The Use of Amharic Language in Anywaa Nationality Zone, Gambella People's National Regional State and Its Socio-Economic Effects on the Anywaa Nationality, Ethiopia

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Abstract: This study's major goal is to evaluate the socioeconomic impacts of the anywaa Nationality of the Abobo and Gog district in the Gambella People's National Regional State's anywaa Nationality Zone's use of the Amharic language. Both quantitative and qualitative methodologies have been employed to complete the study's stated objectives. In order to achieve the aforementioned objective, the study used qualitative data collection techniques like interviews, observation, and focus group discussions to collect primary data from a number of informants in the Anywaa Nationality zone of the Abob and Gog district. There were 129 informants in the study overall. The secondary data source was assembled from published and unpublished sources, including books, journals, and other research initiatives. This study also employed non-probability and probability sampling techniques to reach its objectives. Simple random procedures and purposive sample strategies were utilized in probability sampling techniques. The findings of this study demonstrate that no new employment opportunities for the local populace were created, and Amharic was not employed as an official working language. Amharic was neither spoken nor written in the majority of the communities in the study area. The study also points out the serious drawbacks of using Amharic as the only working language for local development. One of the primary barriers preventing individuals from visiting the study region is the majority of agriculture agencies' poor Amharic proficiency. As a result, it posed a sizable barrier to community growth and had an impact on the socioeconomic status of the studied region both directly and indirectly.

Keywords: Abobo, Anywaa Nationality, Federalism, Gog Districts, Language Policy, Working Language, Zone

1. Introduction

Throughout Ethiopia's long history, people of many ethnicities have encountered dynamic push-pull interactions as well as ongoing linguistic and cultural exchange. Due to the intensity of this assimilation process, nationalities were almost impossible to distinguish in some areas of the country. This assimilation strategy was put in place by the colonial administration and educational system, which had only ever spoken Amharic. Therefore, learning Amharic and adopting Amhara culture and custom were essential steps for non-Amhara to do before beginning a career in the state [4].

Amharic has been forced upon other language and ethnic groups without taking into account their feelings or opinions. Additionally, it was made illegal to utilize other ethnic languages for writing, teaching, preaching, or governmental purposes in Ethiopia in order to create linguistic homogeneity. For at least the last fifty years, a number of Ethiopian governments have firmly backed Amharic as the nation's official language [10].

After more than a century of an absolutist and centralize Regional State and Its Socio-Economic Effects on the Anywaa Nationality, Ethiopia.

Centralized unitary state under monarchical and military

rule, the EPRDF defeated the military government in May 1991 and laid the groundwork for the establishment of a federal democratic republic in Ethiopia [13].

The constitution attempts to address the concerns of the various ethno-linguistic and religious communities in this manner. In 1995, Ethiopia's constitution formally transitioned to a federal system [2].

The Federal Democratic Republic of Ethiopia is believed to hold all Ethiopian nationalities, ethnic groups, and peoples with equal regard for their unique linguistic and cultural heritages. Although the Equal Status and the Right to Preserve and Advance Their Individual Languages are Guaranteed by the 1995 FDRE Constitution and the Transitional Charter. This indicates that language policies affect the socioeconomic consequences of the research region and impose constraints on the effective use of the language in the Nationality Zone. The Gambella People's National Regional State still experiences historic marginalization; in particular, the use of the Amharic language in Aniywaa Nationality Zones had a negative impact on the socioeconomic growth of the population. As a result, the study's primary goal was to evaluate the use of Amharic in the anywaa nationality zone of the Gambella People's National Regional State as well as the socioeconomic effects it had on the anywaa nationality of the Abobo and Gog district.

2. Statement of the Problem

The 1995 FDRE constitution specifies in Article 39 (2) that "Every nation, nationality, and people in Ethiopia shall have the right to speak, write, and develop their own language; to express, develop, and promote their own culture; and to preserve their own history" [5]. Ethiopia also approves the UNESCO policy on mother tongue-based primary education, which is now followed in a sizable portion of the nation [8]. The federal government's working language is Amharic, according to Article 5 (2), while the same sub-article (3) states that "Federation members can, by statute, decide their language of work [5]. Additionally, the Gambella People's National Regional State Constitution, amended in 2002, specifies in Article 6 (3) that the countries and nationalities of the region have a right to education in their native tongue or preferred language [11]. These constitutions stipulate that each regional state is now in charge of education at the primary level. For instance, regional authorities may choose which languages should be utilized as instruction media in basic education. Experts from UNESCO had already recommended using mother tongue as a teaching medium in 1951. The use of the regional tongue as a medium of education and administration remains a significant difficulty in Ethiopia, despite the military regime's fall having caused a notable setback in the country's governmental strategy of linguistic standardization and forced assimilation [7]. Amharic is the official working language of the regional state, according to Article 6 (1) of the Gambella People's National Regional State Constitution as amended in 2002 [11]. On the other hand, the provincial constitution's Article 78 (3a) specifies that the Nationality

Council shall have the authority and responsibility to determine the official language to be employed by the relevant nationality zone [11]. The purpose of this study was to examine the situation in the Anywaa Nationality Zone, particularly in the districts of Abobo and Gog, where the Anywaa language is not constitutionally implemented in government administration, economic and social affairs, or other sectors where it is a language of communication. To further the study's primary goal of evaluating the use of Amharic in the anywaa Nationality Zone, Gambella People's National Regional State, and its socioeconomic effects on the anywaa Nationality of Abobo and Gog district, the researcher also attempts to examine or investigate the issues with the Federal Working Language as a means of administration in two districts (Abobo and Gog) in their administration, judicial, and educational sectors.

3. Principal Objectives of the Study

The study's main goal was to evaluate how the Anywaa Nationality Zone of the Abobo and Gog area in the Gamebella People's National Regional State of Ethiopia used Amharic as a working language and its socioeconomic implications.

4. Research Method

To help readers grasp the behavioral situations from the actor's point of view and move beyond the quantitative statistical results, the researcher employed a descriptive case study methodology. The descriptive case study thoroughly observes, reconstructs, and analyzes the cases under inquiry in order to understand both the process and the conclusion of a phenomenon. According to Kothari, a description of the current state of affairs is the primary goal of descriptive research [9]. Because they made it easier to describe and analyze the real events that occurred in the past and present and had an impact on the current condition of the federal working language, this design and technique were crucial for the study. Along with proposed solutions, the obstacles the Nationality Zone faced were also highlighted, along with any potential outcomes.

4.1. Research Tools (Approach)

While the goal of employing a qualitative strategy is to uncover the underlying motivations and desires of the topic through in- depth interviews for this study, both quantitative and qualitative, or a mixed approach, was also employed to achieve the study's objective. The advantage of applying quantitative methods to this inquiry is that they are applicable to phenomena that may be expressed in numerical terms.

4.2. Methods of Data Collections

The Ethiopian constitution calls for multilingual instruction, ensuring that children from linguistic minorities get instruction in their native tongue up till the end of primary school. Additionally, in 2020, the Federal

Democratic Republic of Ethiopia Ministry of Education created a language policy that emphasizes the value of mother-tongue-based multilingual education in raising educational standards and fostering social and cultural integration among various languages [3].

To accomplish this goal, the study makes use of the following data collection methods: surveys, interviews, focus groups, and document reviews from primary and secondary sources.

4.2.1. Questionnaire

A total of 118 respondents from four strata of the study administrative, house of speaker, public service and cultural and tourism offices completed questionnaires to provide information for the study. There are both closed- and open-ended questions on the survey. Open-ended questions have the advantage of eliciting more detailed and varied responses from the respondents, while close-ended questions have the advantage of being simpler to fill out by the respondents and easier to evaluate and administer. The respondents may complete the questionnaire on their own time without the researcher's encouragement, which made this tool flexible in terms of time management.

4.2.2. Interviews

The results of the questionnaire were supplemented and validated by an interview. Consequently, several questions from the survey that were comparable were asked. The interviewer was prepared with a detailed list of topics to cover and questions to ask. Unstructured interview techniques were used in this investigation. In order to gather detailed data and enable an in- depth analysis of the phenomenon, the study employs unstructured interview methods. This enables the interviewer to be extremely flexible to individual differences and situational change. Additionally, it is a suitable technique for the study to have a thorough understanding of the worries of the officials and others.

4.2.3. Document Review

In order to complete the study's objectives, the researcher studied the documents and evaluated from various governmental entities in terms of the languages utilized to contain essential information, such as meeting minutes and reports.

4.2.4. Focus Group Discussion

Based on the participants' desire and availability, the researcher divided focus group discussions into two sessions in order to collect extensive information. The total number of participants in the FGD was 12 (twelve); six of them took part in the first session, and the remaining six were chosen on the basis of how closely they related to the issue. Open group discussions were held to get the essential information. The researcher guided this free-flowing dialogue, and participants offered each other support and encouragement. Participants were free to share their opinions as a result.

4.2.5. Field Observation

The researcher observed various governmental institutions' activities and other public activities regarding the practices and challenges of federal working language in order to gather trustworthy data on the use of the federal working language in the Anywaa Nationality Zone and its socioeconomic effect, in particular in the Abobo and Gog woredas. An open recording can be made as factual as possible with the aid of open observation.

As a result, the observation may be used to record the most important aspects of the federal working language usage in the research field. The primary findings for this study's important observations were:

1) The symbols that can represent Anywaa's culture and language.
2) The language that Nationality Zones and districts utilized for their owned institutions.
3) The language used for employment notifications of governmental and non-governmental institutions.
4) The medium of communication in hotels, cafes, cinema centers, music, and other public centers.

4.2.6. Sampling Techniques and Sample Size

Abobo and Gog district administration figures from 2022 show that there are 166 specialists and employees overall working in the chosen offices. There are 64 administrative offices, 26 Speaker of the House offices, 57 public service offices, and 19 cultural and tourism offices [1].

To obtain representative samples, the researcher used probability and non-probability sampling strategies. Because there were so many people working in several offices, a separate sample was taken using the probability sampling approach for each office to guarantee that each was equally represented.

To select participants from each office that chose by proportion because it offers equal opportunities to be included in the sample, a simple random sampling method was used; each office's administrators, judges, education office experts, school principals, and teachers were chosen using probability sampling. Purposive sampling was the basis for the researcher's decision to utilize a non-probability sampling strategy because it allowed for in-depth analysis and comprehension of the circumstance. This method was considered helpful for the research's success since it enabled the researcher to find the right informants who had in- depth knowledge of the problem.

The researcher purposefully chose two district informants, including two administrators from the administrative office, two judges from the court, two administrators from the House of Speaker, two experts from the offices of public service, culture and tourism, and education, and two high school teachers.

The researcher categorizes a stratum as follows to create homogeneity within it: 65 experts work in the administrative office in stratum 1, 26 in the speaker's office in stratum 2, 57 in the public service office in stratum 3, and 19 in the culture and tourism office in stratum 4. There are 166 people in total.

To determine the sample

Size at 95% confidence level with a margin of error 0.05 that is n=N/, where, n=sample size, N=total population and e=margin of error [15].

Thus, a total of 166 populations from the four strata, 118

samples were selected as respondents using a proportional stratified sampling technique. Therefore, the size of the sample drawn from each stratum is proportional to the relative size of that stratum in the target populations. The same sampling fraction was applying for each stratum giving every element in the proportions an equal chance to be selected.

4.2.7. The Stratified Proportional Sample Size of the Study

Table 1. Stratified proportional sample size of the study.

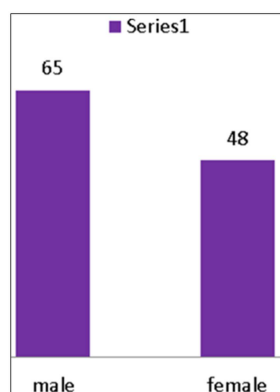| The stratum of two districts Administration	Total Populations	Sample fraction	Sample size
Administrative office experts	64	64x118/166	45
House of speaker office experts	26	26x118/166	18
Public service office experts	57	57x118/166	41
Cultural and tourism office experts	19	19x118/166	14
Total	166		118

5. Methods of Data Analysis

After the necessary data has been collected from primary and secondary sources, qualitative and quantitative analytical methods were used, the data collected from the respondents using questionnaires also organized. The statistical package for social sciences (SPSS version 22) uses to process and analyze the data obtained from questionnaires. Using different data tabulations based on the responses were analyzed. The qualitative data that obtained information from 16 key interviewees were considered in the analysis and interpretation. The data obtained from the document review were also considered during the analysis. Finally, this study used tables and figures to put or indicate the result of data analysis to check the research questions of the study that were addressed.
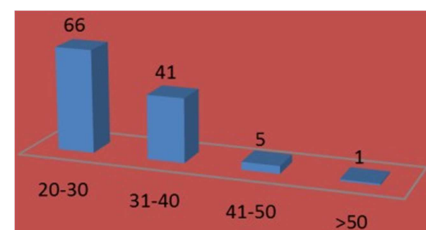
6. Result and Discussions

The data presented under this was collected and processed using quantitative and qualitative techniques and it gives a summary of the respondents' demographic information in terms of Gender, Educational level, and then goes on to present the empirical findings following the research questions.
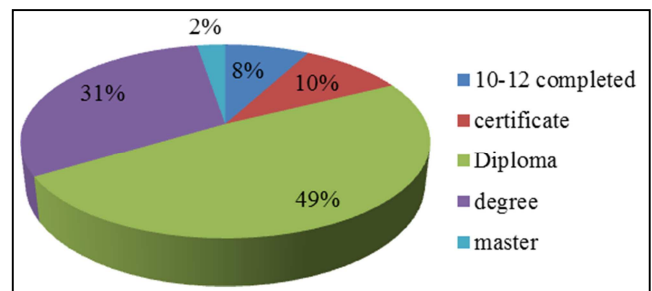
6.1. Background of the Respondents

Source: Fieldwork data 2022

Figure 1. Gender of Respondents.

Source: Fieldwork data 2022

Figure 2. Age of Respondents.

Source: fieldwork data 2022

Figure 3. Education levels of Respondents.

The result of data that obtained from the study area based on the above figure was described as follows;

A total of 113 (95%) employees participated in the study; the socio-demographic data of the respondents consist of Gender, Age, and Education levels of two districts in Anywaa Nationality Zone. Most respondents were within the age range of 20-30 years, 66 (58.4%), followed by those within 31- 40 years, 41 (36.3%), 41-50 years 5 (4.4%), and 50 above years, 1 (.9%). The proportion of males and females most respondents on practice and challenges of federal working language 65 (57.5%) males and 48 (42.5%) females respectively.

Educational background of respondents are followed, Fifty- five (48.7%) of the respondents were diploma holder, Thirty-five (31.0%) were degree holder, eleventh (9.7%) certificate, Nine (8.0%) grade 10-12 completed and three (2.7%) were master degree holder.

6.2. The Status of Federal Working Language in the Study Area

Table 2. Respondents on Status of the working language.

N	Item	Response Categories	Sag	Ag	N	SDA	DA	Total
1	Most of the experts in different sectors office are perfect in writing	Freq	-	17	16	36	44	113
	and speaking Amharic	%	-	15.0	14.2	31.9	38.9	100
2	Using Amharic as an official working language is important for	Freq	-	12	8	49	44	113
	local community socio-economic development	%	-	10.6	7.1	43.4	38.9	100
3	Employing Amharic as an official working language creates more	Freq	-	12	18	41	42	113
	job opportunities for the local community.	%	-	10.6	15.9	36.3	37.2	100
4	Using Amharic as an official working language makes works to be	Freq	-	-	1	50	62	113
	effective.	%	-	-	.9	.44.2	54.9	100

Source: field data, 2022

As indicated in above table. On the Status of working language in districts regarding the question about experts Proficiency in writing and speaking Amharic fluently. Most of the respondents 44 (38.9%) responses are disagree, 36 (31.9%) response strongly disagree, 17 (15.0%) replied Agree and 16 (14.2%) responses neutral.

Out of 113 respondents, 80 (70.8%) indicated that Amharic has a low standing as a working language in districts because most experts struggle with utilizing it as the official working language, whereas just 33 (29.2%) expressed agreement or were neutral about the situation. This was equivalent to a theme analysis of the opinions of key informants.

Managers in the district were divided into two categories. Nine kebeles managers used the Amharic language for their reports and plans, whereas seven kebeles managers used the Anywaa language (the local tongue) for their reports and plans. Those who were better in the Amharic language chose Amharic for their reports and plans. While individuals who used Amharic for their reports and plans had good writing but not speaking skills, they continued to utilize the local tongue when participating in program activities for reporting and assessment.

6.2.1. Important of Federal Working Language for Socio-Economic Development of the Study Area

The frequency of responses to the statement "Using Amharic as an official working language is important for local development" reported in all study areas was about 49 (43.4% strongly disagree), disagree, agree, agree 12 (10.6%), and neutral (7.1%), as seen in the table. In this regard, 93 respondents (82.3%) disagreed with the statement that it is crucial for local development to have Amharic as the official working language. The use of Amharic as an official working language was deemed crucial for local development in just 12 (10.6%) of the respondents, with the remaining 8 (7.1%) being undecided. Similar item analyses of the FGD participant's viewpoints were expressed by the responses.

The majority of the experts at Kebeles were dealing with the language issue when policies and activities were designed by the federal and regional government to be implemented at zonal and districts, but because of the language barrier, it was impossible to do so.

6.2.2. Opportunities of Federal Working Language to Create More Job Opportunities for the Local Community

According to the information in the table above, most respondents agreed that using Amharic as an official working language increased job prospects for the local population. 12 (10.6%) are in agreement whereas 12 (15.9%) are neutral and 42 (37.2%) strongly disagree, 41 (36.3%), and 41 (36.3%) agree. The outcome in this case showed that no new employment opportunities had been created for the local community because the majority of students who had graduated from various universities and colleges lacked proficiency in the Amharic language, which is an official working language in districts. The FGD views were the same as this.

Since the majority of indigenous people who graduated from various universities and colleges were unable to write and speak Amharic properly, using Amharic as a single official working language in districts was difficult for job creation and opportunities for the local community. This made it difficult to employ them in various sectors bureaus due to language issues. Amharic was also utilized for recruitment exams and interviews when the districts announced job openings.

6.2.3. The Practice of Federal Working Language in the District of the Nationality Zone

The Participants of the study were asked about using Amharic as an official working language to make the work to be effective and active. Accordingly, they provided their answers as 51 (45.1%) disagree, 41 (36.3%) strongly disagree, 15 (13.3%) agree, and only 6 (5.3%) Neutral. In this regard, the greater part of employees 92 (81.4%) believes that most of the workers at districts level were not effective of using federal working language as an official working language, still, they were facing many difficulty and challenges on their job that need additional support from those who are better in the Amharic language. Only 21 employees (18.6%) were responses agree and neutral. The result shows that there is a problem with working language in districts. Likewise, another key informant said using Amharic as single official working language was degrade the development of the district because most of the experts at

district were not perfect in writing and speaking in Amharic due to that, they were found someone to assist them not the experts only who were imperfect of working language (Amharic) even some of the district administrators were used mother tongue (local language) during meetings and activities reports then they were searching for some translators. 15 Similarly, other key informant said, using Amharic as a single official working language in districts was a challenge for active participation of council members during the council meetings because most council members were not fluent to used Amharic that why some time most them were not participated actively on meeting due to language problem. Some time they were tried to speak in the local language to make things clear for the kebele administrators but was not effective because the annual reports were prepared in Amharic.

Table 3. *Respondents on the attitude of the community toward Amharic as a single working language at the district.*

N	Item	Response Categories Sag Ag		N	SDA	DA	Total
1	The use of Amharic as a recruiting medium for district vacancies Freq has provided the local community with equitable job opportunities % of district institutions	-	7	8	48	50	113
		-	6.2	7.1	42.5	44.2	100
2	Employing Amharic as a district working language is appropriate. Freq %	-	5	12	60	36	113
		-	4.4	10.6	53.1	31.9	100
3	Using Amharic as a district working language is a threat to local Freq unity. %	16	88	9	-	-	113
		14.2	77.9	8.0	-	-	100
4	Using Amharic as an official working language in the district Freq harms the local community development %	8	81	16	8	-	113
		7.1	71.7	14.2	7.1	-	100

Source: field data, 2022

Using Amharic as a recruiting medium for districts vacancies has provided the local community with equitable job opportunities of districts institutions.

As indicated in Table 2 above using Amharic as a recruiting medium for districts vacancies has provided the local community with equitable job opportunities of districts institutions 50 (44, 2%) of respondents replied disagree and 48 (42.5%) they replied strongly disagree whereas 7 (6.2%) agree and 8 (7.1%) neutral. In this regard, there were no equitable job opportunities for the local community for using the Amharic language as a single recruiting medium for district vacancies. The result the same to my focus group discussion at two districts views: Using Amharic as a single official working language in districts it was a great challenge on jobs creation and opportunity for the local community since most indigenous who were graduated from different universities and colleges were not enabled to write and speak Amharic properly was difficult to employ them in different sectors bureaus because of the language problem. When the districts notify the job vacancy were used Amharic and recruitment exam and interview were Amharic also. 16

6.2.4. Employing Amharic as District Working Language Is Appropriate

Regarding employing Amharic as district working language is appropriate, most replied were strongly disagree and disagree that consist of 85% and those who agreed and neutral was 15% for more clarification 60 (53.1%) Strongly disagree, 36 (31.9%) Disagree, 5 (4.4%) Agree and 12 (10.6%) Neutral. This shows that the employment of Amharic as a single district's working language is not fair because most of the experts were not perfect in using Amharic. The result of the questionnaire states that out of 113 individuals, 88 (77.9%) and 16 (14.2%) agree and strongly agree that Using Amharic as districts working language is a threat the local unity and only 9 (8.0%) of the respondents were neutral. This indicated that using Amharic only as an official working language can be one of the major factors which give away to the existing conflicts between local communities / indigenous and non- indigenous people then can threaten the local unity. Likewise, another key informant view: We used the Amharic language as an official working language because the local language (Anyway language) was not well developed and it needs a budget for training of experts on local language and translation of Amharic documents to Anywaa language. Recently Anywaa Nationality zone comes up with an initiative project that needs Anywaa language to introduce as working language at Nationality as well as in districts. 17 As other key informants said, we use the Amharic language as an official working language because in our district there is an ethnic minority who are not indigenous living with indigenous people for long period since the Dergue regime out of 19 kebeles, 6 kebele belong to non-indigenous people.

6.3. The Negative Impact of Federal Working Language on Local Community Development

The Participants of the study were asked about the negative impact of using Amharic as an only official working language on local community development. Accordingly, respondents provided their answer revealed as 81 (71.7%) of responses were Agree and 8 (7.1%) strongly agreed respectively. From the above responses, we can understand that there is the negative impact of using Amharic as an only official working language in districts and was stumble for community development whereas very few respondents consist 16 (14.2%) neutral and 8 (7.1%) strongly disagree which their responses show that there is no negative impact of using Amharic as an only official working language in districts on the local community. This was the same to one of my FGD participant's views: Most of the experts at Kebeles were facing the problem of language when policies and

activities come from top to bottom were impossible to implement policies and activities that were designed by the federal and regional government to be implemented at zonal and districts because of the language barrier. For instance, Health extension workers and agricultural agency workers most of them were unable to prepare their reports and plans,

Even if they were tried were not what expects to achieve the development.

Respondent's response on constitutional rights and policies implementation of language rights of nation, nationality, and people at local level of government.

Table 4. Response rate on constitutional rights and policies implementation of language rights.

N	Item	Response Categories		N	SDA	DA	Tota l
		Sag	Ag				
1	The constitutional rights of nations, nationalities, and peoples to Freq develop its language, express, to develop and to promote its culture, % and preserve its history was fully implemented in the district	11 / 9.7	17 / 15.0	15 / 13.3	19 / 16.8	51 / 45.1	113 / 100
2	Allowing nations, nationalities to use their languages as a medium Freq of administration strength democratic and good governance to % ensure socioeconomic development.	28 / 24.8	71 / 62.8	13 / 11.5	- / -	1 / .9	113 / 100
3	Using local language as district and the zonal working language Freq will facilitate the regional development %	28 / 24.8	78 / 69.0	7 / 6.2	- / -	- / -	113 / 100
4	Using Amharic as a single official language was a challenge for the Freq community development %	24 / 21.2	84 / 74.3	5 / 4.4	- / -	- / -	113 / 100
5	The local government work to overcome the challenges of district Freq official working language %	14 / 12.4	72 / 63.7	22 / 19.5	1 / .9	4 / 3.5	113 / 100

Source: field data, 2022

6.4. Constitution and Policies on Nations, Nationalities and Peoples Language Rights

The Ethiopian constitution calls for multilingual instruction, ensuring that children from linguistic minorities get instruction in their native tongue up till the end of primary school. Additionally, in 2020, the Federal Democratic Republic of Ethiopia Ministry of Education created a language policy that emphasizes the value of mother-tongue-based multilingual education in raising educational standards and fostering social and cultural integration among various language [6].

According to question that respondents were asked about constitutional rights of nations, nationalities, and peoples to develop its language, express, to develop and to promote its culture, and preserve its history was fully implemented in the district, most responses were strongly disagreed and disagree that consist of 70 (61.9%) and those who strongly agreed and agree were 28 (24.7%) and only 15 (13.3) were neutral. This indicates that constitutional rights of Nation, Nationality, and people to develop its language, express, develop and promote its culture, and preserve its history were not fully implemented in districts as it showed. Likewise, one of key informant said: using Amharic as single official working language was degrade the development of the district because most of the experts at district were not perfect in writing and speaking in Amharic due to that, they were found someone to assist them not the experts only who were imperfect of working language (Amharic) even some of the district administrators were used mother tongue (local language) during meetings and activities reports then they were searching for some translators. 20 Similarly, other key informant said, using Amharic as a single official working language in districts was a challenge for active participation of council members during the council meetings because

most council members were not fluent to used Amharic that why some time most them were not participated actively on meeting due to language problem. some time they were tried to speak in the local language to make things clear for the kebele administrators but was not effective because the annual reports were prepared in Amharic.

6.5. Local Languages for Administration to Strength Democratic, Good Governance and Ensure Socio-Economic Development

Using native languages in government helps reduce conflict and strengthen social ties. Governments demonstrate their appreciation for their residents' diversity by working to preserve and promote local languages. The employment of regional languages for administration can again have numerous benefits in bolstering democratic, good governance, and ensuring socioeconomic growth in Ethiopia. This can lower tensions between various communities and foster social harmony [12].

Concerning the question that allowing nations, nationalities to use their languages as medium of administration strength democratic and good governance to ensure development 71 (62.8%) and 28 (24.8) replied strongly agree and agree respectively which show that using local language as a medium of administration strength democratic and good government to ensure development in districts whereas 13 (11. 3%) were replied neutral and only 1 (.9) was response disagrees with the case. Regarding question of using local language as district and zonal working, language facilitates the regional development, out of 113 respondents 106 (93.8%) which is 78 (69.0%) agree and 28 (24.8%) strongly agree respectively while only 7 (6.2) were neutral. in this case most of the respondents believed that using local language as a medium of administration was facilitate the local development and ensure development at

Zonal as well as a regional state.

6.6. The Role of Local Government to Overcame on Challenges of Working Language

There are difficulties in putting language policies and initiatives into practice by local governments. Some academics contend that Amharic's prominence as the working language may marginalize other tongues and cultures, and that local governments in Ethiopia are vital in addressing the difficulties associated with working language. Effective language policies must be adopted, and staff must be given access to language training programs [14].

Regarding the role of local government to work to overcome on the challenges of district official working language, most of the respondents 72 (63.7%) and 14 (12.4%) were responses agree and strongly agree on which indicate that the local government is work on the challenge of working language at zonal as well as districts while 22 (19.5%) were neutral that, the local government was working to overcome on the challenge of working language and the remaining 1 (.9%) and 4 (3.5) strongly disagree on the issue. This was the same as the key informant said, Six years ago Anywaa Nationality Zone initiated the program of Anywaa language to started as a working language in Nationality Zone due to lack of budget for training and translation of Amharic document to Anywaa language the program was failed. However, this year Nationality Zone resumes the program and gave training to administrators and worker at district to the kebele.

7. Conclusions

In the Anywaa Nationality Zone, particularly in the Abobo and Gog districts, the study took into account the use of federal working languages and its socioeconomic impacts. The socio demographics of the respondents, as well as their knowledge and behaviors about the difficulties of working language, were examined. This research aims to assess the status of Federal Working Language Practices and it's Challenges on the Nationality Zone mainly at Abobo and Gog districts. First, this assesses the current choice of working language in Ethiopia in federal with her respective regional states as well as local governments, and the result show most respondents disagreed with using the Amharic language as a single official working language in the country where there is diversity in linguistic. Also, it understood that most of non – Amharic speakers were face difficulty in working language at Zonal and districts which used Amharic as a single official working language while Amharic speakers were dominated the different job positions, mass media, and art at a zonal level as Well as in districts.

8. Recommendations

Every nation, nationality, and person in Ethiopia has the right to speak, write, and develop their own language; to express, develop, and promote their own culture; and to preserve their own history, according to article 39 (2) of the FDRE constitution. Additionally, the Gambella regional state constitutions article 78 (3a) states that the Nationality Council has the authority and responsibility to determine the official language to be used by the nationality zone in question. The Anywaa Nationality Zone government is established based on these two constitution articles.

The Anywaa language (local language) should be used as a working language alongside Amharic starting from Nationality Zone up kebeles in order to overcome challenges of working language practices and ensure self- administration, democratic system, good governance, and community development. By doing so, workers will be able to overcome language hurdles and open up employment options for recent graduates.

The regional government collaborates with Gambella teacher education and health Science College and state Bureau of education:

1. Should facilitate training on the Amharic language, especially on perception of educated people, with an emphasis on regional official work language regional constitution article 6 (1). this would be done during recruitment of students who completed grade 10 and 12 to enter to college for their studies, regional government should take this chance to make some of indigenous to studies Amharic at college. If not will use short term training to train indigenous in Amharic to be the teachers at primary school.
2. Should revise the primary education curriculum that makes Amharic subject to started in grade Three. Therefore, the curriculum makers should bring back Amharic to grade one.

In this regard, the majority of the workers in the two districts of the Anywaa Nationality zone where the study was conducted understood that there were significant difficulties in using the language as a working tool and that the majority of professionals in the fields of administration, education, and the judiciary had poor Amharic proficiency, particularly in writing and speaking. Even though the researcher watched people in a variety of settings, including workplaces, markets, hotels, and schools, there was evidence from direct field observation that most people communicated using their native language.

The study also examines the proficiency of experts in their use of federal working language in daily operations, and the findings reveal that the majority of them have low standards for two language abilities, particularly in speaking and writing. Finally, the majority of the indigenous kids had no interest in acquiring Amharic, and neither did their teachers because they saw it as a language of dominance.

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