

A BRIEF REVIEW OF ARTICLES THAT APPEARED
IN THE ETHIOPIAN JOURNAL OF EDUCATION

GASHAW ABATE

1. Background

The Ethiopian Journal of Education (EJE) is a biannual publication of the Institute of Educational Research (I.E.R.). It began in 1967 (G.C.) and publishes articles on issues and/or problems related to education. The Journal is mainly devoted to disseminating scientific research findings, particularly those that are done in Ethiopia. It is also the purpose of the Journal to encourage Ethiopian educators to gear their research towards improving the teaching-learning processes at all levels of education (cf. Editorial Board Policy of EJE, 1990).

The Journal was discontinued between 1981 and 1985 (G.C.). The reasons for this were mainly shortage of publishable articles and some technical problems.

Then in 1986 the Journal reappeared with No. 1 of Vol. X. In February 1989, the Research and Publications Office of AAU reported to the Senate Executive Committee that EJE had made commendable progress to be recognized as reputable. This was followed by the Executive Committee's decision that the Journal could be recognized as reputable if two subsequent issues were produced at close intervals. The Institute of Educational research tried its best to meet this

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condition and its success was confirmed by subsequent evaluation of the concerned bodies of the University. With this, the long sought recognition of the Journal became real at last.

Given the problems EJE had faced in the past, it was thought instructive to review the types of articles published in it. This may help to identify possible ways and areas in which future contributions can be encouraged. The review includes information about types of articles, data sources, sites of studies, types of contributors, and

frequency of publication. It covers a total of 12 volumes printed from 1967-1991.

2. Types of Articles

2.1. Content Area

In order to see the extent to which researches have been made in the various subfields of education, the articles were classified as shown in Table 1. Out of the total of 103 articles, 27.20% was on Curriculum and Instruction, 23.30% on Educational Psychology while 3.88% was on Linguistics and 0.97% on Physical Education, Economics of Education and Library Science each.

Table 1. Classification of Articles by Content Area

Content	No. of Articles	%
Curriculum and Instruction	28	27.20
Educational Psychology	24	23.30
Educational Administration	22	21.36
Teaching English as a Foreign Language	12	11.65
History of Education	10	9.70
Linguistics	4	3.88
Economics of Education	1	0.97
Library Science	1	0.97
Physical Education	1	0.97
T O T A L	103	100.00

In general, the table shows that only limited areas of research were covered. The fact that 27.20% of the total articles was on Curriculum and Instruction, 0.97% on Economics of Education, Library Science, and Physical Education and none on such an important area as Technical Education indicates a discrepancy in the fields of inquiry.

2.2 Data Sources

As shown in Table 2 (below) 59.22% of the articles was theoretical and the rest empirical. It is difficult to account for the imbalance between the two. In general, it appears that not sufficient attention has been given to a lot other concrete situations in education.

Table 2. Classification of Articles by Data Sources

Types of Data	No. of Articles	%
Mainly Empirical	42	40.78
Mainly Theoretical	61	59.22
T O T A L	<u>103</u>	<u>100.00</u>

2.3 Site of Studies

Out of the 103 articles, 66.1% was about education in general, whereas 27.2% focused on particular schools, units or issues. About seven percent of the articles pertained to other countries but with appreciable implications for Ethiopia. (See Table 3 below)

There is, of course, no general rule as to what portion of researches should be on specific issues or regions of the country. However, it seems useful to have intensive studies more on specific issues than on general situations.

Table 3. Classification of Articles by Site of Study

Site	No. of Articles	%
Specific	28	27.20
General	68	66.10
Others	7	6.70
T O T A L	<u>103</u>	<u>100.00</u>

3. Types of Contributors

3.1 Department Affiliation

During the 1967 - 1991 period, authors from 21 departments of the University submitted their research findings to EJE. In terms of contributions, the Faculty of Education ranks first followed by the College of the Social Sciences. Within the Faculty of Education, the Departments of Educational Administration and Educational Psychology have contributed the most. There have been no articles from the Faculties of Medicine, Law and Technology.

Currently, it appears that the Departments of Educational Psychology, Educational Administration and Business Education are contributing a lot and that the Bahir-Dar Teachers' College is showing a good start.

3.2. Nationality

The 103 articles were contributed by 112 authors. 58.1% and 41.9% of these were Ethiopians and expatriates respectively. As can be seen from Table 4 (below) the contributions of expatriates were greater than those of the Ethiopians between 1967 and 1975. After 1975 the situation changed with the latter contributing the most.

The relatively greater number of contributions by expatriates may correspond to the large number of expatriates in the University during the period indicated and the change after 1975 may be explained partly by the gradual increase in the Ethiopianization of the academic staff.

It is important to note here that local institutions outside Addis Ababa

University which are closely related to the country's educational system have made

almost no contribution to EJE. We believe that this would not continue

Table 4. Classification of Authors

Year of Publication	Eth. %	Exp. %	Total %
1967-1975	31	35	58.90
1976-1991	34	12	41.10
Total	65	47	100.00

4. Frequency of Publication

As stated earlier, EJE is a bi-annual Journal. But this depends, among other things, on the availability of publishable articles which again relies on the amount of research work produced. The

more publishable articles we get, the greater the possibility for the Journal to appear as regularly as planned. So we expect a constant supply of articles from academics.

Prior to 1990, EJE had not been reputable. Many faculties and departments were required to make curricular changes and adjustments. Some were re-organized. All these may have contributed to the delay of EJE as a reputable journal.

Recently, however, improvements have been made and the Journal is published more regularly. Its recognition may be one factor for the increased supply of articles. In addition, academics in IER and in the various faculties of the University are contributing articles. They are also

providing editorial and other forms of assistance. We believe that this will continue and that the Journal will continue to appear regularly.

Summary

In this review, we have shown that in general, the articles in EJE cover a few areas and sites of concern, and that there are discrepancies in the types of articles. The present trend of publishing articles with more empirical data should be encouraged and the regularity of the Journal should also be maintained.

References

Editorial Board of EJE, Policy Guideline for EJE, 1990.

Minutes of the Senate Executive Committee Meeting of June 1987 and February 1988.

Institute of Educational Research, The Ethiopian Journal of Education, Vols. 1-12, 1967-1991.

WHAT'S IN A WORD

TIRUSSEW TEFERRA

Frances Strong, who is a wheelchair user, is a spokeswoman for the rights and dignity of people with disabilities. She believes that some words can create barriers which are more often more handicapping than the actual disability itself. We reprint below some of the words she defines as giving negative images together with her suggested alternatives. These words are extracted from an article in the Canadian publication Rehabilitation Digest.

* CRIPPLE, CRIPPLED - The image conveyed is of a twisted, deformed, unattractive, useless body. The effect is strong stigmatization and total, all-encompassing inferiority.

Instead say disabled, disability. Person with a disability is better than disabled person because it puts the person first and the disability second.

* PATIENT - Being disabled is not the same as being ill. Omit the word patient except in reference to doctor or hospital situations, or when someone is actually ill.

* VICTIM - People do not like to be perceived as victims for the rest of their lives, long after the victimization has occurred. Instead, say a person who has had a spinal cord injury, polio, a stroke, etc.

* RETARDED - This word has become stigmatizing and is

offensive to people who bear the label. Instead say person who has a mental disability.

* DEAF AND DUMB - is as bad as it sounds. Inability to hear or speak does not indicate less intelligence. Instead, say hearing disability or impairment, unable to speak, partial or total hearing loss.

* RESTRICTED TO, CONFINED TO A WHEELCHAIR, CRUTCHES - Most people who use a wheel-chair, other mobility device, do not regard them as confining. Instead, they are viewed as liberating, as a means of getting around. Instead, say uses a wheel-chair or crutches, walks with crutches.

* HEALTHY- When used to contrast with disabled, healthy implies the person with a disability is unhealthy. Many disabled people have excellent health. Instead say able-bodied, able to walk, see, hear, etc, people who are not disabled.

* NORMAL- When used as the opposite of disabled, implies the disabled person is abnormal. This is very demeaning. Instead say people who aren't disabled, etc.

* AFFLICTED WITH, SUFFERING FROM - Most people with disabilities don't view themselves as afflicted or suffering all the time. Instead, say a person who has (name the disability).

What do readers think about these words? Do you have words you don't like to be used? Let us hear your views so that we can share them.

[As stated earlier, this is an excerpt from

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published by the Canadian
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Avenue East, Suite 801,
Toronto, Ontario M2N 5W9.]