



DILLA UNIVERSITY
The Thirteenth National Education Research
Conference

**REVITALIZING APPLIED EDUCATION:
IGNITING INNOVATION, EMPOWERING
FUTURE**

BOOK OF ABSTRACTS

JANUARY 1, 2026
DILLA UNIVERSITY, NEBARU CAMPUS
DILLA. ETHIOPIA



CALL FOR PAPERS

DILLA JOURNAL OF EDUCATION

VOLUME 4 ISSUE 2

eISSN: 3080-261X, ISSN: 3080-2601



Dilla Journal of Education (DJE) is an open access peer reviewed academic journal of Dilla University.

It invites authors to contribute their manuscripts (full-length original papers, review papers, short communications, policy briefs, and letter to editor) for publication.

The journal invites articles from all areas of education & behavioural sciences stream.

Authors are advised to use the latest APA referencing and citation styles in their manuscripts as it is one of the journal's guidelines. Visit the following link for more information.

Submission Link: <https://journal.du.edu.et/duj/index.php/dje>

Submission Email: dje@du.edu.et

VOLUME 4 ISSUE 2

**DILLA UNIVERSITY JOURNAL SYSTEM
(DUJS)**



DILLA UNIVERSITY

The 13th National Education Research Conference

January 1, 2026

Organizing Committee

- Dr. Melaku Adela Chairperson
- Mr. Gemechu Olani Secretary
- Dr. Toyiba Shafi Member
- Mr. Yusuf Husen Member
- Miss. Nedhi Gebisa Member
- Mr. Jemaledin Suti Member
- Mr. Lucho Begi Member
- Dr. Adane Hailu Member
- Dr. Dejene Girma Member
- Mr. Addisu Mulu Member
- Mr. Addisu Kebede Member

Scientific committee

- Dr. Melaku Adela
- Mr. Gemechu Olani
- Dr. Demisse Dika
- Dr. Damena Matsana
- Dr. Desalegn Benti
- Dr. Mitiku Mekuria
- Dr. Alem Zinaye
- Miss. Beyenech Yilma
- Miss. Nedhi Gebisa
- Mr. Jemaledin Suti
- Mr. Lucho Begi
- Dr. Adane Hailu
- Dr. Dejene Girma

Language Editor

Dr. Wondimu Bayeta

Message from the President

It's a great honor and privilege to deliver a message at the **13th National Education Conference** that brings together the minds and hearts in shaping the future of our nation through education

The chosen theme of the conference “**Revitalizing Applied Education: Igniting Innovation, Empowering the Future**” speaks directly to the challenges we face and the opportunities we must seize in preparing our education system for the rapidly changing world.

Applied education stands at the intersection of knowledge and practice. It transforms theory into action, ideas into solutions, and transforming professionals' capabilities. In today's dynamic global environment, shaped by technological advancement, economic transformation, and social change, traditional models of education alone are no longer sufficient. We must revitalize applied education to ensure it remains relevant, responsive, and impactful. Thus, this calls for revitalization of our education system.

Hence, revitalizing applied education begins with innovation in curriculum design, teaching methods, and learning environments. Our education must evolve into spaces where creativity is encouraged, problem-solving is practiced, and real-world challenges are explored. By integrating experiential learning, project-based approaches, and technology-enhanced instruction, we can ignite curiosity and inspire learners to become innovators rather than passive recipients of information.

This conference is not just about discussion; it is about action. Let our deliberations lead to practical policies, collaborative partnerships, and measurable outcomes. Let us leave this gathering with renewed commitment, shared responsibility, and a clear roadmap for progress.

I wish you a productive and inspiring 13th National Education Conference.

Thank you.

Elias Alemu (PhD)
President, Dilla University
University of Greenland

Message from Vice President for Research and Technology Transfer

Welcome to the 13th National Education Research Conference!

Universities have long evolved to balance quality, access, and relevance. In Ethiopia, higher education was established to drive national development through teaching, research, and community outreach. Dilla University, an applied science institution specializing in agriculture, natural resources, health, and teacher education, is committed to innovation, cultural enrichment, and regional growth. Under government guidance, DU has revised its curriculum, aligned research and community engagement with priority areas, and automated its research management system to ensure transparency and efficiency. Incentives now reward high-quality outputs and support research mobility, with best practices shared across eleven sister universities.

To uphold standards, DU conducted a self-assessment and external audit by KPMG Kenya, earning a **Gold-tier Certificate of Compliance** from the African Academy of Science and Global Grant Community for excellence in financial management, HR, procurement, and governance. As the only public university in Ethiopia to achieve this recognition, DU strengthens trust, motivates researchers, and expands global partnerships.

For over a decade, DU has fostered scholarly dialogue through annual national conferences. This year marks the **13th National Education Research Conference**, on **January 1, 2026** under the theme of Quality Education with the motto *“Revitalizing Applied Education: Igniting Innovation, Empowering Future.”*

Habtamu Temesgen (PhD, Associator Professor)

Vice President for Research & Technology Transfer

Message from Research, Publication, Ethics and Dissemination Directorate (RPED)

It gives me utmost pleasure to welcome you to this 13th National Education Research Conference under the theme “Revitalizing Applied Education: Igniting Innovation, Empowering the Future,” attempting to address our country’s current priority challenge.

It is widely recognized that education plays an unparalleled role in the production of Human Capital, knowledge production, and the dissemination of scientific outputs for a given nation. In this regard, our university is working tirelessly to make this a reality with the vision of making DU a nationally competitive and internationally recognized innovative university that strives for societal transformation by 2030. This vision is further broken down to mission, goals, and special areas of focus, of which education is one.

The global education system is challenged by the lack of practicality of the existing education and its loose application to the daily lives of its recipients. Often, parents, communities, governments, and other stakeholders question the relevance of education in meeting the demands of the future generation. Strong arguments and laudable sounds are frequently heard as quality education and its application is compromised. It is with this intention that Dilla University as the University of Applied Science, focuses on questioning the worth of today's education for the brightest tomorrow, impacting the lives of future generations.

In Ethiopia, the current education system crisis in terms of students’ academic achievement, witnessed at various levels, has become a headache for all stakeholders and demands special deliberations to address the challenges before it gets worse. This is with the strong belief that our country’s future fate directly or indirectly depends on the investment we make in our children today and their success by tomorrow.

In fact, DU has been producing knowledgeable educators and educational professionals for the last 29 years, during which the university has won several recognitions both nationally and internationally. It is with this in mind that our university is doing its level best to solve education quality challenges that are ravaging the education sector and beyond through research and dissemination by engaging notable stakeholders from various areas of the discipline. On behalf of RPEDO, I, therefore, strongly believe that the conference creates a nice avenue and platform for scholarly discussions, debates, and arguments to solve these nationally pressing challenges.

Ladies and gentlemen, I want to emphasize that the issue of applied education is the top priority agenda both for our university and the government. Participating and contributing to this national agenda is a ‘heart of our professional responsibility. I, therefore, appreciate and welcome you to this important conference specifically and to DU in general, the University of Green Land.

Last, but not least of my message, let me acknowledge R/T/T/V/O, RPEDO, Institute of Education and Behavioral Sciences, Center for Educational Studies and Research, research organizing committee members and participants of the conference for their time, effort and energy. I congratulate you all that you have organized a wonderful and appealing conference as usual. I wish you a nice presentation and discussion time in the conference in which you will sort out potential challenges of our education system in such a way that it could be an input for the policy makers and practitioners.

I, thank you!

**Misganu Legesse Bareke (Ph.D, Assoc.Prof.)
Director, RPED, Dilla University**

Vice Dean's Message for the 13th National Education Research Conference

Dear Keynote Speakers, Paper Presenters, Invited Guests, Ladies and Gentlemen,

It is with great pleasure that I welcome you to the 13th National Education Research Conference here at Dilla University. This event marks a significant milestone in our collective journey toward enhancing the educational landscape of our nation. As you may know, our government has demonstrated a strong commitment to reforming education, beginning with the endorsement of the roadmap in 2018 and the recent policy endorsement in 2023. These initiatives, alongside the universities differentiation program, aim to elevate the standards of education across the country.

At Dilla University, we are proud to embrace our responsibilities as an applied university, particularly through our Institute of Education and Behavioral Sciences. With a focus on the fourth thematic area—"Quality Education"—we strive to align ourselves with the government's commitment to alleviating the educational crisis that has emerged over the past four consecutive years. The Thirteenth National Education Research Conference serves as a platform to illuminate innovative practices and research in education, supporting our motto: "Revitalizing Applied Education: Igniting Innovation, Empowering Future." Together, let us explore new ideas and collaborate on solutions that will shape a brighter future for our educational system.

Thank you for being here today and for your dedication to advancing education in our country.

Warm regards,

Melaku Adela, PhD
Vice Dean for Research and Technology Transfer
Institute of Education and Behavioral Sciences
Dilla University

Table of Contents

Effects of Unfocused Written Corrective Feedback on EFL Learners' Writing Performance: Debre Tabor University EFL Students' Perspective.....	3
Enhancing EFL Reading Proficiency through Mediated Learning: Impacts on Cognitive and Metacognitive Strategies.....	4
Effects of Think-Write-Pair-Share on EFL Students' Critical Thinking Dispositions in writing classes	5
Fostering EFL Learners' Writing Development through Dialogue Journal Writing: Implications for Language Teacher Education	6
Assessing High School Students' Physics Reasoning Through the Lenses of Content, Procedural, and Epistemic Knowledge: A Case Study from Central Ethiopia.....	7
Predict-Observe-Explain (Poe): The Approach Addresses both Students' Understanding Barriers and Misconceptions Identification Regarding the Law Of Conservation of Mass	8
The Practices, Challenges and Opportunity of Workplace Learning in Education Offices of South West Shoa and West Shoa Zone of Oromia Region, Ethiopia	9
The Role of Motivational and Hygiene Factors on Turnover Intention among Academic Staff of Higher Educational Institutions in Ethiopia: A Cross-Sectional	10
The nexus between youth involvement in education and irregular migration to South Africa in Hadiya, Ethiopia: Situational and Impact Analysis	11
The Mediating Role of Student Trust in Teachers in Predicting the Influence of Teachers' Leadership Behaviors on Student Engagement in Ethiopian Public Universities	12
Can Professional development Intended for Teacher Educators Influence the Learning Environment? Lesson from Ethiopian Public Higher Education Institutions.....	13
Teachers' Experiences of Continuous Professional Development: Implications for Policy and Practice.....	14
Evaluating the Effectiveness of Feedback Practices: A Critical Assessment of Teacher and Student Perspectives on Teaching, Learning, and Research.....	15
Abstract.....	15
The Relationships between Teachers' Professional Competence Licensure Test, Teachers' Professional Competence, and Students' Academic Performance in Primary Schools in Ethiopia: Mixed Research.....	16
Job Motivation and Job Satisfaction as Predictors of Organizational Commitment among Ethiopian Public University Instructors	17
Bantegne Tegegne Department of Psychology, Dilla University, Dilla, Ethiopia Email bantetegegne@gmail.com	17

Integrating Indigenous Knowledge into Inclusive Education: A Quest for Culturally Responsive Practices and Epistemic Justice for Students with Disabilities in North Wollo, Ethiopia.....	18
Assessing Dysgraphia in Primary Schools: Teacher Challenges and Experiences Using Structural Equation Modeling in Hawassa City Administration	19
The Practice of Inclusive Education in Southern Ethiopia: From Educational Psychology and Social Inclusion Perspective	20
A Localized Framework for Equity and Quality in Early Childhood Education: Perceptions, Practices, and Challenges in Arsi Zone, Ethiopia.....	21
The Home Environment and Children’s School Readiness: Implications for Parenting Programs in Early Childhood.....	22

Language Teacher Education

Effects of Unfocused Written Corrective Feedback on EFL Learners' Writing Performance: Debre Tabor University EFL Students' Perspective

Baymot Mekuriaw Wondim^{ab*}, Kassie Shifere Bishaw^a, Yinager Teklesellassie Zeleke^a

^aDepartment of English Language and Literature, Bahir Dar University, Bahir Dar, Ethiopia

^bDepartment of English Language and Literature, Injibara University, Injibara, Ethiopia

*Corresponding author's address: wondimbaymot@gmail.com

Baymot Mekuriaw Wondim (PhD)

Phone: 0912848422

Co-author's address: kassieshifere@yahoo.com

Kassie Shifere Bishaw (Associate Professor)

Phone: 0918528017

Co-author's address: yinagertekle61@gmail.com

Yinager Teklesellassie Zeleke

Phone: 0918766504

Abstract

Over the last twenty years, there has been an increasing deal of controversies between FL/L2 (foreign language/second language) educators and practitioners over the role of teachers' unfocused written corrective feedback on learners' writing performance. This study was intended to find out the effects of unfocused written corrective feedback (hereafter UWCF) on university students' writing performance. Thus, a quasi-experimental research design involving a series of tests as data-gathering tools was used. Three intact classes, were chosen from a university in northwest Ethiopia and were divided into two experimental groups and one comparison group for the study using a random sampling technique. Test scores from the pretest, post-test one, and post-test two collected from each participant group were taken and compared to determine whether there was any statistically significant change in their writing achievement due to the treatment given. A one-way ANCOVA was used to analyze the data, and the result revealed that learners in the experimental groups showed noticeable enhancements throughout the tests administered in the study implying that unfocused WCF is a potential instructional tool in assisting L2 learners improve their writing ability. Thus, based on the study's results, one can conclude that EFL students in Ethiopia can benefit more from unfocused WCF and better understand how to use language structures effectively. Therefore, based on the results of the study, it can be concluded that unfocused WCF plays a facilitative role in the Ethiopian EFL context.

Keywords: Written corrective feedback, writing achievement, university students, sustained, Ethiopia

Language Teacher Education

Enhancing EFL Reading Proficiency through Mediated Learning: Impacts on Cognitive and Metacognitive Strategies

Sisay Bezabih^{1*}, Abiy Yigzaw^{2*}, Birhanu Simegne^{3*}, Dereje Assefa^{4*}, Dawit Dibekulu^{5*}

¹PhD in TEFL, Department of Educational Languages Development Desk, Ministry of Education, Addis Ababa, Ethiopia.

²PhD, Prof. in TEFL, Department of Language Education, School of Teacher Education, College of Education, Bahir Dar University, Bahir Dar, Ethiopia.

³PhD, Assoc. Prof. in TEFL, Department of Language Education, School of Teacher Education, College of Education, Bahir Dar University, Bahir Dar, Ethiopia.

⁴PhD, Asst. Prof. in TEFL, Department of Language Education, School of Teacher Education, College of Education, Bahir Dar University, Bahir Dar, Ethiopia.

⁵ Assistant Professor of Literature, Department of English Language and Literature, Faculty of Humanities, Bahir Dar University, Bahir Dar, Ethiopia.

Corresponding author: Sisay Bezabih; Email:sisaybezabih@yahoo.com

Abstract

This study explored the impact of teacher educators' mediation on the development of cognitive and metacognitive strategies to foster autonomous learning in English as a Foreign Language (EFL) reading skills among freshman pre-service teacher trainees. Additionally, it investigated how these strategies influenced reading performance. A mixed-methods quasi-experimental design was conducted at Kotebe University of Education, Addis Ababa, Ethiopia, with 80 first-year social science students randomly assigned to experimental (n=40) and control (n=40) groups. The experimental group received targeted mediation from an experienced English instructor, while the control group underwent traditional instruction. Data were gathered via reading proficiency tests, questionnaires, and classroom observations, analyzed using descriptive statistics (means, standard deviations, and percentages), inferential statistics (t tests), and thematic analysis for qualitative insights. Findings revealed that mediation significantly enhanced the experimental group's use of cognitive and metacognitive strategies, promoting self-regulation and independent learning in EFL reading. The experimental group outperformed the control group in reading proficiency tests, with Cohen's d indicating a large effect size. The study underscores the efficacy of mediated teaching in developing cognitive and metacognitive skills, fostering learner autonomy, and boosting academic success. It recommends that EFL instructors adopt mediation strategies to enhance students' learning strategies and reading performance.

Keywords: Teacher mediation, Learner autonomy, EFL reading proficiency, Cognitive strategies, Metacognitive strategies

Language Teacher Education

Effects of Think-Write-Pair-Share on EFL Students' Critical Thinking Dispositions in writing classes

Corresponding author: Simeneh Wassie Mesele (M. Ed. in TEFL)

PhD candidate) at Debre Markos University, College of Social Sciences and Humanities,
Department of English Language and Literature.

Email: eyuelsimeneh@gmail.com, Phone number: 0946162016/0913250823

Abstract

This quasi-experimental study examines the effect of the Think-Write-Pair-Share (TWPS) strategy on the critical thinking dispositions of EFL students enrolled in a Basic Writing Skills course. The research involved 88 university EFL students, divided into two groups: 44 in the experimental group and 44 in the comparison group. Over eight weeks, the experimental group engaged in TWPS tasks, while the comparison group continued with conventional teaching methods. To address the leading research questions, the study employed an adapted Critical Thinking Disposition Inventory (CTDI) fitted for EFL learners, administered before and after the intervention to assess changes in overall critical thinking dispositions. Quantitative analyses, including paired and independent t-tests, were conducted to evaluate improvements in overall disposition and specific sub-scales such as truth-seeking, open-mindedness, analyticity, systematicity, inquisitiveness, and self-confidence in reasoning. Qualitative insights from student reflective journals further illuminated their experiences with TWPS strategy and its influence on their critical thinking dispositions in their writing classes. The findings reveal that the TWPS strategy significantly enhances overall critical thinking dispositions among EFL students, particularly in fostering open-mindedness and self-confidence. The study concludes with a discussion on the pedagogical implications of integrating TWPS into EFL curricula, as well as its limitations and recommendations for future research.

Keywords: Think-Write-Pair-Share, critical thinking dispositions, Argumentative paragraph writing

Language Teacher Education

Fostering EFL Learners' Writing Development through Dialogue Journal Writing: Implications for Language Teacher Education

Abebe Tilahun Mogesse (PhD)

Email: abebetilahun712@gmail.com ; **Phone:** +251911098799

Hawassa University, CSSH, Department of English Language and Literature

Co-researchers: Hailu Wubshet (PhD) and Eskinder Getachew (PhD)

Hawassa University, CSSH, Department of English Language and Literature

Abstract

The present study was conducted to examine the effect of dialogue journal writing on the writing competence of first-year EFL students at Hawassa University. The design adopted for this study was a quasi-experimental design with pretest-posttest measures, in which two intact groups comprising seventy students participated. After establishing the comparability of the two groups through the pre-test, one group was assigned to an experimental group and the other to a control group. The experimental group received dialogue journal writing, whereas the control group received a traditional type of teaching. One-way MANOVA and paired samples t-test were applied to analyze the data. Accordingly, the result indicated that the intervention brought about a statistically significant improvement in the overall writing performance of the students in the experimental group with a medium effect size. Further analysis using follow-up ANOVA indicated that there existed a statistically significant gain in content, organization, vocabulary, and language use of the writing components. However, no statistically significant change was observed in mechanics. Based on these findings, it was recommended that dialogue journal writing is an invaluable instructional approach to be pursued by language instructors, and its philosophy should be included in teacher training education to enhance writing instruction in EFL contexts. University EFL instructors should, therefore, embark on implementing dialogue journal writing to enhance their students' writing competence.

Keywords: writing, dialogue journal writing, language teacher education, EFL teaching methods

Natural Sciences Teacher Education

Assessing High School Students' Physics Reasoning Through the Lenses of Content, Procedural, and Epistemic Knowledge: A Case Study from Central Ethiopia

Tsedeke Abate (Ph.D.)

Department of Natural Sciences, Hosssana College of Education; Hosssana, Ethiopia

Abstract

This study aimed to assess high school students' physics reasoning abilities, focusing on content, conceptual, procedural, and epistemic knowledge in selected secondary schools in the Central Ethiopia Regional State. Data were collected from 204 randomly selected grade 11 students across three zones using a cross-sectional quantitative survey design. The study addressed two primary questions: (1) What is students' ability to use the four types of scientific knowledge in physics? (2) How does students' ability in these knowledge categories correspond to their average high school physics scores? Analysis using SPSS revealed mean scores of 52% for content knowledge, 33% for conceptual knowledge, 31% for procedural knowledge, and 32% for epistemic knowledge, while the overall mean physics score from school records was 77%. These findings highlight a significant discrepancy between students' reasoning abilities across different types of scientific knowledge and their overall physics performance, with implications for curriculum design and instructional practices. The study underscores the importance of tailored interventions to enhance curricular, instructional, and assessment practices, aiming to strengthen students' conceptual, procedural, and epistemic knowledge and ultimately improve their overall performance in physics.

Key words: Scientific Reasoning; Physics Education; Epistemic Knowledge; Science knowledge; Assessment

Natural Sciences Teacher Education

Predict-Observe-Explain (Poe): The Approach Addresses both Students' Understanding Barriers and Misconceptions Identification Regarding the Law Of Conservation of Mass

Solomon Asfaw Teferi ^a, Deribachew Bekana^a, Ayalew Temesgen Eticha^{a*}

^aDepartment of Chemistry, College of Natural and Computational Sciences, Haramaya University, Oromia, Ethiopia. P. O. Box 138, Dire Dawa, Ethiopia.

*Corresponding author Email: ayalew_temesgen@yahoo.com, Phone: +251911905565

<https://orcid.org/0000-0001-7288-9783>

Abstract

The study aimed at investigating the effect of using POE approach to addresses both students' understanding barriers and misconceptions regarding the law of conservation of mass (LCM), and it assessed students' attitudes towards the approach. The study was conducted at a government school on the 9th grade chemistry topic. A quasi-experimental design comprising treatment group (TG) and a control group (CG) was employed. The TG students were taught via POE approach whereas CG were taught with a lecture method. Both groups were taught the same contents by the same teacher, with equal time allotted. A post-test was given to both groups at the end of the study, and their results were compared with an independent t-test. Additionally, the predict stage open-ended questions and semi-structured interview were used to identify TG students' misconceptions and opinions of POE approach respectively. The data were analyzed using both quantitative and qualitative approach. The analysis of students' misconception revealed that students had misconceptions regarding the LCM. The result of the post-test revealed that TG students outperformed the control group students. Besides, the interview results showed that POE based instruction was effective in reducing students' difficulty, and that the students had positive attitude towards the POE approach.

Keywords: POE, Achievement, Law of Conservation of Mass, Attitude

Educational Planning & Management

The Practices, Challenges and Opportunity of Workplace Learning in Education Offices of South West Shoa and West Shoa Zone of Oromia Region, Ethiopia

Dereje Alembirhan Temesgen

Department of Adult Education and Community Development, Ambo University, Ambo,

*Corresponding author: Email: dareman1200@gmail.com, Tell :0912211872

Abstract

The workplace is increasingly becoming a site of learning, aiming to equip employees with the skills and knowledge demanded by their roles. This study aimed to assess the practices, challenges, and opportunities of workplace learning (WPL) in the West and South West Shoa Zones. To achieve these objectives, a concurrent mixed research design was employed, utilizing both primary and secondary sources of data. The primary sources of data included 64 civil servants, 16 IFAE coordinators, 2 education experts, 3 technical committee members, and 2 supervisors, selected through simple random, comprehensive, and availability sampling techniques. The secondary sources comprised relevant policy documents and reports from the education offices. Data were collected using questionnaires, interviews, and document analysis. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data were analyzed narratively and presented thematically. The findings indicate that the practice of WPL in the West and South West Shoa Zones Education Offices was relatively effective despite existing challenges. Based on these findings and conclusions, the study recommends enhancing monitoring, supervisor training, and accreditation systems to further improve WPL effectiveness.

Keywords: Learning Potential, Self-directed learning readiness, Workplace Learning

Educational Planning & Management

The Role of Motivational and Hygiene Factors on Turnover Intention among Academic Staff of Higher Educational Institutions in Ethiopia: A Cross-Sectional Study

Amare Shita (MA)¹, Tesera Btew (PhD)²; Getachew Abeshu (PhD, Professor)³

1. Selale University, College of Social Sciences and Humanities, Education and Behavioral Studies Unit, Selale, Ethiopia (Email-taamare78@gmail.com, Phone-0953129931)
2. Injibara University, College of Education and Behavioral Sciences, Department of Psychology, Injibara, Ethiopia (Email-tesera2016@gmail.com, Phone-0911-17-36-56)
3. Jimma University, College of Education and Behavioral Sciences, Department of Psychology, Jimma, Ethiopia (Email-gbona2003@yahoo.com, Phone-0917-80-44-97)

Abstract

The present study explored how motivational and hygiene factors interact to explain academic staff's turnover intention in government institutions of higher education in Ethiopia. The study took a cross-sectional survey approach. The survey utilized socio-demographic questions, the job turnover intention scale and the job satisfaction questionnaire to survey participant's socio-demographics and measure the level of turnover intention and motivational and hygiene factors respectively. The study was conducted in three government universities. The population encompassed academic staff working in the college of business and economics, technology and natural and computational sciences. Of the 399 staff members selected for the study, 303 completed the questionnaire. The SPSS version 26.0 software was utilized for analysis, and Socio-demographic data were analyzed using, frequency and percentage. Besides, multiple regression analysis was computed to examine the extent to which motivational and hygiene factors predict turnover intention. The results indicated that 95.1% and 85.3% of the variation in turnover intention is explained by motivational and hygiene variables respectively. The findings of the study revealed that both motivational and hygiene factors have significant negative association with turnover intention, suggesting that when these needs are met, staff are less likely to consider leaving their institutions. In this way, better understanding of the impacts of motivational and hygiene factors on turnover intention can benefit the academicians themselves and the institutions they work for.

Keywords: Motivational Factors, Hygiene Factors and Turnover Intention

Educational Planning & Management

The nexus between youth involvement in education and irregular migration to South Africa in Hadiya, Ethiopia: Situational and Impact Analysis

Mengistu Girma *¹, Mihretu Wondimu² Dr.Nega Jibat²

¹Department of Pharmacy, College of Health Sciences, Wachemo University, Hossana

²Department of Psychology, College of behavioral Sciences, Wachemo University, Hossana

²Department of Sociology, College of Social science, Jimma University, Jimma

Presenter Mengistu Girma (B.Pharm, MSc), Email: mengistut2020@gmail.com, Phone number: 0963160408

Abstract

The phenomenon of illegal migration of youth from rural Ethiopia, particularly from Hadiya and Kambata ethnic groups to South Africa by dropping education has become increasingly rampant. The objective of the current study was to explore the nexus between youth involvement in education and irregular migration to South Africa in Hadiya, Central Ethiopia regional state by taking the case of Lemo woreda high schools. The research was conducted in four rural kebeles and four secondary schools in Lemo Woreda, Hadiya Zone, Central Ethiopia regional state. Qualitative research approach with methods of in-depth interviews and focus group discussions were employed. The data were thematically analyzed. The findings of study indicated that intention and practices of the youth to migrate to South Africa undermining youth involvement, disrupting educational continuity and limiting access for educational resources. Migration and migration attempt to South Africa by dropping their education were triggered by economic hardship, limited job opportunities, peer pressure, and losing hope in education. Perceived limitations of educational system in meeting their current and future economic needs presents migration as the only viable option. Even though the remittance inflow has a role for economic growth and access to education, illegal migration is undermining education aspiration and leading to noticeable decline in educational outcomes. The findings indicate a link between the irregular migration to South Africa and declining educational outcomes. This calls for serious, integrated policy interventions to mitigate the unintended effects. It requires collective effort to improve educational outcomes by working on the educational process starting from grass rout. Awareness creation on irregular migration unintended effects, value of education, creating adequate work opportunities in Ethiopia, implementing strict migration policies by involving all stakeholders, and arranging legal migration opportunities were the key recommendations.

Key words: irregular migration, educational involvement, youths and impact

Curriculum & Instruction

The Mediating Role of Student Trust in Teachers in Predicting the Influence of Teachers' Leadership Behaviors on Student Engagement in Ethiopian Public Universities
Yalalem Assefa

Assistant Professor in the Department of Lifelong Learning and Community Development,
College of Education and Behavioural Studies, Woldia University, Email:
yalalem2012@gmail.com Phone: [+251910921515](tel:+251910921515)

Abstract

The study of teacher leadership, student trust, and engagement has received increasing attention in recent years because these constructs are critical for understanding student success. However, investigating how these constructs interact to shape students' learning, particularly in higher education contexts, remains under-explored. This study examines how teacher leadership behaviors, as defined by the Full-Range Leadership Model (FRLM), influence student engagement in Ethiopian public universities, emphasizing the mediating role of student trust in teachers. Employing a correlational study design, data was collected with a questionnaire from 486 undergraduate students selected by a multistage stratified sampling. The data collected was then analyzed using structural equation modelling. The study results revealed that higher level of student engagement occurs when teachers demonstrate transformational leadership. Teachers exercise of transactional leadership, while offering some structure that builds student expectations, ultimately undermines student engagement, suggesting its limitations in fostering student engagement. Non-leadership teacher also appears to create a fragile learning environment where not suitable for sustained student engagement. Besides, student trust in teachers is related to increased student engagement and plays a partial mediating role in explaining the influences of transformational teacher leadership behaviors and a partial suppressor to transactional behaviors on student engagement. Based on these findings, the study suggests implications for Ethiopian higher education for teacher leadership development, where teachers' use of transformational and balanced transactional leadership behaviors interact with student trust to enhance meaningful student engagement.

Keywords: Teacher leadership, student trust in teachers, student engagement, higher education

Curriculum & Instruction

Can Professional development Intended for Teacher Educators Influence the Learning Environment? Lesson from Ethiopian Public Higher Education Institutions

Tewodros Asmare Tefera¹, Teklu Tafesse Olkaba², and Adula Bekele Hunde³

¹ Corresponding author, Mattu University Department of Adult Education and Community Development, Mattu, Oromia, Ethiopia. teddyasmare2014@gmail.com

² Jimma University, Jimma, Oromia, Ethiopia.

³ Department of Teacher Education and School Research, University of Oslo, Norway.

Abstract

This study investigated the impact of professional development programs (PDPs), specifically Higher Diploma Programs (HDPs), on the learning environment in Ethiopian higher education institutions. Guided by a constructivist paradigm, a case study research design was employed. Data were collected through interviews and focus group discussions (FGDs) involving twelve individual respondents and four FGD groups, selected via purposive and proportional sampling. Transcription, coding, and identification of main and sub-themes were conducted using NVivo version 10 software. The findings indicate that professional development significantly enhances the learning environment by improving teachers' knowledge and instructional skills and enabling the creation of engaging, student-centered classrooms. Participants reported greater use of active, student-centered learning methods, which facilitated more effective classroom management. However, the program's effectiveness was constrained by teachers' reluctance and the absence of discipline-specific content. The study recommends that higher education institutions, in collaboration with the Ministry of Education, revise the HDP modules to better address discipline-specific needs and maximize the program's impact.

Keywords: higher education, professional development, Higher Diploma Program, learning environment

Teachers' Experiences of Continuous Professional Development: Implications for Policy and Practice

Mekuriaw Ayenew Asmare

Department of English Language and Literature, Dilla University, Email:
mekuriaw.ayenew@du.edu.et, Tel : +251 911851266

ORCID: <https://orcid.org/0000-0002-3770-201X>

Post Office Box: 419, Dilla

Abstract

Teacher continuous professional development (CPD) is a key factor in enhancing teacher effectiveness, quality teaching, student achievement, and institutional advancement. Hence, there is a need for teachers to engage in CPD and for the administrative system to support teachers' CPD endeavours. In this study, the main purpose was to examine teachers' experiences of continuous professional development, with a focus on teachers at Dilla University. The study used a mixed-methods approach with a concurrent design that involved collecting, presenting, and analysing both quantitative and qualitative data simultaneously. Fifty teachers who were candidates for the Higher Diploma Programme (HDP) participated in the study. Questionnaire and interviews were used to gather quantitative and qualitative data. The findings indicated that most teachers had experience in both externally-initiated and teacher-initiated CPD activities, though the degree was minimal in both due to factors that were related to teachers, organising bodies, and the CPD activities. The factors that negatively influenced their engagement included workload, limited resources, established routines, and a lack of motivation, commitment, time, awareness, opportunities for hands-on elements, and continuity in the activities. Despite their minimal experience, teachers found the activities useful in enhancing their knowledge, skills, and collegial relationships, which are relevant to their professional practice. In line with the findings, conclusions were made, and implications for planning and conducting new CPD initiatives and future research were drawn.

Keywords: Continuous Professional Development; Externally-initiated Professional Development; Professional Development Experience; Professional Development Needs; Teacher-initiated Professional Development

Curriculum & Instruction

Evaluating the Effectiveness of Feedback Practices: A Critical Assessment of Teacher and Student Perspectives on Teaching, Learning, and Research

Awgchew Shimelash Yasegnal, Dr. Dawit Asrat Getahun

E-mail: awgchews@gmail.com

Bahir Dar University, School of Educational Sciences, Department of Psychology

Abstract

Education in the postgraduate program is integrally dynamic which necessitates continuous feedbacks for the better performances of both students and teachers. However, the effectiveness of feedback shall be considered for the realizations of its supposed effects. This study seeks to evaluate how effective the feedback is within the postgraduate programs of BDU's School of Educational Sciences focusing on the perspectives of both teachers and students concerning its impacts on teaching, learning, and research. A qualitative method employing both phenomenology and case study design had been used. Using purposive sampling, 6 teachers and 7 students from the postgraduate programs of the school were selected and participated in the study. Data was collected using semi-structured interview, and analyzed using thematic and interpretive analysis techniques. This study reveals that feedback is vital for students' learning, but challenges such as delayed, vague, or superficial feedback hinder its effectiveness. Both teachers and students stress the importance of timely, specific, ongoing, and constructive feedback to support academic progress. Teachers face difficulties in personalizing feedback due to diverse student needs, while students struggle with vague and delayed feedback that negatively impacts their motivation. The study affirmed that feedback is central for the improvement of postgraduate learning though its effectiveness is diminished by delays, vagueness, and lack of personalization. Both teachers and students emphasize the need for timely, clear, and constructive feedback which is tailored to individual needs. The need for training on feedback, and the establishment of regular check-ins is recommended to make feedback effective. The study also suggests feedback shall be clear, specific, tailored and constructive and it must be cultivated through trainings and follow-ups.

Keywords: Feedback Practices; Effectiveness; Evaluation; Perceptions in feedback; Feedback in Universities

Educational Psychology

The Relationships between Teachers' Professional Competence Licensure Test, Teachers' Professional Competence, and Students' Academic Performance in Primary Schools in Ethiopia: Mixed Research

Abdulmejid Mohammed Ahmed, PhD in Psychometric,

Email: Bulodima96@gmail.com. Mobile no: 0935648308

Abstract

The objective of this study was to assess the relationships between Teachers' Professional Competence Licensure Test scores, teachers' professional competence, and students' academic performance in Ethiopian primary schools. The study employed a sequential-explanatory research design, a mixed-methods approach, and a pragmatic worldview. Data were collected through semi-structured interviews, standardized scale tests, and document analysis. The study population included 120 teachers and 2,400 students for the quantitative component, and 19 respondents for the qualitative component. Data were analyzed using document analysis, descriptive and inferential statistics, and thematic procedures. Out of the 313,295 teachers who participated in the testing between 2017 and 2019, 74,772 (24%) met the minimum criterion of 62.5%, and only 14% obtained a license. A strong correlation ($r = .89$, $p < .001$) was found between students' academic achievement, teachers' professional competence, and their licensure exam performance. Key obstacles included teachers' preparation in higher education institutions, academic and socioeconomic backgrounds, job satisfaction, unavailability of resources, and lack of intervention. The study suggests that creating professional development programs for in-service teachers would be beneficial.

Keywords: barriers to licensure test, contribution of licensure test, practices of licensure tests,

Job Motivation and Job Satisfaction as Predictors of Organizational Commitment among Ethiopian Public University Instructors

Bantigegn Tegegne
Department of Psychology, Dilla University, Dilla, Ethiopia
Email bantetegegne@gmail.com

Abstract

Instructors' organizational commitment is essential for retaining academic staff in higher education institutions, particularly in regions like Ethiopia where turnover rates are notably high. However, despite the significance of this issue, empirical studies on factors influencing instructors' organizational commitment in Ethiopia are lacking. Therefore, this study seeks to fill this gap by evaluating the levels of job motivation, job satisfaction, and organizational commitment among instructors in the Ethiopian context. Additionally, the study aims to explore the interrelationships between these variables and assess whether motivation and satisfaction can predict instructors' commitment. To achieve these objectives, a random sample of 327 full-time instructors participated in a self-administered questionnaire survey, measuring job motivation, job satisfaction, and organizational commitment using a Likert scale. The questionnaire was adapted from validated scales and underwent rigorous statistical testing and reliability analysis. Ethical approval and informed consent were obtained prior to data collection, ensuring the study's integrity. Data analysis was conducted using one-sample t-tests, correlations, and multiple linear regressions with SPSS software. Results revealed low levels of job motivation and job satisfaction among instructors, compared with a moderate level of organizational commitment. Significantly positive correlations were observed among all three variables. Notably, job satisfaction emerged as the strongest predictor of organizational commitment, followed by job motivation, collectively explaining 23.3% of the variance in organizational commitment. In conclusion, this study underscores the influence of job satisfaction and job motivation on instructors' organizational commitment in Ethiopia, advocating for enhancements in working conditions and incentives to boost commitment levels. Nonetheless, the study acknowledges limitations such as its cross-sectional design and reliance on self-report data, suggesting avenues for future research, including longitudinal and mixed-methods approaches to gain deeper insights into factors shaping instructors' organizational commitment.

Keywords: job motivation, job satisfaction, organizational commitment, public university, Ethiopia

Special Needs & Inclusive Education

Integrating Indigenous Knowledge into Inclusive Education: A Quest for Culturally Responsive Practices and Epistemic Justice for Students with Disabilities in North Wollo, Ethiopia

Belete Mebrat

Lecturer and Researcher, Department of Special Needs and Inclusive Education, Woldia University, P.O.BOX 400,
Woldiya, Ethiopia.

Email: mebratbelete2017@gmail.com

Phone: +251918064983

Abstract

This qualitative study rigorously examines the integration of Indigenous Knowledge (IK) into Inclusive Education (IE) for Students with Disabilities (SWDs) in North Wollo, Ethiopia, aiming to advance culturally responsive pedagogy and promote epistemic justice. Drawing on semi-structured interviews, focus group discussions, and document analysis with 44 diverse participants, the study reveals that, although IK has significant potential to enhance learning outcomes for SWDs, its integration is severely constrained by systemic and deeply entrenched barriers. Key findings highlight a challenging context characterized by uncertain national policies, a narrow Eurocentric curriculum that marginalizes local knowledge, pedagogical gaps among teachers who lack training and confidence in IK-inclusive methods, and social attitudes that undermine indigenous traditions. Despite these obstacles, the research identifies several successful IK-oriented practices, including active community engagement, culturally responsive pedagogies, indigenous psychosocial support, and mother-tongue education. These interventions enhance SWDs' participation, foster a sense of belonging, strengthen self-esteem, and improve overall learning and well-being. The study concludes by offering recommendations to restructure learning environments in ways that affirm SWDs' cultural identities, strengthen inclusion, and achieve genuine epistemic justice.

Keywords: Culturally Responsive Practices, Epistemic Justice, Indigenous Knowledge, Inclusive Education, Learning Materials, and Persons with Disabilities

Special Needs & Inclusive Education

Assessing Dysgraphia in Primary Schools: Teacher Challenges and Experiences Using Structural Equation Modeling in Hawassa City Administration

Tesfaye Basha

College of Education and Behavioral Sciences, Department of Special Needs and inclusive Education, Hawassa University
e-mail: tesfayeask@yahoo.com
Cell Phone: 0911773783

Abstract

In resource-constrained educational contexts, supporting children with dysgraphia remains a significant challenge. This study employs a structural equation modeling (SEM) approach to examine the mechanisms linking systemic challenges to instructional practices for dysgraphia in primary schools within Hawassa City Administration. An explanatory sequential mixed-methods design was used, incorporating quantitative survey data from 81 teachers and qualitative interviews. The results indicate that the relationship between systemic challenges—such as lack of training and large class sizes—and the use of adaptive instructional practices is not direct. Rather, this relationship is fully and significantly mediated by teachers' psychological states, specifically diminished self-efficacy ($\beta = -0.24$) and elevated stress ($\beta = -0.19$). The model demonstrates that external barriers impede supportive practices primarily by undermining teacher confidence and overwhelming their capacity. This study makes both theoretical and practical contributions by illuminating the psychological pathways underlying the implementation gap in inclusive education. The findings strongly suggest that effective interventions must be dual-pronged, addressing logistical challenges while simultaneously enhancing teacher efficacy and reducing stress to translate policy into equitable classroom practice.

Keywords: Dysgraphia, Learning Disabilities, teacher self-efficacy, teacher stress, mediation analysis, instructional practices

Special Needs & Inclusive Education

The Practice of Inclusive Education in Southern Ethiopia: From Educational Psychology and Social Inclusion Perspective

Dr. Berhanu Dendena Sona, Assistant Professor of Educational Psychology.
Department of Special Needs & Inclusive Education under Institute of Educational & Behavioral Sciences, Dilla University, Dilla, Ethiopia

ORCID: <https://orcid.org/0000-0003-0029-606X> E-mail address: brishb2@gmail.com

Abstract

Since Ethiopia is a member state of the United Nations, the inclusion of students with special needs in schools became a human rights issue acknowledged in the country. The assumption behind inclusion in the country centers on the development of appropriate pedagogies and inclusive learning environments which addresses the special needs of all students. Structurally it seems there are improvements about inclusive education all over the country; however, practically students with special needs continue to experience educational, psychological and social challenges in some “inclusive schools.” Thus, the article explored the practice of inclusive education in 2 selected primary schools in southern Ethiopia. Purposively selected 18 samples (12 students with special needs and 6 teachers) participated in the study. Semi-structured interview and non-participant observation under a multiple case study design was employed. Data analysis followed the six phases of thematic analysis proposed by Braun and Clarke. The findings indicated that although students with special needs were physically included in the selected inclusive schools, yet, they experienced many challenges. The study suggests to rethink the practical approaches of the schools to go along with the core philosophy of inclusive education under the guidance of educational psychology and social inclusion theories.

Keywords: Challenges, Educational Psychology, Inclusive education, Students with Disabilities, Social Inclusion

Early Childhood Education

A Localized Framework for Equity and Quality in Early Childhood Education: Perceptions, Practices, and Challenges in Arsi Zone, Ethiopia

Birhanu Moges (PhD, Associate Professor) and Dereje Adefris (PhD)

College of Education and Behavioral Sciences, Arsi University, Ethiopia

Phone: +251 911 995 910; Email: birhanumoges79@gmail.com; ginboit21@gmail.com

Abstract

Early Childhood Care and Education (ECCE) is a critical foundation for lifelong learning and development. In Ethiopia, rapid expansion through initiatives like O-Class has increased access but masked a crisis of quality and equity. This study aimed to investigate the perceptions, practices, and challenges of ECCE implementation and forward for achieving equity and quality in the Arsi Zone. A qualitative research approach with a multiple case study design was employed. Data were collected from 31 participants (ECCE teachers, caregivers and education experts) in Arsi Zone using semi-structured interviews, focus group discussions, and observation. A thematic analysis was conducted using NVivo software. Five key findings emerged: (1) ECCE is poorly implemented, with a significant gap between policy and practice; (2) Inaccessible physical environments pose safety risks and hinder learning; (3) A critical shortage of trained facilitators and an imbalanced teacher-student ratio compromise quality; (4) Curriculum and pedagogy are teacher-centered and lack cultural relevance; (5) Unrealistic parental demands and weak community involvement present significant challenges. Sustainable quality and equity require a context-specific framework that empowers communities. The study concludes by proposing a multi-level "Equity-Quality Implementation Framework". Policymakers should adopt the EQIF, decentralize curriculum adaptation, and invest in localized teacher training. Zonal offices should formalize community governance structures, and development partners should align investments with integrated, community-driven programs.

Keywords: Early childhood education, equity, quality, implementation, localized framework, Ethiopia.

Early Childhood Education

The Home Environment and Children's School Readiness: Implications for Parenting Programs in Early Childhood

Liul Yanore Anjore (MA)¹ and Natnael Terefe Arega (PhD)²

¹ Department of Early Childhood Care and Education (ECCE), Institute of Education and Behavioural Sciences, Ambo University, Ambo, Ethiopia; liulyanore12@gmail.com (L.Y.A)

² Department of Psychology, Institute of Education and Behavioural Sciences, Ambo University, Ambo, Ethiopia; ntarega@gmail.com(N.T.A)

Correspondence should be addressed to Liul Yanore Anjore; liulyanore12@gmail.com

Abstract

Research on school readiness plays an important value on early identification and timely intervention of potential development risks. Although the home environment has been related to several developmental outcomes among children in prior research, evidence on how the specific domains of the home environment relate to children's school readiness level is scarce. This study aimed at revealing the school readiness of Grade 1 children in Hosanna, Southern Ethiopia, and examined the effects of the home environment and some selected demographic variables on children's school readiness level. A random sample of 146 children attending the first grade of primary school and their parents/caregivers participated in the study. The Early Childhood HOME Inventory (EC-HOME) and the Child Direct Assessment (DA) Tool were used to measure the quality and quantity of stimulation and support available to a child in the home environment and to assess the school readiness status of the children, respectively. Descriptive statistics, independent samples t-test, and multiple linear regressions were employed to analyse the data. Results revealed that there was a deficit in stimulation and support available to a child in the home environment particularly in the Academic Stimulation and the Learning Materials aspects of the EC-HOME. Caregivers were relatively better in terms of emotional and verbal responsiveness and the way they discipline the child. The overall school readiness level of the sample children was low. The home environment and age of the child were the robust predictors of children's school readiness level. In conclusion, the deficit in stimulation and support available to children in the home environment posed a risk to their school readiness. Implications for parent education and support programs that strengthen the quality of the home environment and interactions between parents and their children have been discussed.

Keywords: School readiness, Home environment, Early learning, Preschool

African Journal of Health Sciences & Medicine



The African Journal of Health Sciences & Medicine (AJHSM) is a peer-reviewed scientific journal that publishes analytical, descriptive, and methodological articles to inform current research, policy, and practice in all areas of common interest to scholars in the field of public health, biomedical sciences, and clinical medicine. The journal publishes materials relevant to a wide range of disciplinary, inter-disciplinary, and trans-disciplinary studies.

The African Journal of Health Sciences & Medicine is hosted by Dilla University, and the editorial board is composed of professionals from diverse disciplinary fields who will oversee the routine publication processes. In addition, the journal has editorial advisors from a wide range of disciplines across the world to ensure the quality and positive image of the journal vis-a-vis similar to other scientific outlets. Routine operation of the journal is run by an editorial team, composed of the editor-in-chief, associate editors, journal managing editor, language editor, and layout editor and graphic designer.

Interested public health, and biomedical science professionals including clinicians are expected to register online via our website <https://journal.du.edu.et/index.php/ajhsm> to submit their research work for publication, read about the journal and submission procedures, read published articles from our archives, download documents, recommend articles to others, and so on. We have guidelines for authors and reviewers, as well as a privacy policy, which should be consulted or should you intend to submit a manuscript or be invited to review a submission. For further information, please refer to the journal's policy and guidelines. For inquiries, use our journal's email: ajhsm@du.edu.et and the journal site will be used exclusively for the stated purposes of this journal and will not be made available for any other purpose or to any other party.

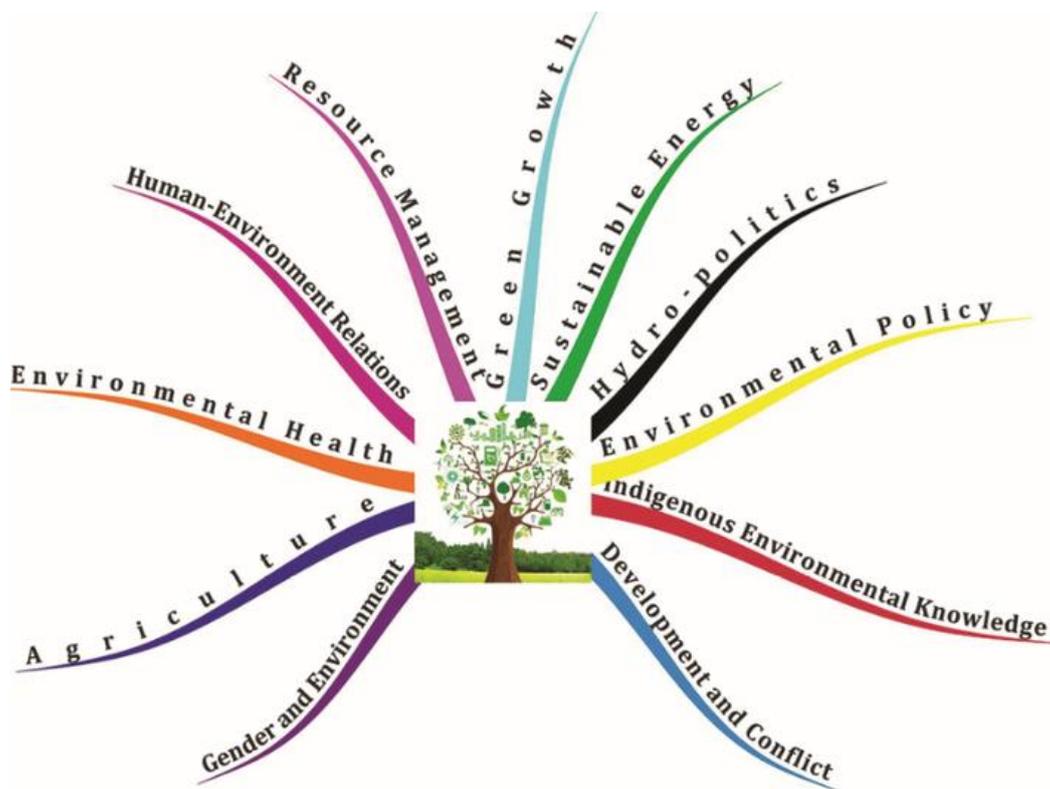
- **Editor-in-Chief:** Getachew Nenko Yimmam (PhD)
- **Online ISSN:** **3105-9783**
- **Frequency:** Bi-annually (December & June)

Ethiopian Journal of Environment and Development (EJED)



EJED is accredited nationally by the Ministry of Education in 2023.

Scope of EJED:



Website: <https://journal.du.edu.et/indx.php/ejed>

Email: ejed@du.edu.et