

## Nurturing education quality through impactful research: Insights from Bahir Dar Journal of Education July 2023 issue

**Mulugeta Yayeh Worku (Ph.D.)** 

Associate Professor, Department of Teacher Education and Curriculum Studies, College of Education, Bahir Dar University  
Editor-in-chief, Bahir Dar Journal of Education


Welcome to the third issue of Bahir Dar Journal of Education for the year 2023. In this issue, we feel that we have made progress in fulfilling some of the promises we made to our readers. As previously communicated (Worku, 2023), the editorial team of Bahir Dar Journal of Education has been working to enhance the overall standard of the journal. One of our priorities in this regard is to improve the quantity and diversity of manuscripts we publish in each issue, and we are pleased to report that we have met this target in the present publication.

By including a total of eight manuscripts, excluding this editorial note, in this particular issue, we have set a new record for the journal. This increase in the number of manuscripts demonstrates our commitment to providing our readers with a wider range of research and perspectives. Furthermore, we have included a book review, a new manuscript section, in this issue. This addition indicates our dedication to expanding the diversity of manuscripts that our journal publishes. By incorporating a book review section into our journal, we aim to provide our readers with valuable insights into relevant literature and promote critical engagement with educational scholarship. The diversity of the manuscripts promises to offer a rich and multi-faceted discourse for readers interested in a wide spectrum of topics related to education.

The manuscripts in the present issue are authored by a total of seventeen scholars from five universities. They cover a variety of topics pertaining to education. More specifically, the manuscripts cover topics in 21st-century pedagogical skills, authentic learning, parents' concerns about the negative effects of television viewing, organizational citizenship behavior, time management practices of student teachers, teacher mediation, civic engagement of school adolescents, and action research. The diverse topics covered in this issue indicate the breadth and depth of research being conducted in the field of education. In the following paragraphs, we highlight the key themes of each manuscript and provide glimpses of the invaluable contributions that the authors have made to the realm of education research.

To begin with, the first article of the present issue, authored by Bethelhem Yasin and Yekoyealem Kebede, presents a research report on the extent and areas of parents' concern regarding the harmful effects of television viewing on their children's behavior and school performance. Using a mixed-methods design and data collected from 390 parents and Parent-Teacher-Student Association members, the authors found moderate-to-high levels of concern

---

**CONTACT** Mulugeta Yayeh Worku  [Mulugeta.Yayeh@bdu.edu.et](mailto:Mulugeta.Yayeh@bdu.edu.et)

© 2023 The Author (s). **Open Access.** This work is licensed under a [Creative Commons Attribution NonCommercial-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nc-nd/4.0/).

**DOI:** <https://dx.doi.org/10.4314/bdje.v23i3.1>



among parents about the adverse effects of TV viewing on children's behavior and school performance. Given the rapidly changing digital media environment, the authors suggest that future research is needed to address the topic.

The second article by Berhan Kefyalew Taye and Melaku Mengistu Gebremeskel investigates Organizational Citizenship Behavior (OCB) and its antecedents among the instructors of Begemidir College of Teacher Education, Ethiopia. In this study, a correlational survey design was used, and data were collected from 96 instructors through a questionnaire. The results of the study showed that the instructors had above-average mean scores in all OCB dimensions and that organizational commitment and support had a moderate to strong relationship with OCB dimensions. Based on their findings, the authors suggest that the college should focus on enhancing organizational commitment and supporting to promote sustainable organizational development through OCB.

The third article of the current issue by Amsalu Molla Getahun, Mulugeta Yayeh Worku, and Alemayehu Bishaw Tamiru looks into instructors' understanding and competence to practice 21st-century pedagogical skills at three Ethiopian universities. Using a qualitative case study design, the study provides a comprehensive analysis of how instructors conceive and practice 21st-century skills in higher education. Results revealed that while participants believed 21st-century skills were important, they had a limited understanding of them and faced difficulties practicing these skills in the teaching-learning process. The study highlights the need to enhance instructors' understanding and competence in practicing 21st-century skills and presents implications for future research and policy initiatives.

Then, in the fourth article, the authors, Wendu Mesele Abebe and Abebe Gebretsadik Weldearegawi, analyzed the effects of teacher mediation on students' writing skill self-efficacy beliefs. The study was conducted at Hawassa University using a quasi-experimental design. In the study, the experimental group performed better than the control groups in various aspects. The results of the study showed that teacher mediation positively impacted self-efficacy beliefs sources. This study highlights the role of teacher mediation in enhancing students' self-efficacy belief, which positively impacts their writing performance. At the end, the authors call for further research on the Mediated Learning Experience (MLE) approach in other language skills.

In the fifth article of this issue, Azmeraw Belay Bogale and Belay Tefera Kibret examined how parents, schools, and social media affect the civic engagement of school adolescents, with a focus on the mediation role of perceived civic competence and sense of community connectedness. The study used a correlational design, confirmatory factor analysis, and structural equation modeling to investigate the direct and indirect effects of parental civic socialization, school civic experiences, and social media. Results show that parental civic socialization and school civic experience had significant indirect effects on civic engagement, while social media use had a direct effect on civic engagement. The study also provides implications for educational practice and parenting.

The sixth article of the present issue, authored by Atalay Mesfin Anteneh and Melaku Mengistu Gebremeskel, aimed to analyze the time management practices of students in a teacher education college, along with multitasking, procrastination, task prioritization, and technology use. The study employed a descriptive survey design of the quantitative approach,

and data were collected through a questionnaire, analyzed through mean, one sample t-test, independent samples t-test, and analysis of variance. The study concludes that students' time management practices were unsatisfactory, and their academic performance was obstructed by poor time management practices.

The seventh article in this issue explores the use of authentic instruction in upper primary mathematics lessons in Bahir Dar city, Ethiopia. The authors, Tesfaye Munye Abate, Tilahun Gidey Gebremeskel, and Yalew Endawoke Mulu, used a mixed-methods approach, collecting data through observation, interviews, and questionnaires from mathematics teachers. In the study, they found that authentic instruction was not practiced. They also identified the following four significant challenges: lack of understanding and skills in authentic learning, less suitable curriculum, inflexible and short schedules, and large class sizes. The authors recommend efforts to improve teacher training, curricula, schedules, and class sizes for the successful implementation of authentic instruction in mathematics lessons.

The eighth and last manuscript of the present issue is a book review by Animaw Tadesse Bayih. In his review, the author provides a detailed evaluation of Valsa Koshy's seminal book, "Action research for improving educational practice: A step-by-step guide, 2<sup>nd</sup> edition", and highlights its usefulness for educators who want to engage in action research to improve their practices. As commented by the reviewer, the book is appropriate for those who seek to understand action research as a research methodology and study social problems, particularly in the field of education. The book can appeal to a range of readers, as noted by the reviewer, but educational practitioners are the ones who stand to benefit the most from it.

To sum up, in the July 2023 issue of Bahir Dar Journal of Education, we present a rich array of research work that offers significant insights into various aspects of education in Ethiopia. From the challenges faced in implementing 21st century skills, authentic learning, and time management to parents' concerns over television viewing's impacts on children's education and well-being, the papers attempt to address various educational challenges. Each manuscript brings unique insights and recommendations that collectively contribute to the ongoing quest for quality education.

We hope that the manuscripts featured in this issue will stimulate reflection, provoke thought, and spark discussions on how to improve the quality of education. Furthermore, we trust that the insights and recommendations presented in these manuscripts will inform and inspire further research, foster the improvement of educational practices, and nurture the delivery of quality education in Ethiopia and elsewhere.

As many eminent scholars state, research is pivotal to nurturing education quality. By generating innovative ideas and solutions to various impediments, presenting evidence-based information on proven methods and the need for change, promoting a culture of continuous improvement in education, suggesting ways on how to improve learning outcomes, and ensuring that education is aligned with changing economic, social, and environmental needs, research plays an indispensable role in enhancing the quality of education (Tseng & Nutley, 2014; Welsh, 2021). Fostering an educational system that equips students with the skills and knowledge required to thrive in the world today and overcome future challenges is only possible through impactful research.

In this regard, we sincerely hope that the readers of the present issue recognize the importance of our manuscripts and their role in promoting and nurturing quality education. Furthermore, they would find the manuscripts insightful in their pursuit of professional and academic growth. The journal remains committed to promoting a culture of learning and facilitating academic discourse to influence policy, practice, and decision-making at local as well as international levels.

Finally, we would like to extend our heartfelt gratitude to the authors, reviewers, and editorial team for their invaluable contributions in ensuring the success of this issue. Together, let us continue striving towards nurturing education quality and working towards equitable, inclusive, and transformative education systems worldwide.

## References

- Tseng, V., & Nutley, S. (2014). Building the infrastructure to improve the use and usefulness of research in education. In Finnigan, K., & Daly, A. (Eds.). *Using research evidence in education. Policy implications of research in education, vol. 2*. Springer, Cham. [https://doi.org/10.1007/978-3-319-04690-7\\_11](https://doi.org/10.1007/978-3-319-04690-7_11)
- Welsh, R. O. (2021). Assessing the quality of education research through its relevance to practice: An integrative review of research-practice partnerships. *Review of Research in Education, 45*(1), 170–194. <https://doi.org/10.3102/0091732X20985082>
- Worku, M. Y. (2023). Striving to disseminate research that informs and improves educational practices and policies. *Bahir Dar Journal of Education, 23*(1), 1–4. <https://doi.org/10.4314/bdje.v23i2.7>