JIMMA UNIVERSITY

COLLEGE OF LAW AND GOVERNANCE

DEPARTIMENT OF CIVICS AND ETHICS STUDIES

ASSESMENT OF THE PREVALENCE AND EFFECTIVENESS OF GOOD GOVERNANCE IN EDUCATION SECTOR: THE CASE OF ILU ABABOR ZONE SELECTED DISTRICTS

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Approval sheet

Assessment of the Prevalence and Effectiveness of Good Governance in Education Sector: The case of Ilu Aba Bor Zone Selective Districts**,** Oromia Region, Ethiopia

By: Dejene Negesa Daba

Approval by Board of Examiners

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I hereby certify that I have read this thesis prepared under my direction and recommend that it be accepted as fulfillment of the thesis requirement.

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Declaration section

I, Mr. DejeneNegesa, declare that the thesis entitled " Assessment of the prevalence and effectiveness of Good Governance in Education sector: the case of in Ilu Abba Boor Zone selected districts " is the result of my own efforts. I have conducted the thesis independently with the guidance and support of the research advisor Mr.KasoTeha and Co-Advisor Mr.DerejeFikre. The study has not been submitted for the award of any other university.

It is submitted to Jimma University the partial fulfillment of the requirements of the degree of Master of Arts in Civic and Ethical study.

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CERTIFICATION

As members of the Examining Board of the Final MA Open Defense, we certify that we have read and evaluated the thesis prepared by: Dejene Negesa Daba entitled: Assessment of the prevalence and effectiveness of good governance in education sector: the case of Ilu Aba Bor zone selected districts. We recommend that it be accepted as fulfilling the thesis requirement for the degree of advanced MA in Civics and Ethical Education.

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Acnowledgement

List of Abbreviation and Acronyms

ADB: Asian Development Bank

AGOA: African Growth and opportunity Act

CBOs: Community Based Organizations

CSA: Central Statics Agency

CSOs: Civil Society Organizations

ECA: Economic Commission for Africa

FDRE: Federal democratic Republic of Ethiopia

IMF: International Monetary Fund

KETB: Kebele Education Training Board

NGOs: Non-Governmental Organization

PTA: Parents Training Association

SAP: Structural Adjustment Programme

UNESCO: United Nations Education, Scientific and Cultural Organization

UNICEF: United Nation International Children's Fund

UNDP: United Nations Development Program

USAID: United states of America ID Development

WB: World Bank

WETB:Woreda Education training Boar

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Abstract

The purpose of this study stands to assess governance in education sectors making its topic ''an assessment of the prevalence and effectiveness of good governance in education sector: the case of Ilu Abba Bor Zone selective districts''. This study used descriptive design and using probability and non-probability sampling technique, 1ˢᵗ the Zone was selected purposively, 2ⁿᵈ its 13 woreda and 1towns education sectors were clustered into 5 groups then 5 woreda education sectors were selected by lottery method out of 13 woreda education office. Five secondary schools were selected purposive sampling method. While 216 education official workers and five secondary school community (teachers, students family and school committee (PTA)) were selected by proportional quota random sampling while five leaders of each of education sectors and five Kebele chair persons were selected by purposive sampling techniques from the five towns namely metu, gore,uka, yayo&nopa. Qualitative data were transcribed and analyzed by narrating the opinions of the interviewees or by direct quotation of their voice whenever necessary to supplement the qualitative data. Data analysis showed that, background of respondent's sex, age, marital status and education level were discussed in the table. Regarding to the factors hinders of the prevalence and effectiveness of good governance in education sectors of the study area on the sectors, students and school community, it is loss of quality of education, lack of creativity students in class room, lack of circle quality of education,lack of service provision, lack of performance teachers, lack of sufficient library, shortage of laboratory, shortage of reference book and shortage of resources. Additionally the study result indicates challenges of good governance implementation in study site were: lack of community participation, lack of accountability, lack of transparence, lack of efficiency and effectiveness in education sectors of the study area. Furthermore, the study result indicates management strategy after inadequate quality of education were faced lack ofcircle quality of education awareness, absences of organize body to look after. Finally, the study came up with the ensure quality of education the education sectors of the selective districts back to seen their works, properly use circle quality of education in secondary school, use of circle quality of education is not enough for sustain quality of education, lack of participation, accountability, transparency and efficiency and effectiveness to use rules and regulations of circle quality of education andhow far good governance in prevalent and effective in education sectors were major findings of the study. Conclusively, factorshindrance causes of quality of educationandlack of principle good governance implementation. Additional principle of good governance in education sector was very poor and bureaucratic as well as ensures quality of education regulation designed. Hence all factorshindrance of quality of educationandlack of principle good governance implementation and circle quality of education regulation should be given an attention by all school communities, Woreda administration head office, woreda education head office and Ilu Aba Bor administration office, NGO, Civil societies ,Oromia education bureau and all concerned bodies collaboratively realize the principle of good governance in the study area and ensure quality of education in the secondary school of the study area.

Keywords: *Good governance, Education, Ilu AbaBor Zone.*

CHAPTER ONE
1.1 Back ground of the study

Education governance refers broadly to authority and decision making within an education system. It is the capacity of the education system to transform inputs into outcomes, which includes how effective, transparent and with what level of participation, accountability and integrity key functions are performed (Baghdady, 2019).

Education governance ensures that children have access to well-resourced schools that are responsive to local needs. It is also concerned with ensuring that teachers are trained and motivated, and that teachers and schools are accountable to parents and communities. Education governance is about how policies are formulated, priorities identified, resources allocated and reform implemented and monitored. Good governance in this study is a set of responsibilities and procedures exercise by an institution or government to provide strategic direction to ensure educational objectives are achieved through effective and efficient use of resources, accountability, and participation of people in decision making. Good governance in education is concerned with how a school system composes policies, produce funds and expend funds, teacher preparation for teaching, scheming curricula and administration of school population (Khalique, H., 2016). Good governance in education systems promotes effective delivery of education services. Critical are appropriate standards, incentives, information, and accountability, which induce high performance from public providers. Sound provider performance in turn, raises the level of education outputs and can contribute to improved outcomes (Lewis, 2017).

In education, poor governance results in inefficiency in service provision, and in some cases no service at all. Lack of standards, information, incentives, and accountability cannot only lead to poor provider performance but also to corruption, and the "use of public office for private gain"(Bardhan, 1997). However, the line between poor governance and corruption is often blurred. Is poor service a function of corruption or simply of mismanagement? Improving governance and (thereby) discouraging corruption in education ultimately aims to increase the efficiency of education services so as to raise performance, and ultimately, improve student learning and labor productivity. Effective management of education depends on the availability and management of resources, accountability and participatory decision-making (good governance) towards the realization of educational goals.

Good governance is one of the keys for achieving educational objectives because it comprises the responsibilities of government (policymakers), education leaders, education service providers, students, parents, school committee, such as parent's teacher association (PTA) and citizens. Policy makers jointly determine the policies, goals, and funding for education. Education leaders (minister) may be charged with the responsibility of achieving the goals of education and be held accountable for meeting the goals. In this regard, education leaders then put the wheel of bureaucracy in motion to allocate the resources needed and to implement the programs required to realize the stated educational goals and objectives (Abdullah, 2019).

Good governance in education is concerned with how a school system composes policies, produce funds and expend funds, teacher preparation for teaching, scheming curricula and administration of school population (Khalique, 2016). This means school governance is responsible for school effectiveness, quality, and accountability. It is observation that the level of participation, accountability, transparency, effectiveness and efficiency in service provided to users was low. Also in providing service to the community leaders and civil servants commitment for the implementation of principles of good governance was a low, failure of the education sectors to create awareness for the community on good governance. In schools the society's participation on good governance is passive and those of them who exercise political power are considered as deviants in the study area. In the area leaders ideologies were assumed to be only for the leading powers that administrative, Low participation of in good governance related facts and outlook on leadership roles which is initiated to under undertake the study in the area. Thus, the study is try to assess the prevalence and effectiveness of good governance in Ilu Aba bor Zone, Ale,Alu,Yayo, Nopa and Metu districts.

1.2 Statement of the problem

Like any other African countries Ethiopia has faced a number of challenges in democratization and good governance building processes. According to ECA, (2005), In order to address the identified gaps, the government of Ethiopia 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.

The good governance indicators are applicable in different sectors and can be adapted to assess the governance of public services on education level. Therefore, for the purposes of this study, the researcher is used these indicators as a framework for assessing good governance in education sector. Education is one of the main priorities of the Government and in the meantime it is subject to decentralization. Good governance education requires enabling conditions: the existence of standard information on performance, incentives for good performance and, arguably most importantly, accountability. Accountabilityrequiresthat education official workers have clear responsibilities and are held answerable in exercising those responsibilities, and if they do not, face predetermined sanctions. Without sanctions there cannot be any accountability. Despite its importance to effective delivery of education services real accountability is rare in most public education systems worldwide. Good governance also requires effective incentives at all levels of the education system, and both benchmarks for information on performance in order to induce and sustain desirable behavior. (Maureen Lewis, 2015).

In education, poor governance results in inefficiency in service provision, and in some cases no service at all. Lack of standards, information, incentives, and accountability cannot only lead to poor provider performance but also to corruption, the "use of public office for private gain" (Bardhan 2013). However, the line between poor governance and corruption is often confused/ blurred. Is poor service a function of corruption or simply of mismanagement?

Improving governance and (thereby) discouraging corruption in education ultimately aims to increase the efficiency of education services so as to raise performance, and ultimately, increase creativity citizens, improve student learning and labor productivity.

As the researcher observation that in service provision of education sectors in the study area the level of participation, accountability, transparency,effectiveness and efficiency was low. Also in providing service to the community leaders and education service servant commitment for the implementation of principles of good governance was low, failures of the education sectors to create awareness for the community on good governance. The society's participation theeducation sectorsin the whole issues of their service is passive and those of them who exercise political power are considered as deviantsin the study area. In the area leaders ideologies were assumed to be only for the leading powers that means the principle of good governance written on posture

presence in the compound but the implementation of this principle of good governance doesn't followed those leaders. Low participation of in good governance related facts and outlook on leadership roles which is initiated to undertake the study in the area

Thus, the study was tries to explore the prevalence and effectiveness of good governance in education sectors to the community in the study area. Therefore, in order to know how far good governance in the country progresses and/ or face obstacles, the activities of making regular assessments and measurements of governance condition is necessary. Thus, because of two major facts: assessing the governance condition of education sector found in the country helps to further strengthening total endeavors/hard work of the country for good governance establishment and As far as the researcher concern there wasn't scientific study conducted concerning on the prevalence and effectiveness of good governance in education sectors found in the study area. (Maureen Lewis, 2015).

The researcher wanted to conduct on this topic because inadequate quality of education, commitment of community on low level of principle of good governance in education sector in the study area and inadequate of effective delivery of education services in education sector of the study area. In the context of thisa number of researches related this research topic have been conducted on prevalence of good governance in public sector. (Kassahun, 2010) Assessment of the prevalence of good governance in public sector: the case of DebreBerhan town. (Misganu, 2013) Assessment of the prevalence of good governance in public sector: the case of in Addis Ababa city of Ethiopia. Then But, the above mentioned researchers and other authors on related issue had not primarily justified focus on prevalence and effectiveness of good governance in education sector of Ilu Aba Bor Zone selected districts. Besides to this, even if problem in other area explored as explained above, the comment of research in such case could not be represented the prevalence and effectiveness of good governance in education sectors. On other hand, the study as its specific objective assess the perception of the community,identify the factors which hinders the prevalence and effectiveness of good governance and examine the prevalence and effectiveness of good governance in education sector in Ilu Aba Bor Zone selected districts.. So, the gap criticized on previous finding as well as requirement of deep justification on the related issues at different time and different study area initiated the researcher.

1.3 Objectives

1.3.1 General objective

The general objective of the study is to assess the prevalence and effectiveness of good governance in education sector: the case of Ilu Aba Bor zone selected districts.

1.3.2. Specific objectives

✓ To assess the perception of the school community in the study area on good governance considering accountability, transparency and effectiveness in education sector of the study area.

✓ To identify the factors this hinders the prevalence and effectiveness of good governance in education sectors of the study area.

✓ To examine the prevalence and effectiveness of good governance in sectors in the study area.

1.4 Basic/ Leading Research questions

✓ What is the perception of the school community in the study area on good governance considering accountability, transparency and effectiveness in education sector of the study area?

✓ What are the factors which hinders the prevalence and effectiveness of good governance in education sectors of the study area?

✓ What are important measures for the prevalence and effectiveness of good governance in education sectors in the study area?

1.5 Scope of the Study

The study is confined to the assessment of the prevalence and effectiveness of good governance in education sectors of Ilu Aba bor zone of Oromia region. The study is undertook different stockholders such as Ale,Alu,Yayo, Nopa and Matu districts focus on education sector official workers/ employees, and the selective district secondary school communities stockholders. Therefore, any term found in the study is interpreted in relation to good governance and its effectiveness in the study area.

1.6 Limitation of the study

Obviously the research work cannot all in all free from limitation. According to (Mugenda, 2003) limitations are some aspects of the study that the researcher knows may negatively impact on the research that he/she has no control over. When the research conducted, many constraints faced in the study process. These constraints were like; shortage of timeis a major limiting factor because of over loaded work, lack of internet access and stationary materials. To overcome these problems the researcher used different methods, for shortage of time using individual time table, to solve the problem of connection asking individuals who have own Wi-Fi and stationary were granted by the woreda administration and education bureau.

1.7 Significance of the study

Currently, most countries of the world have great interest in implementing good governance. The findings of this study is significant because; It is highlights success parts of education sector that should be enhanced and failures in implementing good governance, It isenable education sectors to identify the basic factors that hinder the effectiveness of good governance in their education sectors, It used the Ilu Aba Bor Zone education sector, It is show the possible outcomes of the prevalence and effectiveness of good governance in education sectors in the study area also it is give a spring board for further studies to be conducted/used as a reference for other researcher.

1.8 Organization of the study

This research is composedfive chapters with specific topics and sub-topics in each chapter. The first chapter is deals with back ground of the study, statement of the problem, objectives of the study, Basic research questions, significance of the study, the scope of the study, and organization of the study. The second chapter is deals with review of related literature which touches on theoretical and empirical literatures as well as conceptual clarifications of the thesis title. Chapter three is present research methodology; description of the study area, target population, research design, research approach, sources of data, sampling technique and procedures, method and instruments of data collection, methodology of data analysis and Ethical consideration . Chapter four is deals with data analysis and discussion of major findings and chapter five is deals with summary of major findings, conclusion and recommendation depending on findings

CHAPTER TWO
REVIEW OF RELATED LITERATURES

2.1. Conceptual meaning of Governance and Good Governance

2.1.1. The Concept of Governance

In most dictionaries "government" and "governance" are interchangeably used, both denoting the exercise of authority in an organization, institution or state. Government is the name given to the entity exercising that authority. Authority can most simply define as legitimate power. Whereas power is the ability to influence the behavior of others, authority is the right to do so. Authority is therefore the based on an acknowledged duty to obey rather than on any form of coercion or manipulation. Weber distinguished between three kinds of authority, based on the different grounds upon obedience can be established; traditional authority is rooted in history, charismatic authority stems from personality and legal-authority is grounded in a set of impersonal rules. To study government is to study the exercise of authority. (Heywood, 2017)

To study politics is in essence to study government or more broadly, to study the exercise of authority. Politics is the art of government, the exercise of control within the society through the making and enforcement of collective decisions. The realm of politics is restricted to state actors who are consciously motivated by ideological beliefs, and who seek to advance them through membership of a formal organization such as a political organization. This is the sense in which politicians are described as "political" whereas civil servants are seen as "non-political", the state as "public" and the civil society as "private" (Heywood 2017).

The institutions of the state (the apparatus of the government, the courts, the police, the army, the society-security system and so forth) can be regarded as "public" in the sense that they are responsible for the collective organization of the community life. Moreover, they are funded at the public's expense, out of taxation. In contrast, civil society consists of what Raymund Burke called the little platoons, institutions such as the family and kinship groups, private businesses, trade unions, clubs, community groups and so on that are private in the sense that they are set up and funded by individual citizens. On the basis of this public/private life division, government is restricted to the activities of the state itself and the responsibilities which are properly exercised by public bodies (Raymund Burke, 2013)

One of its crucial implications is that it broadens our notion of the government transferring the economy in particular from the private to the public interest. Now, the conception of politics and government move beyond the narrow realm of government to what is thought as "public life" or "public affairs." Since, the government doesn't only decide for all and the civil society and the private sectors play vital role in the community, thus, the conception of the word "governance". Governance is a broader term than government. In its widest sense, it refers to the various ways in which social life is coordinated. Government can therefore be seen as one of the institutions in governance; it is possible to have governance without government. (Heywood, 2017)

Governance: Varying Definitions

Governance is:

➤ The sound exercise of political, economic, and administrative authority to manage a country's resources for development. It involves the institutionalization of a system through which citizens, institutions, organizations, and groups in a society articulate their interests, exercise their rights, and mediate their differences in pursuit of the collective good "(Country Governance Assessment 2015).

➤ The exercise of economic, political, and administrative authority to manage a country's affairs at all levels. It comprises mechanisms, processes, and institutions, through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations, and mediate their differences." UNDP,2014)

➤ In governance, citizens are rightly concerned with a government's responsiveness to their needs and protection of their rights. In general, governance issues pertain to the ability of government to develop an efficient, effective, and accountable public management process that is open to citizen participation and that strengthens rather than weakens a democratic system of government. "The USAID, Office of Democracy & Governance, 2010)

➤ Refers to how any organization, including a nation, is run. It includes all the processes, systems, and controls that are used to safeguard and grow assets and it is the systems, processes and procedures put in place to steer the direction, management and accountability of an or-

ganization." When applied to organizations that operate commercially, governance is often termed "corporate governance"(UNDP, 2013)

➤ Governance is also the manner in which power is exercised in the management of a country's social and economic resources for development. It is referred to as the quality of the institutions to make, implement and enforce sound policies in an efficient, effective, equitable and inclusive man The Asian Development Bank (ADB, 2014)

➤ The process of decision-making and the process by which decisions are implemented (or not implemented). Governance can be used in several contexts such as corporate governance, international governance, national governance and local governance. Also the interactions among structures, processes and traditions that determine how power and responsibilities are exercised, how decisions are taken, and how citizens or other stakeholders have their say. Fundamentally, it is about power, relationships and accountability: who has influence, who decides, and how decision-makers are held accountable. (IOG, 2013)

Additionally, the United Nations Development Program (UNDP), in its 2011 policy paper, defined governance as the exercise of economic, political and administrative authority to manage a country's affairs at all levels. It comprises the mechanisms, processes and institutions, through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations and mediate their differences.

According to Nicole (2013) Governance defined as the processes how government act and how things are done. It covers the quality of institutions and their effectiveness in translating policy into successful implementation. Governance comprises the arrangements put in place to ensure that the intended outcomes for stakeholders are defined and achieved. In the 1989 study the term governance was first used to describe the need for institutional reform and a better and more efficient public sector in Sub-Saharan countries. As cited in (Mulusew, May), 2013, In 1998 UNDP defines governance as the process whereby the organizations or resources are managed with the insurance of participation, transparency, accountability and the rule of the law, which determine the path for sustainable change. It means ruling system consists of delegation of authority, power decentralization, people's participation and group or stakeholder dynamism in level of participation, idea sharing and decision making.

According to the World Bank's definition, as cited in (Carlos, 2015) governance encompasses the form of political regime, the process, by which authority is exercised in the management of a country's economic and social resources for development; and the capacity of governments to design, formulate and implement policies and discharge functions.

2.1.2. Good governance

The idea was first introduced by the World Bank in 1989 to characterize the crisis in sub-Sahara Africa as a crisis of governance has become increasingly popular among the donors. The concept of good governance is broadly applied to international organizations, national governments and even private non-state actors as well. The content of the concept of good governance largely depends on the aims for which it is used.

The term good governance has no uniform definition it is defined variously by different people, organization and government, according to their experience and interest. These definitions generally describe good governance in terms of principles and norms, which characterized it and are applicable as well as relevant for all level of government. Good governance is defined as the process and institutions by which authority in a country is exercised (World Bank, 2014). Furthermore, governance includes how governments are selected, held accountable, monitored and replaced with an emphasis on the capacity of government to manage resources and respect the rule of law (World Bank, 2014). Therefore, the word 'good' in governance connotes the proper exercise of authority, management of resources and respect for the rule of law in accordance to laid-down principles for the benefit of all in a society.

Misgana April, 2013, argues that good governance extends beyond the capacity of public institutions management to the rules and institutions which create a legitimate, inclusive, transparent and accountable framework for the formulation and conduct of public policy. It implies managing public affairs in a transparent, accountable, participatory and equitable manner showing due regard for democratic principles and the rule of law. It focuses on the political norms defining political action, the institutional framework in which the policy-making process takes place and the mechanisms and processes by which power is exercised.

2.1.3. Indicators of good governance

According to (Jamal and Amanual 2014) there are different indicators for good governance in government structure: transparency and accountability, participation, efficient and effective, equality in service delivery to citizens and other stakeholders.

2.1.3.1. Participation

Participation is one of the most important and significant factors in reform of the education system and its governance which means focusing on providing proper services based on the needs of users through education sector and the schools that provide education service, is a global phenomenon that is highly regarded(Faranak,J.2019).

People are the key to good governance. They are not only the beneficiaries of good governance but also are the agents of it. They act not only through formal bodies like the executive, the legislature and the judiciary and formal means, such as the right to vote, but also various groups and associations like trade union, political parties, NGOs, business groups (Ram Dr**,** 2017).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. It is important to point out that representative democracy does not necessarily mean that the concerns of the most vulnerable in society would be taken into consideration in decision making. Participation needs to be informed/well educated and organized. This means freedom of association and expression on the one hand and an organized civil society on the other hand.

The FDRE constitution stated the importance of public participation in national issues concerned, as Article 89:(6)states that "Government shall at all times promote the participation of the People in the formulation of national development policies and programs; it shall also have the duty to support the initiatives of the People in their development hard work/ endeavors". Enabling community to participate in national issue is decisive to promote the implementation of good governance (FDRE Constitution 1995)

2.1.3.2 Accountability

Accountability is a fundamental requirement of good governance. It is process of expecting each member of an organization to answer to someone for doing specific tasks according to specific plans. Accountability in education is the movement in to high/geared toward as pertaining the extent of the goals and objectives of education. Accountability demands sound management of

decision, policies, constant supervision and monitoring of education system. It also requires adequate record keeping, periodic evaluation of performance as well as feedback to stake holders in the organization (Okunamiri&Ajoku, 2013).

Accountability in basic education sectors, including effective accounting, auditing and decentralization, and generally making public officials responsible for their actions and responsive to the demands of the consumers; A predictable legal framework with rules known in advance; a reliable and independent judiciary and law enforcement mechanisms; and availability of information and transparency in order to enhance policy analysis, promote public debate and reduce the risk of corruption(World Bank1989,1992).

2.1.3.3 Transparency
Transparency means that decisions taken and their enforcement are done in a manner that follows rules and regulations. It also means that information is freely available and directly accessible to those who are affected by such decisions and their enforcement. Transparency refers to the availability of information to the general public and clarity about government rules, regulations, and decisions. This can be done by enforcing the citizens' right to information. Transparency is important pillar of good governance, (vishwanath and Kaufmann, 2012) Suggests that transparency is usually associated with openness and information sharing which enables the pubic to make informed political decision. It is also associated with accountability and reduction of corruption. Additionally transparency has a positive impact on resource allocation, increased efficiency and better growth development (Wossen, 2011).

2.1.3.4 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. Efficiency in the context of good governance also covers the sustainable use of natural resources and the protection of the environment. It is common sense that good governance should be effective (achieve its intended purpose) and efficient (make best use of resource). Efficiency of Good governance also covers the sustainable use of resources and protection of the environment.

2.2. Good Governance in Ethiopia

Good governance is a major issue for any country and government. It is in extricable inter woven with peace, democracy and development. That is why the Ethiopian government has been demonstrating relentless effort to ensure good governance. Where good governance lacks, any development endeavors are bound to fail. Any democratic practices wane and confidence in public institutions risk fading. Peace becomes wishful thinking and the state can be exposed to forces whose only aim is only to destabilize the government and seek public disorder and chaos so that they can fulfill their destructive agendas.

Good governance is a major issue for any country and government. It is with peace, democracy and development. That is why the Ethiopian government has been demonstrating relentless effort to ensure good governance. Ethiopia, in its recent history, has gone through three government systems that included a monarchy, a military dictatorship, and ethnic Federal system. In each case, the continuity of the system was challenged by popular uprisings; however, thanks in part to the absence of democratic institutions and organizations to realize the aspirations of the people, each system was replaced by another that was as repressive as or more repressive than its predecessor. Furthermore, in each case, the popular movement was hijacked by forces that initially disguise their true form in progressive slogans and reforms, and eventually unveiled their dictatorial, autocratic and good governance nature once they consolidated power.

2.2.1. Education sector Governance

Education sector Governance is the governance of educational has large impact on student and teacher success by defining and regulating relationship both within schools as well as between schools and outside agencies.Institutional rules and policies determine how educators train and operate, and ultimately determine how students learn.

2.2.2. Education and good governance

What is education?

'Education' in the largest sense is any act or experience that as formative effect on the mind, character or physical ability of an individual. In it is technical sense of education is the process by which society deliberate transmit it is accumulate knowledge, skill and value from one generation to another.

2.2.3. Good governance in Education

Good governance in educationrequires enabling conditions: the existence of standards infor-mation on performance, incentives for good performance and, arguably most importantly, ac-countability.

Accountability requires that public servants have clear responsibilities and are held answerable in exercising those responsibilities, and if they do not, face predetermined sanctions. Without sanc-tions there cannot be any real accountability. Despite its importance to effective delivery of edu-cation services, real accountability is rare in most public education systems worldwide. Good governance also requires effective incentives at all levels of the education system, and both benchmarks for and information on performance in order to induce and sustain desirable behav-ior. (Maureen Lewis, 2015).

From the above paragraph, the relationship between good governance and education as attracted huge academic interest money of the decision on the good governance are constructed on the de-sired objective of nation political development thought the basic issue and principle of good gov-ernance, however, are not well. Good governance is an act by which political process translates to the will of the people into public policies by establishing rules that will give room for efficient delivery services to all citizens of the country.

Good governance can be seen as full respect of human right, participation of people indecision making, transparency and accountability, resources management, equity, access to knowledge and the likes that foster responsibility towards the realization of goals and objectives. Good gov-ernance in this study is a set of responsibilities and procedures exercise by an institution or gov-ernment to provide strategic direction to ensure educational objectives are achieved through ef-fective and efficient use of resources, accountability, and participation of people indecision-making.

Good governance in education is concerned with how a school system composes policies, pro-duce funds and expend funds, teacher preparation for teaching, scheming curricula and admin-istration of school population (Khalique, 2016). This means school governance is responsible for school effectiveness, quality, and accountability. Education means more than mere academic lit-eracy. It is the development of that complex of knowledge, skills, attitude, and value by which

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people may improve their lots and sustain their nation. Educational management is the process of utilizing available resources in such a way to promote efficiently and effectively in the development of human qualities (Mishra, 2013).

Educational management refers to the managerial process through which efforts of people in the educational system are coordinated, organized, controlled, directed and supervised towards the accomplishment and realization of educational goals and objectives (Abdullahi, 2018).

Good governance is a major factor in improving the quality of education. It is common knowledge that all those who have a stake in the educational system know too well the crises facing the present-day formal education. These issues include political instability in the country since its independence, shortage of funds, facilities such as classrooms, equipment teaching materials, and the likes, brain drain, youth population expansion, the rising cost of education, inadequate information, the politicization of education, and shortage of education personnel, student's unrest, and examination malpractice among others. Poor governance gives rise to many of the problems in the educational system of developing countries. Good governance in this study is the availability of resource, accountability, as well as participatory decision-making.

The most prevalent aspect of good governance debate is on anti-corruption which often assesses the capacity of government to accountable just fair effective, efficient to participation transparent etc. According to the World Bank good governance is the manner in which public of finial and institution acquires and exercise the authority to shape public Policy on provides public good and services. (Cited in kavfmann and krooy, 2012).

The UNDP (2014) define it as "the system of values, policies and institutional by which society manages it is economic, political and social affairs through interaction within and among the static, civil society and private sector. Good governance indicates the effort the government has mode or is making to turn around the standard at living of the messes, the empowerment of the citizens to be able to cater for themselves though their knowledge and skill acquired at school and after school the involvement at all citizens in decision making concerning education of the peoples. Quality education can viewed from different angles to bring out the meaning to the reader it revolves around three key footers namely; content relevant; access outcome: Quality education requires for good governance intern good governance quality education UNICEF rec-

ognizes live dimension of quality as; the learner; the environment, content, process and outcome. Sound on the right of the whole child and all children to survival, protection, development and participation. In the same vein UNESCO expect quality education to encourage the learners creative and emotional development, support object up of peace, citizenship and security, promote equality and seek to pass global and local cultural values to future generation.(UNICEF, 2012, UNESCO, 2017).

2.2.4 Effectiveness of Good Governance

Effectiveness of Good Governanceis the welfare of the citizens may be enhanced at individual as well as the community level. Effectiveness of Good governance is about making sure power and authority is not concentrated in the hands of single individuals or group. This requires checks and balances be put in the place within an organization that separates and balance power between different bodies(such as management and board) and has clear lines of accountability between them. Effective governance structures play an important role in ensuring resources are manage

effectively within an organization and ensuring activities are under taken that are in the interests of the mission and not of a group of individuals. (htt://www.childline international.org/).

2.2.5. The factors hinders the prevalence and effectiveness of good governance in education sectors

Good governance is a major factor in improving the quality of education. It is common knowledge that all those who have a stake in the educational system know too well the crises facing the present-day formal education. These issues include political instability in the country since its independence, shortage of funds, facilities such as classrooms, equipment teaching materials, and the likes, brain drain, youth population expansion, the rising cost of education, inadequate information, the politicization of education, and shortage of education personnel, student's unrest, and examination malpractice among others. Poor governance gives rise to many of the problems in the educational system of developing countries. Good governance in this study is the availability of resource, accountability, as well as participatory decision-making.

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2.3 Theoretical Literature of Good Governance

2.3.1 Theory of Good Governance

Good governance is a reforms in the form of liberalization imposed by IFIs and international donors on African countries have not led to economic growth in African countries, neither has democracy or decentralization improved the welfare of African citizens. All the benefits assumed in good governance theories have not been realizable in the African context. Despite democratization, deregulation, privatization, decentralization and the opening up of their market, countries in Sub-Saharan Africa continue to experience high levels of poverty. These countries are also the least developed, with high level of insecurity, hunger, violence, infant mortality and an unacceptably low standard of living. Rather than abate these problems, good governance adjustments and reforms have in some cases aggravated them. Africa such as corruption, nepotism, patronage networks, administrative inefficiency and poor public service delivery; nevertheless the origins of the tools of current good governance reforms are surely very significant. It is recognized that the discourse of good governance is an agenda set by the Bretton Woods's institutions and donors.

The World Bank's position in particular, largely provides the basis, political framework, economic context and principles of the current good governance agenda. It may be that the principles of good governance such as the rule of law, participation, transparency and human rights are related to some of Africa's challenges, at least from the World Bank's point of view; nevertheless, the articulation and implementation of these principles involve several contradictions and are not grounded in African intent, articulation, and focus.

As a donor-imposed development strategy, it can also be argued that the good governance theory was not formulated to seek the best interest of African people. Rather, good governance is an amended version of the World Bank's liberalization and adjustment program. Good governance is largely similar to the neoliberal market solution, modified by the addition of democracy and decentralization factors. The question to ask in particular is 'whose governance?' as argued by Tandon (2012 in Adejumobi, 2016).

A cursory look at the agenda indicates that it primarily serves the interest of the World Bank and its ally agencies before considering the African people. By emphasizing and insisting on trade liberalization in a region with inadequate infrastructure and limited productive capacity to take advantage of market opportunities, these reforms unfairly and prematurely exposed African in-

fant industries to unhealthy international market competition with much more matured industries from developed countries (Sundaram, 2011).

 Africa particularly faces an unfair global trade system in which the World Bank insists on full trade liberalization in poor African countries while developed countries continue to protect different sectors of their market from competition. The Western agriculture and textile sectors in particular have consistently enjoy subsidies and other protections despite globalization (Demmers, 2014). The huge bailout packages given to the private sector in the US by the state in 2013 in order to cope with the 2012 financial crisis also contradict the free market ideology promoted by Western countries. The African region helplessly continues to be the market place and dumping ground for goods produced in the highly industrialized countries. A good example is the case of South Africa that tried to protect its poultry industry from the US's dumping of chicken at below cost price. But in response, the US threatened to cease providing trade benefits to South Africa, especially the country's access to American markets granted under the African Growth and Opportunity Act (AGOA). As a result, South Africa was forced to open its market to American chicken even though such market flooding could lead to over 6,500 job losses and also threaten the development of domestic chicken production (Economist 2015). Thus the industrialized countries will continue to have a lot to gain from good governance and liberalization while

Africa has little or no hope of appropriating the gains of trade, due to various setbacks being faced by the region.

It can also be argued that the sponsors of good governance, namely the World Bank and IMF, have no moral justification for advocating good governance in Africa after imposing the Structural Adjustment Programme, the approaches and outcomes of which undermine the principles of good governance. For example SAP is non-participatory, it worsens welfare by eliminating subsidies on public goods and by downsizing the salaries of public workers, SAP promotes lack of accountability and fraud among civil servants (Adejumobi, 2012). Similarly, by imposing good governance on Africa as condition for a loan, the policy inevitably contradicts its principle of democracy and participation.

The continued imposition of Western style governance and economic management also erodes Africa's opportunity to look inwards in its development pursuits. African societies were not impoverished or badly governed before the advent of colonialism by the West. Most evidence of poor governance such as nepotism, patronage network, corruption and dictatorship was not in-

herent African nature; rather, those ills became pronounced in Africa due to colonization and other Western influence. It can be argued that long years of colonialism succeeded both in subjecting Africa to Western theories, ideas, and patterns of development and in obliterating much of the regions' valuable history, norms, and patterns of governance and economic management which could have been useful in developing theories suitable for its development (Omeiza, 2018).

A development theory that will answer African numerous challenges must be developed from within and must be owned both by its actors and beneficiaries. Moreover, the African environments contradict many of the underlying assumptions necessary for the practicability of good governance theories. Thus, the foundation of the current context of good governance is weak, as it is built on Western developmental traditions that fail to take cognizance of Africa's cultural and historical background. Similarly, the implementation of good governance is no different from SAP.

Good governance is a set of blueprints of neoliberalism ideas and a replication of Western 'accepted governance best practices', traded across poor countries as loan or aid conditionality. It is thus universal and stereotyped in its approach. The problem of universal approaches to development is that they often take little cognizance of the peculiarities or stages of development of poor countries. And evidently, there are no governance models that can be valid everywhere and for all stages of development (Booth 2011). For example, the IFIs refuse to take cognizance of the fact that at the time of the introduction of SAP and liberalization, the role of the state was very important in most African economies. The post-colonial African states had promoted development mainly through large-scale public ownership of national assets, public sector investment in infrastructure such as roads and the creation of public sector jobs which also represented the largest part of total non-agricultural employment (Sindzingre, 2013). Thus, for Africa, the paths of growth have previously depended mainly on the state. However, due to the implementation of adjustment policies (privatization, deregulations and liberalization), governments had to abruptly withdraw from the economy, and this disruption hurt African growth and social welfare. As argued by Rodríguez (2011), the public sector cannot be completely removed from economic management without creating large distortions that could hurt the poor. By limiting the role of the state to mainly creating enabling macroeconomic conditions for the private sector, the Washington Consensus and the Post Washington Consensus ignore the weight of his-

tory and politics, and the unique path and dependent processes that underlie state formation and the microeconomic expectations of economic agents, especially civil servants (Sindzingre, 2013).

Moreover, in the successful Asian countries, government played a large role in stimulating investment and growth (Sindzingre, 2013). It thus confirms that growth and poverty reduction are achievable through government intervention and without necessarily following traditional theories of neoliberalism or good governance. This ability of the state to promote growth and development is what Sindzingre,2013) refers to as 'developmental State', and its modus operandi in achieving industrialization and development includes targeted industrial policies, political rent-seeking, the creation of 'distortions', targeted taxation, trade protection, the limitation of foreign shareholding, incentives for the banking sector and firm financing, technological training, and a technically competent bureaucracy.(Khan,2016) identifies these state capacities as achieving and sustaining high rates of investment, exhibited by successful Asian government as 'growth enhancing' governance capabilities. Moreover, these capabilities differ totally from the 'market enhancing' governance capabilities promoted by the IFIs and donors via the good governance agenda. Due to the IFIs insistence on minimal state involvement in the economy and a free market, the good governance agenda focuses on institutional reforms that ensure efficient markets and minimize rent seeking and government failure, but do not necessarily lead to growth and poverty reduction. It can be argued that the governance capabilities needed for poor countries to grow are the listed growth enhancing governance capabilities as contrasted with the market enhancing capabilities being promoted by the good governance agenda (Khan, 2016).

Finally, even though transparency, accountability, legitimacy, the rule of law and other elements of good governance are desirable in themselves, whether or not they translate into poverty reduction, poor countries are bedeviled with several other pressing issues that require priority. According to Kerandi, 2017), beside the issue of governance, many African countries are faced with other challenges such as terrorism, poverty, overpopulation, famine, civil war, HIV/AIDS, insecurity and conflicts. And without resolving these problems, it may be difficult for any development initiative (including good governance) to have the desired impact on African countries.

2.4   Conceptual Literature

Figure 1 The relationship among variables

| Independent Variables | → | Intermediate Variable | → | Dependent Variable |

Participation

Accountability

Transparence

Efficiency and Effectiveness

Indicators of Good governance in education sectors

Prevalence and effectiveness of good governance in education sector
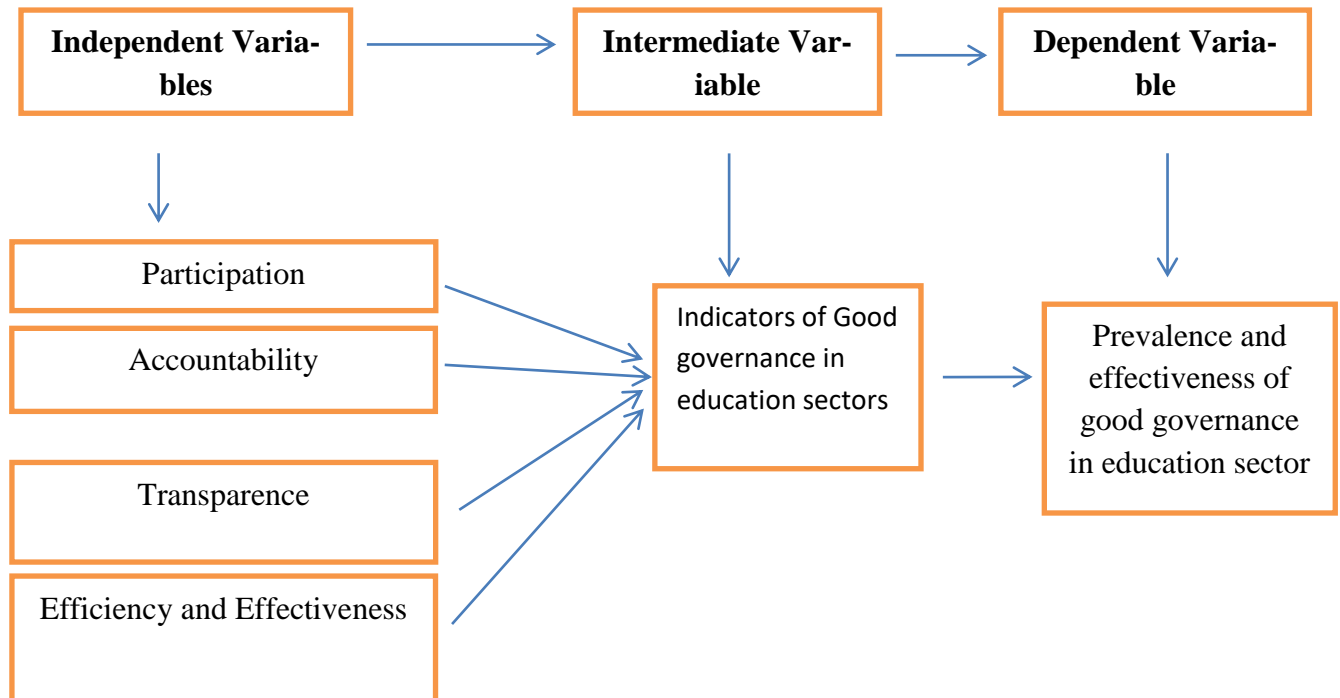
Source: own survey, 2022

2.5. Empirical Literature

Good governance related issues are very critical issues in education sector today. Good governance in education sectors may improve for the objective of education which insures quality of education. The main prevalence and effectiveness of good governance in education sectors increase the performance of education, to ensure effective service provision/delivery in education sector, to insure standard, incentive, and to ensure participation, accountability, transparence, and efficiency and effectiveness in education sectors. Generally, one of the prevalence and effectiveness of good governance is to ensure quality of education.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Introduction

This section presents methodology that was used in the study. It presents description of the study area, the target population and sample selection, research design, research approach, source of data collection, methods of data analysis and ethical consideration.

3.2. Description of the study Area

Ilu Aba bor Zone is one of the 21 Zones of Oromia Regional State which is found in the south-western part of Ethiopia. It has a total area of 16,555 km^2 and lies between longitudes $33^o47"$W and $36^052"$E and latitudes $70^05"$S and $8^045"$N. It is bordered to the south by Kefa and Sheka Zones, to the north by West Wollega, to the east by BunoBedelle Zone and to the West by Gambella Regional State. Ilu Ababor Zone has currently 13Wereda and 1 Towns. Based on 2007 conducted by the CSA, this zone have a total population of 1, 271, 609, among these, 82,303were attending the school in the year 2007. The study was conducted at five districts (namely Ale,Halu,Yayo,Nopa and Metu districtof Ilu Aba Bor Zone education sectors). Ilu Aba Bora Zone has 163315.56 hectares (ha) of land of which 10% is high,67% medium land and 23% low land. The altitude of the zone ranges from 500-2575 meter above sea level. It is mostlyknown for its vegetation coverage, suitability for Coffee, Crop, Livestock and Bee production. The dominant crops being Maize, Teff, Coffee, sorghum, Barley, Wheat, different pulse crops, finger millet fruits, Vegetables, spices and rice. Human population of the zone is1,492,183 people. Out of the total population 88% live in the rural areas, Annual prepetition ranges from 1500-2200mm with 6 to 9 months of rain fall. There are three Religious such us Muslim, orthodox and protestant.

Figure 2 Map of the study area
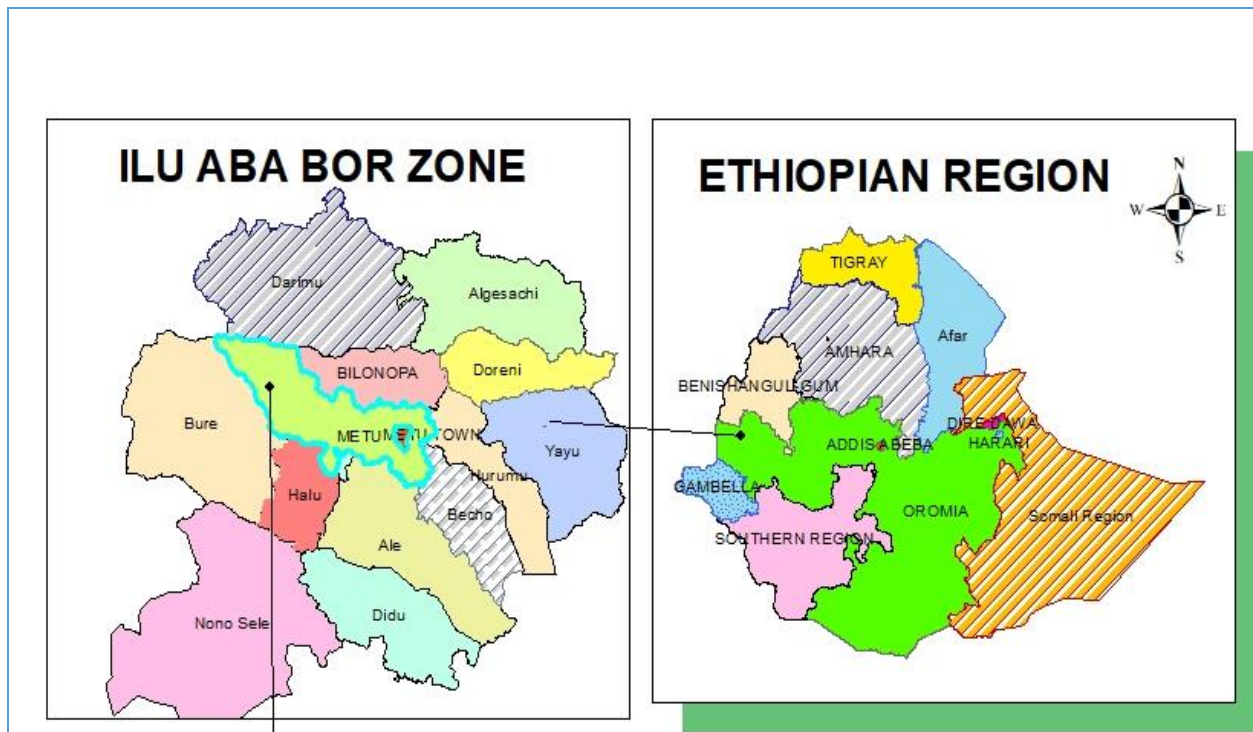
3.3. The target Population and sample selection

The study had target populations of the official workers of five education sectors: Ale education sector, Halu education sector, Nopa education sector, Yayo education sector, Metu district education sector. The official worker of education sectors and the school community of each secondary school of each selective district these were made to be target population.

3.3 Research design

Descriptive survey design is system of gathering necessary information through interviewing or administering a questionnaire for a sample of individuals (Orodho, 2013).

The researcher employed this design, to assess and reveal education sector factors affecting quality of education in Ilu Ababora zone because it has power to analyze realistic conditions. (Creswell, 2011), states survey design provides quantitative or numeric descriptions of trends, attitudes, or opinions of a population by studying a sample of that population. It is also a relatively cost-effective way of gathering information from a large number of people (Dornyei, 2017). Concerning this, Best(2011) and Yalew (2012) descriptive research is concerned with: Condi-

tions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on and effects that are felt; or are developing. Distractive research design method was employed for this thesis. Because descriptive research method is suitable for describing the existing condition and invest phenomenon in their natural setting. (Koul, 2011). Thus, descriptive survey approach was employed in the study. It used to describe analysis and interpret nature of the problem under study. Based on the data collected from both primary and secondary data source. In order to address the stated objectives both qualitative and quantitative research approaches were utilized.

3.4. Research Approach

The section of a research approach is also based on the nature of the research problem or issue being addressed which are broadly used as mixed method approaches (Cresswell, 2012). This research is descriptive research and both qualitative and quantitative research methods are employed in the study.

3.5. Sources of Data

There are two type of source of data such as primary data and secondary data.

Primary data were directly collected information by questionnaires and interviews. In this study, first the researcher used primary data sources to obtain reliable information about in education sectors factors affecting quality of education in Ilu Aba bor zone selective districts educational sectors. Therefore most sources of primary data include education sector employees of the selective districts education sectors and school communities of secondary school of the selective districts of education sectors. Second the researcher is used secondary sources to get additional information about factors affecting quality of education. Sources of secondary data were document analysis, books and journals. Secondary data collected to support the primary sources.

3.6. Sampling Techniques and procedure

The study was undertaken on using probability and non-probability sampling technique, 1st the Zone was selected purposively, 2nd its 13 woreda and 1towns education sectors were clustered into 5 groups then 5 woreda education sectors were selected by lottery method out of 13 woreda education office. Five secondary schools were selected purposive sampling method. Because based on the largest number of staff. While 216 education sector employees and five secondary

school community (teachers, students family and school committee (PTA)) were selected by proportional quota random samplingwhile five leaders of each of education sectors and five Kebele chair persons were selected by purposive sampling techniques from the five towns namely metu, gore,uka, yayo&nopa. Data was collected through questionnaire and interview.

Thus those schools community found executing their activities in each education sectors in different days were made to fill the questionnaires. The questionnaires have appendix I, appendix II, appendix III. The closed ended questionnaires were distributed education sector employees of the selective districts of education sector and the sample size is determined by using Yamane formula (1967). Thepurposive method is employed to select to the respondents. 316 are the total populations among ofthem 216 respondents were selected for the questionnaires and interview. Among othem 207 respondents were selected for the questionnaires and interview. Among of them10 respondents selected for interview. 9 persons are contingents. Accordingly, 70 respondents were selected from the education sector employees of the selective district education sector for the questionnaire distributed. The staff members (like guards, secretaries) those are assumed to be not in a position to provide adequate information are deducted. Yamane (1967) formula to determine sample size **n= N/1+N (e)^2** where n= the desired sample size N=universe population e=the level of precision/error, level of confidence 93% $n=107/1+107(0.07)^2$ $n=107/1+107(0.0049) =70$

Accordingly, 137 respondents were selected from the schools community each of selective secondary high school each of the selective districts of education sector for the questionnaire distributed. The staff members (like guards, secretaries and story keeper) those are assumed to be not in a position to provide adequate information are deducted. Yamane (1967) formula to determine sample size **n= N/1+N (e)^2** where n= the desired sample size N=universe population e=the level of precision/error, level of confidence 90% $n=209/1+209(0.05)^2$ $n=209/1+209(0.0025) =137$

The following tables indicate the number of respondents of education sector employees from the selected education sectors and schools community from each of selective secondary schools in selective districts in purposive sampling in the table as follows.

Table 1 Sample size (respondents) determination from employee of education offices and school community**.**

Name of the selected Woreda Education offices	Sample determination of selective woreda Education offices		Name of selective schools	Respondents from selective school community(Teachers, Students Family and School committee/PTA)						Total Respondents from	Total sample from selective school community
	Total number of workers	Sample Size		Total teachers	Sample size	Total students family	Sample size	Total committee/PTA	Sample size		
Halu education office	19	13	Uka Secondary school	15	9	15	9	6	5	36	23
Ale education office	22	16	Gore Secondary school	16	10	17	7	6	5	39	22
Metu District education office	32	20	Metu Secondary school	22	16	23	17	6	5	51	38
Nopa education office	16	10	Nopa Secondary school	14	8	20	11	6	5	40	24
Yayo education office	18	11	Idia Tia Secondary school	13	7	24	18	6	5	43	30
Total	107	70		80	50	99	62	30	25	209	137

Source: (Ilu Aba Bor Zone education office, 2014)

3.7. Methods and instruments of data collection

To secure reliable and adequate information, selecting of appropriate data collecting instrument is essential. The data was collected from two sources: Primary and secondary sources. The Primary data collected through using interviews and structured questionnaires. The Secondary data collected to support the primary sources.

3.7.1 Questionnaire

The researcher used questionnaire because of its appropriateness to secure data from many people at a time and for its natural characteristics that allow informants express their ideas and opinions freely. This is to mean the researcher choose questionnaire to collect information from large amount and geographically widespread education office employees and school communities (Teachers, students family, school committee) with an intention to get more reliable information.

According to Kothari (2014) this instrument helps to collect more information from large samples because a data collected from large sample is more reliable. It is low cost even when the universe is large and is widely spread geographically. Respondents have adequate time to give well thought out answers. The questionnaires composed of close ended items with an assumption to organize quantitative data. These questionnaires' prepared for education official workers and school communities in English and Afaanoromoo language containing two parts: Part I question for general information, Part II rating scale items and then sending out to the assigned data collectors, after the data collectors properly oriented about the data collection procedures by principal investigator, but nearby follow up of the researcher.

3.7.2 Interview

Interview chosen for a direct contact and it permits to raise different questions for further information. Semi-structured interview used as an Instrument to collect useful information from some selected education office leaders and kebele administrative generally on issues of factors affecting good governance and education quality in selective education sectors. The researcher used semi-structured interview in order to get additional and detailed beliefs of participants. Finally, the researcher organized qualitative data through interview.

3.8. Method of Data analysis

The data composed from two sources: Primary and secondary data. The Primary data gathered through closed ended questioners was processed and analyzed using frequency, percentagesand tables. In table the qualitative data organized according to concepts identified from research questions, and then analyzed according to their major concepts. The results of the qualitative data presented using (words) narration and the result of quantitative data presented usingfrequency, percentages (numbers).

3.9. Ethical consideration

Participants of the study informed about the objectives of the study emphasizing that the data is used only for the intended academic purpose. The data collected by employing various techniques with the consent of the participants of the study. Careful attention is given regarding respecting the rights, needs, and values of the study subject and maintaining confidentiality of the data and acknowledging sources.

CHAPTER FOUR
4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Background of Respondents.

Table 2: Respondents' General Characteristics

	Items	Frequency	Percentage
Sex	Male	156	72.2%
	Female	60	27.8%
Age	18-25 years	75	34.72%
	26-33 years	64	29.73%
	34-41 years	40	18.52%
	41-48 years	30	13.9%
	48-55 years	7	3.4%
Educational level	Illiterate	-	0%
	Read and write only	62	28.7%
	Primary and 2ndary school (1 - 12)	59	27.32%
	TTI	7	3.2%
	Diploma	17	7.9%
	Degree	65	30.1%
	Master	6	2.78%
Total		216	100.0%

Source: (Field survey, 2022)

4.1.1. Sex of the Respondents

The study showed that both male and female respondents were represented in the sample. The study results revealed that out of 216 (100%) totally education office employees and school community, 156 (72.2%) were male, while the rest 60(27.8%) were female. The statistical summary provided in (Table 2) above indicated that the proportion of male-respondents was quite higher than that of female-respondents, which indicates that female low participation in education sector and in school community in the study area. From this finding, it is possible to say there is a high gender gap (inequality) in realize the principles of good governance in participating in in education sector.

4.1.2. Age of the Respondents

As shown in (Table 2) above, the study result showed that the age of respondents was categorized under the age range of 18–25 years 75(34.72), 26–33 years, 40(18.52),   34–41 years (29.73%), 41–48 years old (13.9%), and 49–55 years old (3.4%), up to low respectively in the study area. According to the result, from a total of 216 respondents, the majority of the respondents (75, or 34.72%), 64, or 29.73%), and 15 (8.6%) of the participants were included in the age range between 18–25 years, 26–33 years, and 34–41 years old, respectively. From this result, we can conclude the respondents' age range shows as they were the heist percent to use circle quality of education seen as politics.

4.1.3. Educational Level of the respondents

The (Table 2) above presents the respondents' educational levels were recognized as (-%) were illiterate, 62 (28.7%) were literate, and about 59 (27.32%) were learned in primary school from grade 1-12, 7(3.2) were TTI, , 17(30.1) were diploma, 65(30.1) were degree,6(2.78) were masters. From the above data, we can conclude that the majority of the study participants were literate but all do not understand the circle quality of education and low implementation of principle of good governance.

4.2   Analyses and Discussion of respondent's responses

4.2.1   Perception of respondents on indicators of good governance

This section of the study focused on the major findings of the study. Specifically, it tried to examine the school Community perception in the study area on implementation of good governance in service provided by education sector of the study area based on indicators of good governance. The perception of respondents discussed depending on the four indicators of good governance (Participation, accountability, transparency, and efficiency and effectiveness). Items were rated on the points of frequency indicators in such a way (Yes, No), (perfect, very good, good. poor and very poor). Regarding analyses and discussion of the results the researcher going to analyses the data collected through the questionnaires were coded and reorganized into four main categories based on the four cores of good governance indicators so as to accomplish the target that the study was intended to achieve.

1.   **Participation**

All secondary school community men and women should have a voice in decision-making, either directly or through legalized halfway in education sector institutions that represent their interests.

Such broad participation is built on freedom of association and speech, as well as ability to participate constructively.

The following Table: 3 show the responses of education office employee respondents for participation questions.

Table 3 show the responses of education sector employee's respondents for participation questions.

Questions of participation	Category	Frequency	Percentage
1. Is there any educational framework that enables the school community or the school society to participate in you sector	No Yes No answer	56 11 3	80 15.71 4.29
2. Does your sector have forum for student's family, school committee (PTA) and teachers?	No Yes No answer	40 28 2	57.14 40 2.86
3. Are there mechanisms of customers' Consultation for the implementation of policies and program?	No Yes No answer	42 25 3	60 35.71 4.29

Source: (Own survey, 2022)

Total of 70 respondents have been questioned Participation is one of the core elements of good governance that should be achieved by education sectors for good governance to be practicable and successful instrument of the institute in solving socio-economic problems, and ensure quality of education. Participation allows all stakeholders to take part in the process of ensuring good governance; ensuring quality of education and building of democratic processes that could be a solution for many obstacles push poor countries.

Civil Society Organization (CSOs) or Community Based Organizations (CBOs) are the main customers in the procedure of building good community governance and to ensure quality of education. Thus as indicated in Table 3, the majority (80%) of education office employees respondents said no educational framework is available that enables good community participation. So it witnessed the absence of the frameworks that motivate the CBOs and/or the CSOs. This demonstrates that (CBOs), (CSOs) and NGOs are not satisfied to play their roles in those education sectors.

Good governance is a mechanism by which school community groups such as teachers, principals, student's family and school committee (PTA) are treated in a special way and given to special attention. In the process of building good governance, to ensure quality of education, giving a special attention to the already mentioned parts of a school community is obligatory/ compulsory and it is by what sectors did to such part of the community that the prevalence and effectiveness of good governance is measured.

As shown in Table 3, the greater number (60%) of respondents said 'no' showing absence of public forum for students family, school committee (PTA) and teachers.

The result indicated that education sectors are not totally effectively achieving their responsibility regarding treating student's family, school committee (PTA) and teachers.

Customers (school communities) are the main stakeholder in education sectors such as student's family, school committee such as Parents Training Association (PTA), principals, supervisor, teachers and students is due to them that sectors are framed and existing. The main target that education sectors stand for is too efficiently; effectively and transparently serve their stakeholders.

Therefore, as showed in the above Table3 only 35.71% of the respondents say 'yes' to existence of mechanisms for customers' (school communities) consultation for in implementing policies and programs. This showed the existence of predicaments in the education sector institutions as far as customers' (school communities) consultation/discussion in implementing institutional agenda.

Based on the interviews conducted with some other education office employees the main reason behind the sectors low achievement in participation because of all of the education office employees believed that they doesn't take as their responsibility invite school community forum because inviting school community forum is the responsibility of the school and districts. They say our responsibility follow and encourage supervisor and directors invite school community forum at their schools and discussed the issue of education. The way that education sectors mostly favored participation to be conducted through suggestion boxes put in the compound of most education sectors of the selective districts rather than through face to face discussion with customers or (school communities) their representatives.

In general as far as the indicator selected (participation) concerned, education sectors are not that effective in achieving one of the core elements of good governance.

The following Table4 shows the perception of school communities on participation in education sector

Table 4 School community's respondents' on participation in sectors.

Questions of participation	Category	Frequency	Percentage
1. Does the education sector convene community forum in order to enable the community to discuss issues that matter them?	No Yes No answer	66 70 1	48.17 51.1 0.73
2. Have you (the community) ever been Consulted/discussion by the sector before a program or policy is implemented that concerns you?	No Yes No answer	90 45 2	65.7 32.85 1.45
3. Can you easily provide your suggestions, Questions, comments and complaints to your service provider institution?	No Yes No answer	86 51 -	62.77 37.23 -

Source: (Own survey, 2022)

Total of 137 respondents have been questioned a question regarding whether a community forum was convened by the institutions to school communities respondents, the great number (51.1%) said 'yes'. This indicated that sectors provided the relevant community forums that enabled the community to discuss the issue which concerned them. However, those of 48.17% of the respondents who said no shouldn't be paying any attention; it has the implication that the forums are nominal. When the result triangulated with the education office employees, only 32.85% of the respondents are positive about the educational framework that enables the education office employees to participate in the sector. Out of the total respondents the majority (65.7%) said 'no' concerning discussion of school communities by education sector institutions before a program or a policy is implemented. As the result shows sectors are not ready for pre-policy or program implementation consultation of the society or the stakeholders. This implies that the education sectors simply implemented their programs and policies without taking the views of the society towards the new programs and/or policies. This outcome is further strengthened by the results obtained from education sectors employee's respondents of whom 65.7 % said education sectors did not make discussion with the society on implementation of their programs or policies.

In order to know their reasons for 86(62.77%) respondents who said they can't easily provide their suggestions, questions, comments and complaints to service provider sector, respondents said that it is because they didn't consider that education sectors would give solutions.

1. **Effectiveness and Efficiency**

Effectiveness and efficiency is one of the core elements of good governance frequently used as indicators in governance measurement. As an indicator of good governance, effectiveness and efficiency has its own sub-indices which are changed in to operational questions and included in the questionnaires of this study.

The following Table5 shows these questions with their responses.

Table 5 Responses of education sector employee's respondents regarding efficient and effectiveness.

Questions of efficiency and effectiveness	Category	Frequency	Percentage
4. Have you ever been given workshop, training or seminar all about good governance in your institution?	No Yes No answer	44 24 2	62.86 34.28 2.86
5. Have you ever made customer satisfaction survey?	No Yes No answer	46 22 2	65.71 31.43 2.86
6. Does your education sector have clear strategicPlan/visions?	No Yes No answer	14 52 4	20 74.29 5.71

Source: (Own survey, 2022)

Total of 70 respondents have been questioned.

As indicated in Table5, shows about whether trainings, workshops or seminars about good governance are organized for employees working in education sectors, 62.86% of the respondents said 'no'.

Whether to know how efficient and effective in providing services for the society one of the smallest things that an education sector institution should do is making stakeholder happiness study. Stakeholder stemmer satisfaction surveystudy enables institutions to see their strengths

and weaknesses so as to avoid their failures and strengthen their successes. Hence as making customer satisfaction survey was one of the ways to assess institutional efficiencies, as showed in question No.5, the majority (65.71%) ensured that their institutions have not made any study. The result get concerning this issue through questionnaires provided for education sector employees was also checked by interviews made with key officials.

Strategic plan has such high value in governance measurements that most international organizations like UNDP, World Bank, and others use it as an indicator whenever assessing good governance. Still some others use it as one of the sub indicators in measuring an education sector effectiveness and efficiency. Thus, the affirmative responses by the majority (74.29%) clearly indicated the existence of the strategic plan in most education sectors.

Table 6 Responses of education sector employee's respondents about effectiveness and efficiency

Questions of efficiency and effectiveness	Category	Frequency	Percentage
7. Rate effective, efficient and ethical use of resources in your sectors.	Very poor	5	7.14
	Poor	10	14.29
	Good	32	45.71
	Very Good	21	30
	Perfect	2	2.86
8. Rate the administrative and technical skills of your sector	Very Good	3	4.29
	Poor	10	14.29
	Good	36	51.42
	Very Good	20	28.57
	Perfect	1	1.43
9. How much you are secure about effectiveness and efficiency in your job?	Very Low	11	15.71
	Low	12	17.15
	Medium	6	8.57
	High	27	38.57
	Very High	14	20

Source: (Own survey, 2022) Total of 70 respondents have been questioned from Table 5 the following are discovered. Regarding efficient, ethical and effective use of resources in the education sectors, majority (45.71%) of the respondents approved medium level (good) use of resources. This comforts that efficient, ethical and effective use of resources in the education sectors is deferentially achieved and education sectors used the resources of the education sectors somewhat effectively, efficiently and ethically. The rest of the respondents said very

poor and poor (7.14% and 14.29%), showing presence of some degree of failures regarding efficient, effective and ethical use of resources in education sectors.

Regarding administrative and technical skills of education sectors, the majority (51.42%) said good to ensure that their sectors are administratively and technically efficient.

Regarding job security of employee of the education sectors, the majority (38.75% and 20%) said 'high' and 'very high' level of job security that is durable/ stable in their job achieved. Therefore the results show the need for education sector institutions to work more in creating job security for their staff members if they need to ensure highest level of productivity that come from a secured servants. The following Table 7 clearly shows the responses of school community's respondents concerning effectiveness and efficiency of institutions.

Table 7 Responses of school community's attitude towards education sector of effectiveness and efficiency

Questions of efficiency and effectiveness	Category	Frequency	Percentage
4. Rate your satisfaction level on the service provided by the institution.	Very dissatisfying dissatisfying fairly dissatisfying satisfying very satisfying	29 31 50 22 5	21.17 22.63 36.49 16.05 3.66
5. Rate the efficiency of your service institution.	Very Good Poor Good Very Good Perfect	24 21 52 33 7	17.52 15.33 37.95 24.09 5.11
6. If very poor or poor, how much your businesses?	It affects none Low Averagely Highly Very highly	14 14 59 18 32	10.22 10.22 43.07 13.14 23.35
7. How would you rate the degree of confidence (trust) you have in your service provider?	Very low Low Medium High Very high	32 23 48 25 9	23.36 16.79 35.04 18.25 6.56

Source: (Own survey, 2022)

Total of 137 respondents have been questioned As far as their satisfaction level by the service provider education sectors concerned, 21.17% and 22.63% of them said 'very dissatisfying' and 'dissatisfying'. Based on the result it can be concluded that school communities are dissatisfied.

Majority of the respondents (37.95% and 24.09%) rated good and very good about the efficiency of education sector institutions. From the results indicated, it can be said that respondents rated the efficiency of institution good.

In the nominal part of the questionnaire respondents were asked whether official problem had faced them while they were matched in institutions to get services. In that question majority (43.07%) of the respondents said 'yes'. Following that, they were asked a Similar type question to rate how the slow up/wait damage them and/or their business this was to know the strengths .Based on that most of respondents,43.07% rated as it averagely damages them, while 13.14% and 23.35% rated the as official slow up/wait damage them highly and very highly respectively. Thus it can be concluded that official damages/hurts exists in education sectors and it highly affects or damages the society.

As far as the level of trust or confidence that school communities had on the education sector institutions was concerned the majority respondents have a medium/averagely (35.04 %) trust. It can be concluded that education sector institution school communities have medium confidence in education sector institutions.

3. Accountability

Education sectors institutions have also been evaluate/assessed based on one of the vital elements of good governance, accountability. And questions based on the sub-indices of accountability were provided to education sector employee's respondents and their responses are provided in the following Table8.

Table 8 Responses of educationsector employees on question of accountability.

Questions of accountability	Category	Frequency	Percentage
10. Is there any mechanism in your institution that enables the society to control the administration?	No	45	64.29
	Yes	23	32.86
	No answer	2	2.85
11. Are there monitoring and reviewing procedures in place to follow up the implementation of the anti-corruption policy?	No	44	62.86
	Yes	25	35.71
	No answer	1	1.43
12. Is there any institutional framework in your institution for public review of the budget?	No	50	71.43
	Yes	18	25.71
	No answer	2	2.86

Source: (Own survey, 2022)

* Total of 70 respondents have been askedTable7 has been interpreted as in lower position/below: In a country where good governance and democratic procedures are deep rooted, mechanisms which enable the society supervise and control the administration of education sector institutions is highly spread and investigated as a component of good governance. As it is used as one of sub-indices/inferior for measuring governance, the operational question about existence of mechanisms for the society to manage/control administration process of education sector institutions exists: the majority (64.29%) responded 'no'. Corruption is one of the serious strong feelings of sadness/heartaches in the process of building good governance and democratic institutions. If corruption is a prevalent circumstance, in general actions of the sectors are being forced to be exposed/legally responsible for other related anti good governance problems.

Corruption is the great enemy of ethnicity/nationality; it eradicated/eliminated all other responsibility of education sectors. And it has become the sources of social instability, hunger, and famine in many poor countries. Therefore, first good governance fundamental/principles encouraged the establishment of anti-corruption policy and second they require monitoring and reviewing procedures in place to follow up the implementation of anti- corruption policy. Thus for the question concerning this issue only 35.71% respondent observe/ watch the presence of such mechanism.

Education sector budgets should be accountably, efficiently and effectively and transparently managed and put in to properly utilize. In an educational sector where good governance princi-

ples are accepted and practically implemented, there is institutional framework that enables the public/school community for review of the budget such like school grant and block grant. Concerning public/school communities review of the budget the respondents who chose' no' are the majority (71.43%) in number.

The following questions are Liker type questions provided for educational sector employees respondents, and their responses are showing in the following Table9.

Table 9 Responses of educational sector employees on question concerning accountability

Questions of accountability	Category	Frequency	Percentage
13. How is the rate (severity) of corruption in your institution?	Very low	6	8.57
	Low	4	5.71
	Medium	25	35.72
	High	26	37.14
	Very high	9	12.86

Source: (Own survey, 2022)

Total of 70 respondents have been asked As far as the severity of corruption in education sectors is concerned, the majority high and medium (37.14%) and 35.72% sever corruption respectively. The result indicated not the existence of the severity of corruption in education sectors. In order to know the reasons of corruption in education sector institution additional question was asked to the respondents to express their opinions about what factors correct corruption at the workplace. The majority responded indicating the existence of many opportunities of corruptions in education sectors.

The Table 10 below shows the questions of accountability provided for school community's respondents and their responses.

Table 10 Responses of school community's respondents concerning education sector accountability.

Questions of efficiency and effectiveness	Category	Frequency	Percentage
8. Have you ever been asked for irregular payments by personnel/officials of the service provider institution to accomplish your task in the institution?	No Yes No answer	79 55 3	57.66 40.15 2.19
9. Do the school community/ service users have ever got the chance to review the budget of your service provider institution?	No Yes No answer	98 37 2	71.53 27.01 1.46
10. Do you think that there is corruption in the service provider institutions?	No Yes No answer	44 88 5	32.12 64.23 3.65

Source: (Own survey, 2022)

*Total of 137 respondents have been questioned As Table 9 shows, the majority (57.66%) replied 'no' regarding irregular payments for personnel/officials of the service provider institution to accomplish their tasks in the institution**.** But it is possible to conclude that irregular payments are there according to rest of the respondents (40.15%).

Concerning that school communities have ever got the chance to review the budget of the service provider institution, the large number (71.53%) of the respondents replied 'no'. To check how correct the responses of the respondents, coordinate/triangulation with education office employees responses regarding presence of institutional framework, which enabled public/school community review of institutions budget was necessary. Therefore, based on this majority (71.43%) of education office employees respondents replied useless of institutional framework for public review of the budget and when this compared with the school communities response which is no concerning the chance to review the education sectors budget, it can be concluded that the school communities didn't get the chance to review the budget.

The respondents were asked about whether he/she imagines that corruption in the service provider institutions exists, 64.23% of them replied 'yes'. It was not a preference to conclude corruption in education sector institutions is prevalent, rather coordinate/triangulation was needed and when it was coordinated with the response gained/obtained from education office employees (Table9); it was observed that 37.14% replied corruption in education sector institutions is high while 12.86% think it is very high. So it can conclude that corruption in education sector institution is common.

4. Transparency

The G-8's Commission on Africa stated the significance of progress in governance in association with transparency by describing that transparency has become a central defining characteristic of improved governance(Langdon,2005). And the research has used transparency as one of the principles of good governance .Thus education office employees' attitude towards transparency in their sectors has been shown in the following Table11.

Table 11 Employees of education sector response on question of transparency.

Questions of transparency	Category	Frequency	Percentage
14. Are vacancies announced within the sector/institution or publicly and are simple, clear and easily understood?	No	8	11.43
	Yes	62	88.57
	No answer	-	-
15. Are the procurement/implementation procedures in your institution publicly disclosed?	No	48	68.57
	Yes	20	28.57
	No answer	2	2.86
16. Staff members are always informed when important decisions are made in their sectors	No	31	44.29
	Yes	38	54.29
	No answer	1	1.42

Source: (Own survey, 2022) * Total of 70 respondents have been questioned

One of the responsibilities of education sectors as far as education employees is concerned is making vacancy announcements simpler, clear and easily under stood which are notified either

publicly or in the sectors. The matter of making vacancies simple, clear and easily understood is directly or indirectly related to good governance. Accordingly 88.57% of them confirmed transparency in vacancy announcement and filling up exists.

An individual who tries to assess good governance should use the transparency of procurement/implementation procedures as sub indicator of transparency. Concerning this only 28.57% of the respondents allowed positively.

Different kinds of decisions from the lower to the higher degree in education sectors are accepted. But whenever decisions of either high (mainly) or low attention are decided in a sector, those always should be conveyed/ communicated to staff members. If not, according to good governance elements transparency in the sector becomes under question mark.

Thus the study provided the question, whether staff members are always informed when important decisions are made in their education sector, the majority (54.29%) responded 'yes'. So this shows the actuality/existence of transparency among staff members within education sectors.

Table 12 Altitude of education sector employees' respondents' response about education sector transparency.

Questions of transparency	Category	Frequency	Percentage
17. Rate the availability and access to information for the school community in your institution.	Very poor	2	2.86
	Poor	11	15.71
	Good	14	20
	Very Good	34	48.57
	Perfect	9	12.86
18. How much is easy or difficult to Obtain information on laws and regulations?	Very difficult	7	10
	difficult	4	5.71
	somewhat easy	41	58.57
	easy	14	20
	Very much easy	4	5.72

Source: (Own survey, 2022) * Total of 70 respondents have been questioned

Regarding accessibility and obtain to information in the sectors, the respondents reply/response as good (20%) and very good (48.57%) together accounted the greatest percent's. This implies

the accessibility and obtain to information by the school community in the institutions are very much there and this is further strengthened by the 12.86% amount of perfect access and availability of information. But it should not be forgotten that very poor and poor categories shouldn't be accounted, as they suggested in their responses the need for further increase/advance on information distribution/delivery by the sector.

How much it is difficult or easy to obtain information on laws and regulations? Was the question for education official workers? The majority (58.57%) said that is somewhat easy .Thus, based on this, getting information on laws and regulation from the sector develops to be easy.

The following Table13 contains questions of transparency and the ratings given by education sector school community's respondents of the study.

Table 13 school community's respondents about questions of transparency.

Questions of transparency	Category	Frequency	Percentage
11. How much is easy or difficult to obtain information on laws and regulations of your service provider sector?	Very difficult	30	21.9
	Difficult	21	15.4
	Somewhat easy	40	29.2
	Easy	26	18.9
	Very much easy	20	14.6
12. How much do you think is transparent your service provider sector's performance?	I don't know	24	17.52
	Not transparent	16	11.68
	Partial transparent	66	48.18
	transparent	14	10.22
	totally transparent	17	12.40

Source: (Own survey, 2022) * Total of 137 respondents had been questioned

The question how much difficult or easy it is to obtain information on laws and regulations of the service provider education sectors 29.2% replied that it is somewhat easy and 18.9% as easy.

Thus, depend on the responses getting information on laws and regulation from education sectors appears to be somewhat easy. Respondents were also questioned to rate how much service provider education sectors performances are transparent towards the school community, and the ma-

jority (48.18%) replied partially transparency, which indicated education sectors' are partially transparent towards their stakeholders.

Analyses and Discussion of Additional Questions

A question that attempted to understand the rate of school communities about the prevalence of good governance in the education sector was asked and responses are score in Table14.

Table 14 School Communities' responses on good governance

Other	Category	Frequency	Percentage
13. Based on the questions what you have answered above, how do you rate the prevalence and effectiveness of good governance in the sector?	Very poor	43	31.39
	Poor	50	36.49
	Good	24	17.52
	Very Good	18	13.14
	Perfect	2	1.46

Source: (Own survey, 2022)* Total of 137 respondents have been questioned

As indicated in Table13, the majority of respondents rated 'very poor' (31.39%) and 'poor' (36.49%).Therefore it can be concluded that good governance in education sectors is poor.

In sequence/in order to know their reasons a question was asked as showed in the Table15

Table 15 Reasons of school communities rating governance in education sector.

14. If your answer is choices poor or very poor, what do you think are the causes?			
A. Because officials are less concerned(motivated) whether or not good governance is prevalent in their sector	B. Officials as well as the education sector employees are not well aware of good governance	C. There is no any educational framework that follows up and evaluates the implementation of good governance in the sector	D. Because the sector does not have the tradition to discuss with the community over the matter
26(18.97%)	24(17.51%)	51(37.22%)	36(26.3%)

Source: (Own survey, 2022)

Total of 137 respondents have been questioned As the Table15 shows, of those respondents who selected poor and very poor, 51(37.22%) replied absence of any educational framework that follows up and evaluates the implementation of good governance in the education sector, the other 36(26.3%) respondents said education sectors do not have a tradition to discuss with the school community over the matters. Thus in total 87(63.52%) of the 137 respondents are the opinion that rated "good" governance is in fact very poor or poor.

Table 16 School Communities suggestions for governance.

14. If your answer is choices poor or very poor, what do you think are the causes?			
A. Training for education office employees is necessary to help good governance by the sectors.	B. Creating awareness Education office Employees about good governance the part of the public in order to enable them to challenge in the absence of good institutional governance	C. Establish institutional Frame work for good governance implementation follow up	D. Other (specify) _____ _____ _____
37(27.01%)	57(41.6%)	40(29.19%)	3(2.2%)

Source: (Own survey, 2022)

Total of 137 respondents have been questioned for the question "what measures do you suggest for good governance is to be prevalent in education sectors? 57(41.6%) respondents showed necessary of creating awareness about good governance on the part of the community in sequence to

enable the community to challenge education sectors in the absence of good governance. Others, 40(29.19%) respondents showed the need for establishing educational frame work for good governance implementation and 37(27.01%) respondents said training for officials and employees is necessary to help good governance by the sectors.

Table 17 Education sector employee responses on absence of good governance

20. What do you think will be the consequences of the absence or less prevalence of good governance?				
A. Hinders Education sector performances	B. Strongly affects the school community and Retards development	C. Slims down the overall aspect of the zone	D. Damage investment, trade and the development and expansion of small/medium and micro enterprises	E) A-D Other (specify) _____ _____ _____
14(20%)	4(5.71%)	6(8.57%)	3(4.3%)	43(61.42%)

Source: (Own survey, 2022)

Total of 70 respondents have been questionedas far as the consequences of the absence or less prevalence of good governance, 43(61.42%) respondents supported the ideas under the options A- D .The rest 14(20%) respondent answered as it hinders education sector performance.

As accomplish/achieving good governance has high motion/force for effective achievement of quality of education targets for facilitating the quality of education as well as development, peace and stability within in Ilu Aba Bor Zone in education sector selective districts. Not only Ilu Aba Bor Zone in education sector selective districts as well as use the country as general.

Assessing governance leads to know failures and successes of governance achievements that must be amended and strengthened respectively. Thus, accomplishing/ discharging good governance is one of the essential agenda of Ethiopia several efforts on the part of the government have been made to attain good governance both at the national and local level directly or indirectly as it indicate economic development, ensure quality of education, peace and stability in the country.

Thus in general effort was made in this study to show prevalence and effectiveness of good governance in education sectors in the light of the four core principles of good governance; participation, effectiveness and efficiency, accountability ,and transparency.

Data analysis from interview

In this part of the researcher interviewed key informant who is the leaders of education sectors of the selective districts, and kebele leaders of administrative town which the education sector of each selective districts is found.

Two the same interview question asked for each leaders of education sectors of the selective districts, 3 interviewer questions asked kebele leaders of administrative town which the education sectors of each selective district are found. Based on this the researcher are going to analysis that has been after information from the information as follow.

1. **Regard perception of good governance**

The researcher asked 1 key informant question for 5 education leaders of the selective districts perception about goodgovernance and how they understand it. According to the respondents response 1 education leaders said that "Good Governance is the way to administrative of one organization weather the government or NGOs". 2 education leaders said that "Good Governance is when public resources and problems are managed effectively, efficiently and in response to critical needs of societies". 2 education leaders said that "good governance is make transparence and harmonious relationship between the public workers". Therefore, in education sector of the selective districts the perception about good governance and understand manner of education leaders of the selective districts is medium.

2. **The factor hinders of implementation of good governance in education sector**

The researcher asked 1 key informant question for 5 education leaders of the selective districts the factor hindersof implementation of good governance in education sectors. According to the respondent response 2 education leaders said that "the factor hindersof implementation of good governance in education sectors is Lack of integrity between education sectors employees, many education office employees doesn't being on time, there is no transparence and harmonious relationship between the education office employees and Lack of accountability in terms of service

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delivery". "The researcher asked the reason behind them Because they make groups in different parts for the seeks of power comment me/the leader of education sectors by unnecessary words and the education sectors management by writing immoral words on telegram and face book by fake account".

The researcher asked 1 key informant question for 3 education leaders said that the factor hinders of implementation of good governance in education sectors. According to the respondents response 1 education leaders said that "the factor hinders of implementation of good governance in education sectors is Lack of practicing rather than theoretically, it means that the education office employees in education sectors of the selective districts sometimes do not put into practice what they have trained". According to the respondents response 1 education leaders said that "the factor hinders of implementation of good governance in education sectors is Lack of service like computer, motors, printer, and others, Lack of logistics for supervisors of the schools such as laptop, motors and others, Disagreement between the management and the education office employees in terms of working planning". According to the respondents response 1 education leaders said that "the factor hinders of implementation of good governance in education sectors is lack of budget of training to trained supervisors, principals/directors, teachers and education employments". Therefore, in education sector of the selective districts thefactor of implementation of good governance in education sectors of the selective districts of education sectors is very high.

3. Promoting the implementation of good governance in education sectors

The researcher asked 1 key informant question for 5 kebele leaders to promote the implementation of good governance in education sectorsfrom selective districts the kebele nearest to the education bureau of the selective districts. According to the respondent response 3 kebele leaders said that "To promote the implementation of good governance in education sectorsis to improve the performance of the teacher by short training time to time, to increase the efficiency of teachers by giving the chance of education, to give reward for clever teachers to make competition between them". According to the respondent response 2 kebele leaders said that "To promote the implementation of good governance in education sectorsis to use circle quality of education strategy, to make awareness about education for the students in the schools, to improve the con-

duct of students in the school and in the society". Therefore, in education sector of the selective districts to promote the implementation of good governance in education sectors is good.

4. Alleviating/solution the problems of lack of implementation of good governance in education sectors. Who are the stakeholders?

The researcher asked 1 key informant question for 5 kebele leaders to alleviate the problems of lack of implementation of good governance from selective districts the kebele nearest to the education bureau of the selective districts. According to the respondent response 2 key informants' kebele leaders said that "to alleviate the problems of lack of implementation of good governance education sectors isto ensure the transparency and accountability, in the sectors,to respect rule and regulation of the sectors**,** to ensure development and democratic level in the sectors." According to the respondent response 2 key informants kebele leaders said that who stake holders are parents and education sectors. According to the respondent response 3key informants kebele leaders said that "to alleviate the problems of lack of implementation of good governance is to motivating community in the issues of education and awareness to the community to respect rule of law**,** increasing the level of peace and stability in the country, to create awareness for the community on good governance**,** raising the level of participation, accountability, transparence, effectiveness and efficiency, to teach the advantage of good governance in different place such as in market, education institution and at schools, to create awareness for the community on quality of education. According to the respondent response 3 kebele leaders said that the stake holders are community, parents, and education sectors, education office employees, Supervisors, principals, teachers and students".Therefore, in education sector of the selective districts to alleviate the problems of lack of implementation of good governance is medium.

CHAPTER FIVE
5. FINDINGS, CONCLUSIONS AND RECOMMONDATIONS

5.1 Introduction

This chapter deals with summary of the findings in reference to the study's research questions, conclusions and recommendations were cover/drown.

5.2 Summary of Findings

5.2.1 Success and failure on the part of the education sectors as far as participation is concerned

Although all of the education sectors of the selective districts have not failed fully to achieve all of the functional/usable questions and interviews prepared based on participation sub- indices, in some those are found effective and in other indices they were found poor. As far as the existence of educational framework for the school community participation, they are effective and educational frameworks have been found in place (Table 3).

Regarding education sectors creating school community forum for student's family, school committee (PTA) and teachers groups of their stakeholders or it is found that they do not have the required forum for these sections of the school society (Table 3).

As far as citizen discussion/consultation before implementation of programs and policies is concerned, education sectors have poor record based on the research finding. Based on the result gained fromboth school communities and education office employees in education sectors' achievement is poor on the issue (Table 4).

Based on the research finding customers proved that they could easily provide their suggestions, questions, comments and complaints for their service provider education sectors without any difficulties, however, the research has found education sectors failing to give quick solutions for the problems and questions provided. But this does not mean that education sectors nature of accommodating complaints, suggestions, comments and questions is poor because the number of respondents complaining is small which implies better performance of education sectors in this direction (Table 4).

In general the research has found successful accomplishment in educational framework for the school community participation and effective implementation in taking, accommodating complaints and questions but with some shortcomings in giving quick solutions for complaints. But regarding CSOs, CBOs and other related organizations involvement in various aspects such as making school community forum for student's family, school committee (PTA) and teachers, in consulting citizens whenever they needed to implement new programs, strategies and police are poor. Moreover, involvement of school community's to evaluate the education sectors management, in making study of satisfaction of stakeholders and service delivery assessment through seminar, workshops or conferences is poor and if carried out it is achieved poorly. Therefore participation in the education sectors is generally poor.

5.2.2 Failures and successes of sectors on effectiveness and efficiency

Education Sectors role in giving seminars or workshops concerning good governance is found to be poor in those education sectors that did not give seminars and workshops for community servants or for staff members. As the issue of good governance is "a matter of life and death" as one of the supervisor of the on high school said, the seminars, workshops and trainings should have been given for the sectors staff members. But as it is revealed by respondents and interviewees most of the education sectors the trainings or seminars or workshops on the issue are not given (Table 5).

In financial resource management, relevant decision making processes based on reliable information is somewhat done in the education sector. Concerning efficient, ethical and effective use of resources in the selective education sectors, implementation of decisions, job security of education office employees, and administrative and technical skills of education sectors, the study has shown that education sectors are working effectively (Table 6).

Regarding efficiency of the education sectors in providing services, level of confidence that school communities have in the sectors concerned, the research discovered medium degree results.

Especially as the respondents felt/responded that employees hindering in education sectors is common and that were highly problems the school communities and their businesses (Table 7).

Based on the finding of the research describe above, it doesn't mean that effectiveness and efficiency taken as indicators are perfectly implemented in education sectors, but it is found that education sectors are accomplishing these well.

5.2.3. Success and failures of education sectors regarding accountability

Due to absence of educational mechanism that enable the society to control the administration of education sector and the absence of monitoring and reviewing procedures to follow up the implementation of anti- corruption policy, the inability of the public to review the budget, absence of CBOs and CSOs review of the sectors' budget, and the prevalence of corruption, education sectors in general are found to be poor in accountability. Especially on the existence of corruption in sectors concerned the research found that two factors, namely

(a) Inadequate wage for school communities (the teachers range of development wage by two years) and (b) lack of follow up and appropriate measures of punishment on those caught up in corruption cases are responsible (Tables 8,9,10).

5.2.4 Failures and successes of education sectors in transparency

The obtaining information on laws and regulations in education sectors is somewhat easy (Table 12, 13). In general availability or access to information for the community, transparency of education sectors towards the community, about vacancies announcement and other characteristics mentioned, it can be said that education sectors are discharging their responsibility transparently. But this does not mean that they are highly or perfectly applying the principle of transparency. In general education sectors are good in transparency.

5.2 CONCLUSION

Results of this study show that, education sectors assessed have not been perfectly effective in any of the four good governance indicators used in the study. Instead they were found effective in some of the sub- indices of the demonstrators and ineffective in some other sub-indices of the indicators. Therefore in order to avoid generalization by simply using demonstrators for conclusion, the study has drawn its conclusion focusing on specific sub- indices of the demonstrators used. In addition, in the conclusions and recommendations focus has been given to the weak side of education sectors.

5.2.1 As they are directly representing the school society, Civil Society and Community Based Organizations have strong contributions in building good governance.

However, poor achievements are observed on part of education sectors in accommodating them. This greatly attacks the overall performance of the education sectors and leads them to score weak educational achievements as well as decrease the quality of education. In addition, poor performance of sectors in cooperating with CBOs and CSOs has the influence of weakening the education sector and discourage the grant/contribution they have in good governance building process. CBOs and CSOs are the motor of development, reduction of poverty, erase/avoid illiteracy, building democratic system, respect rule of law and education.

5.2.2 Forum for the student's family, school committee(PTA) and Teachers the special group of school society has become a sub indicator in assessing governance by scholars and practitioners.

One among the different criteria which enabled/unable education sectors to achieve well is treating the group of the society under discussion. Pay no attention to them implies ignoring of more than half of the productive part of the population of the area. And it has become impossible in education sectors to achieve good governance and poverty reduction without student's family, school committee (PTA) and Teachers parts of the school society.

5.2.3 In principles of Good governance, education sectors' management needs to be open for public/school community review and evaluation.

If education sectors fear public review and evaluation of their administration they cannot be transparent. For a service provider sector making a study of stakeholder's satisfaction degree

must be one of the first simple actions/tasks, failing to do this leads to down fall of the sectors as a sector and they will have no method to know its failures or successes for the service it provides to the society. Stakeholders having not given immediate solutions for their problems, Hold responsible not only the education sector but the overall system of the government.

It also results the loss of stakeholders and problem of solution leading school communities to find solution abnormally such as through bribe giving.

5.2.4.For Good governance to prevalence and effectiveness in education sectors total staffs of the sectors should have awareness about good governance through training, seminars and workshops.

Therefore these and others such as information about good governance through pamphlets, journals, Medias and other forms need to be given. In addition failure in creating awareness via a conference to stakeholders about the services they provide will create confusion among stakeholders. Furthermore, the education quality will be discharging/decline at the zonal.

5.2.5 Education sectors in any of their activities are expected to be proactive and fast which is necessary not only for the stakeholders but to the education sector itself.

Official creates problems on both sides. Education sectors loose customers' confidence and school communities such as student's family, supervisors; principals, teachers, and school committee (PTA) lose their confidence as well as time and money.

5.2.6 One the most important things that education sectors are expected to achieve is the establishment of procedures to follow up the implementation of anti-corruption policy.

What should not be forgotten in the process of accomplishing good governance in education sectors is the case of corruption. The most dangerous enemy of building democratic governance is corruption. Sectors highly infected with corruption cannot be productive and will never have good performance rather they affect/deter the process of the building good governance in education sectors. Corruption strongly affects school communities and the society in general.

5.2.7 As the same time the public has to have the privilege of reviewing the budget of education sectors.

Both the society and CBOs and CSOs organizations should have accesses in reviewing budgets of the education sectors because education sector is one of the public institutions**.** There has to

have mechanisms in education sectors which enabled them to review budgets. Corruption as unique/endemic for social, economic and political enemy of any country, especial attentions should be given to it. As it strongly deters educational performance capacity, education sectors need to be careful in eliminating it from sectors.

5.2.8 Because of the cultural and historical influence that had laid up on them women parts of the population are not in education offices, in school community and positions as they would have to be and it becomes impossible for a country to ensure quality of education, bring change and development without the active participation of half part of the society. Immediate corrective actions are need as far as promoting women in key positions in secondary school and in education sectors where by now they are below 30% of the total number of staff.

Thus, as achieving good governance is one of the main agenda of Ethiopia, different efforts on the part of the government has been conducted recognizing that ensuring quality of education and achieving good governance both at the national and local level directly or indirectly implies economic development and peace and stability .Thus this paper shows how good governance is prevalent and effectiveness in the education sectors in light of the four core good governance principles; participation, effectiveness and efficiency, accountability, transparency.

To In general those described as successes and failures of education sectors based on the four good governance principles have their own positive and negative effects. Successes described by the study promote educational performances, to ensure quality of education which productivity of education sectors as well as creates benefit for the society and facilitates the build-up of good governance in education sectors.

Whereas those failures described by the research strongly reflects where educational performance, productivity, and the process of building good governance is affected and gives a clue to rectify them. Sum up, for a country striving to achieve the millennium development goals, the contribution of education sectors is crucial. For education sectors to contribute their parts good governance and quality of education should be one of the principal frameworks in all of their tasks/activities. Generally, Good governance related issues are very critical issues in education sector today. Good governance in education sectors may improve for the objective of education which insures quality of education.

5.2 RECOMMONDATIONS

In general those described as successes and failures of education sectors based on the four good governance principles have their own positive and negative effects. Thus, it is better if:-

☞ In principle of good governance, education sectors' management needs to be open for public/school community budget review and evaluation.

☞ For good governance to be prevalence and effectiveness in education sectors total staffs of the sectors should have awareness about good governance though training, seminars and workshops.

☞ Education sectors in any of their activities are expected to be proactive and fast which is necessary not only for the stakeholders but for the education sector itself.

☞ One the most important things that education sectors are expected to achieve is the establishment of procedures to follow up the implementation of anti-corruption policy.

☞ As same time the public has to have the privilege of reviewing the budget of education sectors.

☞ Education sectors need to be aware of concerning their efficiency in providing services so as to increase degree (trust) of school communities.

☞ The main prevalence and effectiveness of good governance in education sectors increase the performance of education, to ensure effective service provision/delivery in education sector, standard, incentive, participation, accountability, transparence, efficiency and effectiveness in education sectors.

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7. APPENDICES

A.Questionnaire for official workers of education sector respondents

Dear respondents, I am doing my master's thesis research work on the Prevalence and effectiveness of good governance in education Sector: the Case of selected education office in Ilu Ababor zone ofEthiopia for which I seek your help. Please, read the questionnaire and give your answers.Youranswers will bekept confidential.Thanks!

Details information of the respondents

I, Location-------------------------------------

II, what is your age bracket?

i, 18-25 ☐ 26-33 iii, 34-41 iv, 4☐ v, 48-55☐ ☐

III, Sex 1 male ☐2 female ☐

IV, Level of education of respondents

I, illiterate ii, primary and 2ndary school(1-12) iii, TTI ☐ iv, diploma☐ ☐

v, degree ☐ vi, master ☐

Isthereanyeducational officeframeworkthatenablesthepublicusersorthesocietytoparticipateinyoureducation sectors?A.Yes B. No ☐

1.1 Ifyes,howdoyouratetheparticipation?

A.excellent ☐B.verygood ☐ fair D.poor ☐ E.verypoo☐ ☐

1.2 Accordingtoyouropinionwhatshouldbedonetoachieveactiveparticipationofcitizens/stake holders in education sector?

A, givetraining,workshoporseminartothesectorsingeneralabouttheimportanceofcommunity/serviceusers'participation

B, makechangesofparticipationframeworkofthe sector ☐

C, createawarenessabouttheimportanceofparticipationonthepartofthecommunity ☐

D, create favorable educational condition that attract serviceusers/thecommunity for participation

☐

Other(specify)_____ _____

2.   Aretheremechanismsforcustomers'consultationfortheimplementationofpoliciesandprograms?

A.Yes ☐   B. No   ☐

2.1 Ifyouranswerisyes, howmanytimesconductedin yoursector?

A.Onetime ☐B.Twotime ☐ c.Threetimes   D. Morethanthreetime.   ☐.Idon'tknow

2.2 Ratetheadministrativeandtechnicalskillsofyourinstitution

A.Perfect   ☐ B.VeryGood   ☐Good D.Poor☐E.Verypoor   ☐

   3. Isthereanymechanisminyoureducation sectorthatenablesthesocietytocontrolthe administrative?

A.Yes   ☐   B. No   ☐

4. Aretheprocurementproceduresinyoursectorpubliclydisclosed?

A.Yes   ☐ B. No   ☐

5. Ratetheavailabilityandaccesstoinformationforthecommunityinyourinstitution?

A.Perfect   ☐   B.VeryGood ☐C. Good ☐   D.Poor ☐   E. Verypoor   ☐

6. Arevacanciesannouncedwithintheeducation sectors orpubliclyandaresimple,clearandeasilyunderstood?

        A.Yes ☐ B. No   ☐

7. Staffmembersarealwaysinformedwhenimportantdecisionsaremadeintheir administration?

A.Yes   ☐ B.No   ☐

8. How much is easy or difficult to obtain information on laws and regulations?

A. Verymucheasy   ☐   B. Easy   ☐ C.Somewhat easy   ☐

 D.Difficult   ☐

E. Verydifficult   ☐

9. Isthereanyinstitutionalframeworkinyourinstitutionforpublicreviewofthebudget?

A.Yes   ☐   B. No ☐

10. Inyouropinion,what arethefactorsthatcauseoroptimizecorruptionatworkplace?

   A. Greedandloveof money ☐

B. Lackofadequatewageforwork ☐

C. Consideringcorruptionaslegaland morallyacceptable ☐

D. Lack of follow up and appropriate punishment on those caught up in corruption before. ☐

E.other(Specify)_____

_____

11. Howistherate(severity)ofcorruptioninyourinstitution?

A.Veryhigh ☐ B.High ☐   C. Medium ☐ D.Low ☐   E. Verylow ☐

12. Doesyourinstitutionhaveclearstrategicplan/visions?

A.Yes ☐   B. No ☐

12.1. In what way the strategic plan and missions of the institution are formulated?

   A, bythehighest officials ☐

 B, bythehighestofficialsanddepartmentheads ☐

 C, givenfromupperpoliticalofficials ☐

 D, thehighestofficials,departmentheadsandallotherstaffmembersoftheinstitution together ☐

 E, Bycommunitypreparedfromdifferent departments ofthesector. ☐

Other(specify) _____

12.1 If your answer for the above questionisnot D, are you have given work-shop,seminar,and/orconferenceonthestrategicplan? A.yes ☐ .No ☐

13. What measures do you suggest for good governance is needed to be prevalent and effective-ness in education sectors?

 A.   Trainingforofficialsandemployees ☐

B, Creatingawarenessaboutgoodgovernanceonthepartofthepublicinordertoenable themto challengeinthe-absenceofGood educational sectorgovernance ☐

C, Establisheducationalframeworkforgood governanceimplementationfollowup ☐

Other(specify) _____

14. What do you think will be the consequences of the absence or less prevalence of goodgovernance?

A. Hinders education sector performancesB. Strongly affects the community and retarded develop-ment.C. Slim down the overall aspect of the zonal D. Damage invest-ment,tradeandthedevelopmentandexpansionofsmall/medium   andmicroenter-prisesE.AllOther(specify)_____

_____

Appendix *II*

A Questionnaire designed for school communities of secondary school of the selective districts respondents Appendix

Dear Participants;

Dear respondents, I am doing my master's thesis research work on the assessement of Prevalence and effectiveness of good governance in education Sector: the Case of selected education office in Ilu Ababor zone ofEthiopia for which I seek your help

This questionnaire is designed to assess good governance in relation to education sectors in your Organization. I wish to remind you that its use is purely for academic (research) purpose and the information gathered from this questionnaire is strictly confidential and no answer given by an individual can be identified.

Part I: Questions for school community respondents

For the given questions put this symbol ( ) in the box given in front of the letter of your choice please. Thank you!

1.Does the education sectors encourage community by preparing community forum in order to enable the community to participate in decision making process that concerns the service user/community?

A. Yes ☐   B. No ☐

2. Do you have ever invited to evaluate the service provider education sectors management?

A. Yes ☐   B. No ☐

3. Can you easily provide your suggestions, questions, comments and complaints for your service provider education sectors?   A. Yes ☐ B. No ☐

4. Do you think the education sectors accommodate Civil Society and Community Based Organizations have strong contributions in building of good governance?

A. Yes ☐   B. No ☐

5. Have you ever asked irregular payments by personnel/officials of the service provider institution to accomplish your task in the education sectors? A. Yes ☐ No ☐

6. Does the service provider education sectors have a special service delivery mechanism for women and the disadvantaged group?   A. yes ☐   B. No ☐

7. Do you think that the public services are independent from political interference in education sectors?

        A. Yes ☐   B. No ☐

8. Have you confidence (trust) in your service provider to fulfill their accountability?

        A. Yes ☐   B. No ☐

9. Do the community/ service users have ever had the chance to review the budget of your service provider education sectors?   A. Yes ☐   B. No ☐

10. Do you think that there is corruption in the service provider education sectors?

        A. Yes ☐   B. No ☐

11. Do you think your service provider of the education sectors is transparent in their performance?

 A. yes ☐   B. No ☐

12. Is there a chance to obtain information on laws and regulations of your service provider education sectors? A. Yes ☐   B. No ☐

13. Is the education office providing the services efficiently to the customers?

        A. Yes ☐   B. No ☐

14. Does education office have clear strategic plan/visions? A. Yes   B. No

        A. yes ☐   B. No ☐

15. How do you rate the Prevalence of good governance in the education sectors?

A. Perfect ☐   B. Very good ☐   C. Average ☐

 D. Poor ☐   E. Very Poor ☐

16. What do you suggested for the   cause of poor or very poor good governance in education sectors?

A. Because officials are less concerned (motivated) whether or not good governance is prevalent in their education sectors ☐

B. Officials as well as the education sectors employees are not well aware of good governance. ☐

C. There is no any institutional framework that follows up and evaluates the implementation of good governance in the education sectors. ☐

D. Because the education sectors does not have the tradition to discuss with the community over the matter ☐

17. What do you think will be the consequences of the absence or less prevalence of good governance?

A. Hinders institutional performances ☐

 B. strongly affects the community and retarded development ☐

C. slim down the overall aspect of the town ☐

D. damage investment, trade and the development and expansion of small/medium and micro enterprises

E. A, B, C, D ☐

F. Other (specify) _____

18. As you think what measures are you suggested for good governance is to be prevalent in education sectors?

A. Training for officials and employees ☐

B. Creating awareness about good governance on the part of the public in order to enable them to challenge in the absence of Good institutional governance. ☐

C. Establish institutional frame work for good governance implementation follow up ☐

D. Other (specify) _____

Appendix III

I. Interview Guideline for education sector leaders and kebele administrative leaders in the study area

The purpose of this interview is to gather information's from interviewees

1. What is your perception about good governance? How do you understand it?

2. What do you think the major problems of absence of implementation of good governance in education sectors?

3. What do you suggest to promote the implementation of good governance in education sectors?

4. What should be done to alleviate the problems of lack of implementation of good governance? Who are the stakeholders?