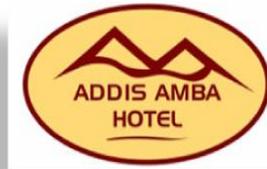




The 41st May Annual International Education Conference
Theme: Education in Times of Crisis
College of Education, Bahir Dar University
May 31st–June 1st/2024



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The 41st May Annual International Education Conference Schedule
May 31st–June1st/2024 (Ginbot 23rd -24th/2016E.C)
College of Education, Bahir Dar University
Theme: Education in Times of Crisis

Day One: May 31st/2024 Morning Session, Venue: Auditorium

Plenary Session

Time	Activities/Topics	Speaker	Moderator	Rapporteur
8:15 - 8:45	Receiving Guests and Registration	Registration team	Hosting Committee	
8:45-9:05	Program Introduction	Dr. Manendante Mulugeta		
9:05-9:15	Welcome Speech	Asnakew Tagele (PhD) Acting CEO, College of Education (CoE)	Dr. Manendante Mulugeta	
9:15-9:25	Opening Speech	Prof. Enyew Adgo (PhD), RCSV/President of BDU	Asnakew Tagele (PhD)	
9:25-9:55	Keynote Speech on “Student Diversity Management in Ethiopian Higher Education”	Prof. Abebaw Yirga Adamu (PhD), Professor of Higher Education, Addis Ababa University	Prof. Alemayehu Bishaw	Dr. Fisha Derso
9:55-10:25	Keynote Speech on “The impacts of conflict on education sector in Amhara: Responses, Gaps and Way forward”	Mr. Atinkut Yalew , Education Specialist at UNICEF Amhara Field Office and Amhara Region Education Cluster Coordinator	Prof. Reda Dargie	
10:25-10:55	Health Break	Hosting Committee		
11:55-12:30	Discussion	All participants	Prof. Alemayehu Bishaw & Prof. Reda Dargie	Dr. Fisha Derso
12:30-1:55	Lunch Break	Self		

Day One: May 31st /2024, Afternoon Session

Parallel Session 1, Venue: NCR 154 Zoom meeting link: <https://meet.jit.si/ParallelSessionOne>

Time	Activities/Topics	Speaker	Moderator	Rapporteur
2:00-2:20	The Potential Barriers Of Instructors’ ICT Use For Students’ Learning Assessment In Ethiopia Public Universities	Tekalign Geleta PhD Candidate, Jimma University	Prof. Tadesse Melesse	Dr. Bitew Atinafu
2:20-2:40	Educating for SDG 8: Perceived Competence of Ethiopian University Graduating Students on their Employability Skills, Gender in Focus	Sara Jehi PhD Candidate, Bahir Dar University		
2:40-3:20	Discussion	All participants		
3:20-3:45	Health Break	Hosting committee		
3:45-4:05	Revisiting Indigenization in Ethiopia’s Higher Education: Eguale Gebreyohannes’ and The Conceptual Tenets of ‘ብተዋህዶ ክበረ’	Biruk Shewadeg Addis Ababa Science & Technology University	Mr. Adane Tessera	Dr. Chanyalew Enyew
4:05-4:25	Unveiling the effectiveness of curriculum-based exit exams in Ethiopian universities: Perspectives of students and teachers in Hawassa University	Wondimagegn Girma Hawassa University		
4:25-5:05	Discussion	All participants		

Day One: May 31st/2024, Afternoon Session

Parallel Session 2, Venue: NCR 155 Zoom meeting link: <https://meet.jit.si/ParallelSessionTwo>

Time	Activities/Topics	Speaker	Moderator	Rapporteur
2:00-2:20	Rethinking the Digital Divide and Associated Educational In (equity) in Higher Education: The Social Justice Perspective	Yalalem Assefa Woldia University	Dr. Melaku Mengistu	Dr. Rediet Mesfin
2:20-2:40	E-Assessment Practices and Challenges in Selected Higher Education Institutions in Addis Ababa	Manaye Adela, PhD Candidate, Addis Ababa University		
2:40-3:20	Discussion	All participants		
3:20-3:45	Health Break	Hosting committee		
3:45-4:05	Reimagining Ethiopian Education: Navigating Crisis, Uncovering Opportunities, and Charting Innovative Solutions	Awol Ali Hawassa University	Dr. Getu Shiferaw	Prof. Asrat Dagnew
4:05-4:25	Meta-Analytic Study of the Role of Women in Peace Building: Lessons and Best Practices for the Ongoing Inclusive National Dialogue in Ethiopia	Sileshi Tamene Fikadu Wallaga University		
4:25-5:05	Discussion	All Participants		

Day Two: June 1st/2024, Morning Session

Parallel Session 1, Venue: NCR 154 Zoom meeting link: <https://meet.jit.si/ParallelSessionOne>

Time	Activities/Topics	Speaker	Moderator	Rapporteur
8:30-8:50	A Study of Language Diversity in Campuses in Facilitating Classroom Interaction in the Target Language: The Case of Ambo University	Tegbar Kibret Ambo University	Dr. Amare Sahilie	Dr. Demeke Wollie
8:50-9:10	Gender Inequality in Achievement in Secondary School National Examination in Conflict-Affected Areas	Bekalu Tadesse Woldia University		
9:10-9:50	Discussion	All Participants		
9:50-10:20	Health Break	Hosting committee		

Day Two: June 1st/2024, Morning Session

Parallel Session 2, Venue: NCR155 Zoom meeting link: <https://meet.jit.si/ParallelSessionTwo>

Time	Activities/Topics	Speaker	Moderator	Rapporteur
8:30-8:50	Gaps between Rhetoric and Practices of Inclusive Education in Primary Schools: Implication to Sustainable Development Goal 4, Ethiopia	Mengistu Debele Ambo University	Dr. Lake Bedilu	Dr. Alemayehu Belay
8:50-9:10	An Assessment of Formal and Informal Peace Education for Young People from Family to School: A Case Study of Enebsie Sar Midir District, Amhara Region, Ethiopia	Adane Belay Gondar University		
9:10-9:50	Discussion	All Participants		
9:50-10:20	Health Break	Hosting Committee		

Day Two: June 1st/2024, Morning Session

Plenary Session, Venue: Auditorium

Time	Activities/Topics	Speaker	Moderator	Rapporteur
10:20-10:40	Effect of principals' Adaptive Leadership Behavior on Teachers' Engagement in their work in Public Secondary Schools of Amhara, Ethiopia	Abebaw Ayana Alene, PhD Candidate, Bahir Dar University	Dr. Temesgen Melaku	Dr. Andargachew Moges
10:40-11:00	Quality of Care Services and Psychosocial Wellbeing of Children in Orphanages at Bahir Dar City, Ethiopia	Fentaye Tibebu, PhD Candidate, Bahir Dar University		
11:00-11:20	Blended Learning Adoption and Implementation in Science Education. A Systematic Literature Review	Woretaw Atinaf, DED Candidate, Bahir Dar University	Prof. Amera Seifu	Dr. Sifelg Taye
11:20-12:05	Discussion	All participants		
12:05-12:30	Certificate Awarding and Closing remark	Prof. Enyew Adgo, Vice President for RCS, BDU	Dr. Asnakew Tagele	

List of Keynote Speakers

- Prof. Abebaw Yirga, Professor of Higher Education, Addis Ababa University
- Mr. Atinkut Yalew Malede, Education Specialist at UNICEF Amhara Field Office and Amhara Region Education Cluster Coordinator, Bahir Dar

Message from Bahir Dar University Research & Community Service V/President



Prof. Enyew Adgo (PhD)
RCSV/President, Bahir Dar University

Dear keynote speakers,
Paper presenters,
Researchers,
Invited guests, Colleagues,
Ladies and gentlemen

Good morning,

I feel honoured and privileged to make this opening remark at the famous “May Annual International Educational Conference” which is organized for the 41st time on theme: **Education in Times of Crises**. It is also more exciting for me as I am attending the opening of this conference for the first time during my stay at Bahir Dar University for the last 16 years. I have learned from the conference organizers that two Keynote Speeches and 15 research papers will be presented today and tomorrow.

The event is extremely important to share the latest and cutting edge research findings to conference participants, understand the type of research activities being carried out by fellow researchers and different scholars in the field, discuss and debate outstanding issues pertinent to

education , mark out prominent thoughts and recommendations that influence policies, and also to establish networks and partnerships.

This year’s conference theme “**Education in Times of Crisis**” is not only timely and consequential but also imperative. The recommendations to come out of the different research papers can be used as a springboard to critically examine deep-rooted and multifaceted education-bound predicaments and point out possible solutions in our quest to cope up with them. So, preparing a **policy brief for decision makers** shall be considered as a vital contribution of this conference besides publishing conference proceedings or Special Issues in recognized and/ or accredited journals.

What is now called the “May Annual International Educational Conference” is four decades old. Whatever has ever been done or made out over those decades, consistency and rich history have lived in here! Yet, this historic conference should improve itself in terms of scope and participation in such a way that it enhances visibility of the College as well as the University. Therefore, I would like to leave a message to the conference organizers who have made this big event a success story to tell that if this historic conference is to continue bigger and more prominent, thinking outside the box and showing new ways of doing business will remain the call of the time. These new ways could be among others truly transforming the conference from a national to an international one, publishing conference papers in indexed books (like that of the BiT International Conference) or publishing selected and outstanding papers in Special Issue of selected international journals indexed by Scopus and Web of Science etc, making the conference as a center of gravity for renowned scientists all over the world. This way, we can make the College not only a Centre of Excellence for Education but also one that attracts huge funds for research and innovation activities.

Dear all,
Ladies and Gentle Men,

We have a big task ahead of us: “Transforming BDU into a research-intensive university”. This requires a clear roadmap, commitment, ample resources, dependable human and physical capacity and a favorable governance system. We need to think how we can synergize and

fulfil all these and foster a culture of research and innovation that resonates throughout all academic units. Availability of sufficient resources is crucial for such axes as upgrading research facilities, building capacities of faculty and students, and financing research and innovation. At the same time, we need to invest the limited resources we have at hand in a very productive and cost-effective way. As one of the expected Centers of Excellence, all these are applicable to the College of Education.

The entire education system of the country is in crises as acknowledged by the Conference Theme. Irrefutably, we have ample evidence to say so. A few to mention from our very recent experiences are the national results of university entrance exams, graduate admission tests, and exit exams that have continued to be administered in varying modalities. The passing rates are extremely too low. Although data of such large scale exams are accessible to researchers, the question why the success of students is extremely low has remained largely unknown and shall be the focus of our research. A provision of exam under strictly controlled environments is one of the good measures taken by the MoE. However, to the best of my knowledge, the education system cannot be improved by controlling only exam frauds, but rather by improving the teaching-learning environment in the classroom, curricula alignment of different levels of the education systems and injecting and customizing 21st century skills.

Because the prevailing conflicts in the country are causing strains in the over education system including destruction of schools and their facilities, different prerequisites are imposed to our students in competing internationally. Hence, decoupling the education system from the ideologies of a governing body/party and ensuring professionalism in education leadership system at all levels are extremely vital. The education system shall also to be aligned with international standards.

Hoping that this conference will have a big contribution in indicating solutions apart from pin pointing overarching problems, I would like to thank all involved in organizing this 41st May Annual International Educational Conference and declare that the conference is officially opened.

Thank you for your attention!

Message from Acting Chief Executive Officer of the College of Education



Asnakew Tagele Gared (PhD)
Acting CEO, College of Education

Focus to Education Colleges

By saying, *education in times of crisis*, that is to describe the influence of the existing war (or an armed conflict) on education. During the time of armed conflict, schools may be exploited, partially or completely destroyed; students may be at harm (fears of insecurity) or displaced and therefore loss vital resources including food, shelter and other resource. So the issue of education at times of conflict is how to deliver education where it is difficult finding resources including food, water, housing and electricity is a crucial. It is about how to teach without classrooms, or with *temporary classrooms or by rebuilding damaged ones*. *Whatever difficult the process of education may be during war, drought, and other natural disasters, we hope that, one day, things may turn for the better and we get relief.*

However, in Ethiopia if not in Africa as a continent, even when there is no war, education itself, which is believed to bring sustainable peace, is under crisis. Poor quality of *education is a concern almost all over the continent*. To indicate the *Ethiopian education* system was in a state of *crisis* for a long time, two decades ago, analyzing a four decades course of education in Ethiopia, Tekeste Negash (2006) argued that Education in Ethiopia is from

crisis to brink of collapse. In relation to this conference, I like to highlight the problems particularly related to colleges of education since they are sources of educators for the primary and secondary levels. The problem starts with the structures of education colleges.

Organizational structure influences the organizational culture, budget allocation, distribution of leadership, teacher empowerment and collaboration, and the development of professional identity. Despite all these, some colleges within universities in Ethiopia are structured haphazardly and others are amorphous. Education colleges are not structured in a way to help develop unique sub-cultures and professional identities. Educators: teachers, leaders, counselors, and psychologists are the backbones of education. However, unless they pass through colleges that are well structured and satisfy standards, they become roughen. When we talk about standards, no one college in Ethiopia has a laboratory school where prospective teachers conduct long-term practice and research. Laboratory school is a single but important requirement.

In the last two consecutive years, the grade 12 matriculations have demonstrated the achievement gaps of students. Suppose teachers were well prepared and well supported, they could close such achievement gaps through the delivery of quality education. In other words, the achievement gap of students can be attributed to the poor selection and preparation of teachers. This is because teachers are the cornerstone to the delivery of quality education. UNESCO claims that the quality of an education system is only as good as the quality of its teachers. Thus, the failure could be attributed to poor preparation and poor professional development of teachers.

Although colleges within five universities were selected to be centers of excellence in education, any interested individual can join teaching just attending a distance PGDT program from any university interested to deliver

such program. Most of the time, the candidates are those who were interested to join other field but failed to do so because their poor achievements. Therefore, unless policy makers require education colleges to satisfy standards and again unless such colleges become well-structured and well furnished, the existing crisis in education will continue. Policy makers need also to think how to attract better performing students to the field of education. Those countries which have the best education systems around the world have incentive mechanisms to attract the best candidates to education and we have to learn from them.

1. Keynote Speech Papers

1.1 Student Diversity Management in Ethiopian Higher Education

Prof. Abebaw Yirga Adamu¹



Abstract

In the past, Ethiopian higher education was at the center of political and social changes. Students considered themselves as the “conscience of the nation, the spokesmen of the downtrodden, and more responsible for the future development of their countries than other groups”. Comparatively speaking, students’ contributions to the political and social changes were more significant during the imperial regime than the two that followed. Their contribution has gradually decreased and, arguably, a time seems to have come when university students are no longer contributing to their country’s political and social change and development. Different factors contributed to this including government policies and practices, poor student diversity management, and the political situation in the country. Contrary to the presumed benefits of diversity, student ethnic diversity is one of the major challenges faced by public universities in Ethiopia. There are internal factors (decreased ethnic diversity of faculty members, lack of commitment and leadership skills, absence of institutional diversity policy and strategy, and lack of diversity programs and activities) and external factors (absence of national diversity policy and strategy, socialization, and politicization of ethnicity) that affect the effective implementation of diversity management in higher education. Yet, the politicization of ethnicity is the mother of all challenges associated with student ethnic diversity management in higher education. Although effective student-ethnic diversity management requires the active participation and commitment of universities, communities, and the government, in the Ethiopian context, addressing issues related to the ethnic

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political and administrative system is the highest priority. This is a long-term plan which requires political commitment and public consensus. Hence, universities need not wait for this to happen. They should take different measures that help to address ethnic diversity management. In the short term, instead of establishing units that address only issues related to gender and disability, the Ministry of Education needs to promote and support universities to establish centers for diversity and inclusion which primarily work to address diversity-related issues including ethnicity, gender, and disability, among others. This center should be active and ensure the promotion of diversity in curricular and non-curricular activities, and this enforces universities to pay attention to diversity and its management. Moreover, the ministry and universities need also to take the strongest possible measures against students directly or indirectly involved in intensifying ethnic tensions and conflicts.

1.2 The impacts of conflict on education sector in Amhara: Responses, Gaps and Way forward

Mr. Atinkut Yalew Malede



Abstract

Despite substantial efforts made to increase access to quality education services in Amhara, there are still huge gaps in education sector in the region. Multiple structural and contextual factors are accountable for impending progresses towards equitable and inclusive access to quality general education in Amhara. The region has been affected by complex emergencies (internal conflict, drought, refugee influx and disease outbreak) which seriously impacted the education system in the region. Following the learning loss that occurred due to COVID-19, the Northern Ethiopia conflict has been a major impediment on education services in Amhara region where over 4,000 schools were reportedly damaged and/or looted which impacted the teaching learning processes for over 3.5 million children in the region. The ongoing conflict in Amhara has also seriously affected the resumption and continuity of education services in many parts of the region. As of April 2024, over 4,178 schools remain closed (which accounts for 41 % of the total schools in the region) due to conflict /insecurity which interrupted the education services for over 4.1 million children. Recognizing that education in emergency (EiE) is a key component of humanitarian action, coordinated efforts should be made to ensure that children in conflict affected areas have access to safe, inclusive, and protective quality education services. To this end, more resources should be mobilized, and education should be funded as key priority humanitarian responses (as live saving and life sustaining intervention).²

² Education Specialist at UNICEF Amhara Field Office and Amhara Region Education Cluster Coordinator

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Abstracts of Conference Papers

2.1 The Potential Barriers of Instructors' ICT Use for Students' Learning Assessment in Ethiopia Public Universities

Tekalign Geleta Kenea¹, Abdulmejjid Mohammed, Bekalu Ferede



Abstract

The study aimed to understand potential barriers to instructors' ICT use for students' learning assessment in Ethiopian public universities. It used a qualitative research approach, the constructivism research paradigm, phenomenological research design, purposive sampling technique, open-ended interviews as data collection tools, and thematization data analysis technique. Four universities were purposely selected from the three categories: the established one, the new two, and the emerging one. But fourteen instructors were selected as respondents based on data saturation. The study found that teachers' and students' wills, skills, and access to tools were perceived as potential barriers to assessments. In this context, teachers had a positive willingness but had a substantial skill gap, and existing tools were not available for classroom assessments. Students were particularly unwilling to use ICT for assessments due to exam cheating, a lack of tools, and skills problems. The study suggests that tool, will, and skill were the strongest, medium, and least barriers, respectively. Future researchers should conduct quantitative studies to estimate the predicting power and effect sizes of the identified barriers, utilizing the inferential statistical technique, by including

more sample universities and using longitudinal observation evidence to enhance these perceptions.

Key Terms: *Instructors' ICT use, Students' learning assessment, Barriers to ICT use, Ethiopian Public Universities*³

³ Tekalign Geleta Kenea (PhD Candidate)¹

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2.2 Educating for SDG 8: Perceived Competence of Ethiopian University Graduating Students on their Employability Skills, Gender in Focus



Sara Jehi * Meskerem Lechissa, Amera Seifu

Abstract

One of the mechanisms for regulating quality of higher education is through the competence of graduates. The purpose of this survey study was to measure the status of employability skills acquired by Ethiopian university graduates. In the context of this research, employability skills are generic, transferable skills that are considered outcomes of university education. These skills are becoming vital for employers. Data was collected from 394 graduating students of three Universities in Ethiopia -Addis Ababa University, Bahir Dar University, and Arsi University. A questionnaire adopted from transferable skills Assessment of Nebraska University was used to measure the employability skills of graduates. The questionnaire's reliability coefficient was 0.96. Analysis of data was made through one sample t- test to check the status of employability skills acquired on different dimensions of employability skills. An independent sample t- test was conducted to see whether there is statistically significant mean difference between students in their acquisition of employability skills based on gender. The results of the study showed that students perceived that they are skilled above average in their overall employability skills with male and female students showing

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This study is part of a PhD project entitled Employability Skills Acquisition in Ethiopian Universities: A Legitimation Code Theory Analysis

statistically significant mean difference in some set of employability skills. Female students perceived their verbal communication, written communication, problem solving skill, creativity and innovative skill, and their leadership skill lower than male students. There was no difference in perceived competence between male and female students in their team and collaboration skill, interpersonal and customer relation skill. Universities should work on enhancing leadership skill, creativity and innovative skill, problem solving skill, and verbal and written communication skill of female students.

Key Words: *SDG and Universities, Gender and Employability Skills, Graduates Competence*

2.3 Revisiting Indigenization in Ethiopia’s Higher Education: Eguale Gebreyohannes’ and The Conceptual Tenets of ‘በተዋህዶ ክብረ’

Biruk Shewadeg



Abstract

The objective of this paper is to revisit the pressing issue of indigenization via the philosophical canon of Eguale’s ‘በተዋህዶ ክብረ’ – roughly translated as “praised through synthesis.” More often than not, the academic discourse of indigenisation in Ethiopia has been dominated in a categoric denunciation of modern education that led ruthless dismantlement of the indigenous knowledge from the school curriculum. It’s further accused for the suppression of subjectivity that loosen the Ethiopian ‘self’ and alienation of themselves from their culture, history, politics and perhaps intellectual rigors as well. Accordingly, the panacea against these odds posed by modern education unambiguously becomes a due consideration of indigenous knowledge and ‘Ethiopianise’ the curriculum. Contrary to the established discourse of indigenisation that centered on a purely Manichean approach, Eguale came up with ‘በተዋህዶ ክብረ’ as paradigmatic conception that may presumably accommodates Ethiopian cultural values and Western science and technology. This paper, with analyzing intensive relevant literature and employing a discursive reasoning approach, ultimately seeks to enrich the discussion on the two antagonistic school of thought in the field of the philosophy of higher education, i.e. the disinterested pursuit of truth vs. instrumental value. It brings Eguale’s idea into a critical investigation to explore the diverse forms of knowledge to then form a creative synthesis.

Key Words: ‘በተዋህዶ ክብረ’, Eguale, Indigenisation, Ethiopia

2.4 Unveiling the effectiveness of curriculum-based exit exams in Ethiopian universities: Perspectives of students and teachers in Hawassa University

Wondimagegn Girma Abebe



Abstract

This study sought to determine the efficacy of curriculum-based exit exams in Ethiopian universities from the viewpoints of Hawassa University instructors and students. A qualitative exploratory case study design was used in the process. Thirteen selected students, teachers, department heads, and college deans were the sources of the data, which were purposefully located by the researchers. FGD and the interview protocol were used as data collection methods. Thematic analyses were employed in order to understand the phenomenon. Three main themes and nine supporting themes were used to highlight the study's findings. Teachers and students at Hawassa University have a mixed perception regarding CBEEs: while some acknowledged its existence, others did not. The following issues need to be addressed in the study area for CBEEs to be executed transparently and fairly: Complying with a varied curriculum, tackling socioeconomic inequality, reducing cultural bias, taking test anxiety into consideration, and guaranteeing transparency and fairness. The following key lessons were discovered as a result of the exit exam deployment: motivating students highlight the distinctions across universities, point out areas that need improvement, and enhance accountability. In order to develop a fair CBEEs system going ahead, educators and legislators should take into account various viewpoints of stakeholders.

Keywords: *Curriculum based exit exam, Perspectives, Ethiopian universities*⁵

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2.5 Rethinking the Digital Divide and Associated Educational In (equity) in Higher Education: The Social Justice Perspective

Yalalem Assefa, Assistant Professor



Abstract

In today's educational landscape, technology has become an undeniable force in shaping pedagogical approaches and even the definition of learning itself. But this path contains many obstacles. Within higher education ecosystems, the digital divide – the disparity in access and use of technology – is proving to be a significant barrier for educational institutions, particularly in developing countries including Ethiopia. It exposes a complex web that reflects unprivileged, power dynamics, and even oppression. We can only close the gaps caused by the digital divide if we fully grasp its breadth and depth. Therefore, using a social justice perspective and a meta-synthesis approach, this research illuminates the complex dimensions of the digital divide and its educational impact in the higher education context of developing countries. Key findings of the study show that the affordability of digital devices, infrastructure limitations, and limited digital literacy are the main drivers of the digital divide. It has also been shown that the gap impairs teachers' pedagogical approaches and has a detrimental consequence on student engagement and academic achievement. More severely, existing educational disparities are widening disproportionately, impacting students from marginalized communities that already face automated inequality. The study makes some encouraging recommendations for interventions to close the gap and reduce its effects on education. These include the implementation of programs aimed at fostering access to affordable digital technology and digital skill development to minimize access and usage gaps, long-term

infrastructure investments to address connectivity issues, and adaptable support systems to deal with social barriers and technical issues. By implementing these solutions, higher education can potentially bridge the digital divide and promote fair and inclusive learning opportunities, ultimately lead to equitable learning environments for all students.

Keywords: Digital divide, educational in (equity), higher education, social justice⁶

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2.6 E-Assessment Practices and Challenges in Selected Higher Education Institutions in Addis Ababa

Manaye Adela¹



Abstract

Digitalization of higher education institutions and proliferation of technology in the contemporary tertiary education compel learning and assessment to move to paperless platform. Adaptive engagements of learners, instructors, and principals are required for full scale implementation and success in the assessment and evaluation. The main purpose of this study was to assess practices, and challenges, e-assessment and evaluation in Ethiopian Higher Education Institutions (EHEIs). The population of the study represents students, instructors, and leaders in higher education institutions in Addis Ababa. Three private (2 universities and 1 college) and two public universities were selected by using purposive sampling. But convenience sampling was employed for recruiting 360 participants who are with e-assessment experiences. Student participants include Higher Education Exit Exam (HEEE) takers and National Graduate Admission Test (NGAT) takers. Open and close ended items were provided in questionnaires for gathering data from students. In addition, semi-structured interview was conducted with instructors, ICT professionals and leaders. Descriptive statistical analyses (mean, standard deviation, etc) and correlations were computed in the quantitative analysis. Thematic data analysis was used for analyzing qualitative data. The findings revealed that there are auspicious beginnings in e-assessment practices especially in classroom teacher made tests, HEEE and NGAT. Minimizing cheatings, resource (material and human resource) saving, ease of administration, and speedy scoring/corrections are raised as virtues. On the other hand, the challenges in e-assessment include connectivity problems, anxiousness in computer use, technology and gadgets use illiteracy or gap in friendliness of exam takers, electric power off, and content management related problems are the challenges. As ways forward, higher education institutions shall give much emphasis to exercises by making ordinary evaluations through e-assessment. This can help stepping up to the shift towards e-assessment. Giving trainings, ICT infrastructure expansion,

and resolution of connection problems should be done for helping e-assessment practices to be properly implemented.

*Key Words: E-Assessment, Formative assessment, Summative assessment, Diagnostic assessment, Higher Education, Learning Outcomes*⁷

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2.7 Reimagining Ethiopian Education: Navigating Crisis, Uncovering Opportunities, and Charting Innovative Solutions

Awol Ali Mohammed



Abstract

This research is driven by the imperative to comprehensively assess the state of Ethiopian education amid a crisis, focusing on identifying opportunities, addressing challenges, and proposing a sustainable trajectory for the future. The primary objective is to provide a nuanced understanding of the current crisis in the Ethiopian education system and explore the untapped potential for improvement. Employing a qualitative approach, the study integrates both primary and secondary data sources to capture the multifaceted aspects of the educational landscape. Findings reveal both challenges and latent opportunities within the crisis, highlighting the need for a strategic reimagining of educational practices and policies. The study concludes that a sustainable path forward involves leveraging identified opportunities, addressing challenges through targeted interventions, and embracing innovative approaches to enhance educational resilience. Recommendations include policy reforms, community involvement, and technology integration to foster a more adaptable and inclusive education system. This research aims to inform stakeholders, policymakers, and educators, guiding their efforts towards a reimagined and resilient Ethiopian education system capable of meeting the evolving needs of learners and society.

Keywords: *Educational crisis, Ethiopia, Prospects, Challenges, Innovative solutions,*⁸

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2.8 Meta-Analytic Study of the Role of Women in Peace Building: Lessons and Best Practices for the Ongoing Inclusive National Dialogue in Ethiopia

Sileshi Tamene Fikadu (Ph.D)



Abstract

This meta-analytic research explores the multifaceted roles of women in peace building efforts, focusing specifically on their contributions to the ongoing inclusive national dialogue in Ethiopia. Drawing upon a diverse array of primary research studies, reports, and case analyses, this study employs rigorous thematic analysis and synthesis to identify key patterns, challenges, and success factors associated with women's participation in fostering sustainable peace. The analysis encompasses both quantitative and qualitative dimensions, providing a comprehensive understanding of the transformative potential of women's inclusion in peace building processes. Effect size estimation of this meta-analytic study was calculated by the help of Odds ratio statistics. This meta-analytic research found that the odds of achieving sustainable peace building outcomes in cases where women participated in peace building efforts are 6 times higher compared to cases where women were absent in peace building efforts. Hence, the presence of women in peace building activities is associated with a significantly higher likelihood of achieving sustainable peace building outcomes. Moreover, this meta-analysis synthesizes global best practices and lessons learned from successful peace building initiatives involving women in post-conflict settings, providing valuable insights for policymakers, civil society organizations, and other stakeholders involved in shaping inclusive and sustainable national dialogues. By distilling evidence-based recommendations, this research aims to inform strategies that amplify the positive impact of women in building a lasting foundation for peace in Ethiopia. In conclusion, this meta-analytic study

contributes to the academic discourse on women's roles in peace building and offers practical guidance for enhancing the ongoing inclusive national dialogue in Ethiopia. By synthesizing valuable lessons and best practices, this research seeks to advance efforts to empower women as agents of change and promote inclusive and sustainable peace building processes in Ethiopia and beyond.

Keywords: *Inclusive National Dialogue, Meta-Analysis, Peace building, Women, Ethiopia*⁹

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2.9 A Study of Language Diversity in Campuses in Facilitating Classroom Interaction in the Target Language: The Case of Ambo University

Tegbar Kibret Muluneh



Abstract

The ultimate goal of language teaching-learning process is to enable learners to be proficient enough to that language. To do this, it is decisive to create conducive environment in which EFL learners can learn and practice the language meaningfully. Thus, the main purpose of this study was to investigate the role that language diversity plays on students' interaction in the target language. The assumption of the study focused on the more linguistically diverse students in EFL classes, the more likely target language classroom interactions occur. Qualitative approach was deemed appropriate for achieving the objective of this study. Four data collection tools i.e. interview, focus group discussion, observation and document review were employed. Accordingly, interactional theoretical framework and classroom interactional data analysis method were used to undertake the study. The finding of the study revealed that students were basically joined universities which were found in their region/zone where their mother tongue is spoken widely. This was because of fearing the ethnic conflicts in different public universities. The students were encountered linguistically homogeneous population. This in turn affected the students' interaction in the target language (EFL learning) due to the fact that they usually immersed into their mother tongue. Having linguistic diversity in campuses enables the EFL learners to interact in the target language (English). This makes Universities an ideal context to enrich individuals' to be good in the language, and hence, they have an obligation, first and foremost, to create the best communicative environment in which the students can practice the language meaningfully.

Thus, the students' placement agency, university principals, colleges, institutes, departments, course instructors, and students should consider the students' linguistic background when they undertake their activities.

Keywords: *Language Diversity; Interaction; Target Language; English as a Foreign*¹⁰

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2.10 Gender Inequality in Achievement in Secondary School National Examination in Conflict-Affected Areas

Bekalu Tadesse Moges^a



Abstract

Government reforms such as the general education quality improvement program for equity are implemented to address concerns about educational inequality. However, studies advancing understanding of the nature of inequality in key indicators such as achievement and gender, particularly in areas affected by conflict, are rare. This article reports cross-sectional findings from secondary school national examination results in Mathematics, English, and Aptitude tests for grade 12 in the academic years 2021, 2022 and 2023. The data consist of achievement scores from 45 schools and a total of 32,528 students, obtained from the North Wollo Zone Education Office. Using multilevel modeling, within- and between-school inequalities, achievement inequalities in gender, effects of teacher qualifications on achievement, and variations in gender-achievement relationships are examined. Student performance has been found to have consistently declined in the last three years in math, English and aptitude scores. On average, boys perform significantly higher than girls on these subjects consistently during the normal and conflict seasons. Inequality has decreased in conjunction with declining student performance, and inequalities due to school characteristics are much lower than inequalities due to student differences. School inequality declines in years of conflict compared to normal ones. The effect of teacher qualification on achievement is also inconsistent. The relationships between gender and achievement also vary statistically from school to school, with the conflict exacerbating existing inequalities. Based on the results, it is suggested that equity strategies should consider inequalities with declining student performance as opposed to conventional inequalities with high and low performing groups. Finally, conclusions and future research directions are presented.

Keywords: *Aptitude; Conflict-affected area; English; Gender inequality; Math; Secondary school national examination*¹¹

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2.11 Gaps between Rhetoric and Practices of Inclusive Education in Primary Schools: Implication to Sustainable Development Goal 4, Ethiopia

Mengistu Debele Gerbi (PhD), Assistant Professor of Special Needs Education



Abstract

Students with disabilities are under exclusionary pressures in the era of inclusive education. Primary schools fall short of practicing principles of inclusive education. The purpose of this study was to examine gaps between rhetoric and practice of inclusive education in primary schools. A quantitative research design was employed. A questionnaire was used to gather data. Two hundred nineteen (219) teachers and 6 primary schools were selected by random sampling. Practices of inclusive education were examined on school policy, adaptation of curriculum and assessment, acceptance, accessibility, inclusive school leadership, inclusive teaching, and availability of educational resources. Findings reveal that extent of practicing inclusive education with aggregated mean ($M= 2.56$, $SD = 1.06$), adaptation of curriculum and assessment ($M= 2.73$, $SD = 1.24$), accessibility (2.27 , $SD = 1.16$), inclusive leadership practice ($M= 2.69$, $SD = 1.11$), availability of educational resources ($M = 2.5$, $SD = 1.2$) and, inclusive teaching support ($M = 2.8$, $SD = 1.24$) were low. With overall mean ($M = 3.00$, $SD= 1.3$), acceptance of children with disabilities is not certain, One-way-ANOVA shows that there is no statistically significant difference in terms of schools regarding gaps between rhetoric and practice of inclusive education ($F (5, 213) = .427$, $p > .05$). Finding simply that attention should be given to the practice of inclusive education, sufficient educational resources should be allocated, and school leaders should get training on inclusive leadership skills and knowledge.

Keywords: *disabilities, inclusive education, gap, policy, practice, rhetoric*¹²

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2.12 An Assessment of Formal and Informal Peace Education for Young People from Family to School: A Case Study of Enebssie Sar Midir District, Amhara Region, Ethiopia

Adane Belay Tefared¹³



Abstract

Peace education encourages the knowledge, skills, and attitudes to assist people in averting conflict escalation, resolving conflicts peacefully, or forming conducive environments for peace. This study aimed to investigate formal and informal peace education for young people in Ethiopia, with a particular emphasis on Enebssie Sar Midir District, Amhara Region. The research was based on the preliminary statement that education is the principal means of developing a culture of peace in the minds of young people. This qualitative study used interviews, observations, books, dissertations, and different journal articles to show the status of peace education in the study area. Peace education for this paper was both formal education in schools and informal education in the full range of social interactions in the family and community. As the paper revealed, there were informal attempts at reinforcing peace education for children that aimed to promote peaceful coexistence among peoples. There were also efforts to inculcate peace education in schools by delivering moral education, peace clubs, forums, and social life education. Furthermore, the paper discovered that the cultures of Enebssie Sar Midir District do not fully instruct peace for young people and do not support tolerance, non-violence, and peaceful resistance. On the other side, the absence of sufficient curricular and pedagogical tools for peace education

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impedes nonviolence, peacefulness, or non-aggressiveness in schools. It was recommended that peace education be a separate subject to inculcate pacifism, tranquility, and democracy in the minds of children.

Key Words: *Family, Peace, Peace Education, School, Young People*

2.13 Effect of Principals' Adaptive Leadership Behaviour on Teachers' Workplace Engagement in Public Secondary Schools of Amhara, Ethiopia, as Perceived by the Teachers

¹Abebaw Ayana Alene ²Misganaw Alene Tsegaye³Getu Shiferaw



Abstract

This study aimed to examine the effect of principals' adaptive leadership on teachers' workplace engagement to manage educational quality crises. A correlational research design was employed. Data collected via a questionnaire from 966 teachers was analyzed using Pearson-product movement correlation, linear and multiple regressions, and one-way ANOVA. The result of the study showed that there is a positive and significant relationship between principals' adaptive leadership behavior and teachers' workplace engagement ($r = .682, p = .000$). Related to the *relationships dimension-by-dimension*, *getting on the balcony* correlates moderately with teachers' workplace engagement ($r = .408$), *identifying adaptive challenges* demonstrates strong correlation with teachers' workplace engagement ($r = .571$) while *regulating distress* and *maintaining disciplined attention* both exhibit strong relationships with teachers' work engagement ($r = .585$ and $r = .593$) respectively. Moreover, *giving the work back to people* also shows a strong relationship with teachers' workplace engagement ($r = .545$) and finally, *protecting the leadership voices from below* displays a positive but weak correlation with teachers' workplace engagement ($r = .386$). The result also indicated that from the dimensions of adaptive leadership, *maintaining disciplined attention* ($\beta = .202, t(853) = 4.946, p < .001$), *identifying adaptive challenges* ($\beta = .186, t(853) = 5.078, p < .001$), and *regulating distress* ($\beta = .163, t(853) = 4.030, p < .001$) relatively predicts teachers workplace engagement. Moreover, 46.1% of the variation in teachers' workplace engagement can be attributed to the combined effect of adaptive leadership dimensions. It is also indicated that significant differences were found among teachers' perceptions of the practice of adaptive leadership across zones ($F(5,854) = 6.407, p = 0.00$), whereas no significant differences were observed in their perceptions of workplace engagement ($F(5,854) = 1.289, p = .267$). To conclude, principals' adaptive leadership behavior has a predictive effect on teachers' workplace engagement in the study area. Lastly, it was recommended that principals should exercise an adaptive leadership style in this turbulent situation by focusing on maintaining disciplined attention by making teachers focus on the task that teachers are intended to focus on,

identifying adaptive challenges that hinder teachers from being disengaged in their task, and regulating distress *through providing direction for the task, creating a conducive environment and minimizing conflict in the school environment.*

Keywords: *Adaptive Leadership, Education Quality Crisis, Teacher Engagement, Secondary School*

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2.14 Quality of Care Services and Psychosocial Wellbeing of Children in Orphanages at Bahir Dar City, Ethiopia

Fentaye Tibebu Yalew^a, Reda Darge Negassi^a, Tiruwork Tamiru Tolla^a



Abstract

The present study was aimed to examine the quality of care services and psychosocial wellbeing of children in orphanage found in Bahir Dar City. Data were collected using questionnaire survey involving 115 orphan and vulnerable children (60 males and 55 females) selected using comprehensive sampling. One-sample t-test was employed to evaluate the status/quality of care services and psychosocial wellbeing of children in the orphanages. The mean scores for food security, access to healthcare, educational opportunities, and quality of shelter were found to be higher than expected mean suggesting that children in orphanages received nutritious meals three times daily, sufficient preventive and medical care; ensuring sufficient learning materials and providing secured and comfortable housing services. However, the mean score of psychosocial services, quality of care giving, and clothing were found below the anticipated mean highlighting that children in orphanages lack proper guidance and counseling services, inconsistencies in care giving, and deficiency in clothing provision, as outlined in the national alternative child care guidelines. The mean scores for self-esteem, hopefulness, and social relationships were higher than the expected, while resilience was found to be below the expected mean suggesting the need to focus on interventions to enhance resilience in orphanage children. Such interventions may contribute to an overall improvement in the psychosocial well-being of children. The present status of care services and psychosocial well-being of children in orphanages has considerable implications. Low mean scores in these areas can

lead to adverse consequences for the overall development of orphaned children. This may manifest in emotional instability, and poor social interactions in the future. Addressing problems of care services and psychosocial wellbeing is crucial for fostering positive outcomes and ensuring the well-being of children in orphanages.

Keywords: *care services, Children, orphanage, psychosocial wellbeing,*¹⁴

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2.15 Blended Learning Adoption and Implementation in Science Education. A Systematic Literature Review

Woretaw Atinaf Mihiretua; Woldie Belachewb; Tadesse Melesse; Atakilt Abebe



Abstract

Blended learning (BL) is an innovative instructional approach that integrates face-to-face teaching with online learning, revolutionizing the conventional approach paradigm. As the demand for the BL approach grows, there's a need to explore how it's being adopted and implemented in science education. Although few review studies have examined specific blending of components, the adoption, and implementation of BL are limited in science education. Thus, this systematic review study synthesizes the studied articles to examine the practices of BL. The identification and selection of articles, eligibility (inclusion and exclusion criteria), and extraction of crucial information are employed using the PRISMA template. 240 articles are identified from open-access databases. Accordingly, 20 BL- articles published from 2018-2023 were selected in science education. Finally, the analysis and synthesis of information from the selected articles were employed. The majority of studies were published in 2022 followed by 2020. Most of the articles are studied in Indonesia. Besides, the quantitative method dominates and ignores mixed methods. The major focus of articles is measuring academic achievement, particularly cognitive learning outcomes over affective and psychomotor domains, and tertiary-level education received the most attention. Chemistry is the most studied discipline, followed by general science, physics, and biology, respectively. Moodle is the most popular LMS platform employed in the selected articles to practice BL adoption. This systematic review study underscores the importance of utilizing BL adoption and implementation to synthesize empirical studies in science education. Through a systematic review, it highlights the limited understanding of BL adoption and implementation in this field. It highlights implications for teacher educators, policymakers, and researchers to support the successful adoption and

implementation of BL in science education and is useful for future research in the field.

Keywords: *Blended learning, Adoption and implementation, science education, systematic review*¹⁵

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VOLUME 24 NUMBER 1 JANUARY 2024 ISSN: 1816-336X (Print) 2415-0452 (Online)

Bahir Dar Journal *of* Education

COLLEGE OF EDUCATION
BAHIR DAR UNIVERSITY, ETHIOPIA

