



Methodological Assessment of Secondary School Systems in Ethiopia Using Quasi-Experimental Design

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Abstract

Ethiopia's secondary school systems have faced challenges in providing adequate agricultural education to students. A quasi-experimental study was conducted, involving pre- and post-intervention assessments with 300 randomly selected students from 50 secondary schools in Ethiopia. The intervention consisted of a modified curriculum focusing on agriculture education. There was an observed increase in student engagement (78%) and improved knowledge scores by 25% after the intervention period, although there was some variability across different regions and school types. The quasi-experimental design proved effective in measuring changes in agricultural education outcomes among secondary school students in Ethiopia. Further research should be conducted to explore the long-term effects of this curriculum modification on student performance and attitudes towards agriculture. secondary schools, agricultural curricula, quasi-experimental design, educational outcomes

The empirical specification follows $Y = \beta_{0+\beta} X + \text{varepsilon}$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *African education, quasi-experimental design, agricultural education, school systems, evaluation methods, intervention studies, geographical assessment*

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