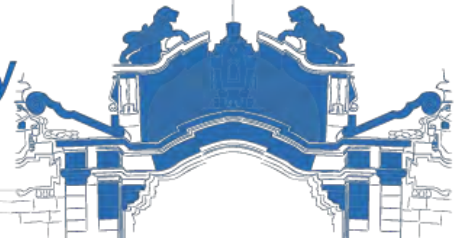




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**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**Departments of Public Administration and development Management**

GOOD GOVERNANCE PRACTICES IN THE TRAINING AND  
ACADEMIC INSTITUTIONS OF THE ETHIOPIAN MINISTRY OF  
NATIONAL DEFENSE: THE CASE OF SELECTED COLLEGES.

**By**

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**Addis Ababa**

**June, 2017**

**Addis Ababa University**

**School Of Graduate Studies**

**Departments of Public Administration and development Management**

*Good Governance Practices In the Training and Academic Institutions of the Ethiopian Ministry of National Defense: the Case of Selected Colleges.*

**A Thesis Submitted to The Department of Public Administration and Management in Partial Fulfillment of The Requirements for The Degree of Master in Public Management And Policy.**

**BY**

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This is to certify that the thesis prepared by Dawit Mamuye entitled “*Good Governance Practices in the Training and Academic Institution of the Ethiopian Ministry of National Defense: The Case of Selected Military Colleges*” and submitted in partial fulfillment of the requirements for the Degree of Master of Art in Public Management and Policy (MPMP) and complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

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## DECLARATION

I hereby declare that this is my original work that has been carried out under the supervision of Dr. Elias Brehanu, assistant professor, department of Public Administration and Development Management, Addis Ababa University during the year 2017 as part of the degree of master of Public Management and Policy in accordance with the rule and regulation of the university for Not used for any degree or diploma and all sources of materials used for the thesis have been duly acknowledged.

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Place of Submission: Addis Ababa, Ethiopia

Date of submission June, 2017.

This thesis has been submitted for examination with my approval as a university advisor

Elias Brhanu (PHD)

Signature -----

Date -----

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*I will give thanks to you, LORD, with all my heart; I will tell of all your wonderful deeds.*

*Psalm 9:1*

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## ***Abstract***

*Taking the importance of good governance in to consideration in a country like Ethiopia, the researcher conducted his research on the title of assessing good governance practices in the ministry of national defense education and training main department with the reference of three selected colleges.*

*The main objective of this study was to assess the application of good governance, satisfaction of the customers and the challenges that occurred during the implementation of good governance in the colleges. The researcher used descriptive survey study to conduct this research and the data were collected through the instruments of questionnaire, interview and document review and then the data which were collected through these methods were analyzed. Based on the analysis conducted using five core elements of good governance namely accountability, transparency, equity, effectiveness and efficiency and customer participation, the strong and weak aspect of implementation of good governance were observed. Based on the failures observed some recommendation were made in order to minimalize or totally avoid the failures.*

*Key word: Good governance, National defense, transparency, accountability, fairness, effectiveness and efficiency and customer participation*

# Table of Contents

Contents	Pages
Acknowledgments -----	iii
Abstracts-----	iv
Table of contents -----	v
List of tables -----	vii
List of acronyms -----	ix

## Chapter one Introduction

1.1. Background of the study .....	1
1.2. Statement of the problem .....	3
1.3. Objectives of the study .....	4
1.4. Basic research questions .....	5
1.5. Significance of the study .....	5
1.6. Scope and limitation of the study.....	6
1.7. Working definition .....	7
1.8. Organization of the study .....	8

## Chapter two Literature review

2.1. Introduction .....	8
2.2. Meaning of Governance .....	9
2.3. Theories of Governance .....	11
2.4. Fundamental Features of Governance.....	14
2.5. Good Governance rom Military point of view.....	17
2. 6. Good Governance in Ethiopia.....	18
2.6.1. Here are few not-Good Governance practices in Ethiopia .....	20
2.6.2. Assessment of Governance in Ethiopia .....	21

2.6.2.1. Quality of Public Administration .....	21
2.6.2.2. Information disclosure .....	22
2.6.2.3. Measuring Governance Performance.....	22
2.7. Empirical studies on practices of good governance .....	25
2.5. Analytical framework of the study .....	27

### **Chapter Three Research Methodology**

3.1. Research Design .....	28
3.2. Sources of data .....	28
3.3. Population, sample size determination and sampling technique.....	29
3.4. measurement.....	29
3.5. Instrument and procedure of data collection.....	30
3.6. Methods of data analysis and Interpretation .....	31

### **Chapter four Data analysis and interpretation**

4.1. Data Analysis and interpretation.....	32
4.2. Socio-demographic characteristics of respondents.....	33
4.3. Application of Good Governance .....	34
4.4. Service satisfaction.....	40
4.5. Good Governance challenges.....	45
4.6. Summary of data analysis and presentation .....	48

### **Chapter five conclusions and recommendations**

5. Conclusions and Recommendations.....	59
5.1. Summaries and Conclusions.....	59
5.2. Recommendations .....	62
Bibliography.....	I
Appendices.....	II

## LIST OF TABLES

Table 1. Trend in Ethiopia’s governance indicators-----	23
Table 2. Reliability statics -----	32
Table 3. Socio-demographic characteristics Respondents -----	33
<b>List of Tables on application of Good Governance</b>	
Table 4. Respondents report on transparency -----	35
Table 5. Respondents report on accountability -----	36
Table 6. Respondents report on efficiency and effectiveness -----	37
Table 7. Respondents report on equity (fairness) -----	39
Table 8. Respondents report on customer participation -----	40
<b>List of Tables from service satisfaction</b>	
Table 9. Respondents report on transparency-----	41
Table 10. Respondents report on accountability -----	41
Table 11. Respondents report on efficiency and effectiveness -----	42
Table 12. Respondents report on equity (fairness)-----	43
Table 13. Respondents report on customer participation -----	44
<b>List of Tables from Good Governance implementing challenges</b>	
Table 14. Respondents report on transparency -----	45
Table 15. Respondents report on accountability -----	45
Table 16. Respondents report on efficiency and effectiveness -----	46
Table 17. Respondents report on equity (fairness) -----	47
Table 18. Respondents report on customer satisfaction -----	48
Table 19 multiple regression of model summary-----	50
Table 20 analysis of variance ( ANOVA)-----	50
Table 21. model summery of service -----	51
Table 22 anova result .....	52
Table 23 model summery of good governance practice and its challenges.....	52

Table 24 ANOVA Result-----	53
Table 25 regression coefficient of good governance practice and its challenges.....	53
Table 26 Regression coefficient of good governance customer satisfaction.....	54
Table 27 regression coefficients of application of good governance.....	55
Table 28 correlation of customer satisfaction in the context of good governance ...	56
Table 29 correlation of application of good governance .....	57
Table 30 correlation of good governance practice and its challenges .....	57

## List of Acronyms

<b>ADB</b>	Asian Development Bank
<b>AFDB</b>	African Development Bank
<b>APRM</b>	Africa peer review mechanism
<b>DIFD</b>	Department for international development
<b>ECA</b>	Economic commission for Africa
<b>ECA</b>	Economic Commission for Africa
<b>EDCSC</b>	Ethiopian Defense Command and Staff College
<b>EPDRF</b>	Ethiopian People’s Democratic Revolutionary Front
<b>ETDM</b>	Education and training main department
<b>FDRE</b>	Federal Democratic Republic of Ethiopia
<b>GTP</b>	Growth and Transformation Plan
<b>HDI</b>	Human development index
<b>IFAE</b>	Integrated functional adult education
<b>LDC</b>	Least developed countries
<b>MDGs</b>	Millennium development goals
<b>MoFED</b>	Ministry of Finance and Economic Development
<b>MOFED</b>	Ministry of finance and economy development
<b>MOND</b>	Ministry of national defense
<b>NCOs</b>	None commissioned officers
<b>NEPAD</b>	The New Partnership for Africa's Development
<b>OECD</b>	Organization for Economic Cooperation and Development
<b>PASDEP</b>	Plan for Accelerated and Sustained Development to End Poverty
<b>SDPR</b>	Sustainable development and poverty reduction program
<b>SDPRP</b>	Sustainable Development and Poverty Reduction Plan
<b>UN</b>	United Nations
<b>UNDP</b>	United Nations Development Programme
<b>UNDP</b>	United Nations Development Programme
<b>UNECE</b>	United Nations Economic Commission for Europe
<b>UNESCAP</b>	United Nation Economic and Social Capital for Asia And Pacific
<b>UN-ESCAP</b>	Economic and Social Commission for Asia and the Pacific
<b>USAID</b>	United States Agency for International Development
<b>WB</b>	World Bank

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the study

The concept and issues of good governance is linked to human history, though its theoretical and practical aspect is historically associated with Western enlightenment when groups of people who formed a community, selected a person or a number of persons who could represent their interest and protect their community from their enemies. Through time, the number and psychological make-up of the community has become too complex to be led by the selected chairperson and this required well trained and professional governors (Gerring, et al., 2005, Aminuzzaman, 2007). According to Hye (2000), in the development stage Governance occupies central stage and is considered as the crucial component to be included in the development strategy (Hye, 2000). But great variation in terms of the meaning of governance is found in different literatures.

Nowadays scholars argue that the study of governance differs from other studies of government (Michiel S de Vries, 2013). To make it clear, government refers to a political unit which is formed in order to implement policy while governance specifies an overall responsibility for political and administrative functions. In addition, governance refers to the relationship between civil society and the state, the rulers and the ruled, the government and the governed. It is this latter aspect – the relation of civil society to the state – that distinguishes the study of governance from other studies of government (Mc Carney, and Rodriguez; 1995).

Recently the terms "*governance*" and "*good governance*" are being increasingly used in development literatures and governments' policies (UN-ESCAP, 2009). Its concept has come to dominate writings of scholars of public administration and political science, and actions of development practitioners since 1990. Development practitioners and multilateral donor institutions were possessed with the concept of good governance as they considered it as an ultimate solution to the dissatisfaction in public administration. Good governance is not considered as an end by itself; rather it is taken as a means to achieve human rights, economic

growth and development, effective and efficient service delivery to the public and fighting corruption (Gisselquist, 2013; Grindle, 2005; Vries, 2013).

Good governance is also expressed as the main target of the development as an agenda for fighting poverty and bringing about sustainable development which world leaders agreed on at the millennium summit in September 2000. Not surprisingly, good governance has been increasingly cited as one of the most dominant factors contributing to economic performance in most developing countries ('MDGs').

According to Earle and Scoat (2010) and Bloom et al (2007), good governance in the developing countries reduces the possibility of corruption and rent seeking and this in turn enables to bring about sound development. The issues of bad governance in Africa in the early 1990s have attracted many institutions and scholars to find solution for it. As per the study conducted by Sophi and Husain (2008), most of the African countries measured by the world governance indicators have low performance of good governance.

In Africa, the New Partners for African Development (NEPAD) has been introduced as an approach to change bad governance and to create a favorable governance environment. In line with this, the African Peer Review Mechanism (APRM) is often described as Africa's unique and innovative approach to governance with the objective of improving governance dynamics at the local, national and continental levels (Odehand Mailafia, 2013).

Ethiopia is one of the members of NEPAD and it has been striving for alleviating bad governance at all levels of government since 1990s. The installation of the decentralized governance in Ethiopia since 1990s indicates one of the initial step in the history of the nation, as it has shifted a highly centralized authority to regional and local units, which is expected in turn to promote good governance (Helvetia's Ethiopia, 2008). Therefore, in order to achieve the sound development in countries like Ethiopia, good governance is not a matter of choice but a Prerequisite.

Taking this into account, Ethiopia has introduced good governance package since 2006. However, it has been reiterated that if the institutions and their public officials are not accountable, responsive and transparent, corruption will remain rampant and the task of the

people working in the public institutions is likely to be inefficient and ineffective. It is, therefore, for this very reason that Ethiopia has also boldly incorporated the agenda of good governance as its core pillar in the Growth and Transformation Plan I (MOFED, 2010).

## **1.2. Statement of the problem**

Ethiopia's Sustainable Development and Poverty Reduction Program (SDPRP), the issue of good and decentralized governance was considered as one of the building block in the struggle against poverty (Kumera, 2006). As clearly stated in the Ethiopia's guiding strategic framework for the five year period 2005/06- 2009/10 has given emphasis to strengthening the democratization processes are being taken step by step in the form of Civil Service Reform, Justice system Reform, Improved Democratic Governance, and Decentralization which resulted significant achievements in the last few years (MoFED, 2006)

However, Ethiopia has also embarked on democratization and good governance building processes like any other country, it has faced a number of challenges. In order to solve these challenges address the gaps identified, the government has developed a multi- sectorial national capacity building strategy which advocates the principles of decentralization, regional autonomy, and efficiency to enhance popular participation and to promote good governance, accountability and transparency (ECA 2005).

Though the government of FDRE has taken important measures to promote good governance by ratifying a number of international human right instruments, and the FDRE constitution adopted multi-party government system and accepted most of the internationally recognized human rights conventions since 1991, the process of building good governance is facing serious and complex challenges such like education sector among the top as very poor in managing public finance, but schools and universities have faced shortage of education facilities and citizens' are crying for quality education, grievances related to quality service provision fall on deaf ears, fraud to obtain teaching jobs; capture of recruitment by groups with vested interests (Fekadu G, 2013). The challenges are mainly related with that of the infancy of building good governance in the country (Rahmato, Bantirgu, Endeshaw, 2008).

The FDRE Ministry of National Defense was re-established in 1995, after the downfall of the Dergue Regime, with the passing of the Proclamation 4/1995 as requirement of Article 87 of the current constitution of Ethiopia. The challenges faced the country in the practice of good governance are likely to happen in the Ministry of Defense Force.

On the practices of good governance can be used to solve a number of existed problems that continuously observed in the low practice of transparency, lack of accountability, poor efficiency and effectiveness, less responsiveness and participation to implement policies. Such challenges are obstacles that hinder the process of providing good service and sustainable development in the military colleges. It is clearly known that without personnel development, it is impossible to raise institutional development. Therefore, arranging educational program, facilitating, and continuous training to the military leaders with promoting good governance principles are indispensable in order to improve their organization performance to alleviate the challenges.

Therefore, the first justification that initiated the researcher to do this study is beside the current issues of the country, related with the fact that there were no effective practices of good governance at the Military Colleges of the Ministry of National Defense of Ethiopia. The second reason that inspired the researcher to conduct this study is due to the fact that the attention given to good governance practices at the military colleges of the Ministry of National Defense was little although it has great contribution to the ministry of national defense and the countries for human development. Unfortunately the researcher could not access any research which is conducted on good governance of the Ministry of National Defense was the other factor that made the researcher to conduct this study. As far as the researcher's knowledge is concerned, there are no researchers conducted in the Ministry of National Defense Force regarding Good Governance practices. As a result if research was conducted on this topic, it could be used as source of identifying problems of practices of good governance and solving them at the military colleges of the Ministry of National Defense.

### **1.3.Objectives of the Study**

#### **1.3.1. General Objective**

The general objective of the study is to assess Good Governance practices of the Ministry of National Defense Training and Academic Institution with reference of three Military Colleges and forward recommendations based on the findings.

#### **1.3.2. Specific objectives**

The specific objectives of this research are;

- To assess whether the military colleges have a culture of good governance both in principles and practices or not.
- To assess the customers of the colleges satisfaction with the military training services.
- To explore the main challenges that could hinder of the implementation of good governance practices in military colleges in line with good governance principles.

### **1.4. Basic Research Questions**

The study attempts to answer the following basic questions.

1. To what extent do the military colleges attempt to maintain good governance principles and practices during implementation?
2. To what extent the costumers (students) of the colleges satisfied with college of administration services?
3. What are the main challenges of implementing good governance practices in military colleges in line with good governance principles?

### **1.5. Significance of the study**

- This study will have a paramount importance in furnishing valuable information on the practice of good governance for the existing knowledge and fills the gap of theoretical and empirical evidence in the country.
- It provide empirical information to the Ministry of National Defense Education and Training Main Department as well as the Military Colleges leaders about the Good Governance application and practices to take corrective measures.
- It also gives some insight how Good Governance plays crucial roles in the day to day activities of the Military Colleges, the students and the societies at large.
- The study provides the researcher the opportunity to gain deep knowledge on Good Governance both application and practices.
- Apart from these, it will enhance the practical knowledge of the researcher through creating a link between the theoretical knowledge and what is going on real life in the colleges.
- Finally, on the issue of Good Governance in the Military Colleges of Ministry of National Defense, it becomes a spring board for further studies to be conducted.

### **1.5. Scope and limitation of the study**

#### **1.5.1. Scope**

The Ministry of National Defense of Ethiopia has a wide range of organized with different missions to be achieved. The scope of the research, however, due to time and budget constraints, is limited to assess the practice of good governance in the Ministry of National Defense Education and Training Main Department. Though there are more than ten colleges and training centers under the Ministry of National Defense Education and Training Main Department, however, this study area is mainly focused on the three selected Military Colleges which included Command and Staff College which found in Addis, Combined Arms Academy found in Awash 7 kilo and Major General Hayelom Araya Military Academy fund in Holeta and conceptually the study was also delimited to the practice of Good Governance by focusing on the issues that included transparency, accountability, efficiency and effectiveness, equity and costumer participation among others.

### **1.5.2. Limitation**

This study was conducted to good governance practices of the Military Colleges of the Ministry of National Defense and forward recommendation based on the findings. But there were some limitations of the study while it was being carried out. There has been a lack of sufficient financial resources and time to use large samples, lack of properly quantified statically data or information, unwillingness of some respondents to give valid data, fear of respondents to provide genuine and accurate information and failure of some of the respondents to give back questionnaires. In addition, because of no research had been done on the given topic until the researcher did this research at the military colleges of the ministry of national defense. The researcher was not able to get a research work as input. Therefore, the findings can't be generalized for the entire institutions of MOND-ETMD.

### **1.6. Working Definition**

#### **Organization of the National defense Forces**

- ✓ The FDRE Ministry of National Defense Force is one of the Federal Government Institutions which established in 1996 through Declaration under the Federal Negarit Gazzeta Proclamation No. 27/1996. The national defense Forces of the FDRE shall consist of the Ground Force and the Air Force.

#### **Education and Training main department**

- ✓ A department which responsible to lead A center of education and trainings which are military colleges, academies and basic training centers  
(Campaign dictionary of military terms)

#### **Military Academy**

A collage which trains soldiers to become officers in the armed force. (Campaign dictionary of military terms)

#### **Command and Staff College**

- ✓ A collage or training center for training higher officers  
(Ethiopian Army training Field Manual 2011).

### **Combined arms academy**

✓ A college or training center for junior officers.

(Ethiopian Army training Field Manual, 2011).

#### **1.7. Organization of the study**

The research consists of five chapters. The first chapter deals with the background of the study that includes statement of the problem, objective of study, basic questions of the research, significance of the study, and scope and limitation of the study. The second chapter is about review of related literature. The third chapter deals with methodology. The fourth chapter is concerned with the presentation, analysis and interpretation of data. Finally, the last chapter covers about the summary of the findings, conclusion and recommendations.

## CHAPTER TWO

### 2. REVIEW of RELATED LITERATURE

#### 2.1. Introduction

Under this section different published & unpublished literatures that are directly related with the study tile from different angle especially in the case of Ethiopia be reviewed accordingly, the body of this paper contains general discussion about the connotation & concept of Good governance in general & particularly principles of good governance beyond it contains meaning of governance, theories of good governance, fundamental features of good governance, good governance from military point of view, empirical studies & analytical framework of the study.

Governance is a complex concept. It includes the states institutions and structures, decision-making processes, capacity to implement and the relationship between government officials and the public (Landell-Mills and Serageldin 1992).

Similarly, some view it as act of governing others as empowering the civil society and yet others as the relationship between the state and civil society (Balagon, 1998 cited in Anwar). As noted by (Schneider, 1999) Governance is also one of key determinant tools for growth, development and poverty reduction. Governance also defined as “*the management of society by the people*” and “*the exercise of authority or control to manage a country’s affairs and resources*” (Albrow, 2001).The definition of ‘good governance’ has been usually debatable yet (Kohler-Koch and Rittberger, 2006). One can differentiate between a broad and a narrow definition of good governance (Börzel et al., 2008; Leftwich, 1994; Robinson and Hout, 2009).

Hence some authors adopt that a narrow understanding of good governance is limited to the efficient and effective functioning of the state. They closely connected good governance with the management and performance of the administration and the regulatory framework of the state. The Principles such as efficiency and effectiveness, predictability, transparency, accountability, the level of corruption or sound financial management establish crucial elements of this understanding (Conzelmann, 2003; Faust 2004; Andrews, 2013). This thoughtful of good governance has been strongly influenced by development policy, and notably by the World Bank

(Kaufmann et al., 2003). Other scholars also emphasized in the field of democratization and external democracy promotion adopt a broader definition of the concept with a stronger normative dimension relating to respect for human rights and democracy (Burnell, 2000; Santiso, 2003).

In the light of this evidence, Governance focuses on a government that can open and responsive to civil society, more accountable and better regulated by external watchdogs and the law. A strong role should be proposed for “voice” and for civil society “partnerships” through community participation and non-governmental organizations (NGOs). Governance models thus tend to attention more on incorporating and including citizens in all their stakeholder roles rather than simply satisfying customers, a theme that echoes the notion of “creating public value”. (United Nations Department of Economic and Social Affairs-World Public Sector Report, 2005).

## **2.2. Theories and Meaning of Good Governance**

Recently, the literatures clearly stated that, the concept of good governance becomes predominately and contemporary national and global political discussions. It is not a concept that easily to define, indeed, while some researcher like Aminuzzaman wrote that since early 1980s good governance was emerged as a popular agenda of development literature and appeared in the discussion about social organization (Aminuzzaman, 2007).

In September 2000, the areas of consensus and emphasized in which reached by the world leaders in their Millennium summit general assembly of the United Nations conference for the declaration of Millennium Development Goal was democracy and good Governance. Therefore governance occupies a central stage in the development discourse and is considered as essential tools to be unified in the development strategy. Consequently it is taken as a mechanism that the voices of the poorest and the most vulnerable are heard in decision-making over the allocation of development resources (Abdellatif, 2003; Kaufmann and Kraay, 2003; Chowdhury and Skarstedt, 2005; Amoko, 2003; Karl, 2011).

However, yet, consensus has not been reached on among different stakeholders around a single definition of governance (*Plumptre and Graham, 1999*). There are lots of definitions of

governance as there are various theorists in the field. Indeed while some researcher such as Sheng (2009) argued that, governance means simply the process of decision-making and the process by which decisions are implemented or not implemented. While as noted by Daniel kaufmann (2003) good governance is mainly encompass a complex system that of interactions among structures, traditions, functions or responsibilities, and processes or practices characterized by three key values of accountability, transparency and participation. However, Governance is quite emphasis as the traditions and institutions by which authority in a given country is exercised. Such like, the process, by which governments are selected, monitored and replaced (USAID, 2002).

According to Bovaird and Loffler (2002), the European Commission's and Lynn, Heinrich and Hill (2007) also define *governance* as the set of formal and informal rules, structures and processes which define the ways in which individuals and organizations can exercise power over the decisions (by other stakeholders) which affect their welfare and quality of life (Bovaird and Loffler, 2002).

Moreover in the 1990s another approach appeared about governance which emphasize on Humane governance basically stresses on the state, civil society and the private sector to provide room for building capacities favorable for meeting the basic needs of all people, particularly women, children, and the poor, ensuring sustainability of human development. Governance calls aimed at enhancing the scope for the common people to influence laws, and promoting their rights and privileges (Mahbubul Haq et. al., 1999). The concept of human development also recognizes that the economic achievements depend on social factors. Equally, economic growth is needed to achieve human development objectives such as poverty reduction, public investment in health and education. There is in effect a virtuous circle of human and economic development, each enhancing the other (Smith, 2007).

In light of this evidence, Governance can be good or bad. Governance is sound when rule of law is respected, democratic pluralism realized, free and fair election is conducted, human and property rights are granted, powers of three branches of government are separated, freedom of associations and press are enforced, legal frameworks properly worked (Anwar, 2007). based on the basic principles of governance which are consistency, responsibility, accountability, equity,

transparency, participation and subsidiarity, effectiveness and proportionality, and adherence to law, the basic functions of governance brings public administration closer to the citizen. To makes public administration more effective, Ensures combating corruption, ensures the participation of different stakeholders to government by voicing their opinion, which enriches the content of the decisions and improves the effectiveness of their implementation, strengthens democracy, improves the legitimacy of institutions insures that decisions and processes are open and understandable (Fikrettoksoz, 2008).

Likewise governance, as of today there is no single and exhaustive definition of ‘good’ governance although the concept of good governance is relatively new. It appeared in 1989 in the World Bank’s report on Sub-Saharan Africa, which characterized the crisis in the region as a “crisis of governance” (World Bank, 1989). However, there is no single and comprehensive definition of “good governance,” nor is there a delimitation of its scope, that the guidelines universal acceptance.

In the currently discourse, there are two dimensions of philosophers argued about good governance: **academic and donor**. The Academic philosophy has mainly focused on the way in which power and authority relations are structured in different contexts, whereas donor directed thought has focused more on state structures designed to ensure accountability, due processes of law, and related protections. Academic philosophy is directed mainly towards better understanding of institutional linkages between the state, civil society and the private sector; donor-driven thought is oriented towards enhancing policy effectiveness (Simonis, 2004).

Good governance has been defined from different dimensions by different scholars and institutions. This fact has led to difficulty of coming up with a distinct definition that can satisfy all actors (Gisselquist, 2012). For instance, as noted by Kofi Annan the former UN Secretary-General, cited in (hope, 2008), good governance is also perhaps the single most important factor in eliminating poverty and promoting development; ensuring respect for human rights and the rule of law; strengthening democracy; promoting transparency and capacity in public administration.

Basically the differences in definition have come to the scene remaining to the emphasis writers and proponents of good governance have tended to place. Below is list of definitions provided by different international institutions and organizations such as continental and international banks and etc. that have been in the forefront supporting and advocating for good governance in the last two decades:

**World Bank's Definition of Good Governance (WB)** the World Bank has defined good governance as the manner in which power is exercised in the management of a country's economic and social resources for development. Additionally, good governance is central to creating and sustaining an environment which fosters strong and equitable development, and it is an essential complement to sound economic policies. (World Bank, 1992)

**The African Development Bank definition of good governance (AFDB)** According to the 2000 Bank Group Policy on Good Governance, it is a process referring to the manner in which power is exercised in the management of the affairs of a nation, and its relations with other nations. It promotes accountability, transparency, rule of law and participation, is central to creating and sustaining an enabling environment for development. (African development bank, 2000)

**United States Agency for International Development USAID** good governance is the ability of government to develop an efficient, effective and accountable public management process. that is characterized by transparent, pluralistic, citizens involvement in decision making, representation and accountability by focusing the areas of legislative strengthening, decentralization and democratic governance, anti- corruption, civil-military relations, and improving policy implementation. Good governance is also described as how the institutions, rules, and systems of the state- the executive, legislative, judiciary and military operate at central and local level by providing opportunities for all people to influence government policy and practice, macro-economic stability to promote the growth necessary to reduce poverty; implement pro-poor policy that guarantees equitable and universal provision of effective basic services; ensure personal safety and security and manage national security arrangements accountably by developing honest and accountable government (DIFD, 2001)

**The United Nations Development Programme definitions of good governance (UNDP)** in its policy document entitled “Governance for Sustainable Human Development”, UNDP has set out a definition for good governance as “the exercise of economic, political and administrative authority to manage a country’s affairs at all levels. Good governance is, among other things, participatory, transparent and accountable. It is also effective and equitable. And it promotes the rule of law. It ensures that political, social and economic priorities are based on broad consensus in society and that the voices of the poorest and the most vulnerable are heard in decision-making over the allocation of development resources” (UNDP, 1997).

**Asian Development Bank definitions of good governance (2001)** define good governance as the way in which power and authority is exercised and distributed within the organization, and also ‘Good’ governance is about making sure that the power and authority is not concentrated in the hands of a single individual person or group. This further needed to checks and balances be put in place within an organization that separates and balances power between different bodies and has clear lines of accountability between them. Effective governance structures play an important role in ensuring resources are managed effectively within an organization and ensuring activities are undertaken that are in the interests of the mission and not of a group of individuals. (<http://www.childhelplineinternational.org/>).

**United Nations (UN)** definitions of good governance the United Nations also provides that a broader definition in saying ‘in the community of nations, governance is considered “good” and “democratic” to the degree in which a country’s institutions and processes are transparent. Its institutions refer to such bodies as parliament and its various ministries. Its processes include such key activities as elections and legal procedures, which must be seen to be free of corruption and accountable to the people’ (Article 9.3 of the Cotonou Convention) (Santiso, 2002).

As noted that all the definitions given by multilateral banks such like USAID and UNDP emphasized on exercise of power in managing and administering the economic, political, social and administrative aspect of the societies. Moreover, as it is stated that the exercise of good governance is played a vital role to effective and sustainable development on its performances. Conversely, the last definition discussed by the United Nations differs from others by explaining about democratic procedures and institutions.

### **2.3. Fundamental Features of good governance**

The essence of good governance is basically greater efficiency and rationality in resource allocation, and enhances environmental enabling and lack of corruption because not all governances are good governances Based on the fact that its features include: participation, rule of law, consensus oriented, efficiency and effectiveness, corruption, transparency, responsibility, accountability and, equity and inclusiveness (Negeri, 2010).

**Public Participation:** participation by both men and women is a key corner stone of good governance. Participation could be either direct or through legitimate intermediate institutions or representatives. Participation also shows the promotion of representative democracy and decentralization of authority (UN-ESCAP, 2006) and the provision of necessary response for the request of customer/service recipients. It also emphasis that client orientation and responsiveness through improved access to information, customer surveys to measure customers' satisfaction and hotline to enable customer to report corruption and misconduct. Especially the vulnerable groups should be involved into the process of decision making (Sheng, 2009).

**Rule of law:** good governance requires fair and legal frameworks that are enforced impartially. It also requires full protection of human rights, particularly those of minorities. Impartial enforcement of laws requires an independent, judiciary and an impartial and incorruptible police force (Ibid).

**Corruption:** Corruption is a symptom of something gone wrong in the management of the state. Various institutions that are designed to govern the relationships between citizens and the state are used instead for the personal enrichment of public officials and the provision of benefits to the corrupt. Its basic cause is the prevalence bad form government's governance (United Nations Development Program, 1997). The report asserted that corruption is the direct response of bad governance.

**Transparency:** according to Graham et al the process of decision making and implementation has to be done in an open manner, and the information of decision making and implementation should be freely available and directly accessible to those people who will be directly affected by

those decisions (Graham et al., 2009) cited in (L. Qian, 2014). It also means that enough information is provided and that it is provided in easily understandable forms and media (Sheng, 2009).

**Responsiveness:** good governance requires that institutions and processes try to serve all stakeholders within a reasonable timeframe. Godbole consistently argues that: The primary responsibilities of the government can be briefly stated as laws and order and police, adequate and promote criminal and civil justice systems, and protection on interests of economically and socially weaker sections of society. The government will also have to take the responsibility for provision of primary education, public health, and water supply, particularly in the semi-urban areas. If these are fully taken care of, a number of the remaining activities can be left to be provided by the private or cooperative (Sectors, 2001).

**Consensus Oriented:** in different societies there are certain interest groups who can represent and influence the attitudes and interests of the community. Therefore, mediating these groups with government bodies can help to reach a broad consensus in society on what is in the best interest of the whole community. This requires a broad and long-term perspective on what is needed for sustainable human development and how to achieve the goals of such development. This can only result from an understanding of the historical, cultural and social contexts of a given society or community (Godbole, 2001).

**Equity and Inclusiveness:** Sheng (2009) stated that a societies wellbeing always depend on ensuring all its members feel that they have a stake in it and do not feel excluded from the mainstream of society. This requires all groups, but particularly the most vulnerable, have opportunities to improve or maintain their well-being.

**Effectiveness and Efficiency:** good governance means that processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal. According to, (Godbole, 2006) that the concept of efficiency in the context of good governance also covers the sustainable use of natural resources and the protection of the environment.

**Accountability:** According (Sheng, 2009) accountability is a key requirement of good governance. Mainly concerned, with that governmental institution has to be accountable to the

people who are influenced by their decision and activity (Scott and Wilde, 2006). Not only governmental institutions but also the private sector and civil society organizations must be accountable to the public and their institutional stakeholders. Who is accountable to who varies depending on whether decisions or actions taken are internal or external to an organization or institutions. In general an organization or an institution is accountable to those who will be affected by its decisions or actions. Accountability cannot be enforced without transparency and the rule of law.

**Human Rights:** Good governance to Human rights means that every person has inherently fundamental indisputable rights because she/he is a human being. Human rights are thus considered as universally applicable everywhere and egalitarian the same for everyone. Good governance results in the protection of human rights, and is therefore a crucial for a secure and stable society (Allard-Jan ten Berge, 2012).

As a matter of fact, good governance is essential for bring national and trans national development by: Enhancing effective and efficient administration, Improving quality of life of citizens, Establishing legitimacy and credibility of institutions, Making administration responsive, citizen-friendly and citizen-caring, Ensuring accountability, Securing freedom of information and expression, Reducing cost of governance, Making every department result-oriented, Improving quality of public services, Improving productivity of employees, Eradication of corruption to re, establish credibility of government and etc. Donor agencies and proponents/advocates of good governance have gone as far as “*challenging direct budget support to partner governments*” in the third world (Gisselquist, 2012). Thus, throughout the 1990s, good governance has managed to be attractive word in the spheres of public administration and political science. The underlying assumption of was that economic development, social transformation, democracy and human rights could not be thought of without ensuring good governance in the undertakings of government.

## **2.4. Good governance and military operation**

The primary function of governance is to ensure that organization or institutes fulfills its overall goals and purpose, achieves its intended outcomes for the national interest, and operates in an

effective, efficient and ethical manner. Because of each organization has its own mission and purpose, this principles of governance should guide all governance activity. There are also some general purposes that are fundamental to all public governance, including providing good quality services and achieving value for money. The concept of ‘public value’ can be helpful when thinking about the unique purpose of public services and therefore of their governance. Public value refers to the things that public services produce, either directly or indirectly, using public money. Public value includes: outcomes such as improved peace and stability and giving adequate security services and trust in public governance (Allard-Jan ten Berge, 2012).

To achieve this, Good governance now days is also becoming a key component in achieving and improving sustained success of military mission. It is considered that good governance become high interest and value for military operations. Recently international military missions have as shown as a prerequisite for political ownership, and therefore as a part of the preferred outcome, the high mission relevance of good governance become visible and essential. (Allard-Jan ten Berge, 2012).

So, Good governance from the military point of view, based on the recent history regarding military missions employed has demonstrated that a major challenge arising from an increased intention on partnership between international and local stakeholders, as well as public and civil actors, cooperating in countries emerging from, and violent conflict has been to construct or reconstruct aspects of good governance is a vital important point. As stated in the beginning of this publication, good governance is a prerequisite to foster the development of security and recovery, and along with that a successful transition to sustainable peace. To reach this outcome and strengthen the dimensions of good governance, military presence will be essential in areas of insecurity and weak government capacity (Allard-Jan ten Berge, 2012).

*Taking this in mind, Military missions are no longer only about fighting wars. Current and future missions are also focused on the core goals such as creating democratic legitimacy and the efficiency and effectiveness of states, but also have to make sure that the building or rebuilding of state structures is part of the agenda. This can all be seen as part of a larger good governance agenda. Especially failed or fragile states will most likely be unable to develop practices of good governance on their own behalf since very specific efforts are needed to establish and uphold good governance in such settings. The goals and ambitions of military missions are therefore even more*

*changing towards the guaranteed provision of safety and security by the state, thus directly and indirectly related to the promotion of good governance (Allard-Jan ten Berge, 2012).*

## **2.5. Good Governance in Ethiopia**

For many years, throughout Ethiopia histories, governance and administrative practices have been highly centralized. The like dimension and concepts of accountability, transparency, community participation and rule of law and anti-corruption were paid little attention. But, after departed from the old system of governance, the government existing by now organized the country in to decentralized federal government system. Accordingly, the decentralized form of governance has become in place replacing the country old system unitary forms of government. Based on the 1995 constitution of the country article 50(2) (3) the country is organized in to federal and regional states. And each of the states has the legislative, executive and judiciary functions similar to the federal government (Ethiopian constitution, 1995).

The constitution provides also the protection of different democratic rights such as the right to hold opinion, thoughts and free expressions, freedom of assembly, public demonstration and the right to petition, right to association, freedom of movement, and rights of citizenship. The constitution further provides for the structure and separation of the three branches of state. Federal law making power is granted to the bicameral parliament of the House of Peoples Representatives and the House of Federations, executive power is granted to the Prime Minister and the Council of Ministers and establishment of an independent judiciary. In addition to this, periodic general elections have been taken place four times in the last two decades (1995, 2000, 2005 and 2010) government (Ethiopian constitution, 1995).

Consequently, the government of Ethiopia has also shown its commitment to promoting good governance through ratifying a number of international human rights mechanisms, reforming domestic laws to harmonize with international human rights standards, emphasizing good governance in different policies and programs such as the SDPRP/PASDEP. Still recognizing how far good governance is indispensable for poverty alleviation, the government of Ethiopia has been making efforts to achieve it (MoFED, GTP, V1).

According to Government reports, over last consecutive year, Ethiopia has achieved encouraging development results and maintaining an economic growth rate of 11 %. However, no much agreement on the rate between different actors, the international community has recognized the growth. It has also been reported that the country has come to enjoy the fastest improvement in the Human Development Index (HDI) among Least Developed Countries (LDCs). Moreover, it is determined to accelerate and maintain this development result while strengthening its good governance and democratic agenda (UNDP, 2012 Vol .I Developmental brief).

But In light of major variables of good governance such as legitimacy, accountability, transparency of government activities, rule of law, competency of government as well as the provision of an enabling environment for economic growth and development in the country, the Ethiopian governance performance proved to be one of the low performing systems in the world Shimelis (2015).

### **2.5.1. Here are few *not-good governance* practices in Ethiopia**

Where the Federal Audit General's three or more consecutive years report ranked education sector among the top as very poor in managing public finance, but schools and universities have faced shortage of education facilities and citizens' are crying for quality education; on the other hand Speaker of House of the parliament and top government officials are defending that it does not mean a corruption (Fikadu, 2013) Where bribery, extortion, favoritism, or nepotism in selecting teachers for promotion, upgrading, or grants; fraud to obtain teaching jobs; capture of recruitment by groups with vested interests; fraud in certification (transcripts and certificates) risks are high (ibid).

Where your literacy and numeracy program with whatsoever name like *Integrated Functional Adult Education* (IFAE) found to be astray and indeed evaluated as downsides of the sector for the last three or so years but millions left illiterate, (ibid). Where some classrooms in the inner city of Addis are left empty but children in the peripheral areas either attend school on shift bases or have never been to school; when it is seldom possible for the government to ensure national curriculum implementation and support educational institutions to prepare citizens' in line with

the education policy objectives; Where the drafted education law is downplayed for unknown reasons; and unlike Republic of South Africa's Education and Finance Ministers, ours are not being taken to court over poor standards at schools. But, startlingly promoted to the level of deputy PM; where Ethiopian Telecommunication downsized its employee size and employed "letter" (Fekadu, 2013).

Economics in its naming (from 26 to 12 letters of Ethio-telecom) without any significant improvements in the service; working under exacerbating connectivity problem that is found to be a bottleneck in the business and others activities; contradicting with e-governance principles; negatively affected career of those who were laid off and their families; Where the sole electricity supplier corporation always emphasizes on transformation capacity related problems for frequent power interruption; and labels the citizens government "dependent" (*tebakinet*), but too late to respond to the poor quality procurement of equipment's; Where the state enterprises like regional water works and construction have been gripped in corrupt acts and the projects (Borena, Addis Ababa Zuria, Fentale, Didesa area etc) ceased or left planned; but millions are thirsty, food insecure (Fekadu, 2013).

Where the civil service cannot address dissatisfactions in the pay scales; whereas sector officials' willingness alone makes things to happen rather than research based reform via thorough scrutiny and job grading. Where some government organizations (Ethiopian Revenues and Customs Authority (ERCA), Technical and Vocational Education, Training Center of competency, Ministry of Urban Construction and Development) have made a pay reform, others have been prohibited the vertical and horizontal career growth; Where one of the major state revenue source custom tax subject to swindle by merchants and ERCA employees and officials; where the current corruption scandal in the ERCA divulges the futility of salary increment as a corruption prevention instrument (Fekadu, 2013).

Where the food item and other consumption goods price hike, but the regulatory measures intensifying than resolving the problem; when the consumers' right protection and consumers' cooperatives cannot stabilize the market; Where grievances related to quality service provision fall on deaf ears, but traditional denunciation and self-denunciation have been taking place in government offices without any value addition or often worsening the situation (Fekadu, 2013).

### **2.6.2.1. Quality of Public Administration**

The current Government inherited a highly centralized and control oriented civil service. The civil service lacked autonomy while accountability to citizens was weak. These institutional shortcomings, in turn, hindered the effectiveness and responsiveness of the state in public service delivery (FDRE, 2009).

Since 1994, the government of Ethiopia has embarked on a comprehensive civil service reform programme designed to improve performance and strengthen accountability and transparency. Decentralization was also initiated as part of broad based efforts to improve the effectiveness of the state in public service delivery and advance the democratization process. The laws, rules and regulations governing Ethiopia civil service have undergone changes in line with the 1995 Federal constitution to foster an impartial, ethical and accountable civil service. The degree of compliance with rules in the Ethiopian civil service is, generally high and control systems such as payroll are relatively strong. However, the transition from a socialist to a market oriented economy has necessitated a reorientation of the civil service toward a more service oriented public administration (ibid).

### **2.6.2.2. Information disclosure**

There are several channels through which the executive communicates with citizens and their legislative representatives. “Question time” in Ethiopia’s Parliament affords legislators an opportunity to engage the Prime Minister and other Federal Government officials regarding the conduct and performance of the executive. Furthermore, the Prime Minister presents overall government annual plans at the beginning of each parliamentary session and submits a report on the performance of different ministries bi-annually to Parliament. This reporting mechanism is intended to enhance executive accountability. Each Ministry is also required to provide regular reports to the Council of Ministers on its performance (ibid).

### **2.6.2.3. Measuring Governance Performance**

Worldwide Governance Indicators show that in 2006, Ethiopia’s performance in government effectiveness was relatively better than the rest of Sub-Sahara Africa. Ethiopia’s ranking on the

control of corruption dimension was also higher than for Sub-Sahara Africa, and to some extent on the rule of law. Ethiopia's percentile ranking on voice and accountability and regulatory quality, however, was lower. The following table depicts the trend in Ethiopia's governance indicators since 1996. The comparisons and trends, however, ought to be interpreted with extreme caution because the indicators are largely based on perceptions and sample sizes are small. Moreover, country comparisons, whilst useful, do not take into account differences in country historical, social and political contexts (ibid).

**Table 1: Trend in Ethiopia's Governance Indicators**

	1996	1998	2002	2004	2005	2006
Voice & Accountability	23.0	24.5	13.0	15.4	15.4	16.8
Political Stability	13.9	21.6	13.0	13.0	7.2	5.3
Government Effectiveness	10.9	12	16.6	25	20.9	31.3
Regulatory Quality	5.9	15.6	13.2	17.1	16.6	21.0
Rule of Law	17.1	26.7	24.8	27.1	23.3	24.0
Control of Corruption	7.3	33.5	38.8	29.6	26.2	36.9

Source: Kaufmann D, A. Kray and M. Mastruzzi, 2007: Governance Matters VI: Governance Indicators for 1996-2006 cited by EPRDF CGP, 2009

Good governance is characterized by responsiveness and balance in making decisions by accommodating various competing public interests and focuses on the best interest and needs of citizens. Timeliness, effectively and efficiency in the decision making process add special valued to the prevalence of good governance. Making decisions on a participatory manner is one of the linchpins of good governance. (Ethiopian Herald, 2015)

Over the last fifteen years, good governance has become a major area of focus by the Ethiopian government. The liberalization of the economy and the corresponding structural adjustments in various economic, relative democratization of public life and the promotion of the private economic sector has triggered the demand for good governance in the country. (ibid)

Although the government of Ethiopia exhibits a strong political will to ascertain good governance in the country articulately in the upcoming GTP 2, period, there are huge challenges

and hurdles that wait ahead. These challenges partially emanate from the old and recent history of the country. Ethiopia was ruled by aristocratic dynasties who claimed that they rule the nation by the divine power vested upon them as elects of God. Government administration was infested with the policy of gerentocratic meritocracy in which offices were held either as a reward for valor in war or as the result of a link to the royal family or a specific ethnic group. The unprecedented political suppression and economic oppressions which the citizens were subjected set the breeding ground for feudal mentality and belief in predetermined fate. (ibid)

The prevalence of recurrent drought and food shortage, unfathomable level of poverty and the consequent poverty induced counterproductive mentality, periodic wars and displacement; migration that resulted from political repression the wiped out almost an entire generation threatened the survival of citizens and the existence of the Ethiopian state. The totalitarian regime of the Derge added fuel on the already raging fire. National chauvinism, narrow nationalism, nepotism and parochialism prevailed over the nation. There was no reasonable governance let alone good governance (ibid).

Despite the above mentioned drawbacks, since 1992, the country has enjoyed a comparative advantage through remarkable changes that had set the ground for the possibility of ascertaining good governance in the country. Constitutionally established federal state, unwavering political commitment of the government, prevalence of peace and tranquility in the country, economic liberalization, promulgation of favorable development policies, establishment of democratic institutions like Human Rights Commission and Office of the Ombudsman, huge human and natural resources would certainly help to buttress the ground work for instituting good governance in Ethiopia. The cornerstone for instituting good governance in Ethiopia are already in place but still there is more to be desired (ibid).

Good governance cannot be attained only through the efforts made by the government. Civil society organizations, the entire public, institutes of higher learning, the private sector, and religious organizations should be able to find their niche in contributing to the enhancement of good governance in Ethiopia. (ibid)

There are considerable issues and concerns that are being voiced by the public. Fluctuations in the supply of electric power, undesirable red tape that is still prevalent in the public sector, unjustified skyrocketing of the prices of goods and services particularly on food items need to be addressed a concerted efforts to attain good governance (ibid).

## **2.6. Empirical Studies on practices of good governance**

Some related studies were conducted by different researchers in different parts of Ethiopia on land management systems from the application of good governance perspectives. Misganu Worku, (2013) on his research study entitled Assessment of the Prevalence of Good Governance in Public Sector: the Case of Selected Public Institutions in Addis Ababa City of Ethiopia. The main objective of the study was assessing how far good governance is prevalent in public sector institutions and the research was conducted on five public institutions purposefully selected in Addis Ababa city of Ethiopia.

The study employed qualitative research methodology and data was collected through questionnaire method and the data obtained both from civil servants and service users together with the information obtained through interviews from selected officials. The descriptive analysis revealed that institutions are striving to achieve good governance practically in their institutions. Based on the analysis conducted using five core elements of good governance namely participation, effectiveness and efficiency, accountability, transparency and equity and equality different achievements and failures were observed. Frameworks and mechanisms for good governance implementation are found ready.

The necessity of engaging the society in full scale participation, the need for trainings, workshop, seminars on good governance, increasing implementing capacity of the institutions, the necessity of using different mass medias for good governance issues , struggling against corruptions are recommended for amending the failures in public institutions in their attempts to achieve good governance.

Results of this study show that, institutions assessed have not been perfectly effective in any of the five good governance indicators used in the study. Instead they were found effective in some of the sub-indices of the indicators and ineffective in some other sub- indices of the indicators. Therefore in order to avoid generalization by simply using indicators for conclusion, the study

has drawn its conclusion focusing on specific sub- indices of the indicators used. In addition, in the conclusions and recommendations focus has been given to the weak side of institutions.

In general the researcher describe in his sum up, for a country striving to achieve the millennium development goals, the contribution of public institutions is crucial. For institutions to contribute their parts good governance should be one of the principal frameworks in all of their activities.

Study conducted by the Fitsum Weldu Abrha (2016) entitled Assessment of Responsiveness and Transparency: The case of Mekelle Municipality. This study has tried to deal with the issue of good governance by taking in to account the decentralization issue and it's functioning in delivering effective and efficient services.

To deal with this study the researcher was incorporated two key indicators of good governance that are transparency and responsiveness to assess the situation of good governance in the city municipality with regard to land administration and urban planning and development. the researcher incorporates these two indicators because, the more the indicators incorporated the more the study becomes shallow so, for in depth study the investigator was incorporated the two indicators and it is also very difficult to address all the elements of good governance in this paper.

In the conclusion part the study states that according to the key informants of questioner and interview they said there are challenges that hinder for improving good governance in the given sub cities that are low commitment from the civil servants, not well trained staff (low capacity), technical and rampant rent seeking and corrupt behavior from the side of the employees which is mostly related to nepotism, bribery and a delay of decisions, discrimination (unfair treatment of the constituents'), limited technical and human resources, dishonesty, low skill and knowledge, delay on working hours, not putting citizens interest first (prioritizing self-advantage), good practices such as having suggestion box and information desk in the given offices were praised in this study (ibid).

Research conducted by (Dayanandan and Dagnachew 2015) at Awassa University on the title of Good Governance Practice for Cooperative Development in Ethiopia! How it Works? The main aim of the research was to understand the level of awareness on good governance practice among the cooperative members in the study area, to assess the practices of good governance in the selected primary cooperatives, to examine the impact of good governance practice on the

performance of primary cooperatives, to identify the factors that hinders good governance practice in the sample cooperatives. Primarily it is an empirical study based on primary as well as secondary data. Based on the finding top five factors hindering good governance practice in Halaba special Woreda includes lack of participation, lack of accountability, lack of transparency, corruption, education level. (ibid, 2013)

Finally, the study concludes that Good governance is essential for sustainability of cooperatives: to prevent fraud and mismanagement, promote sound decision-making, avoid costly fines, create/maintain appositve image, attract and retain financing and investment. Attract new members and retain the existing however such practice is lacking in the sample cooperatives of Halaba woreda which needs immediate attention for service delivery and sustainability of cooperatives (ibid, 2013).

## **2.7. Analytical Framework of the Study**

Human development, from the perspective of good governance, can be evaluated by many governance principles and indicators. Various international organizations have developed a list of indicators to assess good governance. For the purpose of this study the practice of good governance in relation to man power development in selected Military College of Ethiopian Ministry of National Defiance can be measured from the perspectives of good governance framework indexes that developed by World Bank (2015).

Five good governance dimensions will be considered in this study for analysis of human development in college of Ethiopian national defense. These are transparency, efficiency and effectiveness, accountability, equity and inclusiveness, costumer participation among others. These variables are comprehensive, appropriate and most representative and found to be useful in understanding and measuring better good governance issues based on the practices encountered in college of national defense.

## CHAPTER THREE

### 3. RESEARCH METHODOLOGY

#### 3.1. Research Design

The primary objective of this research was to assess the practices of good governance in the Ministry of National Defense Education and Training Main Department of the Military Colleges. To achieve this objective, the researcher used descriptive survey methods. Descriptive research is useful because the major purpose of the research is to describe the state of good governance practice in the Education and Training Main Department of the selected colleges. Among the different descriptive research methods, the survey method was applied in the study.

According to Best and Khan (2008), Descriptive research design is important when it is aimed to assess the question what is? They stated its use as: *...descriptive research design is concerned with conditions or relationships that exist, opinions that are held, processes that are evident or trends that are developed* (Best and Khan, 2008).

According to John W. Best (2007), *“A population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group”* (John W. Best, 2007).

It also gives room to use both quantitative and qualitative data in order to find solution to the specific study. This in turn can help to describe and give an answer to certain life experiences. The researcher also used both qualitative and quantitative mixed methods calls for triangulation, complementarily, development, initiation and expansion via step by step presentation of evidence (Greene and Nagy 2010). A combination of qualitative and quantitative data was gathered through semi structured questionnaires and interviews as a primary source of information for the study. The information obtained from primary sources was supported by a document analysis as sources of secondary data.

### 3.1. Source of data

In this study primary source of data was used. The primary sources of data were collected from officials, administrative staff, and students of the military colleges through interview and questionnaires. Secondary data source was collected from; policy document, guide line, implantation strategies, minutes and evaluation report. These documents were used largely for the purpose of triangulation.

### 3.2. Population, sample size determination and sampling technique

The colleges were selected purposively because of their heterogeneous nature. And Stratified sampling technique was applied to assess good governance practices of in the selected Military Colleges of the Ministry of National Defense of Ethiopia. After stratum of the college's members the researcher used a random sampling technique to select from each stratum. This enabled the researcher to gather different data from the respondents that had different responsibilities in the selected military colleges and out of the total population of seven hundred (700) members of the college's two hundred fifty five 255 (36%) employees were selected by Yamana sample size determination method was employed (Yamana, 1973). the calculation formula of Taro Yamane was presented as follows:

$$\text{Sample size} = N/1+N(e)^2 = 700/1+700(.05)^2 = 255$$

The population was divided into sub-groups on the basis of core operational functions so the commandants, staff members and students was being taken accordingly

Organization	Sub group	Population	Sample
the military colleges of ministry of national defense of Ethiopia	Commandants	12	12 (100%)
	Staff member's	228	82 (36%)
	Students	460	165 (36%)
	<b>Total</b>	<b>700</b>	<b>255 (36%)</b>

Source: Field survey, 2017

### **3.3. Measurement**

From the types of measurement instruments the researcher used semi-structure questions in the interviews and both closed and open ended types of questions in the questionnaires. The questionnaires contained standard questions as used by Rob Johns, (2010) involving the construction of multiple-item measures, known as Likert scales. These instruments usually require respondents to give their level of agreement or disagreement, which can range from 1 to 5, to the statements/questions/items that indicate relative levels. In the interviews the researcher modified and adjusted questions to evaluate the good governance application and practices, customer satisfaction and challenges and provided vital information about the interview to get the need data through the interview from the interviewees based on their individual perspectives and experiences through direct discussion.

### **3.4. Instrument and procedure of data collection**

#### **3.4.1. Instrument of data collection**

The instruments for data collection used sequentially. Thus the following instruments were developed and employed. Questionnaire prepared for students and staff members of the three colleges, interview for top leadership.

**Questionnaire:** - Regarding to the questionnaire it is designed for -. A cover page prepared which explains the purpose of the study and instruction to be followed by the respondents. The questionnaire includes both close and open ended items for in-depth information. In the case of close ended questions, items were rated by using Likert scale, rating scale based on the scale from “strongly agree” to “strongly disagree” or five part rating scale (1 to 5). Regarding open ended questions the purpose is to get additional and supportive information about the study under consideration and to get background of information.

**Interview guides:** - One of the prerequisites for undertaking interview is preparing interview guide questions. To this effect, guide questions were prepared in advance. The questionnaire was consisting of semi-structured questions so as to guide the interview. Semi-structured questions were preferred as they give flexibility to the researcher to modify, explain, omit, or include

certain questions in the context of the conversation (see Merriam 1998; Robson 1993). As highlighted above, the selected interviewees were communicated by the researcher via telephone calls and face to face.

### **3.4.2. Pilot Study**

A pilot study was conducted to test the validity and reliability of questionnaires in a single military college called M.G Hayelom Araya Military Academy found in Holeta.

#### **3.4.2.1. Procedure of data collection**

The researcher gave the questionnaires by hand. The respondents filled the questionnaires and the researcher collected the questionnaires from the respondents. For the Interview, guiding semi structured questions were prepared in Amharic for clarity of information and it made easy to communicate between the researcher and the respondents. By the same procedure all the papers were delivered to the researcher and the returned papers were well done. The document analysis and interviews were also conducted simultaneously.

### **3.5. Method of Data Analysis and Interpretation**

Data analysis begins with a report that gives a piece of information regarding the number of the questionnaires distributed to those respondents who were supported to fill them, and the number of the number of the questionnaires that were filled properly, correctly and the questionnaires which were given to the respondents to be filled but not given back to the researcher at all. The data gathered through the questionnaire have been presented in to two questions. The first part deals with the presentation related to socio-demographic characteristics of the respondents. And the second section deal with the presentation of all those data gathered based on the basic research questions of the researcher which he needed to get them answered by the respondents to achieve the objective of his study.

The data gathered through the questionnaires have been analyzed and interpreted using descriptive statistics like frequency, percentage and mean and them they have been described using tables to get them clearer. The data have been also coded using scientific statistics data

analysis software SPSS version 20. Moreover, at the end, the data gathered through interview and document reviews have been presented, analysis and interpreted in line with the research basic questions.

# CHAPTER FOUR

## 4. DATA ANALYSIS AND INTERPRETATIONS

### 4.1. Data Analysis and Interpretation

This section of the study has been prepared produced based on the data obtained through data collection instruments which include questionnaire and interview. The researcher has distributed 255 questionnaires among thus 241 questionnaires were correctly managed and returned back but the reaming 14 questionnaire, some of them were not properly filled and some of them not returned.

Table 2: Validity and Reliability statistics

Variable	Cronach's alpha	N of times
Application of good governance principles	.965	5
Customer (students) satisfaction to the college service	.976	5
Good governance practices and its challenges	.952	5

Source: Field survey, 2017

✓ Table 2 showed the reliability of the statistics. To test reliability statistics Cronach's alpha coefficient was employed. The Cronbach's alpha coefficient value ranges 0 and 1 while if the value was greater than .70 (Polit, Back and Hungler, 2001). It implies that the statistic has strong reliability. For the above application of good governance principles has Cranach's alpha coefficient value was .965 with customer (15 students) satisfaction to the college service has Cronach's alpha coefficient value. .976 (transparency, accountability, effectiveness and efficiency, fairness (equity) and main challenges of implementing good governance practices was Cronach's alpha coefficient value was .952 thus, from the above information it is possible to conclude that the statistics has strong valid and reliable because all the value of Cranach's alpha coefficient greeter than .70 The item characteristics of each sub-scale of the questionnaire was checked using coefficient of Cronbach Alpha with the help of computer aid SPSS and found to be 0.964. Moreover; the purpose of pilot testing was to make necessary amendment and to correct confusing and ambiguous words and questions.

## 4.2. Socio-Demographic Characteristics of Respondents

Under this topic, socio demographic characteristics of the respondents which include sex, age, rank and educational background are presented the result has been summarized as follows:

Table 3: Socio-demographic characteristics of respondents

ITEM	RESPONSE	F (%)
Sex	Male	218 (90.5%)
	Female	23 (9.5%)
	Total	241 (100%)
Age	20-30	140 (58.1%)
	30-40	71 (29.5%)
	Above 40	30 (12.4%)
	Total	241 (100%)
Rank	NCO	37 (15.4%)
	Line officer	170 (70.5%)
	Higher officer	30 (12.4%)
	Other	4 (1.7%)
	Total	241 (100%)
Educational Background	Diploma	174 (72.2%)
	BA/BSC	64(26.6%)
	MA/MSC	3(1.2%)
	Total	241 (100%)
Services year in military	1 years – 5 years	40 (16.6%)
	6 years – 10 years	37 (15.3%)
	11 years – 15 years	123 (51%)
	Above 16	40 (17%)
	Total	241(100%)

Source: Field survey, 2017

Table 3 depicts the socio demographic characteristic of the respondents. Regarding to socio-demographic characteristics of the respondents, the first category was about sex. 218 (90.5%) of the respondents were male while 23 (9.5%) of them were female. Thus, from the above table it is possible to suggest that the majority of the respondents were male sex category.

The second item was about age. Regarding age 140 (58.1%) of the respondents were in the age category of 20-30 years, 71(29.5%) of the respondents were in the age category of 31-40 years old, 30 (12.4%) of the respondents were in the age category of above 40 years old. Thus, from the above table it is possible to suggest that the majority of respondents were in the age category of 26-30 years.

The third item was about rank, and concerning rank, 30 (12.4%) of the respondents were NCO, 170 (70.5%) of the respondents were in the military rank category of line officers and 30 (12.4%) higher officers. From the above table, it is possible to conclude that the majority of the respondents were in the military rank category of line officers.

According to the above table the fourth item was about educational background, and regarding educational background 174 (72.2%) of the respondents were at diploma educational level while 64 (26.6%) of the respondents were at the educational level of BA/BSC and 3 (1.2%) of the respondents were at educational level of MA/MSc. From the above table it is possible to suggest that the majority of the respondents were at educational background of diploma.

The above table also indicated that about the services year in military 40(16.6%) of the respondents were 1 – 5 years services, 37 (15.3%) of the respondents were 5-10, 123(51%) respondents were also 11-15 and 41(17%) of respondents were above 16 years services. From the above table it is possible to suggest that the majority of the respondents were 11-15 years services.

The researcher of this study has designed a questionnaire regarding too good governance practice in the Colleges of Defense Education and Training Main Department under Ministry of National Defense. The designed questionnaire had three major topics. The first deals about application of good governance principles, service quality and customer's satisfaction and practice of good governance and its challenges. Under each major topic there are sub topics or dimensions which are transparency, accountability, efficiency and effectiveness equity (fairness), And customer participation. To describe each dimension hypothetical statements were designed. The questionnaires were distributed to the respondents and then they were collected and coded and the output obtained was analyzed and interpreted as follows.

### **4.3. Application of Good governance**

The practice of good governance principles in the context of five dimensions has been described as follows. Transparency is one of the dimensions of good governance which the researcher of this study intended to assess in this study.

## Transparency

Table 4: Responses on Transparency

Statement	Response	Descriptive statistics		
		F(%)	Mean	SD
There is a Clear and internalized rules, regulation, procedures are available	Strongly disagree	31(2.5%0	2.352	.9421
	Disagree	136(12.5%)		
	Neutral	38(15.8%)		
	Agree	30(56.4%)		
	Strongly agree	6(12.9%)		
	Total	241(100%)		
On job resulted oriented performance appraisal is applied practically in the college	Strongly disagree	21(8.7%)	2.543	1.060
	Disagree	138(57.3%)		
	Neutral	26(10.8%)		
	Agree	42(17.4%)		
	Strongly agree	14(5.8%)		
	Total	241(100%)		

Source: Field survey, 2017

Table 4 illustrates the application of good governance principles in terms of transparency. Regarding to transparency, the first statement designed to describe transparency is “there is prepared easily understand able service guidelines, rules and regulation to students”. The availability of prepared easily understandable guidelines, rules and regulations to student 167(63.9%) of the respondents disagreed at the presence of easily understandable service guidelines, rules and regulation to students while 18 (12.7%) of the respondents reported agreement to the presence of easy understandable service guidelines, rules and regulation. The mean is 2.352 which was less than likert scale mean (3).

And the mean concentrated far from the standard deviation.9421. From the above table it is possible to infer that in the college, there was no easily understandable service guidelines, rules and regulations to the college students. The second hypothetical statement designed to describe transparency under the heading of application of good governance was “on job result oriented performance appraisal is applied practically in the college. Regarding to this issue, 159 (66%) of the respondents disagreed to the issue while 56 (23.2%) of the respondents responses that they disagreed. The mean is 2.543 less than the likert scales mean (3). The mean is concentrated far

from the standard deviation 1.060. This implies that in the colleges there was no job result oriented performance appraisal which is applied in the college.

### Accountability

The second dimension of application of good governance principle is accountability. To describe accountability hypothetical statements were designed and the result has been given below.

Table 5: Report on Accountability

Statement	Response	F(%)	Mean	SD
There are clear internal job monitoring and evaluation mechanism and regulation in the college across department	Strongly disagree	16(5.0%)	2.547	.9218
	Disagree	141(58.5%)		
	Neutral	52(21.6%)		
	Agree	20(8.3%)		
	Strongly agree	16(6.6%)		
	Total	241(100%)		
There is official motivation (rewards) for efficient duty accomplishment	Strongly disagree	16(6.6%)	2.535	.9573
	Disagree	153(74.7%)		
	Neutral	24(10%)		
	Agree	20(14.2%)		
	Strongly agree	16(11.3%)		
	Total	241(100%)		
Availability of motivation based on the performance of employees.	Strongly disagree	18(7.5%)	2.286	.883
	Disagree	180(74.5%)		
	Neutral	6(2.5%)		
	Agree	30(12.4%)		
	Strongly agree	7(2.9%)		
	Total	241(100%)		

Source: Field survey, 2017

Table 5 depicts in terms of accountability. To deal with accountability statements were designed and the result has been given as follows. The first hypothetical statement that focuses on accountability is “there are clear internal job monitoring and evaluation mechanism and regulation in the college across department”. Regarding to this statement, 157(63.5%) of the respondents responded that they disagree at the statement, while 36 (14.9 %) of the respondents replies that they agree to the statement designed. The calculated mean were 2.535 which are less than the likert scale mean (3). The calculated mean was concentrated for from the standard deviation .9218. From the above table it is possible to suggest that in the college across the

department, there was no clear internal monitoring and evaluation mechanisms, rules and regulation. The second item was “there is official motivation (rewards) for efficient duty accomplishment of employees and students. Regarding to this issue, 169 (81.3%) of the respondents disagreed to the issue while 36 (25.5%) of the respondents reported their agreement to the students. Moreover, the calculated mean 2.535 is less than likert scale mean (3). The calculated mean also concentrated far from the standard deviation .9573. This implies that in the colleges, there was no staff member’s motivation (rewards) for efficient duty accomplishment of employees and students. Moreover, 198 (82%) of the respondents said that they disagreed to the statement that employees are not punished if he/she does not correct his/her wrong doing while 37 (14.9%) of the respondents expressed their agreement to the statement. Moreover, the calculated mean was 2.286 which is less than the likert scale mean (3). The standard deviation was .883 which is concentrated far from the calculated mean. Thus, from the above table it is possible to conclude that employees were not punished, if he/she did not correct his/her wrong doing.

**Efficiency and effectiveness**

The other dimension designed and included in the data collection instrument was efficiency and effectiveness. The result has been explained as follows.

Table 6: Respondents report on efficiency and effectiveness

Statement	Response	F (%)	Mean	SD
There is effective and efficient budget use in the college	Strongly disagree	20(8.3%)	2.897	.9141
	Disagree	98(39.8%)		
	Neutral	22(10%)		
	Agree	87(36.1%)		
	Strongly agree	20(8.3%)		
	Total	241(100%)		
The college employee and students have sufficient knowledge and skill to accomplish their duties	Strongly disagree	22(9.1%)	2.348	.989
	Disagree	166(68.9%)		
	Neutral	15(6.2%)		
	Agree	23(9.5%)		
	Strongly agree	15(6.2%)		
	Total	241(100%)		

Source: Field survey, 2017

Table 6 shows the respondents responses on efficiency and effectiveness. To describe the efficiency and effectiveness in the context of application of good governance principles

hypothetical statements were designed. The first statement is “there is effective and efficient budget title use in the college”. Regarding to this statement, 118(52.7%) of the respondents said disagreed to the statement while 107(47.3 %) of the respondents said agreed to the statement. Furthermore, the calculated mean 2.897 was less than the likert scale mean (3) and the calculated mean was concentrated far from the standard deviation .9141. From the above table, it is possible to suggest the college has no effective and efficient use of budget title.

The second item was “the college employees and students have sufficient knowledge and skill to accomplish their duties. Concerning this issue, 188(78%) of the respondents replied that they disagreed to the statement while 38(15.7%) of the respondents that agreed to the statement. The calculated mean are 2.348 which was less than the likert scale mean (3). Thus, from the above information it is possible to infer that the college employee and students had insufficient knowledge and skill to accomplish their duties.

### Equity (Fairness)

The fourth dimension of application of good governance principle was equity (fairness). To assess the status of equality (fairness) in the college, statements were designed which enable to investigate equity (fairness) practice to bring good governance. The result is given as follows.

Table 7: Report on equity (fairness)

Statement	Response	Descriptive statistics		
		F(%)	Mean	SD
Employee deliver service without bias	Strongly disagree	40(16.6%)	2.800	1.379
	Disagree	100(41.5%)		
	Neutral	6(2.5%)		
	Agree	58(24.1%)		
	Strongly agree	37(15.4%)		
	Total	241(100%)		
There is a culture of handling various grievance raised in the college in fair manner	Strongly disagree	36(14.9%)	2.527	1.201
	Disagree	126(52. %)		
	Neutral	18(7.5%)		
	Agree	38(15.8%)		
	Strongly agree	23(9.5%)		
	Total	241(100%)		

Source: Field survey, 2017

Table 7 deals with respondents responses on equity (fairness) concerning the practice of equity (fairness) in the college, statements were designed to investigate the situation. The first statement is read as; employees deliver service without bias. Regarding to this statement, 140(58.1%) of the respondents stated that they disagreed to the statement while 95(39.5%) of the respondents expressed their agreement to the statement. The calculated mean was 2.800 which are less than the likert scale mean (3) the calculated mean concentrates far from the standard deviation 1.379. Thus, from the above table, it is possible to suggest that there was no employees deliver service without bias. The second item says; there is a culture of handling various grievances raised in the college in fair manner. Regarding to this statement, 162(67.2%) of the respondents that disagreed to the statement while 61(25.3%) of the respondents said that agreed to the statement. The calculated mean was 2.527 which is less than the likert scale mean (3). Moreover, the calculated mean was concentrated standard deviation (half for from the mean). From the above information it is possible to infer that in the college there was no a culture of handling various grievance in a fair manner expressed by the college community.

**Customer participation**

The last dimension designed to assess application of good governance principle is customer participation.

Table 8: Report on customer participation

Statement	Descriptive statistics			
	Response	F(%)	Mean	SD
There is a procedure that allow students to be participant in the process of formulation of laws, regulation and preparation of manual	Strongly disagree	42(17.4%)	2.714	1.296
	Disagree	96(39.8%)		
	Neutral	16(6.6%)		
	Agree	63(26.1%)		
	Strongly agree	24(10.0%)		
	Total	241(100%)		

Source: Field survey, 2017

Table 8 depicts that about customer’s participation. Regarding to this statement 138(57.2%) of the respondents said that disagreed to the hypothetical statement while 87(36.1%) respondents replied that agreed to the statement. The calculated mean were 2.714 which is less than likert scale mean (3). The standard deviation almost half from the mean far from the calculated mean. Thus, from the above table, it is possible to conclude that in the college there was no procedure

that allowed the students to be participatory in the process of formulation of laws, regulation and preparation of manual.

#### 4.4. Service satisfaction

##### Transparency

The second broad classification (topic) was dealt under good governance principles.

Table 9: Report on transparency

Statement	Descriptive statistics			
	Response	F(%)	Mean	SD
Clear and updated information is transmitted when the college make change of service delivery and system	Strongly disagree	30(12.4%)	2.941	1.309
	Disagree	94(39%)		
	Neutral	6(2.5%)		
	Agree	82(34.0%)		
	Strongly agree	27(12%)		
	Total	241(100%)		

Source: Field survey, 2017

Table 9 showed that respondents responses on the transparency in the context of service satisfaction. Regarding to this statement, 124(51.4%) of the respondents said that disagreement to the statement while 111(46%) of the respondents replied that agreement to the statement. The calculated mean was 2.941 which are less than likert scale mean (3) the calculated mean was concentrated far from the standard deviation 1.309. Thus, from the above table, it is possible to suggest that clear and updated information was not transmitted when the college made a change of service delivery and system.

##### Accountability

Accountability is the second dimension of service satisfaction. Two hypothetical statements were designed to assess accountability in the context of service satisfaction.

Table 10: Respondents report on accountability.

Statement	Response	Descriptive statistics		
		F(%)	Mean	SD
The practice of college employee performance appraisal is fair	Strongly disagree	40(15.6%)	2.891	1.380
	Disagree	90(35%)		
	Neutral	8(3%)		
	Agree	72(32.5%)		
	Strongly agree	30(11.7%)		
	Total	241(100%)		
Officials of the college are accountable to the damage or destruction caused by their decision made	Strongly disagree	27(11.2%)	2.983	1.381
	Disagree	100(41.5%)		
	Neutral	14(5.8%)		
	Agree	50(30.7%)		
	Strongly agree	50(30.7%)		
	Total	241(100%)		

Source: Field survey, 2017

Table 10 illustrates that the respondents report on accountability. Two statements were designed to assess accountability in the context of service satisfaction. The first statement is read as related to the practice of the colleges employees performance appraisal is fair. Regarding to this statement, 135(53.9%) of the respondents reported that disagreement to the statement while and 108(46.2%) of the respondents responses that agreement to the statement. In addition to this, the calculated mean was 2.891 which are far from the standard deviation 1.380. Thus, from the above table it is possible to conclude that the practice of college employee performance appraisal was not fair. The next other item asked the respondents express their agreement on the statement that says “officials of the college are accountable to the damage or destruction caused by their decision made. Regarding to this statement, 127 (52.7%) of the respondents responses that disagreement to officials of the college are accountable to the damage or destruction changed by their decision made while 100(61.4%) of the respondents responses that agreement to the statement which are concentrated far from the standard deviation 1.381. Thus, from the above table it is possible to conclude that officials of the college were not accountable to the damage or destruction caused by their decision made.

### **Efficiency and effectiveness**

The third dimension of service satisfaction is efficiency and effectiveness. To assess the situation two statements were designed and the result has been given as follows

Table 11: Respondents report on efficiency and effectiveness.

Statement	Response	F (%)	Mean	SD
Good governance related meeting has a role to resolve good governance problems	Strongly disagree	69(2.5%)	3.651	.980
	Disagree	40(16.6%)		
	Neutral	16(6.6)		
	Agree	149(61.8%)		
	Strongly agree	30(12.4%)		
	Total	241(100%)		
There is To college deliver quality service There is standard service provision in your college	Strongly disagree	36(13.7%)	2.987	1.247
	Disagree	96(39%)		
	Neutral	18(8.3%)		
	Agree	76(31.5%)		
	Strongly agree	30(13.7%)		
	Total	241(100%)		

Source: Field survey, 2017

Table 11 deals with that, the respondent's responses on efficiency and effectiveness of service satisfaction. To describe the situation statements were designed. The statement is read as follows. Good governance related meeting has a role to resolve good governance problems. Regarding to this statement, 179(61.8%) of the respondents responses that agreed to the statement and 109(16.6%) of the respondents reported that disagreement to the statement. The calculated mean was 3.651. From the above table; it is possible to conclude that good governance related meeting had a role to resolve good governance problems.

The other statement was concerned the college delivery quality service. Regarding to this statement, 132(39.0%) of the respondents responses that disagreed to the statements and 106 (31.5%) of the respondents reported that agreement to the statement. Moreover, the calculated mean were 2.987 which is less than the liker scale mean (3). Thus, from the above table it is possible to conclude that the colleges did not deliver quality service.

### **Fairness (Equity)**

The other dimension which was designed is to assess customers satisfaction was equity (fairness).

Table 12: Report on Fairness (Equity)

Statement	Descriptive statistics			
	Response	F(%)	Mean	SD
There is bias free service in the college	Strongly disagree	37(15.7%)	2.539	96.876
	Disagree	114(47%)		
	Neutral	30(12.4%)		
	Agree	36(14.9%)		
	Strongly agree	24(10.0%)		
	Total	241(100%)		

Source: Field survey, 2017

Table 12 shows the Respondents stated as; on equity (fairness). To describe equity (fairness) one statement was designed. The statement is “there is bias free service in the college” regarding to this issue, 151 (62.7%) of the respondents responses that disagreed to the statement and 60(24.9%) of the respondents reported that agreement to the statement. The calculated mean were 2.539 which is less than the linker scale mean (3) from the above table, it is possible to conclude that in the college there was no bias free service.

### Customer participation

To assess the customers’ participation, the following statement was designed and the result has been discussed as follows.

Table 13: Report on custom participation

Statement	Descriptive statistics			
	Response	F(%)	Mean	SD
There is wide participation of students and the college community to solve teaching and learning problems in the college	Strongly disagree	20(8.3%)	2.813	1.198
	Disagree	119(30.7%)		
	Neutral	8(3.3%)		
	Agree	74(49.4%)		
	Strongly agree	20(8.3%)		
	Total	241(10%)		

Source: Field survey, 2017

Table 13 illustrates the respondents responses on customer participation the statement is given as; “there is wide participation of students and the college community to solve teaching and learning problems in the college. Regarding to this statement, 139(39%) of the respondents responses that disagreed to the statement and 49(57.7%) of the respondents responses that agreed

to the statement. The calculated mean were 2.813 which are less than likert scale mean (3). The standard deviation 1.198 concentrates far from the calculated mean. From the above table, it is possible to suggest that in the college, there was no wide participation of students and the college community to solve teaching and learning problem's .Good governance practice and its challenge under this topic effort has been excreted to assess good governance practice and its challenges.

#### 4.5. Good governance challenges

Table 14: Respondents Report on transparency

Statement	Descriptive statistics			
	Response	F (%)	Mean	SD
college officials give official notice to the college community when problem happed	Strongly disagree	60(24.9%)	2.156	1.341
	Disagree	140(58.1%)		
	Neutral	2(8%)		
	Agree	21(8.7%)		
	Strongly agree	18(7.5%)		
	Total	241(100%)		

Source: Field survey, 2017

Table 14 shows the respondents responses on transparency. To assess respondents responses on transparency, statement were designed which states “college officials give official notice to the college community when problem has happened” 200 (83.8%) of the respondents responses that disagreement to the statement and 39(16.2%) of the respondents responses that agreement to the statement. The calculated mean were 2.156 which was less than the likert scale mean (3). The standard deviation was 1.341. From the above table it is possible to conclude that the college officials did not give official notice to the college community when problem happened.

## Accountability

Table 15: Respondents report on Accountability

Statement	Descriptive statistics			
	Response	F (%)	Mean	SD
There is no unethical practice, nepotism and embezzlement in the college	Strongly disagree	24(10.0%)		
	Disagree	30(12.4%)		
	Neutral	6(2.5%)	3.598	1.197
	Agree	140(58.1%)		
	Strongly agree	41(17.0%)		
	Total	24(100%)		

Source: Field survey, 2017

Table 15 deals with accountability. To describe accountability a statement was designed. And the statement was the following; there is unethical practice nepotism and embezzlement in the college. With a reference of this statement, 181 (75.1%) of the respondents responses that agreed to the statement and 54(22.4%) of the respondents responses that disagreed to the statement. The calculated mean were 3.598 which are greater than the likert scale mean (3). From the above table it is possible to conclude that in the college there was no unethical practice nepotism and embezzlement.

## Effectiveness and Efficiency

Table 16: Respondents report on effectiveness and efficiency

Statement	Descriptive statistics			
	Response	F(%)	Mean	SD
There is practical result oriented performance appraisal	Strongly disagree	24(10.0%)		
	Disagree	126(52.3%)		
	Neutral	10(4.1%)	2.763	1.289
	Agree	45(18.7%)		
	Strongly agree	36(14.9%)		
	Total	241(100%)		

Source: Field survey, 2017

According to the above table 16, 156(62.3%) of the respondents responses that disagreed to the statement “there is practical result oriented performance appraisal while 81(33.6%) of the respondents showed their disagreement to this statement. The calculated mean was 2.763 which is less than likert scale mean (3) and the standard deviation concentrate far from the mean. Thus, from the above table, it is possible to conclude that in the college there was not practical result oriented performance appraisal.

### **Fairness (equity)**

Table 17: Report on fairness (equity)

Statement	Descriptive statistics			
	Response	F(%)	Mean	SD
The members of the college and its staff deliver fast and quality service	Strongly disagree	46(19.1%)	2.875	1.354
	Disagree	86(35.7%)		
	Neutral	10(4.1%)		
	Agree	74(30.7%)		
	Strongly agree	25(10.4%)		
	Total	241(10.4%)		
There is official announcement when crucial decision is made in the college	Strongly disagree	80(33.2%)	2.307	1.331
	Disagree	90(37.3%)		
	Neutral	12(5.0%)		
	Agree	35(14.5%)		
	Strongly agree	24(10.0%)		
	Total	241(100%)		

Source: Field survey, 2017

Table 17 deals with the respondents responses on fairness (equity).Regarding to fairness (equity) 132 (54.8%) of the respondents said they disagreed at the statement that the members of the college and its staff deliver fast and quality service while 99(41.1%) of them reported that these agreed that the members of the college and its staff delivered fast and quality service. The calculated mean were 2.875 which was less than the likert scale mean (3). The calculated mean were 2.875 which was less than the likert scale mean (3). From the above information it is possible to conclude that the members of the college and its staff do not deliver fast and quality service. The second item states; “there is official announcement when crucial decision is made in the college”. To this statement, 170(60.5%) of the respondents answered that they disagreed to

the statement while 59 (24.5%) of the respondents reported that they agreement to the statement. The calculated mean was 2.307 which as less than the likert scale mean (3). The standard deviation is 1.33 which is concentrated far from the calculated mean 2.307. From the above table, it is possible to conclude that in the college, the official announcement wasnot forwarded to the student and college community when crucial discussion was made.

Table 18: Respondents report on customer satisfaction

Statement	Descriptive statistics			
	Response	F (%)	Mean	SD
There is participation of students in discussion about policy and program before applied	Strongly disagree	30(12.4%)	2.676	1.193
	Disagree	117(48.5%)		
	Neutral	16(6.6%)		
	Agree	60(24.9%)		
	Strongly agree	18(7.5%)		
	Total	241(100%)		

Source: Field survey, 2017

Table 18shows that, the respondent’s responses on customer participation. Regarding to this 147 (60.4%) of the respondents responses that disagreed the presence of participation of students discussion about policy and program before applied while 78(32.4%) of the respondents responses that agreed to the presence of participation of students discussion about policy and program before applied. The calculated mean were2.676 which were less than the likert scale mean (3). From the above table it is possible to conclude that there was no participation of students in decision about policy and program before applied in the college.

As it has been stated earlier on the top of those data collecting in selecting colleges’ questionnaires and interview, document review was used as a means of gather in data needed for the study and all those available different documents used for a variety of purpose.

Table 19: Multiple regression of model summary application of good governance principle

Model summary				
Model	R	R Square	Adjusted R Square	Std. error of the estimate
1	.983 <sup>a</sup>	.966	.965	.22541
Predictors: (constant), customer participation, transparency, accountability, Equity (fairness), efficiency and Effectiveness				

Source: Field survey, 2017

The regression model, R<sup>2</sup> is .966 which implies that 96.6% is the occurrence of the regression model fit. Thus, this study regression model has gap of 3.4% that need further study.

Table 20: Analysis of Variance (AnovA)

ANOVA <sup>a</sup>						
Model			df	Mean square	F	Sig.
1	Regression	341.002	5	68.204	1342.312	.000 <sup>b</sup>
	Residual	11.941	235	.051		
	Total	352.963	240			
Dependent Variable: Application of Good Governance Principles Predictors: (constant), customer participation, transparency, Accountability, Equity (Fairness), Efficiency and Effectiveness.						

Source: Field survey, 2017

In the ANNOVA table has rows which are used for computational purpose while the most important raw was F column and sig. column. In the research most important or most probably first look at exact significant level value of “.000” located at under the ‘sig’ column of all the information presented in the ANO VA table, the major interest of the researcher will most likely be focused on the value located Sig column, because this is the exact significance level of the ANNOVA. If the number found in this column is less than the critical alpha value (0.05) set by the research, then the effect is said to be significant since this value is usually set at.05 any value less than this will result in significant effects while any value greeter than this value will result in non-significant effect. Thus, in the above table sign value is .000 so the effect would be statistically significant. Because sign of this (P-value) less than 0.05.

Table 21: Model Summary of service

Model summary				
Model	R	R Square	Adjusted R Square	Std. error of the estimate
1	.514 <sup>a</sup>	.665	.649	.183563
Predictors: (constant), customer participation, transparency, fairness (Equity), Efficiency and effectiveness, Accountability				

Source: Field survey, 2017

Table 21 model summary of customer satisfaction model summary has more columns; the important column for this study is R-Square R<sup>2</sup> is .665 which is 66.5%. The model is fit at 66.5% the remaining 33.5% of need further study to get 100% model fit.

Table 22: Anova Result

ANOVA <sup>a</sup>						
Model			df	Mean square	f	Sig.
1	Regression	284.878	5	56.976	16.909	.000 <sup>b</sup>
	Residual	791.844	235	3.370		
	Total	1076.722	240			
Dependent Variable: Application of Good Governance Principles Predictors: (constant) customer participation, transparency, fairness (equity), efficiency and effectiveness, Accountability. .						

Source: SPSS and Field survey, 2017

Table 23 ANOVA result. The ANOVA result table has a number of columns. But the most columns is the sign column. Sig is .000 which is less than 0.05. Thus, the statistics has significant effects.

Table 23: Model summary of good governance practice and its challenges.

Model summary				
Model	R	R Square	Adjusted R Square	Std. error of the estimate
1	.929a	.863	.860	.50113
Predictors: (constant), effectiveness and efficiency, Accountability, Transparency, customer participation, Fairness (equity)				

Source: Field survey, 2017

Table 24 the Model is the summary of good governance practice and its challenges. Model summary has more columns but the most important is R-square column, R<sup>2</sup> is .863 which is 86.3% thus, model is fit at 86.3%. The remaining 13.7% need further study.

Table 24: ANNOVA Result

ANOVA <sup>a</sup>						
Model			df	Mean square	f	Sig.
1	Regression	372.495	5	74.499	296.657	.000 <sup>b</sup>
	Residual	59.015	235	.251		
	Total	431.510	240			
Dependent Variable: good governance practice and its challenge Predictors: (constant), effectiveness and efficiency, Accountability, transparency, customer participation, fairness (Equity).						

Source: Field survey, 2017

Table- depicted that ANNOVA Result. ANNOVA Result has a number of column but for the purpose of this study, sign column is considered. The sig column (P-value) was .000 which is less than 0.05, this implies that the result is has significant effects.

Table 25: Regression coefficient of good governance practice and its challenges

Coefficients a						
Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. Error	Beta		
1	(constant)	-282	.115		-2.453	.015
	Transparency	-.0631	.59	-.052	-1.070	.286
	Accountability	.039	.058	.035144	.668	.505
	Fairness (equity)	.144	.083	.366	1.741	.083
	Customer participation	.411	.060	.495	6.842	.000
	Effectiveness and Efficiency	.511	.75		6.852	.000
Department variable: good governance practice and its challenge						

Source: Field survey, 2017

The regression model equation is  $Y = -282 + .0631x_1 + .039x_2 + .144x_3 + .411x_4 + .516x_5$ .

The constant value is -2852 and transparency can describe good governance practice and its challenges at -.063, accountability can describe good governance practice and its challenges at .039, fairness (equity) can describe good governance practice and its challenges at .144, customer participation can explain good governance practice and its challenges at .411 and effectiveness and efficiency can describe good governance practice and its challenges at .516. Thus the p-value of transparency is .286, the p-value of accountability is .505, and the p-value of fairness (equity) is .083 the p-value of customer participation is .000 which is less than 0.05, the p-value of effectiveness and efficiency is .000 which is less than 0.05. The variable accountability, fairness (equity), customer participation and effectiveness and efficiency are which describe most good governance practice and its colleges.

Table 26: Regression coefficient of good governance customer satisfaction

Coefficients a						
Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. Error	Beta		
1	(constant)	.822	.401		2.048	.042
	Transparency	-.006	.321	-.003	-.017	.986
	Accountability	.452	.354	.296	1.275	.204
	Fairness (equity)	-.202	.407	-.110	-.495	.621
	Customer participation	-.080	.291	-.045	-.274	.784
	Effectiveness and Efficiency	.678	.343	.384	1.976	.049
Department variable: service satisfaction						

Source: Field survey, 2017

The regression equation model is  $Y = 822 + (-.0006x) + .452x^2 + (-.202x^3) + (-.080x^4) + .678$

The five item of service satisfaction has the following results. The variable describe service satisfaction at constant is .822. Thus, transparency can describe service satisfaction at -.000, accountability can describe service satisfaction at .452, efficiency and effectiveness can describe service satisfaction at -.0202, fairness (equity) can describe customer satisfaction in the context of good governance is -.080 and customer participation can describe the situation of service satisfaction in the context of good governance is .678. The sign value of transparency is .986 which is greater than 0.05, the sign value of accountability is .204 which is greater than 0.05, the sign value of efficiency and effectiveness is 0.621 which is greater than 0.06, the sign value of customer participation is .134 which is greater than 0.05. Accountability and customer participation are the most important variable which describes service satisfaction in the context of good governance.

Table 27: Regression coefficients of application of good governance principles.

Coefficients a						
Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. Error	Beta		
1	(constant)	-.166	.057		-2.893	.004
	Transparency	.031	.028	.026	1.079	.282
	Accountability	.106	.045	.095	2.337	.20
	Fairness (equity)	.794	.051	.755	15.678	.000
	Customer participation	-.017	.042	-.018	-.399	.690
	Effectiveness and Efficiency	.134	.054	.144	2.509	.013

Source: Field survey, 2017

The regression model equation,  $Y = 166 + .031x_1 + .106x_2 + .794x_3 - .017x_4 + .134x_5$

The regression model at zero will lead to -.166. transparency can describe the application of good governance principles at.031 accountability can explain the application of good governance at.106, efficiency and effectiveness can describe at .794, equity (fairness can describe application of good governance at -.017 and customer satisfaction can describe the application of good governance principles at.134 transparency sign (p-value) was.282 which is greater than 0.05, accountability is .020 which greeter than 0.05, accountability is .020 which is less than 0.05 efficiency and effectiveness is .000 which is less than 0.05 equity (fairness) has sign value.690 which is greater than.690 and customer satisfaction has sign value .013 which is less than 0.05. efficiency and effectiveness, customer participation, accountability can describe the situation of application of good governance principles.

Table 28: correlation of customer satisfaction in the context of good governance

Inter-item correlation Matrix					
	Transparency	Accountability	Efficiency & effectiveness	Fairness (equity)	Customer participation
Transparency	1.000				
Accountability	.959	1.000			
Efficiency and effectiveness	.856	.895	1.000		
Fairness (equity)	.834	.870	.938	1.000	
Customer participation	.862	.896	.951	.913	1.000

Source: Field survey, 2017

Correlation coefficient ranges between -1 and 1. If the value of correlation coefficient is -1, it implies negative relationship, if the value of correlation coefficient is 1 it implies positive relation variables. In the above table it indicates that positive relationship between variable's moreover, the values are hear to 1. This implies that positive correlation between

variables. Table 29: correlation of application of good governance principles

Inter-item correlation Matrix					
	Transparency	Accountability	Efficiency & effectiveness	Fairness (equity)	Customer participation
Transparency	1.000				
Accountability	.838	1.000			
Efficiency and effectiveness	.792	.939	1.00		
Fairness (equity)	.779	.789	.859	1.000	
Customer participation	.801	.844	.914	.962	1.000

Source: Field survey, 2017

Correlation ranges 1 and -1. If the correlation value near to 1, it implies positive correlation and near to -1 it implies negative correlation. If the result is no, no relationship or association between variables in the above data it indicates positive correlation among the variables.

Table 30: Correlation of good governance practice and its challenges

Inter-item correlation Matrix					
	Transparency	Accountability	Efficiency & effectiveness	Fairness (equity)	Customer participation
Transparency	1.000				
Accountability	.780	1.000			
Efficiency and effectiveness	.811	.714	1.000		
Fairness (equity)	.841	.758	.942	1.000	
Customer participation	.751	.862	.755	.804	1.000

Source: Field survey, 2017

In the above table, it indicates correlation of the variables. The result of coefficient is 1 and near to 1 this indicates the correlation of good governance practices and its challenges has positive relationship (association) among the variables.

#### 4.6. Summary of Data Analysis and Interpretation

An interview was supposed to be held with twelve commandants but two of them went abroad for peacekeeping mission, and so the interview was held with the remaining ten commandants. Accordingly, the data gathered through the interview held with the ten commandants of the selected colleges have been presented here as follows.

When we come to the first item which asked the interviewees whether there were workshop, conferences and seminars that took place in the college regarding the practice of good governance, all the respondents participated in the interview confirmed that there were workshop, seminars and conferences that were given or held regarding different issues but there was no as such a particular workshop, seminars or conferences that were held just on the agenda of good governance. However, the issue of good governance were raised and discussed along with the issue of other things.

Concerning the second item in the interview which is read as: do you believe that there is a good governance practice in the college? All the interviewees participated in the interview believed

that there were problems that hindered the implementation of governance at a good level even if they tried to solve the problem as much as possible.

According to the third item that asked the interviewees whether there was corruption and unethical problems happening in the college, all the interviewees expressed that there was no corruption practices at all but they didn't deny the fact that there were some unethical problems that happened occasionally.

The next item in the interview is read as; what do you think about the culture of the college regarding good governance? And concerning this item most of the respondents stated that there was a culture of evaluating problems critically without any fear or influence and there was also a culture of resolving problems just on the spot as much as possible and they also pointed out there was exchange of information about good governance in terms of transparency, accountability, efficiency and effectiveness, equity and fairness and customer participation.

The sixth items in the interview asked the interviewees to describe the strengths and weakness of their respective college regarding the issue of good governance. When they described about the strength, they confirmed that the rights and the privileges of the employees and the learners was attempted to be carried out according to the annual plan prepared by the college and in line with manuals of the ministry of national defense. And they added the point that whenever a problem occurred, they tried to give a solution to the given problem stated either in the plan prepared by the college or the manuals came from ministry of national defense. Additionally when they described about the strength of their respective college, they said that any individual working as commandant or anyone who was in charge of an office was criticized by others and he/she also criticized himself or herself whenever there was a problem identified and known by everyone in a given situation. Regarding their weakness they explained that they were not able to carry out everything as it should have been according to the stated statements of either the plan or the manual.

The last item in the interview asked the interviewees to give their comments that could be helpful to improve good governance in their respective college and all the interviewees suggested that the college should practice every activity according to the specific rules and regulations

forwarded either in the plan or in the manuals, and they also added that the problems identified had to get immediate solution as much as possible without taking too much time.

Apart from interview and questionnaires, document review has also been used by the researcher when data collected for the study being conducted. Accordingly, the followings documents have been observed and examined.

- Proclamation on the Defense Forces of the Federal Democratic Republic of Ethiopia
- Human Development Guideline Manual
- Ethics Guideline
- Foreign Relation and Military Cooperation Implementation Manual
- Logistics Guideline Manual
- Gender Mainstreaming Manual
- Minutes of Evaluation Covering the Period from ( 2006-2009)
- Colleges Legislation

Here the researcher wanted to confirm that the documents that have been mentioned above were only some of the documents among the many available one. In the different manuals that have been observed and examined it was understood the researcher that there were some points here and there that were related to the issue of good governance. However, there was no self-contained manual that was altogether concerned only with the issue of good governance. Even if the manuals that were said to be available in the colleges, it could be said that they were not very well internalized by the students or the employees of the colleges.

Concerning the minutes of the evaluation covering from the year 2006-2009, it was also learnt that there were some problems that indicated the presence of good governance effectively and these problems occurred now and again each year. Moreover, as it was observed in the minutes although a lot of attempts have been tried to solve these problems yearly, it was almost impossible to avoided all of them radically

## CHAPTER FIVE

### 5. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Conclusions

The main purpose of this study was to investigate good governance practices in the training and academic institution of the Ethiopian Ministry of National Defense Training Main Department with reference of three selected Military Colleges which were Major General Hayelom Araya located at Holeta, Command and Staff College located in Addis Ababa and Combined Arms Academy which found at Awash 7 kilo. More specifically the study had designed to answer the following research questions: - To what extent do the military colleges attempt to maintain good governance principles and practices during implementation?, To what extent the costumers (students) of the colleges satisfied with college services?, What are the main challenges of implementing good governance practices in military colleges in line with good governance principles? In order to achieve the purpose intended, out of the total number of 700 population found in the three colleges 265 people were made to participate in the study and data supposed to be use full for the study were gathered through questionnaire and interview from 255 respondents including staff members and students and ten commandants respectively.

The questions asked both the questionnaire and the interview were focused on the practice of Good governance in relation with its indictors. The collected data were analyzed using mean, standard deviation, ANOVA and tables. The major findings of such analysis were briefly summarized as flow:-

Accordingly the triangulation surveys of interview, questionnaires and document analysis, There result of this study indicate that in the colleges there are easily understandable service guidelines, rules and regulation to students but it is unknown and familiars to students and staff members ; job result oriented also weak performance appraisal which is applied on the ground of the colleges; clear internal job monitoring and evaluation mechanism and regulation across the department and; official motivation (rewards) for efficient duty accomplishment of employees and students.

Regarding transparency the study indicates that clear and updated information is not transmitted when the college make change of service delivery service the practice of college employee is not fair; the college officials are not accountable to the damage or destruction caused by their decisions, the college do not deliver quality services in the college.

Concerning to efficiency and effectiveness the finding of the study indicated that there is no effective and efficient use budget title and the college employees and students have no sufficient knowledge and skills to accomplish their duties.

Concerning equity (fairness) the finding indicate that the service which is delivered to the employees is not free from bias and there is no a culture of handling various compliance raised by the college community. And moreover in relation to customer participation, there is no procedure that allows students to be participant in the process of formulation of laws, regulation and preparation of manual.

There is no wide participation of students and the college community to solve teaching and learning problems. The college officials do not give official notice to the college community when problem happened in the college. There is unethical practice in the college there is no official announcement forwarded to the student and college community when crucial discussion is made. Finally, in the college there is not participation of students in discussion about policy and program before applied in the colleges. So there are the problem that hinders to applied good governance.

## 5.2. Recommendation

Good governance practice has a crucial issue in the organization thus, based on the finding the researcher tried to recommend the following.

- The Ministry of Defense Education and Training Main Department and the leader of the college give emphasis to apply the principles of good governance and practices.
- The Ministry of Defense Education and Training Main Department and the Military Colleges should promote and applied easy understandable service guidelines, rules and regulation to student for the satisfaction of military training of the customer.
- Education and Training Main Department and Military Colleges should practice on job result oriented performance appraisal which can apply in the college.
- Education and Training Main Department and the Military Colleges should prepare clear interned monitoring and evaluation mechanisms rules and regulation.
- The Military Colleges should practice official motivation (rewards for efficient duty accomplishment of employees and students.
- The Ministry of Defense Education and Training Main Department and Military Colleges should profile effective and efficient use of budget.
- The Military College Officials should promote and applied a culture of handling various grievance in a fair manner.
- The Military College officials should practice transmission and updated information when the colleges make change of service delivery.
- Furthermore, this study only surveyed conducting in Ministry of National Defense of Military Colleges in Ethiopia; therefore, the findings cannot be generalized to other organizations. Future researchers may collect samples from different organizations application good governance and practices and continue to test the assumptions of this research.

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## Appendices-I

ADDIS ABEBA UNIVERSITY

College of business and economics

Department of public administration and development management (MPMP)

Questionnaire to be filled by the staff members of the college/academy

### Dear respondent

This questionnaire is aimed to collect data regarding your views on assessment of good governance practices in academic and training institutions of selected military colleges of the Ethiopian ministry of national defense. Please read carefully and answer these questions. Your response to the items of this questionnaire will remain confidential and the results will be used to examine the assessments of good governance practices at the college/academy. I hope you will be able to take time and carefully complete this questionnaire.

**Notice:** you do not need to write your name on this questionnaire. Kindly put a (√) mark with the option that reflects your level of agreement with the given statement and some discussions for open ended questions. If you have any inquiry, please do not hesitate to contact me and I am available as per your convenience (Tel; 091776231 or e-mail; dawitfeben1@gmail.com) Thank you very much for your time and cooperation!

### Part one: - background information

1. Sex: Male  Female

2. Age: 20-25  16-30  31-35  36-40  >40

3. Rank: Ato/w/ro  NCO  line officer  higher officer

4. Educational qualification: Diploma  BA/B/SC  MA/M/SC

Others (specify) \_\_\_\_\_

5. Services year in military: 1-5 years  6-10 years  11-15 years  above

## PARTII: ASSESSMENT OF GOOD GOVERNANCE PRACTICES AND PRINCIPLES

**Instruction:** Please indicate the degree of your agreement or disagreement with each of the items given below by putting a tick mark (√) in the box that best describes your choice.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

### 1. Question regarding to the military college's efforts in maintaining good governance principles and practices

S.N.	Dimensions					
Do you agree for the following issues in your college?		1	2	3	4	5
Transparency	1. There is Clear and internalized rules, regulation, procedures are available					
	2. On job resulted oriented performance appraisal is applied practically in the college					
Accountability	3. There are clear internal job monitoring and evaluation mechanism and regulation in the college across department					
	4. Employees are punishable, if he/she corrected his/her wrong doing					
	5. There is official motivation (rewards) for efficient duty accomplishment					
Efficiency & Effectiveness	6. There is effective and efficient budget title use in the college					
	7. The college employee and students have sufficient knowledge and skill to accomplish their duties					
Equity	8. Employee deliver service without bias					
	9. There is a culture of handling various grievance raised in the college in fair manner					
Customer Participation	10. There is a procedure that allow students to be participant in the process of formulation of laws, regulation and preparation of manual					

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

## 2. Question regarding the college societies satisfaction in the provision of services

S.N.	Dimensions					
How do you rate your college in the following issues?		1	2	3	4	5
Transparency	1. Clear and updated information is transmitted when the college make change of service delivery and system					
	2. The practice of college employee performance appraisal is fair					
Accountability	3. Officials of the college are accountable to the damage or destruction caused by their decision made					
	4. Good governance related meeting has a role to resolve good governance problems					
Efficiency & Effectiveness	5. There is standard service provision in your college					
	6. There is bias free service in the college					
Equity	7. There is wide participation of students and the college community to solve teaching and learning problems in the college					
Customer Participation						

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>5</b>

### 3. Main challenges of implementing good governance practice

S.N.	Dimensions					
Specify your level of agreement in the following issues regarding your college		1	2	3	4	5
<b>Transparency</b>	1. college officials give official notice to the college community when problem happed					
<b>Accountability</b>	2. There is no unethical practice, nepotism and embezzlement in the college					
<b>Efficiency &amp; Effectiveness</b>	3. There is practical result oriented performance appraisal					
<b>Equity</b>	4. The members of the college and its staff deliver fast and quality service					
	5. There is official announcement when crucial decision is made in the college					
<b>Costumer Participation</b>	6. There is participation of students in discussion about policy and program before applied					

1. What is your suggestion about the weakness and strengths of the college/academy in relation with good governance practices?

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2. What are the possible solutions to improve good governance in your college?

Explanation \_\_\_\_\_

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Thank you!

## Appendices-II

ADDIS ABEBA UNIVERSITY

College of business and economics

Department of public administration and development management (MPMP)

Questionnaire to be filled by the students of the college

### Dear respondent

This questionnaire is aimed to collect data regarding your views on assessment of good governance practices in academic and training institutions of selected military colleges of the Ethiopian ministry of national defense. Please read carefully and answer these questions. Your response to the items of this questionnaire will remain confidential and the results will be used to examine the assessments of good governance practices at the college/academy. I hope you will be able to take time and complete this questionnaire carefully.

**Notice:** you do not need to write your name on this questionnaire. Kindly put a (√) mark with the option that reflects your level of agreement with the given statement, write clear and legible responses for open ended questions. If you have any inquiry, please do not hesitate to contact me and I am available as per your convenience (Tel; 091776231 or e-mail; dawitfeben1@gmail.com) Thank you very much for your time and cooperation!

### Part one: - Background Information

1. Sex: Male  Female

2. Age: 20-25  16-30  31-35  36-40  >40

3. Rank: Ato/w/ro  NCO  line officer  higher officer

4. Educational qualification: Diploma  BA/B/SC  MA/M/SC

Others (specify) \_\_\_\_\_

5. Service year in the military: 1-5 years  6-10 years  11-15 years  above

**PARTII: ASSESSMENT OF GOOD GOVERNANCE PRACTICES AND PRINCIPLES**

**Instruction:** Please indicate the degree of your agreement or disagreement with each of the items given below by putting a tick mark (√) in the box that best describes your choice.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>5</b>

**1. Question regarding to the military college’s efforts in maintaining good governance**

S.N.	Dimensions					
How do you rate your college in the following issues?		1	2	3	4	5
Transparency	1. There is Clear and internalized rules, regulation, procedures are available to students					
	2. On job resulted oriented performance appraisal is applied practically in the college to staff members					
Accountability	3. There are clear internal job monitoring and evaluation mechanism and regulation in the college across department					
	4. Employees are punishable, if he/she corrected his/her wrong doing					
	5. There is official motivation (rewards) for efficient duty accomplishment					
Efficiency & Effectiveness	6. There is effective and efficient budget title use in the college					
	7. The college employee and students have sufficient knowledge and skill to accomplish their duties					
Equity	8. Employee deliver service without bias					
	9. There is a culture of handling various grievance raised in the college in fair manner					
Costumer Participation	10. There is a procedure that allow students to be participant in the process of formulation of laws, regulation and preparation of manual					

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**2. Question regarding the college societies satisfaction in the provision of services**

S.N.	Dimensions					
How do you rate your college in the following issues?		1	2	3	4	5
<b>Transparency</b>	8. Clear and updated information is transmitted when the college make change of service delivery and system					
<b>Accountability</b>	9. The practice of college employee performance appraisal is fair					
	10. Officials of the college are accountable to the damage or destruction caused by their decision made					
<b>Efficiency &amp; Effectiveness</b>	11. Good governance related meeting has a role to resolve good governance problems					
	12. There is standard service provision in your college					
<b>Equity</b>	13. There is bias free service in the college					
<b>Customer Participation</b>	14. There is wide participation of students and the college community to solve teaching and learning problems in the college					

<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>5</b>

**3. Question regarding the challenges of good governance**

S.N.	Dimensions					
	Specify your level of agreement in the following issues regarding your college	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Transparency</b>	2. college officials give official notice to the college community when problem happed					
<b>Accountability</b>	3. There is no unethical practice, nepotism and embezzlement in the college					
<b>Efficiency &amp; Effectiveness</b>	4. There is practical result oriented performance appraisal					
<b>Equity</b>	5. The members of the college and its staff deliver fast and quality service					
	6. There is official announcement when crucial decision is made in the college					
<b>Costumer Participation</b>	7. There is participation of students in discussion about policy and program before applied					

1. What is your suggestion about the weakness and strengths of the college/academy in relation with good governance practices?

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2. What are the possible solutions to improve good governance in your college?

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Thank you!

## Interviews to the college's commandants

1. Do you have ever given workshop, training or seminar all about good governance in your institution?
2. Are you satisfied with the overall service which provide by the college?
3. Is there a periodic monitoring and evaluation system to assess the status of service delivery and good governance?
4. Do you have seen or heard any attempting of corruption and unethical practices in your college?
5. What is your suggestion about the weakness and strengths of the college in relation with good governance practices?
6. Please give your opinion on the culture of good governance in your college
7. What are the possible solutions to improve good governance in you college/academy

Appendices-III

አዲስ አበባ ዩኒቨርሲቲ

የቢዝነስና ኢኮኖሚክስ ኮሌጅ የሕዝብ አስተዳደርና የልማት ሥራ አመራር ዲፓርትመንት

በኮሌጁ ተማሪዎች የሚሞላ መጠይቅ

የተከበራችሁ የመጠይቁ ተሳታፊዎች፤ ይህ መጠይቅ የተዘጋጀው በሀገር መካከያ የትምህርትና ስልጠና ዋና መምሪያ ባሉ ኮሌጆች ውስጥ ያለውን መልካም አስተዳደር ሁኔታ ለማጥናት የሚያስችል መረጃ ለመሰብሰብ ነው። የሚሰበሰበው መረጃ በልማት ሥራ አመራርና ፖሊሲ ሁለተኛ /ማስተርስ/ ዲግሪ ለማግኘት የሚያስፈልገውን መመዘኛ ለማሟላት ለምሳሌው ጥናት የሚያስፈልግ ነው።

እርስዎ የሚሰጡት መረጃ የምሰራውን ጥናት በተሳካ ሁኔታ ለማጠናቀቅ በእጅጉ አስፈላጊ ነው። በመሆኑም እባክዎን የቀረቡትን የጥያቄዎች ዝርዝር በትክክል፤ ሚዛናዊ በሆነ መንገድ ሙሉ በሙሉ ይመልሱ። የጥናቱ ባለቤትም የሚሰጡትን መረጃ ለትምህርቱ/ለጥናቱ/ ዓለማዊ ብቻ የሚያውለውና ምስጢራዊነቱን የሚጠብቅ መሆኑን ያረጋግጥልዎታል።

ማስታወሻ፡- በመጠይቁ ላይ ስም መጻፍ አያስፈልግም፤ በቀረበው ጥያቄ /ሃሳብ/ ላይ ያለዎትን የስምምነት ደረጃ በተዘረዘሩት አማራጮች ባላው ሳጥን ውስጥ የ (✓) ምልክት እንዲያስቀምጡ በትህትና ይጠየቃሉ። ምንም ዓይነት ጥያቄ ቢኖርዎት በሞባይል ስልክ ቁጥር 0911776231 ወይም በኢ-ሜይል አድራሻ [dawitfeben1@gmail.com](mailto:dawitfeben1@gmail.com) ለመጠየቅ ወደኋላ አይበሉ።

መጠየቁን ለመሙላት ፍቃደኛ በመሆንዎ በቅድሚያ እናመሰግናለን።

ክፍል አንድ የዙሪያ ገብ/ዳራ/ ጥቂዎች

1. የዕድሜዎ ክልል: 20-25      26-30      31-35      36-40      > 41
2. ጾታ: ወንድ                      ሴት
3. ማዕረግ: ባሌላ ማዕረግ      መስ/መኮንን      ክፍ/መኮንን
4. የትምህርት ደረጃ: ዲፕሎማ      የመጀመሪያ ዲግሪ      ማስተር
5. የአገልግሎት ዘመን: 1-5      6-10      11-15      16-20      ከዚያ በላይ

**ክፍል ሁለት፡ የተቋሙን መልካም አስተዳደር የሚመለከቱ ዝርዝር መጠይቆች**

የእርስዎን አመለካከት የሚያሳይ አማራጭ ላይ (✓) ምልክት ያኑሩ

በጭራሽ አልስማማም	አልስማማም	ገለልተኛ	እስማማለሁ	በጣም እስማማለሁ
1	2	3	4	5

**1. መልካም አስተዳደር በመርህና በተግባር መኖሩን በተመለከተ የተጠየቀ ጥያቄ**

መመዘኛዎች		አማራጭ መለኪያዎች				
ከታች በተቀመጡት ሀሳቦች ላይ የአንተን የአንተን አቋም በደረጃ አስቀምጥ						
		1	2	3	4	5
<b>I- ግልፅኝነት</b>						
1	ተማሪዎች በቀላሉ የሚረዷቸው የአገልግሎት መምሪያዎች፣ ህገና ደንቦች ተዘጋጅተው ይገኛሉ					
2	ውጤት ተኮር የስራ ላይ ግምገማ በተጨማሪም ተግባራዊ ይደረጋል					
<b>II- ተጠያቂነት</b>						
3	ኮሌጁ ለዲፓርትመንቶቹ የሰጣቸውን ስራ የሚቆጣጠርበት ግልፅ የሆነ ውስጣዊ መቆጣጠሪያና ደንቦች አሉት					
4	የኮሌጁ ሰራተኞች በሰሩት ውጤት የበረታታሉ /ይሸለማሉ/					
5	የክፍሉ ሰራተኞች አጥፍተው መታረም ካልቻሉ ይቀጣሉ					
<b>III- ውጤታማነትና የአፈጻጸም ብቃት</b>						
6	በኮሌጁ ብቁና ውጤታማ የሆነ የበጀት አጠቃቀም ስርአት አለ					
7	የኮሌጁ ሰራተኞች በተሰጣቸው ስራ ላይ በቂ እውቀትና ክህሎት አላቸው					
<b>V- ፍትሀዊነት /ሚዛናዊነት/</b>						
8	የስታፍ ሰራተኞች አገልግሎታቸውን በፍታዊነት ያለአድልኦ ያበረክታሉ					
9	በኮሌጁ የሚነሱ የተለያዩ ቅሬታዎችን ሚዛናዊ በሆነ መንገድ ማስተናገድ የተለመደ ነው					
<b>IV- ተገልጋይን ማሳተፍ</b>						
10	የተለያዩ ህጎችና ደንቦች፣ አመታዊ እቅዶች ሲዘጋጁ ተማሪዎችን የማሳተፍና አስተያየት እንዲሰጡበት የሚያደርግ አሰራር አለ					

በጭራሽ አልስማማም	አልስማማም	ገለልተኛ	እስማማለሁ	በጣም እስማማለሁ
1	2	3	4	

**2. በኮሌጁ በሚሰጡ አገልግሎት የኮሌጁ አባላት እርካታን በተመለከተ የተጠየቀ ጥያቄ**

መመዘኛዎች		አማራጭ መለኪያዎች				
ከታች በተቀመጡት ሀሳቦች ላይ የአንተን የስም መነት ደረጃ አስቀምጥ						
<b>I- ግልፅኝነት</b>		1	2	3	4	5
1	ኮሌጁ የአገልግሎት ለውጥ ሲያደርግ ወቅታዊና ግልፅ የሆነ መረጃ ይሰጣል					
<b>II- ተጠያቂነት</b>						
2	ለስታፍ ሰራተኞች የሚሰጠው የስራ አፈፃፀም ብቃት ሚዛናዊ ነው					
3	የኮሌጁ አመራሮች በሚወስኑት ውሳኔ ለሚደርሰው ጉዳት ይጠየቃሉ					
<b>III- ውጤታማነትና የአፈፃፀም ብቃት</b>						
4	መልካም አስተዳደርን በተመለከተ የሚደረጉ ስብሰባዎች ችግሮችን በመቅረፍ ከፍተኛ ሚና አላቸው					
5	ኮሌጁ የአገልግሎት ጥራት አለው					
<b>V- ፍትሀዊነት /ሚዛናዊነት/</b>						
6	ከመድሎ የፀዳ አገልግሎት በኮሌጁ ይገኛል					
<b>IV- ተገልጋይን ማሳተፍ</b>						
7	በኮሌጁ የሚታዩ የመማር መስተማር ችግሮችን ለመፍታት በሚደረጉ ስብሰባዎች ላይ የተማሪዎች ተሳትፎ ከፍተኛ ነው					

በጭራሽ አልስማማም	አልስማማም	ገለልተኛ	እስማማለሁ	በጣም እስማማለሁ
1	2	3	4	5

**3. መልካም አስተዳደርን ለመተግበር ያሉ ተግዳሮቶችን በተመለከተ የተጠየቀ**

መመዘኛዎች		አማራጭ መለኪያዎች				
ከታች በተቀመጡት ሀሳቦች ላይ የአንተን የስም መነት ደረጃ አስቀምጥ						
<b>I- ግልፅኝነት</b>		1	2	3	4	5
1	የኮሌጁ አመራሮች በኮሌጁ ውስጥ ችግር ሲያጋጥም በግልፅ ለማህበረሰቡ ያሳውቃሉ					
<b>II- ተጠያቂነት</b>						
2	የስነ ምግባር ብልሽት፣ በዘመድ መስራት መድሎዎና ማጭበርበር የመሳሰሉት በኮሌጁ ውስጥ ይታያሉ					
<b>III- ውጤታማነትና የአፈጻጸም ብቃት</b>						
3	ውጤት ተኮር የስራ ግምገማ በተጨማሪ ይታያል					
<b>V- ፍትሀዊነት /ሚዛናዊነት/</b>						
4	የኮሌጁ ስታፍ አባላት በተፋጠነ መልኩ አገልግሎታቸውን ያከናውናሉ					
5	ጠቃሚ ውሳኔዎች ሲወሰኑ ለአባላቱ በይፋ ይታወጃሉ					
<b>IV- ተገልጋይን ማሳተፍ</b>						
6	ፖሊሲዎችና ፕሮግራሞች ተግባር ከመዋላቸው በፊት በሚደረጉ ውይይቶች ላይ ያለህ ተሳትፎ					

1. በኮሌጁ መልካም አስተዳደርን በተመለከተ የታዩ ደካማና ጠንካራ ጎኖችን የስቀምጡ

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2. በእርሶዎ እይታ መልካም አስተዳደርን ለማሻሻል የመፍትሄ ሀሳብ የሚሉትን ያስቀምጡ

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አመሰግናለሁ!!

**Appendices-IV**

**አዲስ አበባ ዩኒቨርሲቲ**

**የቢዝነስና ኢኮኖሚክስ ኮሌጅ የሕዝብ አስተዳደርና የልማት ሥራ አመራር ዲፓርትመንት**

**በኮሌጁ የስታፍ ሰራተኞች የሚሞላ መጠይቅ**

የተከበራችሁ የመጠይቁ ተሳታፊዎች፤ ይህ መጠይቅ የተዘጋጀው በሀገር መካከያ የትምህርትና ስልጠና ዋና መምሪያ ባሉ ኮሌጆች ውስጥ ያለውን መልካም አስተዳደር ሁኔታ ለማጥናት የሚያስችል መረጃ ለመሰብሰብ ነው። የሚሰበሰበው መረጃ በልማት ሥራ አመራርና ፖ.ሲ.ሲ. ሁለተኛ /ማስተርስ/ ዲግሪ ለማግኘት የሚያስፈልገውን መመዘኛ ለማሟላት ለምሳሌው ጥናት የሚያስፈልግ ነው።

እርስዎ የሚሰጡት መረጃ የምሰራውን ጥናት በተሳካ ሁኔታ ለማጠናቀቅ በእጅጉ አስፈላጊ ነው። በመሆኑም እባክዎን የቀረቡትን የጥያቄዎች ዝርዝር በትክክል፤ ሚዛናዊ በሆነ መንገድ ሙሉ በሙሉ ይመልሱ። የጥናቱ ባለቤትም የሚሰጡትን መረጃ ለትምህርቱ/ለጥናቱ/ ዓለማዊ ብቻ የሚያውለውና ምስጢራዊነቱን የሚጠብቅ መሆኑን ያረጋግጥልዎታል።

**ማስታወሻ:-** በመጠይቁ ላይ ስም መጻፍ አያስፈልግም፤ በቀረበው ጥያቄ /ሃሳብ/ ላይ ያለዎትን የስምምነት ደረጃ በተዘረዘሩት አማራጮች ባላው ሳጥን ውስጥ የ (✓) ምልክት እንዲያስቀምጡ በትህትና ይጠየቃሉ። ምንም ዓይነት ጥያቄ ቢኖርዎት በሞባይል ስልክ ቁጥር 0911776231 ወይም በኢ-ሜይል አድራሻ [dawitfeben1@gmail.com](mailto:dawitfeben1@gmail.com) ለመጠየቅ ወደኋላ አይበሉ።

መጠየቁን ለመሙላት ፍቃደኛ በመሆንዎ አመሰግናለሁ!

**ክፍል አንድ የዙሪያ ገብ/ዳራ/ ጥቂዎች**

- |    |              |          |            |         |       |         |
|----|--------------|----------|------------|---------|-------|---------|
| 1. | የዕድሜዎ ክልል:   | 20-25    | 26-30      | 31-35   | 36-40 | > 41    |
| 2. | ጾታ:          | ወንድ      | ሴት         |         |       |         |
| 3. | ማዕረግ:        | ባሌላ ማዕረግ | መስ/መኮንን    | ከፍ/መኮንን | ሌላ    |         |
| 4. | የትምህርት ደረጃ:  | ዲፕሎማ     | የመጀመሪያ ዲግሪ | ማስተር    | ሌላ    |         |
| 5. | የአገልግሎት ዘመን: | 1-5      | 6-10       | 11-15   | 16-20 | ከዚያ በላይ |

**ክፍል ሁለት፡ የተቋሙን መልካም አስተዳደር የሚመለከቱ ዝርዝር መጠይቆች**

የእርስዎን አመለካከት የሚያሳይ አማራጭ ላይ (✓) ምልክት ያኑሩ

በጭራሽ አልስማማም	አልስማማም	ገለልተኛ	እስማማለሁ	በጣም እስማማለሁ
1	2	3	5	5

1. መልካም አስተዳደር በመርህና በተግባር በኮሌጁ መኖሩን በተመለከተ የተጠየቀ ጥያቄ

መመዘኛዎች		አማራጭ መለኪያዎች				
ከታች በተቀመጡት ሀሳቦች ላይ ለአንተ የሚስማማህን ምረጥ						
I- ግልፅኝነት		1	2	3	4	5
1	በቀላሉ የሚገባ የአገልግሎት መምሪያዎች፣ ህግና ደንቦች ተዘጋጅተው ይገኛሉ					
2	አስፈላጊ ውሳኔ ሲወሰኑ የስታፍ አባላት እንዲያውቁ ይደረጋል					
II- ተጠያቂነት						
3	ኮሌጁ ለዲፓርትመንቶቹ የሰጣቸውን ስራ የሚቆጣጠርበት ግልፅ የሆነ ውስጣዊ መቆጣጠሪያና ደንቦች አሉት					
4	የስታፍ አባላት በሰሩት ውጤት የበረታታሉ /ይሸለማሉ/					
5	የስታፍ አባላት አጥፍተው መታረም ካልቻሉ ይቀጣሉ					
III- ውጤታማነትና የአፈጻጸም ብቃት						
6	በኮሌጁ ብቁና ውጤታማ የሆነ የበጀት አጠቃቀም ስርአት አለ					
7	የስታፍ ሰራተኞች በተሰጣቸው ስራ ላይ በቂ እውቀትና ክህሎት አላቸው					
V- ፍትሀዊነት /ሚዛናዊነት/						
8	የስታፍ ሰራተኞች አገልግሎታቸውን በፍትሀዊነት ያለአድሎ ያበረክታሉ					
9	በስታፍ አባላት የሚነሱ የተለያዩ ቅሬታዎችን ሚዛናዊ በሆነ መንገድ ማስተናገድ የተለመደ ነው					
IV- ተገልጋይን ማሳተፍ						
10	የተለያዩ ህጎችና ደንቦች፣ አመታዊ እቅዶች ሲዘጋጁ የስታፍ አባላት አስተያየት እንዲሰጡበት፣ እንዲተቹት የሚያደርግ አሰራር አለ					

በጭራሽ አልስማማም	አልስማማም	ገለልተኛ	እስማማለሁ	በጣም እስማማለሁ
1	2	4	5	5

**2. በኮሌጁ በሚሰጡ አገልግሎት የኮሌጁ አባላት እርካታን በተመለከተ የተጠየቀ ጥያቄ**

መመዘኛዎች		አማራጭ መለኪያዎች				
ከታች በተቀመጡት ሀሳቦች ላይ የአንተን የስምመነት ደረጃ አስቀምጥ						
<b>I- ግልፅኝነት</b>		1	2	3	4	5
1	በኮሌጁ የተሰጠህ የስራ ቦታ ከሙያህ ጋር የሚጣጣም ነው					
2	በስራህ ላይ ግልፅና ወቅታዊ መረጃዎችን ታገኛለህ					
<b>II- ተጠያቂነት</b>						
3	ለስታፍ ሰራተኞች መደበኛና ሚዛናዊ የብቃት ምዘና ይደረጋል					
4	የኮሌጁ አመራሮች በሚወስኑት ውሳኔ ለሚደርሰው ጉዳት ይጠየቃሉ					
<b>III- ውጤታማነትና የአፈጻጸም ብቃት</b>						
5	መልካም አስተዳደርን በተመለከተ የሚደረጉ ስብሰባዎች የኮሌጁን ችግሮችን በመቅረፍ ክፍተኛ ሚና አላቸው					
6	በኮሌጁ አጠቃላይ የአገልግሎት ጥራት አለ					
<b>V- ፍትሀዊነት /ሚዛናዊነት/</b>						
7	ከመድሎ የፀዳ አገልግሎት በኮሌጁ ይገኛል					
<b>IV- ተገልጋይን ማሳተፍ</b>						
8	የኮሌጁን ችግሮችን ለመፍታት በሚደረጉ ስብሰባዎች ላይ የስታፍ አባላት በንቃት ይሳተፋሉ፣ ሀሳብ ይሰጣሉ፣ ይተቻሉ					

በጭራሽ አልስማማም	አልስማማም	ገለልተኛ	እስማማለሁ	በጣም እስማማለሁ
1	2	3	5	5

**3. መልካም አስተዳደርን ለመተግበር ያሉ ተግዳሮቶችን በተመለከተ የተጠየቀ**

መመዘኛዎች		አማራጭ መለኪያዎች				
ከታች በተቀመጡት ሀሳቦች ላይ የአንተን የስም መነት ደረጃ አስቀምጥ						
<b>I- ግልፅኝነት</b>		1	2	3	4	5
1	የኮሌጁ አመራሮች በኮሌጁ ውስጥ ችግር ሲያጋጥም በግልፅ ለስታፍ አባላት ያሳውቃሉ					
<b>II- ተጠያቂነት</b>						
2	የስነ ምግባር ብልሽት በዘመድ መስራት መድሎዎና ማጭበርበር የመሳሰሉት በኮሌጁ ውስጥ ይታያሉ					
<b>III- ውጤታማነትና የአፈጻጸም ብቃት</b>						
3	በኮሌጁ የሚሰጠው የአገልግሎት ጥራት በአገልግሎት ጥራታቸው ከሚታወቁ ኮሌጆች ጋር የሚነጻጸር ነው					
<b>V- ፍትሀዊነት /ሚዛናዊነት/</b>						
4	የኮሌጁ ስታፍ አባላት በተፋጠነ መልኩ አገልግሎታቸውን ያከናውናሉ					
5	ጠቃሚ ውሳኔዎች ሲወሰኑ ለአባላቱ በይፋ ይታወጃሉ					
<b>IV- ተገልጋይን ማሳተፍ</b>						
6	ፖሊሲዎችና ፕሮግራሞች ተግባር ላይ ከመዋላቸው በፊት በሚደረጉ ውይይቶች የስታፍ አባላት ይሳተፋሉ ሀሳብ ይሰጣሉ፤ ከአልተስማማቸው ይቃወማሉ					

1. በኮሌጁ መልካም አስተዳደርን በተመለከተ የታዩ ጠንካራና ደካማ ጎኖችን የስቀምጡ

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2. በእርሶዎ እይታ በኮሌጁ መልካም አስተዳደርን ለማሻሻል የመፍትሄ ሀሳብ የሚሉትን ያስቀምጡ

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አመሰግናለሁ!!

## ለኮሌጁ አመራሮች የተዘጋጀ ቃለመጠይቅ

1. በእርሶ እምነት መልካም አስተዳደርን በተመለከተ በኮሌጁ የተሰጡ ወርክሾፖች፣ ሴሚናሮችና ኮንፈረንሶች ነበሩ?
2. በእርሶ እምነት የመልካም አስተዳደር ተሞክሮ በኮሌጃችሁ ይታያል
3. በኮሌጁ ሙስናና የስነ-ምግባር ብልሽት ይታያል?
4. በእርሶዎ እይታ አጠቃላይ የኮሌጁ መልካም አስተዳደር ባህል ምን ይመስላል
5. ኮሌጁ ከመልካም አስተዳደር አንጻር ያሉት ጠንካራና ደካማ ጎኖች ምንድን ናቸው?
6. ኮሌጁን ከመልካም አስተዳደር መርሆዎች አንጻር ሲመለከቱት በጥሩ ሁኔታ ላይ ይገኛል ብለው ያምናሉ?
7. በኮሌጁ መልካም አስተዳደርን ለማሻሻል የመፍትሄ ሀሳብ ነው የሚሉት ይጻፉ