Unveiling the effectiveness of curriculum-based exit exam: Perspectives of students and teachers in Hawassa University

Wondimagegn Girma Abebe
Hawassa University, Department of Psychology
Yirgalem Alemu Keery (PhD)
Haramaya University, Department of Psychology
Dawit Negassa Golga (PhD)
Haramaya University, Department of special needs and Inclusive Education
Bahar Adem Abdulahi (PhD)
Haramaya University, Department of EDPM

Abstract

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

Introduction

A robust educational foundation is imperative for the advancement of any nation. In Ethiopia, there is a significant emphasis by the government on ensuring equitable access to high-quality education, moving away from rote learning towards outcome-focused education that highlights the practical application of knowledge and skills (Ayenew & Yohannes, 2022). This commitment is demonstrated through the recent implementation of curriculum-based exit examination in both public and private higher education institutions, Launched two years ago, with the aim of standardizing the assessment of student competencies across various disciplines (Bishop, 1998). Despite the initial limited application in specific subjects, the wider adoption of these examinations has sparked significant discussions on their impact on the Ethiopian educational system.

Curriculum-based exit examinations are designed to encompass a range of proficiency levels across interconnected subjects and sub-fields (Merki, 2011). Their primary objective is to provide a comprehensive coverage of the curriculum and evaluate as many Program Learning Outcomes (PLOs) as possible. These evaluations are meticulously developed to measure students' understanding of the curriculum, their capacity to apply knowledge practically, and their overall academic performance (Bishop, 2000; Hoddinott et al., 2019). By structuring the exams according to discipline, potential areas within the curriculum where students may lack full comprehension can be identified, thus pinpointing knowledge gaps that necessitate attention.

The principal purpose of curriculum-based exit assessments is to determine the extent to which students have assimilated the content and objectives of their academic programs. These examinations play a critical role in ensuring that graduates possess the essential knowledge and skills required for their chosen professional pathways. The importance of these assessments is underscored by their function in confirming students' readiness for graduation and their aptitude for the job market or further academic endeavors. Nevertheless, it is essential to evaluate the efficacy of these exams to guarantee they are in alignment with the educational goals and expectations of both students and educators (El-Hassan et al., 2024).

The proactive initiatives implemented by the Ethiopian government to enhance educational standards are praiseworthy. The introduction of various reforms is cultivating a holistic educational framework focused on fostering creativity, critical thinking, and the practical application of knowledge (Yimer & Bishaw, 2023). These innovative approaches aim to alleviate the pressure associated with exams,

providing students with a more comprehensive and fulfilling educational experience (Hunduma & Seyoum, 2023). Standardized evaluations of academic achievement, such as curriculum-based exit exams, are essential for maintaining the quality of education and enforcing accountability by assessing students' knowledge and skills.

Advocates of curriculum-based exit assessments highlight several benefits. These evaluations play a key role in upholding academic standards by ensuring that graduates reach a minimum threshold of knowledge and skills before entering the workforce, thereby enhancing employer confidence in the competence of university graduates (Hunduma & Seyoum, 2023; El-Hassan et al., 2024). They also enhance student learning, as the prospect of a high-stakes exam can motivate students to study diligently and engage more actively with course materials. Additionally, these assessments establish a standardized gauge of student learning across different programs and institutions, facilitating comparisons and promoting quality control within the higher education sector.

Nevertheless, critics argue that curriculum-based exit exams place excessive stress and pressure on students (El-Hassan et al., 2021). However, these examinations also serve as a source of motivation for students to study earnestly and excel, equipping them for more demanding future endeavors. A study by Al Ahmad & Al Marzouqi, 2013 indicates that these assessments are designed to assess both knowledge acquisition and critical thinking skills, countering the notion that they merely emphasize rote memorization. This thorough assessment underscores the commitment to providing students with a well-rounded education.

As the examination date approaches, both students and educators are faced with the stress associated with this rigorous evaluation process. The results of these examinations not only influence the academic trajectories of future professionals but also impact the standing and prestige of academic institutions (Hunduma & Seyoum, 2023). Therefore, it is crucial to analyze the effectiveness of these assessments from both the teachers' and students' perspectives. Understanding these viewpoints are essential for evaluating the overall impact of exit exams on student learning, stress levels, study habits, and the formulation of curriculum and assessment strategies by educators.

This research aims to assess the effectiveness of curriculum-based exit exams at Hawassa University in Ethiopia, focusing on both educators and students. The goal is to offer insights into the effects of these examinations and advocate for evidence-based educational policies. Despite the extensive global research on exit exams, there is a noticeable gap in studies regarding their efficacy in Ethiopian higher

education institutions. Given the distinct nature of the Ethiopian higher education system, it is important to examine how exit exams operate within this specific context.

Statement of the problem

Ethiopia's adoption of curriculum-based exit examinations for university graduation has resulted in the imposition of examination requirements in order to ensure the caliber of instruction and graduates' competency. Curriculum based exit exams have been demonstrated to increase student achievement and academic outcomes; therefore this tendency is consistent with worldwide norms (Bishop, 1998; El-Hassen et al., 2021). According to Jürges et al. (2012), these tests provide a consistent method of assessment, enabling reasonable comparisons for college applications and employment opportunities. However, concerns have been raised about the possible effects of these tests on instructional strategies, student learning, and the overall educational system.

The initiation of curriculum-based exit exams in Ethiopia has sparked significant dialogue among educators, policymakers, and various stakeholders. Key concerns center on the prospect of these evaluations causing stress and pressure among students (Al Ahmad & Al Marzouqi, 2013), resulting in increased anxiety and a shift towards exam-focused preparation rather than holistic education. There are also fears

that educators might tailor their instruction to concentrate solely on exam-specific content, potentially undermining broader educational goals (Bishop et al., 2001). Additionally, there is a shortage of research on the effectiveness, fairness, and broader implications of these exams in the Ethiopian setting.

Efforts are underway within the academic community to comprehensively tackle this issue on a global and local level. According to Bishop (1998), students in countries with exit exams encompassing both medium- and high-stakes assessments exhibit superior academic performance compared to those in nations with similar economic advancement but lacking such assessments. These examinations are associated with noteworthy enhancements in test scores and improved learning outcomes.

El-Hassen et al. (2021) study especially focus on engineering and technology disciplines, emphasized the critical role that exit exams play in guaranteeing employability possibilities and maintaining quality standards at the institutional, programmatic, and course levels. By helping to match educational outcomes with market demands, these evaluations improve graduates' preparedness for the labor market. According to Jürges et al. (2012), curriculum-based exit exams create a standard method for evaluating students' knowledge and abilities, allowing for equitable assessments amongst people from different

educational backgrounds and geographical areas.

According to Al Ahmad & Al Marzouqi (2013), students may experience more stress and strain due to the high stakes of these tests. Exam preparation may take precedence over other areas of education, thus it's important to strike a balance between strict evaluation criteria and the needs of the students. According to Bishop et al. (2005), curriculum-based exit exams may force teachers to concentrate on content unique to the test, which could restrict the curriculum and impede more general educational goals.

Jürges et al. (2009) found that while central exit exams significantly enhance curriculum-based knowledge, instructors in states with these exams tend to be more outcome-oriented. However, students in such states may display reduced motivation despite achieving higher performance levels. Al Ahmad, Al Marzouqi, & Hussien (2014) conducted a study on exit exams at the United Arab Emirates University, revealing that while students found the exams challenging, they served as important indicators of academic achievement.

Local research findings also illuminate the subject matter. Mosisa and Seyoum (2023) carried out an inquiry into the viewpoints of students concerning exit examinations at Haramaya University, unveiling predominantly unfavorable perspectives. Factors such as anxiety, stress, exam complexity, risk of exclusion, and inadequate resources were identified as significant elements influencing students' attitudes towards these evaluations. Ayenew & Yohannes (2023) conducted a literature review concentrating on the existing methodologies, challenges, and potentials of higher education exit examinations in Ethiopia. The study underscored numerous obstacles, including insufficient student preparedness, absence of motivation, limited access to educational resources, and inadequate awareness among employers and stakeholders.

While the worldwide research landscape on exit examinations based on curriculum is vast, there is a noticeable scarcity of comprehensive studies investigating this topic in Ethiopian context. Existing literature offers valuable perspectives but is hindered by various limitations. Many studies explore different countries, hindering the development of interventions tailored to the Ethiopian setting. Moreover, current research predominantly focuses on universities in Addis Ababa and Haramaya, neglecting potential variations in perceptions nationwide. Additionally, past studies have heavily relied on quantitative methodologies, overlooking the depth provided by qualitative approaches, especially in the context of a new policy implementation.

This research endeavors to bridge these critical gaps through a thorough and innovative methodology. Initially, it will examine the

impacts of exit examinations within the Ethiopian educational system to address the knowledge deficit. Secondly, the study will enhance geographical representation by encompassing universities in Hawassa. Thirdly, it will utilize qualitative approaches to extract deeper insights from both students and faculty members since the issue is new in Ethiopian context.

Moreover, there is a noticeable dearth of comprehensive research on the efficacy, equity, and broader consequences of these exit assessments in Ethiopia. By tackling these fundamental issues, this study aims to fill a significant void in the literature, providing valuable perspectives on curriculum-based exit examinations in Ethiopia and advocating for evidence-based strategies in educational policymaking.

Research Questions

The study deployed to answer the following research questions:

- How does students and teachers perceive about curriculum based exit examination?

- What are the challenges of implementing curriculum based exit examination in a fair and equitable manner?

- What are the best practices for using the curriculum based exit examination to improve teaching and learning?

Material and Methods

The researcher employed Qualitative exploratory case study design to debrief the phenomenon: the effectiveness of curriculum-based exit exams in Ethiopian universities: Perspectives of students and teachers in Hawassa University. By embracing the case's multifaceted nature, the researcher can uncover rich, contextually embedded understandings that add to the body of qualitative knowledge. This design provides a strong framework for gaining deep insights into the complexities and intricacies of the phenomenon under study (Astalin, 2013). In order to respond to the research questions, qualitative data collection techniques appropriate for case study design were used, including in-depth interviews and FGD (Northey et al., 2018). These techniques allow researchers the chance to triangulate and combine the benefits of various methodologies in order to make up for the weaknesses of some of the data collection techniques (Uwe, 2009).

Samples were selected by using non-probability purposive sampling technique. Also, the researcher relied on his own tacit knowledge, sound judgment, and awareness of the subject matter. The sample size of the study was decided when saturation of information was reached after interviewing 8 student and teachers. In addition, 1 FGD was conducted: the FGD group consisted of 5 members. Furthermore, 1 department head, 1

college dean were interviewed. Thus, the data collected from the participants complied with a number of ethical principles, informed consent is obtained from all participants, and their confidentiality and privacy are rigorously upheld. The researcher maintains a reflexive stance, acknowledging their own preconceptions and biases, and takes measures to minimize their influence on the study. Transparency, honesty, and the ethical treatment of data and participants were the fundamental principles guiding the research. The data were thematically analyzed and interpreted using a number of procedures, including transcribing, familiarization, coding, categorization, organization, and thematizing (Lacey & Luff, 2009). The researcher became acquainted with the information gathered through in-depth interviews and FGD before beginning data analysis. Based on the research question of the study, which clarified research topics; these related categories were classified into main themes (Creswell & Clark, 2007). In order to ensure the accuracy of the data collection and analysis, the researchers also followed a number of steps, including carefully choosing the study participants based on the specified criteria, building rapport with the interview subjects, asking experts for their input on the prepared interview guide, etc. Finally, a discussion aligned with other relevant findings served to validate the study's conclusions. The study findings were then used to form conclusions and recommendations.

Result and Discussions

Demographic characteristics of study participants

Table 1: Demographic characteristics of study participants

S.N	Pseudo name	Sex	Educational Level	Remark
1	R1	Male	BA student	Interview
2	R2	Male	BA student	Interview
3	R3	Male	BA student	Interview
4	R4	Male	Medicine Student	Interview
5	R5	Female	PhD	Interview
6	R6	Male	PhD	Interview
7	R7	Male	MA(Department Head)	Interview
8	R8	Male	PhD(College dean)	Interview
9	R9	Male	BA student	FGD
10	R10	Male	BSC Student	FGD
11	R11	Female	Pharmacy student	FGD
12	R12	Female	PhD(Researcher)	FGD
13	R13	Female	MA(Lecturer)	FGD

Note: out of 8 participants of the interview 7 were male, and the remaining 1 were female. When it comes to their educational background, 4 of them are students of Hawassa university in different educational programs,2 of them were instructors in the university,1 of them were department head and the remaining 1 were college dean in Hawassa University.

Out of 5 participants of the FGD 3 were male, and the remaining 2 were female. When it comes to their educational background, 3 of them are students of Hawassa university in different educational programs, 2 of them were instructors

in the university.

The finding of the study was illustrated with 3 major themes and 9 subthemes as follows. The major themes are Perception of student and teachers regarding the exam, Challenges of implementing CBEEs. Challenges were portrayed with five sub themes: Aligning with diverse curriculum, addressing socio economic disparities, mitigating cultural bias, accounting for exam anxiety and test taking skills and ensuring transparency and fairness and Best practices from the exam. Best practice from the exam was portrayed with 4 sub themes: motivate students, show difference among public and private schools, identify areas for improvements and improve accountability.

A. Perception of students and teacher regarding the examination

Nearly all interviewees cited they had a mixed perception regarding CBEEs. The story of respondent R4, R2, R1 and R6 does a great job of illustrating this idea.

> R4 stated that, as a student, I have a mixed felling regarding curriculum-based exit exams: both positive and negative one. On the positive side, these exams provide a standardized way to measure our knowledge and skills after completing the curriculum. It can help us gauge our strengths and weaknesses and identify areas for improvement. Additionally, it

serves as a benchmark for universities and employers to assess our abilities. However, there are also some concerns regarding these exams. The pressure to perform well can be overwhelming, leading to stress and anxiety among students.

R2 said that I thought the exam is rote memorization and regurgitation of information, which I feel limits my ability to think critically and apply knowledge creatively. Rather than focusing on compressive form of curriculum based exit exam it would be best for me to focus on scaling up the quality of education at all.

As it is explained by R1 I feel that the exam is a standardized assessment of my knowledge and skills. I believe that the exam helps to maintain a certain level of quality in education and provides a fair basis for compitition.There is a lot of ups and downs to get job opportunity after graduation because a lot will graduate in the same level from different universities regardless of the quality issues, the exam makes a great destination in between students.

R 6 noted that as a teacher in Ethiopia, I believe that curriculum-based exit exams is an important tool for measuring student learning outcomes and ensuring the

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quality of education. These exams provide a comprehensive assessment of students' knowledge and skills, and help to identify areas where students may need additional support. However, there are also some challenges associated with these exams, some students may feel anxious or stressed about taking the exams, there may be concerns about the fairness and validity of the exams,.. Overall, I believe that curriculum-based exit exams can be a valuable tool for improving education in Ethiopia, but it is important to ensure that they are designed and implemented in a way that is fair, valid, and effective.

The FGD aligns with the interview concept, as there were differences in the opinions of teachers and students on curriculum-based exit exams. While some regard it as a demanding and stressful scenario, others see it as a chance to demonstrate their abilities and knowledge. Similar to students, teachers may hold differing views. While some emphasize the value of standardized examinations in gauging student learning outcomes, others doubt the efficacy and impartiality of these tests.

According to the aforementioned student and teacher idea, there are differing opinions among Hawassa University's communities regarding curriculum-based exit exams. While some recognize the exam's existence and offer arguments in support of it, others hold negative opinions and believe it is merely a rote

memorization of facts that isn't as important as the process.

B. Challenges of implementing curriculum based exit examination in a fair and equitable manner

This study identifies a number of obstacles that hinder the equitable application of CBEEs. The findings of this study identified 5 sub themes: Aligning with diverse curriculum, addressing socio economic disparities, mitigating cultural bias, accounting for exam anxiety and test taking skills and ensuring transparency and fairness and Best practices from the exam.

1. Aligning with Diverse Curricula

In today's diverse educational environment, it is imperative to ensure that curriculum-based assessments align with the many curricula being taught. by understanding and accounting for the unique needs, perspectives, and experiences of students from different backgrounds. In an interview with R3 and R5, the situation was very well explained.

R3 stated that am a student from rural village of Ethiopia when we discuss different issues with youths from urban area the methodology, the content and the quality of resources were quite different with our one. It is difficult to manage the aforementioned differences during the learning process in the university.

In the same vein R5 noted that there is a difference in delivery of course, coverage of courses, quality of instructors and resources among universities. The first generation universities were far better in resources than the rest with all the differences it is difficult to manage the exam in the same foot.

Curriculum based exit exam need to be carefully aligned with the curriculum taught in different schools and districts. Inconsistencies in curriculum coverage, teaching methodologies and resources can disadvantage students with less rigorous or well-resourced programs.

2. Addressing Socioeconomic Disparities

Creating a fair and inclusive learning environment requires addressing socioeconomic gaps in education. R1's interview response performed an excellent job of elucidating the problem.

R6 stated that am from a background of poor family we don't have anything, I come to Hawassa university because of many peoples blessing in my surrounding, I face difficulties in addressing things like copying, having detergent and paper for academic survival. All the access to tutoring, mentorship programs, and educational materials were available here for female students.

From the aforementioned interviewer

response on can understand that students from disadvantaged backgrounds may have limited access to resources, such as quality education, tutoring, and test preparation materials, which can significantly impact their performance on CBEEs.

3. Mitigating Cultural Biases

Addressing and reducing any cultural biases in assessments is crucial to the goal of establishing a just and inclusive learning environment. Cultural bias can make it difficult to accurately assess students' knowledge and abilities, which can result in differences in the quality of education. This R3 interview does a great job of examining the problem.

R3 stated that as we all know Ethiopia is a home of different cultures, we have a lot of language, socialization,….In university few of the languages and cultures were dominantly expressed by students as well teachers in the overall university systems.

Curriculum based exit exam should be carefully reviewed for potential cultural biases that could disadvantage students from certain backgrounds or with different cultural experiences

4. Accounting for Exam Anxiety and Test-Taking Skills

Recognizing the effects of test anxiety on performance and the significance of mastering efficient test-taking techniques. Let's examine R1's response to the problem as it stands.

R1 noted that curriculum based exit exam

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is a first experience for us. It creates a lot of tension with the students, which serious affect our move in study and the hassles in the university. Additionally, we can't get enough support in stress management, test taking skills…..

5. Ensuring Transparency and Fairness in Assessment Procedures

Transparency and fairness in assessment procedures are essential for maintaining trust and promoting equity in education. Let's explore the response of R4 as follows.

R4 stated that all the issues were forwarded from the upper body to us. I have no input in the assessment procedure, assessment criteria, content coverage and student's expectation. For me it would be best if they accommodate stakeholder's idea before full execution.

As it is stated in the above interview response the development, administration, and scoring of CBEEs should be transparent and fair. Students should be aware of the assessment criteria and have opportunities to review their results and challenge any discrepancies.

The fact that the respondent's FGD demonstrated that administering curriculum-based exit exams in a fair and equitable manner is a difficult task. There are other things to take into account, like making sure the tests are curriculum-aligned, allowing for youths with special needs, and making sure the tests are equitable for all students. It is crucial to thoroughly consider the advantages and disadvantages of administering exit exams prior to making a choice.

C. Best practices from execution of the exam

Based on the results of the FGD and interviews, the researcher developed four subthemes related to best practices in the implementation of CBEEs: improving accountability, identifying areas for development, motivating students, and highlighting the differences between public and private schools. Each of these themes was covered in the following discussion.

1. Motivate students

It is expected of teachers to motivate pupils to realize their full potential and succeed in their academic endeavours. The R3 response effectively summarizes the issue.

R3 states that curriculum-based exit exams motivate me to learn by providing a clear goal to work towards. I know that the performance on the exam will have real consequences; it pushes me to take learning seriously.

2. Shows difference among public and private schools

Public and private universities in Ethiopia had their own distinct features in different areas. The interview response by R1 did a great job in understanding the phenomenon.

R 1 named that Most of our students from private schools didn't succeed in the examination; there is a difference in delivery, resource and quality of instructors in both forms of the institution.

3. Identify areas for improvement

As a first experience of large scale deployment of CBEEs, it will give a plenty of lessons for different stakeholders who are involved in education. The interview with R6 did a great job in debriefing the issue.

R 6 stated that the exam clearly shows were we positioned our self's as a college in different areas, lesson delivery, resources, quality of our students and the likes. As a college we benefit from full execution.

4. Improve accountability

Enhancing accountability is essential to building the education system's efficacy, openness, and confidence. Accountability keeps people and things accountable for their choices and actions, which guarantees that objectives are fulfilled, resources are used effectively, and moral principles are maintained. The issue was well understood during the interview with R5.

R 5 stated that all the data matrices, covered content, evaluation process and procedures were first communicated early from ministry of education and as a department we insist harder to maintain that level.

FGD participants identified the following best practices from execution of the exit exam: clear and transparent guidelines, sufficient preparation time for students, training and support for examiners, regular review and improvement of the exam process.

The aforementioned subthemes make it clear that implementing curriculum-based exit exams can enhance teaching and learning. There are a number of best practices that can be followed to guarantee that these exams are useful instruments for raising student achievement.

Discussion

The use of curriculum-based exit exams has been the subject of educational research and discussion. Numerous research studies have looked at how these tests affect various aspects of education, such as curriculum creation, students, and teachers.

This study supports the findings of Al Ahmad & Al Marzougi (2013), who reported that exams cause stress and pressure. Additionally,

this study discovered that opinions on curriculum-based exit exams among study participants, including both favorable and negative ones, are varied among teachers and students. Positively, these tests offer a consistent means of assessing our knowledge and abilities following curriculum completion. We can use it to assess our advantages and disadvantages as well as pinpoint areas in which we can grow. Additionally, it serves as a benchmark for universities and employers to assess our abilities.

Furthermore, Bishop et al. (2001) discovered that the two biggest obstacles to curriculum-based exit test execution were minimizing cultural bias and coordinating with a diversified curriculum. This research supports the previously stated conclusion that managing issues of transparency, taking exam anxiety into consideration, reducing cultural bias, evaluating socioeconomic disparities, and aligning with a diversified curriculum are the best ways to improve the execution of exit exams.

A curriculum-based exit exam can be used as a monitoring tool to provide feedback, evaluation, and assessment of program learning outcomes (PLOs), according to a 2019 study by Hoddinot et al. This study supports the 2019 study's findings by demonstrating that it improves accountability, motivates students, and identifies areas for improvement.

Curriculum based exit exams are meant to determine how well students have understood and applied the material before they graduate or continue their study. The purpose of these tests is to verify that students have learned the skills and knowledge needed for their future pursuits. Although they can offer a thorough assessment of students' academic performance, their equitable and equitable implementation presents certain difficulties. It's critical to create precise instructions, uniform standards, and enough time for pupils to prepare. A fair and efficient exam procedure also requires examiner training, randomized question formats, stringent guidelines, prompt results, a grievance procedure, and frequent evaluation for enhancement.

Conclusion and recommendations

A curriculum-based exit test clarifies a number of the evaluation process's facets. The results show that both instructors and students value viewpoints highly. While some students are concerned about the pressure and excessive focus on memorization, others recognize that maintaining academic standards and offering a reliable assessment are essential.

The article describes the ongoing initiatives taken by Ethiopian government organizations and academic institutions to solve these issues. Education reforms that prioritize problem-solving, critical thinking and applying information to practical circumstances are

promoting a more comprehensive approach to learning. By taking these steps, young people should experience less anxiety before tests and receive a well-rounded education that will equip them for the difficulties of adulthood.

It is evident that Ethiopia's educational system is significantly impacted by the curriculum-based exit exam. The study highlights the need for continual assessment and modification in order to ensure that the test is in keeping with the more general goals of education, such as promoting creativity, innovation, and personal growth.

Future educators and policymakers should consider the diverse perspectives of stakeholders and students while creating an equitable assessment system. Ethiopia may try to guarantee that its pupils are given a top-notch education that will prepare them for postsecondary education, the workforce, and civic involvement by accomplishing this.

The importance of continued dialogue and collaboration between all stakeholders in order to enhance Ethiopia's curriculum-based exit exam is highlighted in the research paper's conclusion. By addressing the concerns raised by students and taking their feedback into consideration, the educational system may change to meet the evolving needs of both society and the classroom. In the end, this will result in a more friendly, imaginative, and effective learning environment.

The following suggestions were forwarded in particular for better CBEE management going forward:

- Use curriculum-based exit exams as one of several measures of student learning.

- Content, language usage, and assessment methods should be culturally sensitive and inclusive.

- Facilitation of test task taking skill workshop.

- Provide students with multiple opportunities to demonstrate their knowledge and skills.

- Use curriculum-based exit exams to inform curriculum development and revision.

- Provide professional development for teachers on how to use curriculum-based exit exams effectively.

- Develop clear guidelines for the administration and scoring of curriculum-based exit exams.

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