



*Taste the Difference*

# **The 40<sup>th</sup> May Annual International Education Conference (MAIEC)**

**Theme: Crisis in Educational  
Quality in Ethiopia: A Call for  
Generation Rescue Mission**

**May 19-20, 2023**

**College of Education**

**Bahir Dar University, Ethiopia**

## The 40<sup>th</sup> May Annual International Education Conference Organizing Committee Members



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**The 40<sup>th</sup> May Annual International Education Conference (MAIEC) Schedule**  
**The 40<sup>th</sup> May Annual International Education Conference Schedule; May 19-20, 2023**  
**Day One: May 19/2023 Morning Session, Venue: Auditorium**  
***Plenary Session***

<b>Time</b>	<b>Activities/Topics</b>	<b>Speaker</b>	<b>Moderator</b>	<b>Rapporteur</b>
8:30-9:00	Receiving Guests and Registration	Registration team	Hosing Committee	
9:00-9:05	Program Introduction	Dr. Getu Shiferaw		
9:05-9:15	Welcome Speech	Asnakew Tagele (PhD) Acting CEO, College of Education (CoE)	Getu Shiferaw (PhD)	
9:15-9:25	Opening Speech	Firew Tegegne (PhD), President of BDU	Asnakew Tagele (PhD)	
9:25-9:55	Keynote Speech on 'Could the quality of general education in Ethiopia be better than it is today? Policy, teacher education, and school leadership issues'	Dr. Dawit M.	Dr. Dawit A.	Dr. Fiseha D.
9:55-10:25	Keynote Speech on Contextualization for Quality and Consequential Education	Dr. Engida H. Gebre		
10:25-10:55	Health Break	Hosing Committee		
11:00-11:30	From "Education in Ethiopia" to "Education for Ethiopia": The need for a fundamental shift of perspective	Dr. Meskerem Lechisa	Dr. Dawit A.	Dr. Fiseha D.
11:30-12:30	Discussion	All participants		
12:30-1:55	Health Break	Organizing committee		



## Day One: May 19/2023, Afternoon Session

### Parallel Session 1, Venue: NCR 7

Time	Activities/Topics	Speaker	Moderator	Rapporteur
2:00-2:20	The Challenges of Faculty Members' Pedagogical Competencies in Developing 21st Century Skills at Selected Universities in Ethiopia	Amsalu Molla, PhD candidate at BDU	Prof. Solomon M.	Dr. Mulugeta Y.
2:20-2:40	Quality of Work Life and Organizational Commitment of The Academic Staff at Assosa University, Ethiopia	Abraham Abebe, PhD), Assosa University		
2:40-3:20	Discussion	All participants		
3:20-3:45	Health Break	Hosting committee		
3:45-4:05	Principals Leadership Practice, School Climate, and School Effectiveness at Dukem Town, Ethiopia	Asfaw Keno, Wollega University	Dr. Desalegn T.	Dr. Tsigie G.
4:05-4:25	School Community's Perception and practice of Inclusive Education in Ethiopian Amhara Regional State Public Primary Schools	Ayetenew Abie, PhD Candidate at BDU		
4:25-5:05	Discussion	All participants		



**Day One: May 19/2023, Afternoon Session**  
**Parallel Session 2, Venue: NCR 8**

<b>Time</b>	<b>Activities/Topics</b>	<b>Speaker</b>	<b>Moderator</b>	<b>Rapporteur</b>
2:00-2:20	Academic Leaders' Roles in Creating Inclusive Learning Environment through Educational Technology Integration for Students with Disabilities: The Case of Ambo University	Mengistu Debele, Ambo University	Prof. Amera S.	Dr. Bitew A.
2:20-2:40	Higher Diploma Program: Pedagogical Tool for Internal Quality Education in Ethiopian Higher Education Institutions	Mengistu Debele, Ambo University		
2:40-3:20	Discussion	All participants		
3:20-3:45	Health Break	Hosting committee		
3:45-4:05	Context-based Developmental Assets, Well-being, and Thriving among Youths: Implication for Intervention	Meseret Ayalew PhD Candidate at BDU	Prof. Reda D.	Dr. Tiruwork T.
4:05-4:25	Economic Benefits of Higher Education in Ethiopia: A Benefit-Cost Ratio Analysis	Mesfin Molla (PhD), Dilla University		
4:25-5:05	Discussion	All Participants		

**Day Two: May 20/2023, Morning Session**  
**Parallel Session 1, Venue: NCR 7**

<b>Time</b>	<b>Activities/Topics</b>	<b>Speaker</b>	<b>Moderator</b>	<b>Rapporteur</b>
8:30-8:50	Post-conflict recovery and reconstruction of education in the Gedeo and West Guji zones of southern Ethiopia	Adane Hailu Herut, Dilla University	Dr. Temesgen M.	Koye K.
8:50-9:10	Emergence of Private Colleges and its Effect on Education Quality	Demilie Basha (Ass. Prof.) Debre Markos University		
9:10-9:50	Discussion	All Participants		
9:50-10:20	Health Break	Hosting committee		

**Day Two: May 20/2023, Morning Session**  
**Parallel Session 2, Venue: NCR 8**

<b>Time</b>	<b>Activities/Topics</b>	<b>Speaker</b>	<b>Moderator</b>	<b>Rapporteur</b>
8:30-8:50	Effects of Output-Based Instruction on Grammatical Accuracy of Students' Writing	Tigist Berhe, PhD candidate, BDU	Dr. Chanyalew E.	Dr. Asrat D.
8:50-9:10	Investigating Primary and middle school Physical Education Teachers' professional practice competency, Amhara Region, Ethiopia	Yeshiwas Dereb. Ph.D. candidate, BDU		
9:10-9:50	Discussion	All Participants		
9:50-10:20	Health Break	Hosting Committee		



## Day Two: May 20/2023, Morning Session

### Plenary Session, Venue: Auditorium

Time	Activities/Topics	Speaker	Moderator	Rapporteur
10:20-10:40	The Status of Ethiopian Universities' and Academic Staffs' Research Productivity across Institutional, National, African, and International Performance Parameters	Ayetenew Abie, PhD Candidate at BDU	Adane T. (Assis. Prof.)	Tadesse M. (Assoc. Prof)
10:40-11:00	Comparative Study of Material Resource Management in Private and Government Primary Schools of Jimma Zone	Tewodros Asmare , Ph.D. Candidate, Mettu University		
11:00-11:20	Family, Teachers and Peer Support as Predictors of School Engagement: The Mediation Effect of Academic Self-concept	Ejigu Olana, Phd, , Ambo University		
11:20-12:05	Discussion	All participants		
12:05-12:30	Certificate Awarding and Closing remark	Dr. Tesfaye Shiferaw, Vice President for RCS, BDU	Dr. Asnakew Tagele	

## List of Keynote Speakers

- Dr. Firew Tegegne, President, Bahir Dar University
- Dr. Tesfaye Shiferaw, Vice President for Research and Community Services, Bahir Dar University
- Dr. Engida (Associate Professor), Faculty of Education , Simon Fraser University, Vancouver, BC, Canada
- Dr. Dawit Mekonnen (Associate Professor), Addis Ababa University
- Dr. Meskerem Lechissa (Assistant Professor), Saint Merry University College, Ethiopia

## Message on the 50<sup>th</sup> Anniversary of Academy of Pedagogy



### **Firew Tegegne Amogne (PhD)** **President, Bahir Dar University**

First of all, I would like to congratulate everyone for fountaining Wisdom for half a century! Academy of Pedagogy, which was renamed as Bahir Dar Teachers' College, was established through UNESCO and UNDP support, for which Bahir Dar University (BDU) greatly appreciates both. In addition to the foregoing contribution, the recognition of Bahir Dar City as a UNESCO registered learning city and Lake Tana as UNESCO Biosphere and the celebration of the 50<sup>th</sup> anniversary shall strengthen UNESCO's partnership with BDU.

Bahir Dar Teachers' College (BDTC) was one of the two proud higher learning institutions where its merger established BDU in 1999. Since then, the College has transformed itself into five academic units (including College of Education-CoE) and the Institute of Pedagogical and Education Research (IPER). These contributed their fair share that BDU ranked 1<sup>st</sup> in differentiation scrutiny towards becoming a Research University. The fact that BDU was one of the top 20 Sub-Saharan Universities in Educational Research in 2019, according to Cambridge University report, is evidence of the CoE's and IPER's visible contribution.

BDU/ CoE deserve Centre of Excellence for Teacher Education and Leadership. Scholars believe that "leaders make the future"! We all know that Universities make most of our leaders! Quality education to produce future decision-makers, experts, researchers and entrepreneurs is the mandate of Higher Education Institutions and BDU/ CoE shall remain on the drivers' seat.

The excellence in education makes BDU at an advantage to educate competent graduates the country needs in achieving its aspiration of having prosperous citizens. BDU will promote innovative projects in teaching and learning. The modular approach spearheaded by BDU and being implemented in all public Ethiopian Universities was initially benchmarked from religious education systems in the country. Though they did not become secular and degree awarding educational institutions, the “golden age” of the Ethiopian Church (13<sup>th</sup> to the 16<sup>th</sup> centuries) the literary glory of the Church reached its peak. There was time that ‘all the peoples of Ethiopia were thirsty for knowledge’. The discovery of Lucy has confirmed Ethiopia/Africa as the origin of humanity. In this regard, what Africa contributed to civilisation must be revived and included in the education system. Founded on Wisdom obtained from unlocking indigenous knowledge, balancing indigenous (contextualized education) with contemporary knowledge and taking internationalization as an overarching value to implement BDU’s strategy, we shall implement “back to the future” project and serve as a bridge between civilizations and continents. BDU shall serve as a gateway for academic cooperation in Africa

BDU coordinated the development of Curriculum Materials and Modules for the General Education System of Ethiopia and development of DEd programs.

BDU has uncontested track record in organizing scientific platforms like today’s conference, which is a pre-requisite for a world-class University status. No other University in Africa let alone in Ethiopia has this record.

## **Message from Acting Chief Executive Officer of the College of Education**



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

The College of Education (CoE), Bahir Dar University, is grew out from the then Academy of Pedagogy which was established in 1972, by the tripartite agreement of the Ministry of Education and Fine Arts of the Imperial Government of Ethiopia on one hand, and UNESCO and UNDP on the other hand. Because the plan was to establish a model higher education in the whole of Africa which trains teacher educators, supervisors, organizers of in-service education, community development officers, and organizers of adult education, the College was named Academy of Pedagogy. Since then the Academy has made tremendous changes.

To make training program practical-oriented, the original study recommended the establishment of a Teacher Training Institute (TTI) and a primary school within the Academy though the primary school never realized. Throughout the second year, students would be attached to TTIs and Community Development offices to teach to be involved in community development activities. During the attachment, they also collect data that would be used as a guide to prepare new curricula that may take into account Ethiopia's rural culture and economy. Though the general motive was to establish the Academy of Pedagogy was to train multipurpose primary education professionals capable of adopting primary education to rural life and rural development, the ultimate vision was to establish a center of excellence in teacher education and educational leadership in East Africa.

In 1978, a junior science college was also established in the same campus, and in 1980, the Academy together with the TTI and the Junior Science College was brought under Addis Ababa University and subsequently its name changed to “Bahir Dar Teachers’ College”. While Bahir Dar University was inaugurated in 2000, the Teachers’ College became the Faculty of Education. In 2008, the Pedagogical Sciences Department of the Faculty of Education has been upgraded to a separate Faculty named the Faculty of Education and Behavioral Sciences. Soon after, the Faculty promoted to the College of Education and Behavioral Sciences (CEBS).

Reconsidering the primary vision of becoming a Center of Excellence, Bahir Dar University has restructured the College since last year. Currently, with its modified name, College of Education, it is organized as a semi-autonomous College having two schools: School of Educational Sciences and School of Teacher Education. Before this restructuring, teacher training programs were scattered in different colleges and faculties of the University and reorganizing such programs into a unified school is a timely response to the demands of well qualified teachers and educational leaders. It is working to establish a supervisory board soon and take the lead in quality training, consequently realizing the vision imagined at the start, becoming Center of Excellence in East Africa.

Coming back to the May Conference, despite the effort exerted to bring scholars together to share and promote new knowledge in the field of education for forty years, its impact is obscured. Since research cannot help to advance knowledge, the quality and relevance of education had become an agenda. Unless research helps improve education, the forty years of effort becomes simply a waste of resources. Thus, I welcome participants of the 40th Conference with mixed emotions. To be precise, we need to overthink the ultimate benefit of the nearly half a century-long Conference with no recognized effect on the nation.

Asnakew Tagele (PhD), Acting Chief Executive Officer of College of Education, Bahir Dar University

## 1. Keynote Speech Papers

### 1.1. Contextualization for Quality and Consequential Education

Engida H. Gebre<sup>1</sup>, Associate Professor



#### Abstract

*Arguably, one of the main challenges in education is the disconnect between everyday life of students and what they learn in formal education systems. This gap has its roots in the imported nature of curricula and pedagogical processes that solely focus on producing scientists and developing scientific ways of thinking and problem solving. Notwithstanding the values of producing scientists and scientific thinking, such exclusive focus has resulted in students failing to understand the relevance of education to their community development, focusing on unrealistic expectations, and experiencing decreased motivation for learning. In this presentation, I advance the notion of relevance to everyday life as a criterion for quality of education and relevance to problems of practice as a criterion for rigor in educational research. A context-oriented approach to education allows students to draw from their everyday life when they interact with school curricula, to question taken-for-granted assumptions in their communities and to bridge learning and living. This approach also makes learning relevant and consequential for personal development of students and solving practical problems in their communities. In this presentation, I will draw from research projects in Ethiopia, Canada and the US to suggest ways of making learning and teaching relevant for everyday life and how educational research supports such engagement. I also hope to encourage agentic engagement among actors and stakeholders to make education and educational research consequential.*

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<sup>1</sup> Faculty of Education , Simon Fraser University, Vancouver, BC, Canada

## 1.2. Could the quality of general education in Ethiopia be better than it is today? Policy, teacher education, and school leadership issues

Dawit Mekonnen<sup>2</sup> Associate Professor



### Abstract

*There seems to be a consensus that despite continued efforts to improve the quality of general education, student learning in Ethiopia has stagnated or declined. Interventions designed to improve teacher qualifications and competence, the supply of teaching and learning inputs and processes, and school management have not led to improved student learning. National learning assessment results, early grade reading assessment performances, and grade 12 school leaving examination student achievements attest to the existence of a learning crisis or 'learning poverty'. However, educators, teachers, parents, and policy makers draw hope from the fact that the education system has improved significantly in terms of access and equity. In addition, learning crisis is NOT a particular phenomenon for Ethiopia, as evidence in the developing world seems to show that many resource-constrained countries striving to improve simultaneously both access and quality of education struggle to improve student learning. We should reflect on and learn from previous interventions or reform attempts. This presentation establishes evidence on the status of general education quality indicators in Ethiopia, weighs key interventions to improve quality education, and attempts, based on empirical evidence (data from teachers, education experts, and educational leaders), my professional experiences, and related literature, to propose possible lessons to improve student learning in Ethiopia. The lessons drawn enthusiastically include policy, teacher education, and school leadership matters.*

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### 1.3. From "Education in Ethiopia" to "Education for Ethiopia": The need for a fundamental shift of perspective Meskerem Lechisa<sup>3</sup>



#### Abstract

Recent reports of students' achievement in qualifying exams at various levels of the education ladder show a serious compromise of quality, leading most educators and the general public to conclude that education is in crisis in Ethiopia. Indeed education is in crisis, and has been for the past several decades. The overall discussion on quality has stayed as elusive as ever despite the clarity of definitions of suggested particular indicators. I would like to suggest one aspect which I often see lacking in the quality discussion; that is, are students seriously trained to work in the context of Ethiopia? This is one of the most important questions that needs to be answered to make the quality discussion more complete.

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<sup>3</sup> Assist. Prof. Saint Merry University College, Ethiopia

## 2. Abstracts of Conference Papers

### 2.1. The Challenges of Faculty Members' Pedagogical Competencies in Developing 21st Century Skills at Selected Universities in Ethiopia

Amsalu Molla



#### Abstract

The purpose of this study was to examine the challenges of faculty members' pedagogical competencies in developing 21st century skills at selected universities in Ethiopia. An explanatory sequential mixed research design with stratified sampling method was employed. Data were gathered from 322 faculty members for questionnaire, from seven interviewee participants and classroom observations. Analysis was done quantitatively using one sample t-test and qualitatively using description and narration of transcribed texts and anecdotal notes of non-participant observation. The results revealed that faculty members faced significant challenges of knowledge gaps in innovative pedagogy and assessment techniques of 21<sup>st</sup> century skills. Moreover, insufficient in-service professional development and inadequate involvement in curriculum development deterred faculty members' competency in teaching 21<sup>st</sup> century skills. Furthermore, the autonomy given to faculty members, the emerging problems in the country, the lack of interest and job satisfaction significantly affect their competency. The shortage of innovative teaching materials and technology oriented infrastructure were also impeding challenges. Finally, the recommendations are forwarded for future research and policy initiatives.

**Keywords:** Challenges impede, faculty members, pedagogical competencies, 21st century skills, universities

## 2.2. Quality of Work Life and Organizational Commitment of the Academic Staff at Assosa University, Ethiopia

Abraham Abebe<sup>4</sup>, Atalay Assemie<sup>5</sup>



### **Abstract**

*Academic staffs are essential to the universities mission and vision achievement. However, in Ethiopia, universities are characterized by poor working conditions, lower quality of work-life and commitment, and higher turnover. The main purpose of this study was to investigate factors related to the quality of work-life and examine the effect of quality of work-life on the academic staff's organizational commitment at Assosa University, Ethiopia. The study employed an explanatory design and a quantitative approach. The data for the research is collected through a structured five-point Likert scale questionnaire from 185 samples that were selected using a simple random sampling technique. Confirmatory Factor Analysis is employed to determine the relationship between the manifest and latent variables that fit each other. The final step is the structural equation model, which develops a new proof of the author's proposed theory. As per the results of the Structural Equation Model, compensation, reward, and work-life balance are statistically significant and positively affect organizational commitment. Further, quality of work-life is found to have a statistically significant and positive effect on organizational commitment. As a result, maintaining a more balanced work-life balance through appropriate strategic human resource management is critical to increasing academic staff work engagement and improving the university's quality of services.*

**Keywords:** Compensation and Benefit, Relationship with Supervisor, Work-Life Balance, Work Environment, Opportunity for Growth, Structural Equation Model.

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## 2.3. Principals Leadership Practice, School Climate, and School Effectiveness at Dukem Town, Ethiopia

Asfaw Keno Werka<sup>6</sup>



### **Abstract**

*Principal's transformational leadership practice helps to build a positive school climate, which in turn promotes school effectiveness. Using the availability sampling technique, all the 65 teachers of both schools were included. Three standardized questionnaires, interviews, and document review were used to collect data. The questionnaires were: leadership practice inventory, organizational climate description questionnaire (OCDQ-RM), and the school effectiveness index. Data were analyzed using SPSS version 20 and the result showed that both schools' effectiveness was at a high level. A moderate level of leadership practice was in practice, indicating the existence of transformational leadership practice in primary schools. A low standardized score of principals' and teachers' openness characterize both schools, indicating that a closed school climate prevails in public primary schools. Further, a strong positive correlation existed between principals' leadership practice and school climate. A positive, weak correlation existed between school climate and school effectiveness. The result of multiple linear regression ( $R^2 = .73$ ,  $F(52, 11) = 13.25$ ;  $p = .000$ ) indicated that the dimensions of leadership practice and school climate are effective predictors of school effectiveness, contributing 73.10 percent of variation. Out of the 11 independent variables, four showed no significant contribution; whereas, seven are the strongest predictors. The best predictor of school effectiveness was principals' challenging the process ( $t(11) = 3.802$ ;  $\beta = .967$ ;  $p = .000$ ); followed by restrictive (Restrictive  $t = 2.486$ ;  $\beta = .732$ ;  $p = .016$ ) and modeling the way ( $t(11) = 8.00$ ),  $\beta = .694$ ;  $p = .000$ ). To raise schools' effectiveness, train principals to apply frequently the five exemplary leadership practices; reduce the uses of negative behaviors such as restrictiveness; and build positive climate.*

**Key Words:** Leadership practice, school climate, school effectiveness.

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<sup>6</sup> Lecturer at Wollega University and Ph.D. Candidate at Addis Ababa University, Email address: kenowerka@yahoo.com

## 2.4. School Community's Perception and practice of Inclusive Education in Ethiopian Amhara Regional State Public Primary Schools

Ayetenew Abie<sup>7</sup>, Tsegie Genet<sup>8</sup>, Solomon Kassie<sup>9</sup>



### Abstract

Inclusive Education (IE) is a strategy that recognizes and responds to the diverse needs of disabled and nondisabled students both integrated in one classroom by accommodating both different styles and rates of learning and ensuring quality education for all through appropriate curricula, organizational arrangements, teaching strategies, resource use, and partnerships with their communities. The school community's perception (SCP) of IE refers to knowledge, values, attitudes, and actions towards IE and students with disabilities (SWD). The purpose of this study was to investigate the school community's perception of IE and its barriers. A pragmatic research paradigm was employed, believing both subjective and objective data collected during the collection and analyses of data were important. Embedded mixed QUAN-qual, survey, and case study designs were used. 395 teachers completed the questionnaire, while 112 SWD participated in the focus group discussion. Sixteen principals participated in the interview. Sixteen university instructors had participated in data gathering for both qualitative and quantitative instrument administration. A One-sample t-test result indicated that the status of teachers' perceptions of IE is below the expected value. Teachers' perceptions of IE across demographic variables such as gender, educational status, experience, and subjects taught showed significant mean score differences using a t-test and an ANOVA. FGD findings revealed that all SWD basically feel that IE practice is unsatisfactory and lacks the required progress over time. The school community (teachers, principals, SWD, and nondisabled students) developed negative perceptions of IE. MOE needs to provide sufficient sign-language and brail training for Inclusive Class Room (ICR) teachers and also provide sufficient braille and sign language training for SWDs before they engage in IE and integrated classroom instruction.

**Key words:** Inclusive education; Perception, School community, Students with disability, Amhara Regional State

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## 2.5. The Status of Research Production and Publication Performance Development in Ethiopian Universities

Ayetenew Abie<sup>10</sup>, Getnet Demissie<sup>11</sup>, Solomon Melesse<sup>12</sup>



### Abstract

The study was aimed at a comparative determination of instructors' research productivity in universities. The research questions raised were answered with descriptive statistics (percentage, mean, ratio, and standard deviation), and the corresponding null hypotheses were tested with Analysis of Variance (ANOVA) and a one-sample t-test at 0.05 alpha. A proportional, stratified sample of 519 instructors was drawn from three universities. The survey research design guided the work. Results primarily showed that the status of research production, publication, and conference presentation performances in Ethiopian universities demonstrated statistically significant mean differences below the institutional, national, and world average cut-off-points or parameters, that is, at least one research project, one indexed journal, and one conference paper presentation per year per instructor. The perceived performance of research and publication in the three universities showed a significant difference in favor of first-generation universities. Each university's medicine and health sciences' college revealed significant research and publication mean differences between the other three colleges. However, instructors' research publications in non-predatory journals and conference presentations in nationally and internationally organized conferences did not show a significant mean difference among the three universities. The results contribute to both instructors' research production and development and higher education research literature. The concerned bodies must intervene in order to adjust and improve its status toward the desired parameters.

**Keywords:** Research Performance status, Research Publication, Instructors' research participation, Conference paper presentation, University, Ethiopia

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## 2.6. Comparative Study of Material Resource Management in Private and Government Primary Schools of Jimma Zone

Tewodros Asmare Tefera<sup>13</sup>



### Abstract

*The purpose of this study was to compare the material resource management (MRM) in government and private primary schools of Jimma Zone. To this end, the study used a cross-sectional survey design comprising of questionnaire, interview, FGD, observation and document analysis. The study was carried out in 10 primary schools of Jimma Zone and data were collected from teachers (n=139), principals (n=6), CRC supervisors (n=3), PTSAs (n=2) and KETBs (n=2). In this study, descriptive and inferential statistics were used for quantitative analysis and thematic analysis was used for the qualitative one. As the finding revealed, the MRM ( $t(137) = 9.58, p=0.00<.05$ ), as well as, the material utilization ( $t(137) = 7.81, p=0.00<.05$ ) of private school was better than the government schools. The observed mean difference was statistically significant. The way the school utilizes, control and evaluate the material resources in the government primary schools of Jimma Zone were at low level. In addition, the government primary schools were not well equipped with teaching aids in the pedagogical center and there was shortage of assigned bodies that manage the school materials. Moreover, the utilization of material resource significantly predicted MRM used by the school,  $\beta = .678, t = 10.298, F = 18.096, p < .01$ , than any other independent variables. For the effectiveness of the MRM and utilization, the PTSAs, KETBs, supervisors, principals and WEO should pay attention for the material resource utilization than everything else.*

**Keywords:** *MRM, utilization, private, government, primary school*

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## 2.7. Academic Leaders' Role in Creating Inclusive Environment through Educational Technology Integration for Students with Disabilities: The Case of Ambo University

Mohammed Endris<sup>14</sup>, Mengistu Debele<sup>15</sup>



### **Abstract**

*The purpose of this study was to investigate roles of academic leaders in creating inclusive environment through technology integration for students with disabilities. To this end, explanatory mixed-methods employed. Participants of the study were 32 academic leaders, 62 teachers and 31 students with disabilities. Researchers collected data using two instruments: questionnaire for academic leaders, teachers and students with disabilities and interview for academic leaders. Results of this study show that correlation among academic leaders and students with disabilities was ( $r = -0.408$ ), between teachers and students with disabilities was ( $r = 0.253$ ). The findings suggested that there is low educational technology integration in Ambo University. Moreover, the multiple regression result ( $P = 0.053$ ) proved that the three variables of academic leaders' traits namely: Inclusive leadership and vision; Inclusive support, management and operations; Social, legal and ethical issues are not significant predictors of students' usage of technology. Qualitative investigation found that there are four major reasons that are accounted for the low educational technology integration such as problems with implementing the plan; low enrollment rate of students with disabilities themselves; collaboration between stakeholders, and low level of enforcement and enactment of policies. It is recommended that all the university community should acknowledge and work together to use educational technology to alleviate the teaching and learning problems of students with disabilities.*

**Keywords:** Academic leaders, Inclusive environment, Students with Disabilities, Educational technology integration.

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## 2.8. Family, Teachers and Peer Support as Predictors of School Engagement: The Mediation Effect of Academic Self-concept

Ejigu Olana<sup>16</sup>, Belay Tefera<sup>17</sup>



### Abstract

*The purpose of this study was to examine the extent to which academic self-concept (ASC) mediate the relationship between Family, teacher and peer support and adolescent students' school engagement. Data were collected and analyzed from a sample of 415(Male=212, Female=203) secondary school students (aged 16-21 years) in Ambo town, Ethiopia. Cross-sectional research design was used to collect and analyze dat. To analyze data descriptive statistics, Pearson correlation coefficient, multiple regression and SEM were used. The quantitative analysis revealed that family support, teacher support, peer support, family's SES and academic self-concept were significantly and positively correlated with school engagement. However, school engagement was not significantly correlated with sex and age of the students. Based on standard multiple linear regression analysis, SES, family Relationship, Family support, teacher support and peer support have significantly related to school engagement and its four dimensions (behavioural, emotional, cognitive and agentic engagement). Likewise, SES, family, teachers and peer support predicted ASC. The present study indicated that ASC significantly mediated the relationship between family, teachers and peer support and school engagement. The direct and indirect effect of family, teachers and peer support on School engagement through Academic self-concept was significant. Lastly, detailed discussion on the issue was made and appropriate implications were proposed.*

**Keywords:** Family support; teachers Support; Peer Support; School engagement; Academic Self-concept

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## 2.9. Higher Diploma Programme: Pedagogical Tool for Internal Quality Education in Ethiopian Higher Education Institutions

Mengistu Debele Gerbi<sup>18</sup>



### **Abstract**

*Higher diploma programme as a tool for internal quality of education in Ethiopian higher education institutions has potential to professionalization of higher institution instructors and help to equip university instructors with the modern pedagogical knowledge and skills and keep them to be up-to-dated academia who can cope up with the fast changing facts and theories in the 21<sup>st</sup> century education. Quality of education really matters, because it has direct effect on generating productive citizens. The purpose of this study was to assess contribution of HDP to internal quality of higher education. The causal comparison (ex post facto) research method was used to analyze data. Semi-structures interview and non-participant classroom teaching observation were used to gather data from participants. The results of current study show that HDP training plays significant roles in professionalization of instructors and enhancing internal quality of higher education. Instructors who trained HDP implemented contemporary learner-centered pedagogy through constructivist approach whereas instructors who not yet trained HDP implemented conventional teacher-centered pedagogy through behavioral approach to deliver their courses. HDP training should compulsory for every instructor in higher education regardless of academic ranks and experiences. Universities should give due emphasis to the implementation of pedagogical skills obtained from HDP training by conduct follow-up assessment.*

**Keywords:** HDP; Internal quality; Pedagogy; Professionalization; Skill.

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## 2.10. Context-based Developmental Assets, Well-being, and Thriving among Youths: Implication for Intervention

Meseret Ayalew<sup>19</sup>, Dawit Asrat<sup>20</sup>, Amare Sahile<sup>21</sup>



### Abstract

*The aim of this study was to investigate the relationship between context-based Asset (personal, family, school, social and community) with gratification delay, hedonic and psychological well-being variable sets. The participants of the study were 614 students selected from private, public rural and public urban secondary schools. Data were collected using selected items from gratification delay, life satisfaction, positive and negative affect, psychological well-being, and developmental asset profile scales. The Data were analyzed with Canonical correlation and Two-way between groups ANOVA. The result revealed that, there was a statistically significant relationship between context-based assets and gratification delay variable sets. In addition, the context-based assets were also significantly correlated with hedonic and psychological well-being variable sets. The communality coefficient showed that the personal asset had a great contribution for the canonical solution of all the functions. The result further indicated that experience with asset differs as a function of school type, but gender did not have a significant effect. It is concluded that intervention on context-based assets is a necessary condition for enhancing positive youth development outcomes including, the ability to delay gratification, enhancing hedonic as well as psychological well-being. Research with an experiment design shall be conducted to further investigate and understand how intervention on each context-based asset contributes to positive youth development outcome.*

**Keywords:** Context-based assets, Gratification delay, Hedonic Well-being, Psychological Well-being, Thriving

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## 2.11. Economic Benefits of Higher Education in Ethiopia: A Benefit-Cost Ratio Analysis

Mesfin Molla Demissie<sup>22</sup> (PhD)



### Abstract

*This study examined the economic benefits of higher education in Ethiopia. It utilized a quantitative research approach. The study revealed that the benefit-cost ratio (BCR) for secondary and higher education is 1.97 and 1.84 respectively. This implies that both levels of education provide benefits outweighing their costs. Regarding the private and social rate of return, they were 68% and 23% respectively. These figures reveal that both the private and social benefits are higher than those found in any previous studies. Lastly, higher education has the highest rate of return for employees of three key sectors—that is, teacher education, agriculture, and health sciences—with an estimated value of 23, 15.3, 16.3 per cent increases to earnings compared to 3.8 for secondary education. In conclusion, the increasing pattern of high private rates of return to higher education shows that a shift of the education cost burden from the social to the private might be accomplished through loan schemes in higher education.*

**Keywords:** *benefit of education, cost of education, rate of return*

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## 2.12. Post-conflict recovery and reconstruction of education in the Gedeo and West Guji zones of southern Ethiopia

Adane Hailu Herut<sup>23</sup>, Engida Esayas Dube<sup>24</sup>



### Abstract

*Due to a combination of historical, socioeconomic, political and environmental factors, Ethiopia is unfortunately prone to internal conflicts, such as the one which re-erupted in April 2018 between the Gedeo and Guji ethnic groups in southern Ethiopia. One of the effects of this conflict was that education was severely disrupted in the Gedeo and West Guji zones. Many schools were damaged or looted, and thus no longer provided safe learning environments, while others were repurposed as temporary shelters for internally displaced people. The conflict died down again in July 2018, and the authors of this article conducted their post-conflict case study research between April and June 2019. They investigated six adversely affected schools and their surrounding communities in the Gedeo and West Guji zones. Based on their research, they explore community perceptions of post-conflict reconstruction of education, focusing on early activities such as prioritising education, restoring safety and security, and supplying resources. They examine the reconstruction of education in the study area using primary data gathered from parents, teachers, administrators and humanitarian agencies through qualitative interviews. This study is influenced by four themes derived from the basic premises of complexity theory: emergence, self-organisation, non-linearity and connectedness. Throughout the authors' analysis, they make use of the data collected by focus group discussions, interviews and field observations, complemented by secondary data. Despite numerous stakeholders' efforts to provide humanitarian aid, this study found that post-conflict reconstruction of education is poor and based on short-term normalisation rather than aiming for long-term sustainable safe learning environments for children and youth in the study areas. At the end of their sobering analysis, the authors stress the importance of providing children and youth with a long-term, sustainable and healthy learning environment using targeted strategies and policy options.*

**Keywords:** ethnic-based conflict; complexity theory; education; post-conflict reconstruction; Gedeo; Guji

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## 2.13. Emergence of Private Colleges and its Effect on Education Quality

Demilie Basha Hailu<sup>25</sup>



### Abstract

*The paper tried to evaluate the status of private colleges in relation to education quality in East Gojjam Zone. In doing so, we used primary data that are collected from 14 private colleges located in 4 town administrations (Debre Markos, Motta, Bichena and Mertulemariyam). Our target populations were students and instructors. We used random sampling technique to select 647 sample respondents. The data is interpreted using both descriptive and econometrics tools. We found that private colleges are good in teaching and learning process like provision of academic documents, teachers' language usage and teachers' attitude towards students', knowledge and commitment of academic staffs, instructors' lecture methods, usage of variety of assessment methods and coverage of all contents of each course throughout the year. On the other way round colleges can be criticized in the following issues. Private colleges' monthly tuition fees are variable among colleges for the same departments. Some colleges are not obeying the maximum limit of class size that is set by HERQA as a national standard. We got little bit inflated grades in private colleges. The way to admit private colleges showed some problems in few colleges like registration with forged documents and late registrations. Private colleges have limitations in establishing well-equipped laboratory, reading rooms and desktop computers. In addition, private higher institutions are found below the standard in Provision of IT services and accredited Journals and articles. Colleges showed poor performance in community services and collaboration with business and industry. Moreover, it is hardly possible to get Guidance and counseling services, pedagogical centers in private colleges. Private colleges have limitations in Providing scholarship to the bright and needy students. Moreover, colleges do not exercise promotional activities via different media. Lastly, students' college preference is dependent upon age of students, class size, students entrance exam, tuition fee per month, preferred teaching method, Peer pressure, favorable location of the college and seeking good grade, program and stream back ground.*

**Keywords:** Private colleges, Multinomial logit model, East Gojjam zone, Education quality

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## 2.14. Effects of Output-Based Instruction on Grammatical Accuracy of Students' Writing

Tigist Berhe<sup>26</sup>



### Abstract

*The measure of second language learners' success in effectively acquiring language features has been controversial owing to lack of immediate language production by learners. Not only does learners' exposure to language production serve as a strategy to elucidate the extent of acquisition but it also enhances their accuracy in use of language features for communication. For an effective language teaching, it is imperative to identify and expedite an appropriate instructional method to guide learners towards language production. The present study examined effectiveness of output-based instruction in enhancing the accuracy of learners in using grammar features in their writings through a mixed method experimental design wherein qualitative research approach is embedded in a primarily quasi experimental design. Tests and semi-structured interviews were used to gather data from students in Bahir Dar University, Ethiopia. The results of one-way MANOVA analyses on scores of writing tests indicated that structured output, which is an output-based instruction, improves the accuracy of learners in using a set of grammatical features, viz. future tenses, reported speech, and relative clauses in their writings. Textual analyses of students' writing tests and thematic analyses of semi-structured interviews also revealed that there was a noticeable change in students' written pieces as students demonstrated improved accuracy in use of the grammar features they were taught through structured output method. Thus, it is recommended that instructional designers could consider the application of structured output as an alternative method of teaching language features for EFL learners.*

**Keywords:** Output-based instruction, structured output, grammar accuracy, writing

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## 2.15. Investigating Primary and Middle School Physical Education Teachers' Professional Practice Competency, Amhara Region, Ethiopia

Yeshiwas Dereb<sup>27</sup>, Tadesse Melesse<sup>28</sup>, Solomon Melesse<sup>29</sup>



### Abstract

*In this study, the professional practice competency (PPC) of primary and middle school physical education (PE) instructors in Ethiopia's Amhara Region was examined. As a result, 382 randomly chosen PE teachers' data were gathered and quantitatively examined as part of a quantitative research approach. Results indicated that PE's PPC was generally lower. In a secure and encouraging learning environment, there was no discernible difference between males and females, although different PE teachers had different approaches to lesson design and evaluation. Female, degree-holding, inexperienced, and rural PE teachers performed assessments with reduced proficiency. As a result, the education actors must take great attention and precaution when hiring, preparing, and placing PE teachers in Ethiopia.*

**Keywords:** *lesson planning, creating and maintaining safe and support learning environment, instructional assessment, professional Practice competence, physical education*

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