples, animals, and wheat research. There are initial activities on the development of springs and surface water. As of him, they did research and identified springs, lakes, and rivers and potential damages that affect water bodies in 306 kebeles and 13 woredas in Hadiya Zone. There is an initial project on Camlin oil by the University and it needs the commitment to achieve the expected goal.

There are seven research sites in Hadiya and Kambata zones for university and they are working on coffee seedling propagations, on bull service to improve the milk products, and they are distributing Jersey, Holstein, and Borena seeds. As a result, over 600 calves were produced and distributed to farmers and the farmers are interested in producing seeds. The product of milk is serving the community of the university in café with minimum cost. They worked on coffee seedlings with the partnership of Tepi and Jima Coffee Research Sites for the last six years and in 2020/21 physical year 268,000 seedlings are ready for distribution at minimum cost at least in the main campus. In previous years 30,000 farmers have benefited in Badawacho woreda from the coffee seedlings. The university launched a project in Hadero and Tunto areas for searching minerals.

According to my field observation, the University is also working on Inset Technology to introduce a modern way of preparing the Inset product (Kocho) through the technology. Along with that, they are working to innovate prevention mechanisms for the disease that affects inset in the area according to the speech of the vice academic president, Temesgen Thomas.

**Table: 6** Q.4 *The establishment and organization of the department in response to local and national needs*

Level of agreement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	27	7.0	7.0	7.0
	Disagree	61	15.9	15.9	22.9
	Moderately Agree	82	21.4	21.4	44.3
	Agree	136	35.4	35.4	79.7
	Strongly Agree	78	20.3	20.3	100.0
	Total	384	100.0	100.0	

Source: Field Survey Document

The output of descriptive analysis in table 6 informs that 27 (7%) respondents strongly disagree when 61 (15.9%) respondents have disagreed. 82 (21.4%) respondents moderately agree while 136 (35.4%) respondents agree, and 78 (20.3%) respondents strongly agree from 384 sample respondents. There are no missing respondents. The mode and median are 4 and the mean is 3.46. Accordingly, the majority of the respondent prefer to agree with the idea of the question. However, teachers were more critical to the statement and most of them agreed averagely.

**Table: 7** Q.5 *Departments are encouraged and supported so that they may involve in social service and research and transfer innovation to society.*

Level of agreement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	6.5	8.7	8.7
	Disagree	42	10.9	14.6	23.3
	Moderately Agree	72	18.8	25.0	48.3
	Agree	109	28.4	37.8	86.1
	Strongly Agree	40	10.4	13.9	100.0
	Total	288	75.0	100.0	
Missing	System	96	25.0		
Total		384	100.0		

Source: Field Survey Document

The output of descriptive analysis in the above table indicates that 25 (8.7%) respondents strongly disagree when 42 (10.9%) respondents disagree, and 72 (25%) respondents moderately agree. On the other hand, 109 (37.8%) respondents agree when 40 (13.9%) respondents strongly agree from 288 respondents in the sample. The mode and the median are 4 and the mean is 3.34. Accordingly, the majority of the respondent prefer to agree with the statements of the question. The zone and town government offices' workers did not participate in answering this questionnaire because it is the internal activity of the university, and then, workers are outside of the university and might not know about it. All teachers and students answered the question and no missing respondents. Teachers are more critical than students in the question and most of them prefer to moderately agree with the statement. A significant number of teachers (28%) puts their opinion on strongly disagree and disagree position while 31% like to agree moderately while 28% agree and 13% agreed strongly. You can compare with output in the above table.

Three key informants from the Environmental Science Department replied to the interview question “*achievements and challenges of the department*”. They said that researches are presented at an annual conference where concerned bodies were invited. However, policy fluctuation, lack of coordination at work, power centralization, inequitable resources distribution, lack of motivation among workers to force top management for good governance, less transparency, non-participatory report, and lack of a common plan that guides department and workers are some challenges for the department and the University at large. They do research but it is not exhaustive because the budget is insufficient. School of Law informants suggests that there is some improvement regarding top management. They are better working with the School than before. However, still, they do not have a clear working structure as it is in many universities, because structures are not developed yet. Top management of the University resist accepting the structure that exists in other universities and that overloads work on limited staff members and it hinders the staff to give away what they have. Another challenge is that top management resists allocating the necessary budget and support fully the department. School of Law informant comments that comparatively low monthly payment for lecturers than judiciary office workers affect lecturers to attract and retain in the University. Low payment has made academicians look for another source of income in their free time rather than exercising problem-solving research. Ndaruhtse and Thomson (2016) and Wann, Hinz, and Day (2010) criticize the African universities for unsatisfied payment to staff. While the payment is insufficient, they carry a heavy teaching load, increasing the responsibility but

not along with sustained incentives. That causes instability and limited the staff to daily routine works rather than active participation in different project works. The time of the staff is not changed to money and payment for proposal is hardly good and that hampers the effectiveness.

**Table: 8 Q.6 The practicality of University teachers spending 25% of their working time on research**

Level of agreement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	6.5	9.5	9.5
	Disagree	61	15.9	23.1	32.6
	Moderately Agree	74	19.3	28.0	60.6
	Agree	66	17.2	25.0	85.6
	Strongly Agree	38	9.9	14.4	100.0
	Total	264	68.8	100.0	
Missing	System	120	31.3		
Total		384	100.0		

Source: Field Survey Document

From the output in the table above we can see that the distribution of the respondents is very comparable. As it can be seen from the table, 25 (9.5%) respondents strongly disagree when 61 (23.1%) respondents disagree, and 74 (28%) respondents moderately agree. On the other hand, 66 (25.0%) respondents agree while 38 (14.4%) respondents strongly agree from 264 sample respondents. This questionnaire was particular to teachers and students. Therefore, workers did not involve in it. 26 students are missing the question and including the non-participated zone and town workers, 120 are missing respondents. The mode and median are 3 and the mean of the questionnaire is 3.12. Accordingly, the majority of the respondents prefer to agree moderately with the idea of the question. Teachers are more critical in the question 38% of them showed their opinion either strongly disagree or disagree while only 32% agree moderately. 18% of teachers put their opinion on agreeing while only 3% on strongly agree. The response of the teachers gets more weight as they are the owner of the activities. Six key informants from the academic staff of the University replied to the question (“*how many percent of teachers do you think to participate in research activity?*”). Six key informants said that 20-25% while three key informants said 5-15% and three key informants said 30-35%. According to my physical observation on the site, teachers are busier on the issues of the teaching and learning process.

The study findings by Woldehanna et.al (2018) concluded that the research activities in Ethiopian universities have got many challenges. Insufficient budget, corrupted finance activities, low research skilled young academicians who are overloaded with teaching activities, etc. are the bottlenecks for research development in the universities. Whachemo University is one of the universities that was addressed with the study group and they come to this conclusion. My respondents also agree with the findings of the above statements. Moreover, top management's interest in research and social service against the principle of academic freedom and neutrality is still a problem.

**Table: 9, Q7. The unique thing of the University**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	11.7	15.1	15.1
	Disagree	65	16.9	21.8	36.9
	Moderately Agree	109	28.4	36.6	73.5
	Agree	38	9.9	12.8	86.2
	Strongly Agree	41	10.7	13.8	100.0
	Total	298	77.6	100.0	
Missing	System	86	22.4		
Total		384	100.0		

Source: Field survey document

As the above table, descriptive analysis shows that 45 (15.1%) respondents strongly disagree when 65 (21.8%) respondents disagree, and 109 (36.6%) respondents moderately agree. On the other hand, 38 (12.8%) respondents agree while 41 (13.8%) respondents strongly agree from the total 298 respondents. There are 86 missing respondents. The mode and median are 3 and the mean of the questioner is 2.88. Accordingly, the majority of the respondent prefers to agree moderately with the idea of the statement. Three key informants from Economics Department maintain that WCU is one of the peaceful and secure environments and as a result, it becomes a peace ambassador nationally. Most respondents and interviewees agree that the university is known for having a peaceful environment. This peaceful environment has been given recognition from MoSHE, according to the President of the University.

<b>Table: 10 Q.8 Participatory and equitable inclusion of social services in the annual plan of the Department</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	36	9.4	13.8	13.8
	Disagree	27	7.0	10.3	24.1
	Moderately Agree	100	26.0	38.3	62.5
	Agree	77	20.1	29.5	92.0
	Strongly Agree	21	5.5	8.0	100.0
	Total	261	68.0	100.0	
Missing	System	123	32.0		
Total		384	100.0		

Source: Field Survey Document

From the output in the table above we can see that the distribution of the respondents is very comparable. We can be seen from the table that when 36 (13.8%) respondents strongly disagree and 27 (10.3%) respondents disagree, and 100 (38.3%) respondents moderately agree. Whereas 77 (29.5%) respondents agree when 21 (8%) respondents strongly agree from the total 261 respondents. This question does not include the government workers. Only the University teachers and students have participated. 27 respondents are missing from teachers and students, and including workers, 123 respondents are missing the question. 30% of teachers are strongly disagreed or disagree with the statement when 26% agree or strongly agree. The respondents' number agree or strongly agree fall below the average is significant and needs consideration. As teachers are the owner of the activities, their saying has value. The mode and median are 3 and the mean of the questionnaire is 3.08. Accordingly, the majority of the respondent (teachers + students) prefer to moderately agree with the idea of the question.

<b>Table: 11</b> Q9. <i>The University is a model in its good governance, democracy, reasonable use of limited resources, and accomplishments of the projects in due time.</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	47	12.2	14.1	14.1
	Disagree	57	14.8	17.1	31.1
	Moderately Agree	116	30.2	34.7	65.9
	Agree	52	13.5	15.6	81.4
	Strongly Agree	62	16.1	18.6	100.0
	Total	334	87.0	100.0	
Missing	System	50	13.0		
Total		384	100.0		

Source: Field Survey Document

As it can be seen from the above table, from the total 384 sample respondents, 50 respondents are missing while 334 respondents answered the question. 47 (14.1%) of them strongly disagree while 57 (17.1%) of them disagree and 116 (34.7%) respondents moderately agree. Of the total, 52 (15.6%) respondents agree whereas 62 (18.6%) respondents strongly agree. The mode and median are 3 and the mean of the questionnaire is 3.07. Accordingly, the majority of the respondent prefers to agree moderately with the statement. However, government workers are more critical in the statement. 37% of the government workers strongly disagree while 17% of them disagree and 30% agree moderately with the statement. Whereas from teachers 6% strongly disagree, 25% disagree, 35% moderately agree and only 29% agree or strongly agree. Students are more positive with the statement and they put in the range of agreeing and strongly agree though the number of missing students are more than others and it covers 31% of the students.

The survey data shows that government workers are more dissatisfied with the University's governance, democracy, implementation of the limited resource, and project achievement in due time. Teachers take the second position of dissatisfaction while students have a positive outlook toward governance, resource utilization, and accomplishment of the project. The impact of university is better on the student; however, both teachers and government workers

are more critical toward university governance and resource utilization. 10 key informants from both the University staff and government workers criticize the University for limited resource management and project achievement in due time. This is also assumed as part of a national problem. Geleta (2013 p. 2) referring to the Federal Audit generals, the education center is in the first place for their "poor management" of public finance. On the other hand, "schools and universities have faced a shortage of education facilities and citizens' are crying for quality education." A great number of the universities feel less responsible for a limited resource of the country. The same report was repeated this year by audit generals that put universities in the top position for their mismanagement of government resources (ETV, July 2021).

**Table: 12, Q10. Researches in the university are based on societal problems and the findings are assimilated into society to solve the problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	47	12.2	12.8	12.8
	Disagree	72	18.8	19.6	32.3
	Moderately Agree	150	39.1	40.8	73.1
	Agree	83	21.6	22.6	95.7
	Strongly Agree	16	4.2	4.3	100.0
	Total	368	95.8	100.0	
Missing	System	16	4.2		
Total		384	100.0		

Source: Field Survey Document

As the output of the descriptive analysis in the above table, when 47 (12.8%) respondents strongly disagree, and 72 (19.6%) respondents disagree, 150 (40.8%) respondents moderately agree. Whereas 83 (22.6%) respondents agree and 16 (4.3%) respondents strongly agree from 368 respondents. There are 16 missing respondents. The mode and the median are 3 and the mean is 2.86. Accordingly, the majority of the respondent prefers to agree moderately with the statement. Three key informants from the university community said that researches are a partially ongoing activity in the university; however, they are not exhaustive and are a victim of the interest of the top management. Less independence of researchers against the principle

of research is one of the challenges for research. According to them, many types of research that are done by the staff are not useful for the community and did not solve the immediate problems but for the sake of participation in research.

**Table: 13, Q11. New findings that are recognized by concerning body**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	24	6.3	7.5	7.5
	Disagree	70	18.2	21.9	29.4
	Moderately Agree	120	31.3	37.5	66.9
	Agree	69	18.0	21.6	88.4
	Strongly Agree	37	9.6	11.6	100.0
	Total	320	83.3	100.0	
Missing	System	64	16.7		
Total		384	100.0		

Source: Field Survey Documents

As the output of the descriptive analysis in the above table, when 24 (7.5%) respondents strongly disagree, and 70 (21.9%) respondents disagree, 120 (37.5%) respondents moderately agree. Whereas, 69 (21.6%) respondents agree while 37 (11.6%) respondents strongly agree from the 320 respondents. There are 64 missing respondents. The mode and the median are 3 and the mean of the questioner is 3.08. Accordingly, the majority of the respondent prefers to agree moderately with the statement. In the blank space provided to write the findings that get recognition, most of them write about "peace" in the university. In my interview, the director of social service suggests the finding of "Camlin Oil". It is given recognition from the concerned body. However, it is on more research process to make sure that no side effects on users. There are good beginnings on Inset Technology and Wheat researches. However, the recognition is not yet.

Table 14, Q12. <i>Academic debate conference on issues like good governance, democracy, and economic transformation inviting concerning bodies</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	11.7	12.7	12.7
	Disagree	96	25.0	27.2	39.9
	Moderately Agree	55	14.3	15.6	55.5
	Agree	107	27.9	30.3	85.8
	Strongly Agree	50	13.0	14.2	100.0
	Total	353	91.9	100.0	
Missing	System	31	8.1		
Total		384	100.0		

Source: Field Survey Document

The data described in the above table indicates that 45 (12.7%) respondents strongly disagree, and 96 (27.2%) respondents disagree when 55 (15.6%) respondents moderately agree. On the other hand, 107 (30.3%) respondents agree, and 50 (14.2%) respondents strongly agree from the 353 respondents. There are 31 missing respondents. The mode is 4. Accordingly, the majority of the respondent prefers to agree with the idea of the question. However academic staff is more critical to the statement. 9% and 32% of them strongly disagree and disagree respectively while 9% and 18% moderately agree and agree respectively. Only 9% of them agree strongly with the statement while 3% are missing respondents. Thus, the majority of the academic staff disagree with the statement. When we describe Government workers respondents ratio, 21% and 23% are strongly disagree or disagree respectively whereas 23% and 13% moderately agree or agree respectively. Only 7% strongly agree with the statement while 7% are missing respondents. The majority of government workers seem to disagree with the statement. Students who agree with the statement compose 46% of them. Four key informants from the University suggest that there were research conferences in the University; however, the issues were not about local governance and democracy. Students might know only about having research conferences; however, they might not know the specific issues in the conference. That could be the reason for their positive response to the statement. Therefore, the academic staff and government workers' response has more value in this particular

statement. They had more exposure either to participate in research work or the conference than the students.

<b>Table 15, Q13. Wachemo University uses national and local TV, Radio, FM, and other social media Official Facebook, telegram, website, etc. to disseminate knowledge and awaken the community?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	40	10.4	11.0	11.0
	Disagree	57	14.8	15.7	26.7
	Moderately Agree	99	25.8	27.3	54.0
	Agree	106	27.6	29.2	83.2
	Strongly Agree	61	15.9	16.8	100.0
	Total	363	94.5	100.0	
Missing	System	21	5.5		
Total		384	100.0		

Source: Field Survey Document

As it can be seen from the output in the above table, 40 respondents strongly disagree (11%), 57 respondents disagree (15.7%), 99 respondents moderately agree (27.3%), 106 respondents agree (29.2%) and 61 respondents strongly agree (16.8%) from 363 respondents. There are 21 missing respondents. The mode is 4 and the median is 3 and while the mean is 3.25. Accordingly, the majority of the respondent prefer to agree with the statement. However, the majority form government workers prefer to disagree with the statement as they compose 35% while the respondents prefer to agree compose 25%, and prefer to agree moderately composes 22% from the total 96 respondents. The distribution of teachers is very comparable. The University uses official Facebook to transfer information about the teaching-learning process and to announce its vision and success to the community. However, no academic presentation. For the same question in my interview 10 key informants from the university answer that the University used public media with the invitation of the media and more with the interest of national problems rather than the local ones. However, the current service of official Facebook is more committed to the promotion of top management of the University. The activities of the

departments, knowledge, and technology dissemination are not given much attention via Facebook, YouTube, Telegram, etc. These privileges are not handled well by the University.

**Table: 16, Q14. Working to develop a good and long-lasting local cultures and knowledge**

Level of agreement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	5.7	6.1	6.1
	Disagree	69	18.0	19.2	25.3
	Moderately Agree	120	31.3	33.4	58.8
	Agree	124	32.3	34.5	93.3
	Strongly Agree	24	6.3	6.7	100.0
	Total	359	93.5	100.0	
Missing	System	25	6.5		
Total		384	100.0		

Source: Field Survey Document

From the output in the table above we can see that the distribution of the respondents is very comparable. As we can see from the table, 22 (6.1%) respondents strongly disagree, and 69 (19.2%) respondents disagree when 120 (33.4%) respondents moderately agree. Whereas, 124 (34.5%) respondents agree while 24 (6.7%) respondents strongly agree from 359 respondents. There are 25 missing respondents. The mode is 4 while the median is 3 and the mean is 3.16. Accordingly, the majority of the respondent prefers to agree with the idea of the question. In this statement, the majority of both academic staff and students agree are more critical to the statement. 9% and 27% strongly disagree and agree respectively while 35% of them moderately agree with the statement. Only 15% agree while no one feels strongly agree. More numbers of government workers moderately agree while a significant number show their opinion negatively. However, I have observed physically that the University is working on developing local language and cultural heritage. According to Habtamu Abebe, the president of the University, the Institute of Indigenous knowledge has been established in the University and they are working on 84 languages of the country. On the main campus Hadyisa language while in the Durame campus, Kambatisa language is ongoing studies in the first degree and they are to start second degree by next year.

<b>Table: 17, Q15. The provision of scholarship for the needy society/ poor, females, disabled, etc.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	8.1	11.0	11.0
	Disagree	70	18.2	24.8	35.8
	Moderately Agree	105	27.3	37.2	73.0
	Agree	47	12.2	16.7	89.7
	Strongly Agree	29	7.6	10.3	100.0
	Total	282	73.4	100.0	
Missing	System	102	26.6		
Total		384	100.0		

Source: Field Survey Document

As the output of the analysis shows in the above table, 31 (11%) respondents strongly disagree, and 70 (24.8%) respondents disagree when 105 (37.2%) respondents moderately agree. Whereas, 47 (16.7%) respondents agree when 29 (10.3%) respondents strongly agree from 282 respondents. There are 84 missing respondents. The mean is 2.90. Accordingly, the majority of the respondent prefers to moderately agree with the idea of the question. According to Abebe, the president of the University, they provided a scholarship for the student from Somalia Land, South Sudan, and students from peripheral regions in Ethiopia. However, disadvantaged groups in the local area need consideration.

<b>Table 18, Q16. A display for findings to show and introduce them</b>					
Level of agreement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	7.8	13.3	13.3
	Disagree	22	5.7	9.7	23.0
	Moderately Agree	68	17.7	30.1	53.1
	Agree	55	14.3	24.3	77.4
	Strongly Agree	51	13.3	22.6	100.0
	Total	226	58.9	100.0	
Missing	System	158	41.1		
Total		384	100.0		

Source: Field Survey Document

From the output in the table above we can see that 30 (13.3%) respondents strongly disagree, and 22 (9.7%) respondents disagree when 68 (30.1%) respondents moderately agree. However, 55 (24.3%) respondents agree and 51 (22.6%) respondents strongly agree from 226 respondents. There are 158 missing respondents. The mode and median are 3 and the mean is 3.33. Accordingly, the majority of the respondent prefers to moderately agree with the statement. I have observed that there are pictures that display what the university is doing among the community. The research sites could be among the site for display.

**Table 19, Q.17.** *The human power that the University produced plays a great role in the improvements of good governance and the decline of misusing government and public resources. As a result, the effectiveness of the zone as a whole and acceptances increased*

Level of agreement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	3.4	14.3	14.3
	Disagree	33	8.6	36.3	50.5
	Moderately Agree	20	5.2	22.0	72.5
	Agree	20	5.2	22.0	94.5
	Strongly Agree	5	1.3	5.5	100.0
	Total	91	23.7	100.0	
Missing	System	293	76.3		
Total		384	100.0		

Field Survey Document

The output of descriptive analysis in the table above shows that 13 (14%) and 33 (34%) respondents strongly disagree and disagree respectively while 20 (22%) of respondents moderately agree. Whereas, 20 (22%) of respondents show agreement when only 5.5% show strongly agreement. The respondents of this questionnaire are governmental workers. The mode and median are 3 and the mean is 2.68. Accordingly, the majority of the respondent prefer to disagree with the statement.

**4.4 Correlation Analysis**

Non parametric correlation (Spearman correlation) shows the relationship between variables. It has the value between -1 and 1, the negative value show inversely relationship; wear as positive value show directly relationship between variables. A positive correlation between two variables means both the variables move in the same direction. An increase in one variable leads to an increase in the other variable and vice versa. A negative correlation between two variables means that the variables move in opposite directions. An increase in one variable

leads to a decrease in the other variable and vice versa. No correlation exists when one variable does not affect the other (Sedgwick, Nov 28, 2014).

When the significant number is less than 0.07, then there is significant correlation between variables the two variable and the null hypothesis is rejected; the null hypothesis says there is no relationship between the variables. When the significant number greater than 0.07 the null hypothesis is accepted.

### Correlations

		Q2	Q3	Q4	Q9	Q10	Q12	Q13	Q15		
Spearman's rho	Q1	Correlation Coefficient	.954**	.927* *	.866**	.933**	.866* *	.877* *	.898**	.850**	
		Sig. (2-tailed)	.	.000	.000	.000	.000	.000	.000	.000	.000
		N		376	380	384	334	368	353	363	282
	Q2	Correlation Coefficient	.954**		.951* *	.875**	.945**	.807* *	.851* *	.886**	.838**
		Sig. (2-tailed)	.000	.	.000	.000	.000	.000	.000	.000	.000
		N	376		376	376	329	360	352	357	282
	Q3	Correlation Coefficient	.927**	.951**		.890**	.912**	.819* *	.900* *	.904**	.849**
		Sig. (2-tailed)	.000	.000	.	.000	.000	.000	.000	.000	.000
		N	380	376		380	333	364	353	361	282

\*\* . Correlation is significant at the 0.07 level.

The first three questions in the questioner are basic for my research, they contain the idea of Democracy, Development and Governance so I want to check the relationship between them and other selected questions as shown in the above table.

The first question Q1 says as a result of WCU functions and duties, there are positive impact to the improvement of good governance in its local area (on zonal and town government); the second question Q2 says as a result of WCU functions and duties, there are great impact on the development of democracy in its area (on zonal and town government); and the third question Q3 As a result of WCU functions and duties, there are impact on socio-economic transformation in its area (on zonal and town government). From the table the correlation coefficient between Q1 and Q2 is 0.954, and between Q1 and Q3 is 0.866. The significant

number is 0.000 for all correlation which is less than 0.07 so the ideas in the questionnaire have significantly positive relationship that means the impact on governance, or democracy and/or development have direct relationship in local area to affect another. The relation between first question Q1 with Q4, Q9, Q10, Q12 and Q13 analyzed as follow: the correlation coefficients are 0.866, 0.933, 0.866, 0.877 and 0.898 respectively and the significant numbers are 0.000 for all correlation so the null hypothesis is rejected. The questions have strongly correlated and positive (direct) relationship. The result is summarized in the table below.

Q1 As a result of WCU functions and duties, there are positive impact to the improvement of good governance in its local area (on zonal and town government).	Q4 The Departments in Wachamo University are established and organized according to the local and national needs and in a way that they will involve to solve problems
	Q9 The University is a model in its good governance, democracy, reasonable use of limited resources and accomplishments of the projects in due time.
	Q10 Researches in the university are based on societal problems and the findings are assimilated to the society to solve the problems
	Q12 The University prepared actual debate conference on issues like good governance, democracy and economic inviting concerning bodies and works to address the community
	Q13 Wachemo University uses national and local TV, Radio, FM and other social medias (Official Facebook, telegram, website etc) to assimilate knowledge and awaken the community?

The relation between second question Q2 with Q4, Q9, Q10, Q12 and Q13 analyzed as follow: the correlation coefficients are 0.875, 0.945, 0.807, 0.851 and 0.886 respectively and the significant numbers are 0.000 for all correlation so the null hypothesis is rejected. The questions have strongly correlated and positive (direct) relationship. The result is summarized in the table below.

Q2 As a result of WCU functions and duties, there are great impact on the development of democracy in its area (on zonal and town government).	Q4 The Departments in Wachamo University are established and organized according to the local and national needs and in a way that they will involve to solve problems
	Q9 The University is a model in its good governance, democracy, reasonable use of limited resources and accomplishments of the projects in due time.
	Q10 Researches in the university are based on societal problems and the findings are assimilated to the society to solve the problems
	Q12 The University prepared actual debate conference on issues like good governance, democracy and economic inviting concerning bodies and works to address the community
	Q13 Wachemo University uses national and local TV, Radio, FM and other social medias (Official Facebook, telegram, website etc) to assimilate knowledge and awaken the community?

The relation between third question Q3 with Q4, Q9, Q10, Q12 and Q13 analyzed as follow: the correlation coefficients are 0.890, 0.912, 0.819, 0.900 and 0.904 respectively and the significant numbers are 0.000 for all correlation so the null hypothesis is rejected. The questions have strongly correlated and positive (direct) relationship. The result is summarized in the table below.

Q3 As a result of WCU functions and duties, there are great impact on socio-economic transformation in its area (on zonal and town government)	Q4 The Departments in Wachamo University are established and organized according to the local and national needs and in a way that they will involve to solve problems
	Q9 The University is a model in its good governance, democracy, reasonable use of limited resources and accomplishments of the projects in due time.
	Q10 Researches in the university are based on societal problems and the findings are assimilated to the society to solve the problems
	Q12 The University prepared actual debate conference on issues like good governance, democracy and economic inviting concerning bodies and works to address the community
	Q13 Wachemo University uses national and local TV, Radio, FM and other social medias (Official Facebook, telegram, website etc) to assimilate knowledge and awaken the community?

#### **4.5 Comparing mean by using one-way ANOVA**

One-way ANOVA analyze, compare and contrast the mean between variables. A one-way ANOVA is used for three or more groups of data, to gain information about the relationship between the dependent and independent variables, in my case the respondents are three so it is perfectly match to analyse (Samuels, April, 2014). When the significant number is less than 0.07 the null hypothesis is rejected; the null hypothesis says there is no significant difference between the mean. So we need further analysis to know which groups have significant mean difference.

### ANOVA

		Sum of Sq.	df	Mean Square	F	Sig.
Q1	Between Groups	63.432	2	31.716	24.243	.000
	Within Groups	498.441	381	1.308		
	Total	561.872	383			
Q2	Between Groups	65.627	2	32.814	26.688	.000
	Within Groups	458.617	373	1.230		
	Total	524.245	375			
Q3	Between Groups	40.544	2	20.272	16.151	.000
	Within Groups	473.193	377	1.255		
	Total	513.737	379			
Q4	Between Groups	121.521	2	60.760	55.931	.000
	Within Groups	413.893	381	1.086		
	Total	535.414	383			
Q9	Between Groups	156.854	2	78.427	67.204	.000
	Within Groups	386.275	331	1.167		
	Total	543.129	333			
Q10	Between Groups	19.011	2	9.506	9.108	.000
	Within Groups	380.921	365	1.044		
	Total	399.932	367			
Q12	Between Groups	17.197	2	8.599	5.331	.005
	Within Groups	564.553	350	1.613		
	Total	581.751	352			
Q13	Between Groups	49.833	2	24.917	18.145	.000
	Within Groups	494.354	360	1.373		
	Total	544.187	362			

Now we can compare the output from the table above. The significant number give information about the mean distribution within the group (respondent). All question selected for analysis have significant number less than 0.07, so we cannot accept the null hypothesis or there is significant mean difference between respondent (teachers, students and workers). But we cannot know which respondent's mean have varied from the other so we need further analysis called Tukey analysis.

#### 4.6 Tukey Analysis

The Tukey Test is a post-hoc test based on the standardized range distribution. An ANOVA test can tell us if our results are significant difference overall, but it won't tell exactly where those differences rests. After we have run an ANOVA and found significant results, then we can run Tukey's test to find out which specific groups mean (compared with each other) are different. The test compares all possible pairs of means.

Tukey Analysis is further step to analyse the mean, it is applied on each respondent in the questioner and compare the variation between the groups. In my questioner some are focused on only to one or two target group so they are not included on this analysis.

#### Multiple Comparisons

Tukey HSD							
Dependent Variable	(I) Target Group	(J) Target Group	Mean Difference (I-J)			93% Confidence Interval	
			Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Q1	Teacher	Student	-.376*	.139	.019	-.68	-.07
		Worker	.721*	.145	.000	.40	1.04
Q2	Teacher	Student	-.443*	.134	.003	-.74	-.15
		Worker	.711*	.144	.000	.39	1.03
Q3	Teacher	Student	-.314*	.136	.056	-.61	-.01
		Worker	.577*	.144	.000	.26	.90
Q4	Teacher	Student	-1.145*	.126	.000	-1.43	-.87
		Worker	.233	.132	.184	-.06	.52
Q9	Teacher	Student	-1.021*	.150	.000	-1.35	-.69
		Worker	.914*	.140	.000	.60	1.22
Q10	Teacher	Student	-.525*	.127	.000	-.81	-.24
		Worker	-.064	.131	.876	-.35	.23
Q12	Teacher	Student	-.262	.160	.233	-.62	.09
		Worker	.338	.168	.110	-.03	.71
Q13	Teacher	Student	-.780*	.146	.000	-1.10	-.46
		Worker	.091	.152	.819	-.24	.43

\*. The mean difference is significant at the 0.07 level.

From the table above the significant number for Q1 is 0.019 (teacher-student) and 0.000 (teacher-worker) which is less than 0.07 so the null hypothesis is rejected. As a result, there is significant mean difference between the respondents for Q1 this implies that more students agree with the idea of the positive impact to the improvement of good governance, on the other

hand some students partially disagree with the idea of the positive impact to the improvement of good governance.

From the table above the significant number for Q2 is 0.003 (teacher-student) and 0.000 (teacher-worker) which is less than 0.07 so the null hypothesis is rejected. As a result, there is significant mean difference between the respondents for Q2. This implies that more students agree with the idea of the impact on the development of democracy, on the other hand some students partially disagree with the idea of the impact on the development of democracy.

From the table above the significant number for Q3 is 0.056 (teacher-student) and 0.000 (teacher-worker) which is less than 0.07 so the null hypothesis is rejected. As a result, there is significant mean difference between the respondents for Q3. This implies that more students agree with the idea of the impact on socio-economic transformation, on the other hand some students partially disagree with the idea of the impact on socio-economic transformation.

From the table above the significant number for Q4 is 0.000 (teacher-student) which is less than 0.07 which means the null hypothesis is rejected; and 0.184 (teacher-worker) which is greater than 0.07 so the null hypothesis is accepted (there is no mean difference between teachers and students). As a result, there is significant mean difference between the teachers and students for Q4. This implies that more students agree with the idea of the Wachamo University are established and organized according to the local and national needs, on the other hand some students partially disagree with the idea of the Wachamo University are established and organized according to the local and national needs.

From the table above the significant number for Q9 is 0.000 (teacher-student) and 0.000 (teacher-worker) which is less than 0.07 so the null hypothesis is rejected. As a result, there is significant mean difference between the respondents for Q9. This implies that more students agree with the idea of the University is a model in its good governance, democracy, reasonable use of limited resources, on the other hand some students partially disagree with the idea of the University is a model in its good governance, democracy, reasonable use of limited resources.

From the table above the significant number for Q10 is 0.000 (teacher-student) which is less than 0.07 which means the null hypothesis is rejected; and 0.876 (teacher-worker) which is greater than 0.07 so the null hypothesis is accepted (there is no mean difference between teachers and students). As a result, there is significant mean difference between the teacher and student for Q10. This implies that more students agree with the idea of the researches in the

university are based on societal problems and the findings are assimilated to the society to solve the problems, on the other hand some students partially disagree with the idea of the Researches in the university are based on societal problems and the findings are assimilated to the society to solve the problems.

From the table above the significant number for Q13 is 0.000 (teacher-student) which is less than 0.07 which means the null hypothesis is rejected; and 0.819 (teacher-worker) which is greater than 0.07 so the null hypothesis is accepted (there is no mean difference between teachers and students). As a result, there is significant mean difference between teacher and students for Q13 this implies that more students agree with the idea that Wachemo University uses national and local TV, Radio, FM and other social medias to assimilate knowledge. On the other hand, some students partially disagree with the idea of that Wachemo University uses national and local TV, Radio, FM and other social Medias to assimilate knowledge.

## **CHAPTER FIVE: SAMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Major Findings**

From the overview of the above data analysis, someone can easily understand that the functions of Wachemo University lay mainly in the range of moderately agree. When we look at the median result from the table output we can observe that except for Q.4 and Q.5 all others are at the level of “moderately agree, 3”. Regarding the mode values as the table, output informs that Q.4, Q.5, Q.12, Q, 13, and Q.14 are in the level of “agree, 4” while all others are under the level of “moderately agree, 3”. This output generally can notify that there are some good functions in certain areas that need to be developed. On the other hand, some shortcomings should be addressed well by the University.

1) From the respondents' reflection, we can see that the University gives more attention to the teaching and learning process. There is good progress in providing access to higher education in its location. Although the University provided diversified departments and working well on the access, there is a gap in organizing and building the capacity of the departments with the necessary equipment and budget. One of the factors for this could be the small amount of the budget from the federal government for research and social service. The expansion of education centers may affect teachers' time from mediation and reflection on their research. According to the reflection of the respondents, the participation of the staff in research is not well developed. Average academic staff who involve in research activities are not more than 25%. The current service of official Facebook and other social Media as a privilege are not handled well to disseminate knowledge and transfer technology by the University.

2) The contribution of Wachemo University is better on socio-economic revival in the area than the development of good governance and democracy. A great number of students get easily tertiary education opportunities with a minimum fee-payment-based program, which was limited for a few otherwise. A great number of workers have got an advantage for on-job education development programs. This creates an opportunity for them to earn more payment after successful accomplishments of their studies. The University opens an environment of business creation for local people having the University community as a consumer and customer. A number of small business enterprises were created and working in the University. A significant number of local people get job opportunities and the university plays a significant role in the reduction of unemployment.

3) The contribution of the university's functions and duties on the improvement of good governance in zone and town administration is not strong and influential or might not have been connected to these particular issues. The researches in the Universities did not address and identify yet the root problem for the instability of governance in zone government. As the key informants from both the University community and government office workers, the fear of both academicians and politicians attack both groups. The University or teachers are never encouraged to identify the root problem for this unexpected turnover of officials and present the solution through scholarly findings in the presence of concerned bodies.

One of the departments is the PADM department that works in this area. However, as three key informants from the department, the department is not established well compared to others and that affects the role of the department. The number of well-equipped staff is few and faced equivalent number of staff and budget to their work. The engagement of the department in community service is at the initial stage. The department by itself never uses social or public media to create awareness and disseminate knowledge to society and influence them. School of law is doing different activities to develop and disseminate knowledge regarding the Law, yet the effectiveness needs further studies. Their connection with regional government and International NGOs to work on awareness creation on different law issues and environment are encouraging. The practicality of the training on the ground remains for another research. Free attorney service for the disadvantaged people groups is a good beginning and it demands further commitment.

## 5.2 Conclusion

Wachemo University is one of the public universities in Ethiopia that is located in the Hadiya zone. It is to accelerate local and national development. According to MoSHEs Policy direction, the University is established for three main functions and they are teaching-learning duties, research, and social services. They are to produce ethical professionals who can carry the development activities and do research to solve problems and introduce new technology. Indeed the University is anticipated to be a popular center of excellence after four years. For the achievement of the above goal, the University needs to rethink and work on the quality and character of the graduates along with the expansion of the access.

Scholars of the 50 Ethiopian Universities had a conference in Addis Ababa University on the contemporary issues of the country like peace, Abay Dam and International Diplomacy. At this

conference the statement that they forward is; the significant role of the scholars and universities in building nations and diplomacy through research, essays, writings, etc. Scholars/universities can influence government, policymakers, wrong assumptions, falsehood news, criticize policies, and provide consultancy works, etc. (Addis TV on June 7, 2021, at the conference of Ethiopian University in Addis Ababa University).

On the assessment about the impact of the Wachemo University for the improvement of good governance, and socio-economic transformation in its local area, there are some encouraging functions that the University is doing. Particularly, in socio-economic revival, the university has played significant role. However, its role on influencing good governance is not significant yet. It needs further strong, consistent, and goal-oriented actions to have a positive impact on the issue like good governance in its area. The University is there to teach, do researches, and involve in social services to influence both local and national government, policymakers, and the development of the community. The expansion of the departments and multiplication of the graduates is the immediate outcome. However, the expected last long outcome is the development of the community and the country at large.

### **5.3 Recommendations**

The university can use its opportunity and power for the advancement of the people in its area for it has a big picture among the community and thus if the university becomes a model many people will follow and support it. The following recommendations are forwarded to University based on the major findings.

The University need

- To build mutual relationship between professionals and politicians so that they can support each other. Knowledge builds up politics and politics support the expansion of knowledge. Both need mutual relationship to each other. The relationship need to be strong in giving and receiving knowledge and experiences
- To apply the MoSHE principle for research work and social services: The principle should be protected in spite of diversified interests. The ground for research and social service is to solve social problems. Interests that are not in alignment with this principle need discipline.
- To practice more participatory and equitable budget share that motivates the departments' involvement in research and social service.

- To provide scholarship/incentives on problem-solving research that may attract many scholars to manage their time for research and social service.
- To prepare scholarly debate conferences on issues like good governance, democracy, and economic transformation because it is a way of influencing the improvement of good governance, and economic transformation.
- To provide some extra incentives to attract researchers to the issues that no academician interest to do research while protecting academic freedom.
- To promote academic staffs' commitment: Academic staff may earn money by their profession; however, the purpose is more than earning money. It is building generations. I appreciate their courage to work on this great project. Thus, they need to develop more commitment, discipline, academic ethics, and love of nations. Producing a qualified generation is an incomparable reward.
- To use the budget of the University more for the development and accomplishment of its mission as part of the national mission. It needs care as someone takes care of himself. Utilizing limited resources wisely beyond the standard line is recommendable. The achievement of projects before the due time will make the voice of the University loud over others and it is advisable.
- To use different media like national and local TV channels, national and local radio, Social Medias (YouTube, FB, and Telegram, and website, Instagram, Twitter) are some among many methods to disseminate the research findings and to introduce technologies and knowledge. It is logical to use these opportunities; therefore, upload academic discussions and multiply reasoning followers.
- To Work on affiliation with international universities is helpful to share experience, to get education opportunities and financial and professional support.
- To organize and built the departments according to the standard of the MoSHE: it encourages their involvement in research and social service. Particularly, if the School of Law, PADM Department, and Civic Education Department are empowered with all necessary things and organized well, the impact of the University on the improvement of local governance, and development of democracy will be significant. A weak department will produce weak graduates and weak researches including weak achievements in social activities. Thus, the gap among the departments needs to be identified and reworked.

- Proudly, the University is known nationally as a peaceful university. It demands to work hard to maintain the existing atmosphere. As a University that exists in a community that lives with many challenges, it needs to come with new technology and knowledge in addition to adopting the existing technology and knowledge somewhere else.
- Think about providing educational scholarships for the local disadvantaged groups and work on fundraising for it.

#### Government and policy makers need

- To work closely with the University on local problem solving researches and provide open room for scholarly consultancy
- To budget more money for research and social services
- To show clear and concise direction for the involvement of university in social service
- To establish clear accountability where the standard is undermined either by omission or a wrong action of the leadership/departments

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## Index Questionnaires

የዚህ ጥያቄ ዐላማ በአዲስ አበባ ዩንቨርሲቲ በህዝብ አስተዳዳሪ እና የልማት አመራር ድጋግ ለ2ኛ ደግሪ መመሪያ ማሟያ ጥናት ለማዘጋጀት ብቻ ታስቦ እንጂ ሌላ ምንም ምክንያት የለውም። ጥናቱ የሚሠረው «የቅጥም ዩንቨርሲቲ/ክፍተኛ የትምህርት ተቋም በአከባቢው መልካም አስተዳደር እንዲሻሻል፣ ዲሞክራሲ እንዲጎለብት እና ማህበራዊና እኮኖሚያዊ መነቃቃት እንዲመጣ ምን ተጽዕኖ አደረገ?» በሚለው ርዕስ ላይ ነው። ጥናቱ በእውነት/facts ላይ ብቻ ተመስርቶ ትክክለኛ የሆነ ግኝት ላይ ብቻ እንዲደርስ እና ትክክለኛ የሆነ የመፍትሔ ሐሳቦችን ማመንጫት እንዲቻል እርስዎ ትክክለኛ ነው ብለው የምያምኑትን ብቻ መመለስ የማይተካ ሚና አለው። ተጨማሪ ማብራሪያ ካሎት ከጀርባ መጠቀም ይችላሉ። ስለ ቀና ትብብርዎ በጣም እናመሰግናለን።

የሥራ ዓይነት ----- ዕድሜ -----ጾታ -----በሥራው የቆዩበት ጊዜ ----- መምህር ከሆኑ ድጋግ ስርዓት/የትምህርት ክፍል ----- ተማሪ ከሆኑ ስንተኛ ዓመት እና ድጋግ ስርዓት-----

ከታች ላሉ ጥያቄዎች ከተሰጡት አምሥት ምርጫዎች አንዱን ብቻ ይምረጡ። ስመርጡ በፍጹም አልሰማማም ካሉ 1 ቁጥር፣ አልሰማማም ካሉ 2 ቁጥር፣ በመጠኑ እሰማማለሁ ካሉ 3 ቁጥር፣ እሰማማለሁ ካሉ 4 ቁጥር እና እጅግ በጣም እሰማማለሁ ካሉ 5 ቁጥር በተራ ቁጥሮቹ ባስተኛላ በተዘጋጀው ክፍት ቦታ ይጽፋሉ። ስለ ተጠየቁት ነገር ምንም መረጃ ከሌሎች ወይም የማይመለከቱት ከሆነ ዝም ብለው ማለፍ ይችላሉ።

1. የቅጥም ዩንቨርሲቲ በሚሰራቸው ስራዎች በአከባቢው ተጠያቂነትና ግልጽነት እንዲሰፍን ለመልካም አስተዳደር መሻሻል ተጽዕኖ አድርጎአል  
As a result of WCU functions and duties, accountability and transparency are improved to influence good governance in its local area (on zonal and town government).
2. የቅጥም ዩንቨርሲቲ በሚሰራቸው ስራዎች በአከባቢው መብት ማክበርና ማህበረሰቡን በውሳኔ ላይ በማሳተፍ ዲሞክራሲ እንዲሰፍን ተጽዕኖ እያደረገ ነው  
As a result of WCU functions and duties, there are great impact on the development of democracy in its area (on zonal and town government).
3. በቅጥም ዩንቨርሲቲ በሚሰራቸው ስራዎች በአከባቢው የእኮኖሚ ዕድገት እንዲመጣ ተጽዕኖ አድርጎአል  
As a result of WCU functions and duties, there are great impact on socio-economic transformation in its area (on zonal and town government)
4. በቅጥም ዩንቨርሲቲ ያሉ የትምህርት ክፍሎች የአከባቢውን ማህበረሰብ ፍላጎት ከፍ ስልም የአገሪቱን ፍላጎት መሠረት ተደርገው የተከፈቱና የአከባቢውን ማህበረሰብ ችግር ሊቀርፍ በሚችል መልኩ የተደረጁ ናቸው  
The Departments in Wachamo University are established and organized according to the local and national needs and in a way that they will involve to solve problems
5. የትምህርት ክፍሎቹ በማህበረሰብ አገልግሎት፣ በጥናትና ምርምር እንዲሁም አዲስ ዕውቀት/ቴክኖሎጂ ወደ ማህበረሰቡ ማስረጻ እንዲችሉ ይበረታታሉ፤ ተገቢ ድጋፍም ይደረግላቸዋል።

Departments are encouraged and supported so that they may involve in social service and research and to transfer a new innovation to the society

- 6. በዩኒቨርሲቲው የሚደረጉ ጥናት እና ምርምሮች የማህበረሰብን ችግር መሠረት አድረገው የሚሠሩና በጥናት እና ምርምር የተገኙ አዲስ ዕውቀቶች የማህበረሰቡን ችግር እንዲፈቱ ዕውቀቱን ወደ ማህበረሰቡ የማስረጽ ሥራ ይሠራል።

Researches in the university are based on societal problems and the findings are assimilated to the society to solve the problems

- 7. የዋቸው የዩኒቨርሲቲ እንደ ትምህርት እና ምርምር ተቋም ባደረጋቸው የጥናት እና የምርምር ሥራዎች የራሱ የሆነውን አዲስ ግኝት በማግኘት ዕውቅና ከሚመለከተው ክፍል ተሰጥቶታል።

Wachemo University has got recognition from concerning body as a result of unique findings in his researches

- 8. በአከባቢው ላይ መልካም ተጽዕኖ ለማምጣት እንዲቻል የዩኒቨርሲቲው በዕውቀት ላይ የተመሠረተ ሳይንሳዊ፣ አካዳሚክ እና ተግባራዊ የክርክር/debate መድረክ/ኮንፍረንስ በመልካም አስተዳደር፣ በዴሞክራሲ እና በማህበራዊና እኮኖሚያዊ ጉዳዮች ላይ ተገቢነት ያላቸው አካላት በመጋበዝ ያደርጋል። ክርክሩም ወደ ማህበረሰቡ እንዲደርስ ይሠራል።

The University prepared actual debate conference on issues like good governance, democracy and economic inviting concerning bodies and works to address the community

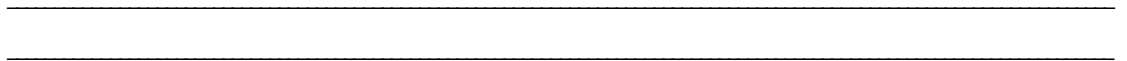
- 9. የሳይንስ እና ተከኖሎጂ ሚኒስቴር ባወጠው መመሪያ መሠረት አንድ የዩኒቨርሲቲ መምህር ካለው ከሥራ ሰዓት 25% በጥናት እና የምርምር ሥራ ላይ ማዋል አለበት። ይህን መመሪያ መምህራን ተግባራዊ ያደርጉታል።

According to the Science and technology minister principle, teachers should spend 25% of their working time on research. Do teachers apply this principle?

- 10. ከላይ በቁ.6 የተጠየቁት ተግባራዊ እየሆነ ከሆነ እየተሳተፉ ያሉ መምህራንን ቁጥር በግምት በፐርሰንት ያስቀምጡ  
If it is applicable how many percent of them are involving?

- 11. ከላይ በቁ.6 ለተጠየቁት የመምህራን ተሳትፎ ከፍ ወይንም ዝቅ እንዲል ምክንያት ሊሆን ይችላል የምሉትን እባክዎን ይግለጹ

Please, would you mention some reasons for increasing or decreasing of the participants?



- 12. የዋቸው የዩኒቨርሲቲን ከሌሎች የዩኒቨርሲቲዎች ብቸኛ የሚያደርግ መለያ አለ።

There is peculiar thing that makes the University unique nationally?

- 13. ከላይ በቁ.8 ለተጠየቁት ጥያቄ መልስ ካሎት እባክዎን በጽሑፍ ያስቀምጡ

If there is anything to explain, please write down

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14. ዩኒቨርሲቲው አካባቢያዊ ችግሮችን ለመፍታት የሚሰጥል ዕውቀት ወደ ሕዝቡ ለማስረጃ ማህበረሰቡን ለማንቃት እንዲቻል የብዙኃን መገናኛዎችን (national and local TV, Radio, FM) እና ማህበራዊ መገናኛዎችን (Official Face book, telegram, website etc) የመጠቀም ልምድ አለው።

Wachemo University uses national and local TV, Radio, FM and other social medias (Officail Facebook, telegram, website etc) to assimilate knowledges and awaken the community?

15. ዩኒቨርሲቲው አካባቢያዊ የሆነ ዕውቀትንና የቆየ መልካም ባህልን በሳይንስ እና ምርምር በማስደገፍ ለማሳደግ እየሠራ ነው።

Wachemo University is working to develop good and a long-lasting local cultures and knowledges through scientific researches?

16. ለተጎጂ የማህበረሰብ ክፍሎች (ድሆች፣ ሴቶች፣ የአርቢቶ አደር አካባቢ ልጆች) ነጻ የትምህርት እድል ያመቻችላቸዋል።

The University provides free educational scholarship for vulnerable society (poor, females, disable people etc.)

18. የዞኑ የመንግስት አካላት ዩኒቨርሲቲው በጥናትና ምርምር ሥራዎች እንዲያግዝና ዕውቀቱን እንዲያካፍል ይጠይቃሉ።

Zonal government bodies have asked the university to support them through researches and trainings.

19. የከተማው የመንግስት አካላት ዩኒቨርሲቲው በጥናት እና ምርምር በመታገዝ የከተማውን ችግር በመፍታት ሂደት ላይ እንዲያግዝ ይጠይቃሉ።

The town government bodies have asked the university to support them through researches and trainings.

20. የትምህርት ክፍሎች/departments ተገቢ፣ አሳታፊና ፍትሐዊ በሆነ መንገድ በአመታዊ ዕቅዳቸው የማህበረሰብ አገልግሎትን ያቅዳሉ

Departments includes social services in their annual plan equitably and participatory.

21. ዩኒቨርሲቲው የጥናት እና ምርምር ግኝቶችን ለማህበረሰቡ የሚያሰይዘው እና የሚያስተዋውቅበት ሠርቶ ማሳያ/display አለው።

The University has a display for its findings to show up and introduce them

22. ዩኒቨርሲቲው በመልካም አስተዳደር፣ በዴሞክራሲ፣ የተጀመሩ የልማት ሥራዎችን በተያዘላቸው ጊዜ በመጨረስ፣ በሀብት አጠቃቃም ወዘተ ለዞኑ እና ለከተማው መንግስት መልካም ምሳሌ ናቸው ማለት ይቻላል።

The University is a model in its good governance, democracy, reasonable use of limited resources and accomplishments of the projects in due time.

23. በዞኑ የሚንቀሳቀሱ ብዙኃን መገናኛዎች የዩኒቨርሲቲውን ምሁራን በመጋበዝ አከባቢያዊ መልካም አስተዳደር እንዲሰፍን፣ ዴሞክራሲ እንዲጎለብት እና በዕውቀት እና ሳይንስ የተመሠረተ የአኮኖሚ አሠራር ባህል ማድረግ እንዲቻል የዕውቀት መድረክ ያዘጋጃሉ።

Local Public Medias used to prepare opportunities inviting scholars from the university to improve good governance, to build up democracy and to encourage innovation

### **Interview Questions**

1. What the University are doing for the improvement of the good governance in the zone and town?
2. What are some governance challenges in the zone and how the university is working to provide a solution?
3. Does Wachemo University uses national and local TV, Radio, FM, and other social media Official Facebook, telegram, website, etc. to assimilate knowledge and awaken the community?
4. What are some functions of the University that have brought economic revival in the area?
5. What are some functions of the University that helpful for the development of democracy?
6. Did zone government ask the university to help them through researches for the problems of governance, democracy and economic growth?
7. Have the town government asked the university to help them through research about the problems of governance, democracy and economic growth?
8. Did the university provide actual debate conference on issues like governance, democracy and economic growth?