

Practices, challenges and stakeholder perspectives of using Awngi language as a medium of instruction: Meta-synthesis of existing studies in Awi Nationality Administration

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Abstract

This study examined the practice challenges and stakeholder perspectives of using Awngi as a medium of instruction in primary schools and Injibara College of Teachers' Education in the Awi Nationality Administration. The study employed a meta-synthesis of existing studies to investigate about the practice, challenges and perspectives of using Awngi as a medium of instruction. Out of 16 identified studies, 10 were included and 6 excluded through manual searching and snowballing techniques. Findings revealed varied implementation practices, challenges related to curriculum, human resources, and materials. Community perspectives ranged from acceptance to opposition, influenced by awareness, external factors, and professional support. The study recommends further research to better understand community perspectives and improve Awngi implementation.

Keywords: practices, challenges, perspectives, meta-synthesis, primary schools, medium of instruction, college.

Introduction

Language serves as a powerful communication tool that enables human development beyond that of other species (Mebiratu, 2016). UNESCO advocates for mother tongue instruction in early childhood and primary education, as learning in one's native language enhances cognitive development. The choice of language of instruction is a priority in many countries, with efforts underway to develop supportive materials and strategies. Education in a student's mother tongue is often viewed as a language right (Peyton, 2015), and research indicates that students taught in their mother language tend to achieve greater educational success than those instructed in a foreign language (Rauf and Ali, 2023). Mother tongue education is widely

regarded as key to improving children's academic and cognitive outcomes. The Education and Training Policy (ETP) issued by the federal Ministry of Education in 1994 mandates the use of local languages in primary education, allowing for a shift from Amharic as the sole medium of instruction to the inclusion of various minority languages (Yonatan, 2022).

The Awgni language became the medium of instruction in primary schools following the 1994 education and training policy. In 1997, a pilot program was initiated in five schools, with Awgni used for all subjects from 1st to 6th grade, and for social science, civics, and ethics in 7th and 8th grades (Yohannes Berhanu, 2014). The program started in 1996 with 10 male and 10 female teachers and 263 students (191 male, 72 female) across 8 sections. By 2023, the number of schools had risen to 272, with 2,177 male and 1,730 female teachers, and a total of 94,841 students (44,955 male and 50,386 female) across 3,907 sections (AWI Nationality Administration Education Department annual report, 2023).

Challenges to the 1953 UNESCO recommendations on mother tongue education have been raised by scholars (Zelalem, 2012). Language minority children in mixed communities were compelled to learn in unfamiliar languages, leading many parents to withdraw their children from schools and causing a significant drop in enrollment (Daniel S. Alemu et al., 2011). Additionally, many language minority regions in Ethiopia lack infrastructure, educated personnel fluent in the minority language, and sufficient materials at the time of implementation (Daniel S. Alemu *et al.*, 2011).

Dessalegn (2002), as cited in Birhanu *et al.* (2014), conducted a supplementary study on the Awgni mother tongue education for grades 1-4. The study found inadequate time for curriculum preparation, teacher training, and parent awareness. Key issues included low-quality textbooks, untrained teachers, underperforming district personnel, and parental resistance to the education provided.

Melaku (2004) examined community perspectives on the Awgni mother tongue education program for grades 1-8, finding that shortages of teachers,

experts, textbooks, and materials significantly hindered the program and affected community attitudes toward it. Similarly, Bantihun (2008) compared Amharic and Awgni education programs and noted a lack of student textbooks, curriculum support, and teacher training in both. His research indicated that teachers were not familiar with the curriculum materials due to insufficient on-the-job training.

Amare Ewunetu (2020) found that parents and teachers in the Awi region showed a lack of interest in using the Awgni language as a medium of instruction, preferring Amharic instead. While students expressed interest in learning Awgni, parental influence pushed them towards Amharic. The school community generally held negative perspectives towards the Awgni language. Despite numerous qualitative studies on the challenges of implementing Awgni as a mother tongue education, no research has synthesized the various practices across different school settings. This prompted the researcher to conduct a meta-synthesis on Awgni language instruction in primary schools and colleges for several reasons: 1) Discrepancies in results from individual studies highlighted the need for a comprehensive analysis; 2) Many studies were unpublished or not widely disseminated, limiting community engagement; 3) There was no prior meta-synthesis on Awgni as a medium of instruction, creating a gap that needed to be addressed for a holistic understanding of the topic.

This gap highlights the importance of conducting a meta-synthesis study. Meta-synthesis allows for the integration and interpretation of findings from multiple qualitative studies, providing a comprehensive understanding of complex phenomena (Noblit Hare, 1988). By analyzing discrepancies in results from individual studies, researchers can identify patterns and themes that may not be apparent in isolated studies, thus enriching the discourse on Awi language instruction. Furthermore, many studies on this topic remain unpublished or are not widely disseminated, which limits community engagement and awareness (Sandelowski Barroso, 2007).

The absence of a prior meta-synthesis on Awgni as a medium of instruction creates a significant gap that needs to be addressed to foster informed

discussions among educators, policymakers, and the community. A meta-synthesis not only consolidates existing knowledge but also informs future research and educational practices (Thorne *et al.*, 2004). This study aims to fill that gap by providing a holistic understanding of the challenges and opportunities associated with Awgni language instruction in primary schools and colleges.

The primary goal of this study was to examine systematically the practices, challenges and *perspectives* of community towards Awgni as medium of instruction in some primary schools and Injibara teachers college in Awi Nationality Administration.

Methods

Research design

This descriptive meta-synthesis study (Wa-Mbalaka, 2020) was conducted on Awgni as medium of instruction practices, challenges and *perspectives* of community in some primary schools and Injibara teacher education college. This study utilized a systematic and comprehensive approach to examine existing research studies in this field.

Search strategy

To identify relevant studies on the practices, challenges, and perspectives of the community towards Awgni as a medium of instruction in primary schools and Injibara Teachers' college within the Awi Nationality Administration, the researcher employed a systematic and thorough search strategy. The keywords used for the electronic and manual search were "practices," "challenges," and "attitudes of the community towards Awgni as a medium of instruction in primary schools and college. A thorough manual search of hard copies available was conducted in public library of Injibara Town and used snowballing to gather additional studies in the Awi Nationality Administration. It was to challenge the scarcity of existing studies to conduct a meta-synthesis in deeper way.

The manual search was conducted through various methods, including hand searching of hard and soft copies, snowballing techniques, and communication

with individuals knowledgeable about the topic. The search was carried out diligently from February to June 2024 in locations such as the Injibara Teachers Training College Research Unit, Injibara Town Public Library, and through direct communication with relevant experts.

Inclusion and exclusion criteria

The researcher established specific inclusion and exclusion criteria for the selection of studies. The study focused on qualitative and mixed studies conducted in between 2002-2023 G.C relevant to Awgni as medium of instruction: the study had to be set in the Awi Administration context, focus on Awgni as a medium of instruction, involve primary schools and colleges, examine practices, challenges, and *perspectives* towards Awgni. Papers presented in symposiums, MA thesis, or articles, and are qualitative or mixed research with full-text availability were included.

Critical Appraisal

The research method involved a systematic evaluation of the research design, sample size, data collection methods, and statistical analysis employed in each selected (included) study. By aggregating and synthesizing the findings of multiple studies, this meta-synthesis aimed to provide a comprehensive overview of the impact of Awgni as medium of instruction in some primary schools and college in Awi Nationality Administration. Thus, each study was critically appraised using theoretical appraisal Skills Programme checklist (Jaime-Lara, et al.2020), Erwin, et al (2011), Lachal, et al (2017), CASP (2017) checklist, & L.Ren, et al (2024). The quality assessment tool contained 10 questions and by using these questions two raters evaluated the included studies.

Data synthesis

The selected studies were critically analyzed and synthesized to identify common themes, trends, and findings related to the effectiveness of Awgni as medium of instruction.

Drawing on the meta-synthesis method proposed by Erwin, et al, (2011), this study involved six sequential steps of synthesizing the qualitative (not purely) mixed research findings to provide a comprehensive insight & knowledge,

which the researcher outlines below. Step 1: Formulate a clear research problem& question, Step 2: conduct a comprehensive search of the literature, Step 3: conduct careful appraisal of research studies for possible inclusion (only to assess quality was emphasized), Step4: select & conduct meta-synthesis techniques to interpret & analyze qualitative research findings, Step 5 Present synthesis of findings across studies, and Step 6: reflect on the process (Erwin, etal, 2011).

Results

Search outcome

Based on these criteria, 10 studies were included in the meta-synthesis, while 6 studies were excluded for various reasons such as focusing on Awgni as a second language, proverbs, being before 2002, discussing Awgni names, or lacking full-text availability. The flow chart of the search results and selection process was presented below (see diagram below).

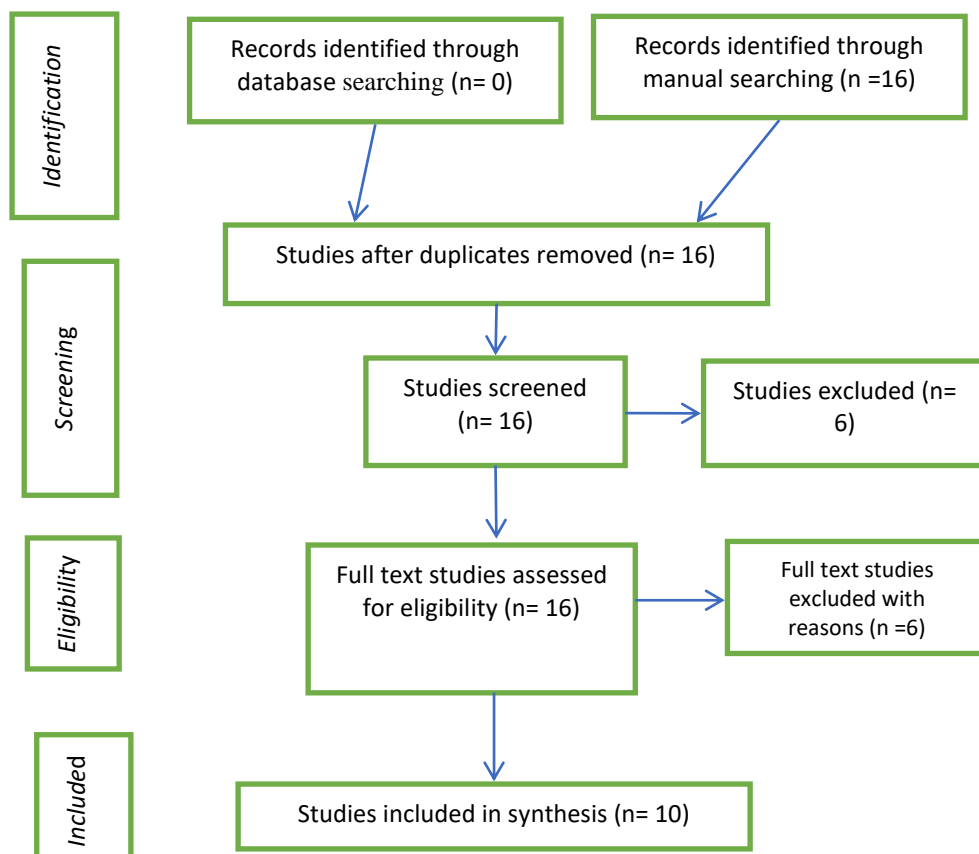


Diagram 1: Flow chart of included studies

The total population size involved in the studies included 72 education experts, 1369 students, 847 teachers, 288 parents, 103 principals, 69 heads, and 3 deans. Some authors suggest that for a meta-synthesis to be conclusive, it should ideally include a minimum of 10 or 12 primary studies (Chrastina, Bonds & Hall, and Korkmaz & Morali).

Among the studies only one was conducted at college level, the rest were conducted at primary schools setting (Table1). Furthermore, only one study was weak (low) in quality as a code stands for Medium of instruction and the included studies were arranged chronologically.

Table 1: *characteristics of studies included in the meta-synthesis (2002-2023)*

No	Author&date	Design	Participants	Casp score
1	BantihunM,2002	descriptive	105 teachers 42principals, 193 students 18 experts 18 administrators &87 parents	16
2	MelakuM,2004	descriptive	70 parents,100 teachers,10 principals,22 experts,26 heads and 80 students	16
3	ZewudieG,2006	descriptive	136Students,30parents,59teachers,9princi pals&12district experts	18
4	BantihunM,2008	Comparative&de scriptive	103 students,26 heads& experts,31 teachers,10 principals & supervisors	16
5	TilahunA,2012	descriptive	190Students,70teachers,10principals & 20parents	18
6	Berhnu, etal.2014	descriptive	231 students,142 teachers,22 principals,8 supervisors,7 heads,11 experts &16 administrators	16
7	AbebeF,2015	Qualitative&field work	Teachers,parents,zonal&woreda education experts &educationdepartmentheads(13)	16
8	WorkinehK,201 9	descriptive	268learners,63educators,3deans &6 Departmentheads&Supportive staffs	20
9	AmareE2020	exploratory	Students(21),teachers(15) &parents(30)	12
10	EyasuA,2023	Explanatory&de scriptive	Students,teachers&directors(98)	14

By employing a comprehensive approach that involved examining various aspects related to the implementation of Awgni as a medium of instruction, the research aimed to provide a nuanced understanding of the challenges, *perspectives*, and practices surrounding the use of Awgni in educational settings. This multi-level analysis likely contributed to a more holistic view of the topic and facilitated the identification of key practices, challenges and stakeholder *perspectives* about Awgni as a mother tongue medium of instruction which is detailed in the following sections.

Theme 1: Practices

Based on the information provided regarding the practices related to the use of Awgni as a medium of instruction in primary schools and college, the following key points were summarized:

First, studies consistently highlighted the practical effectiveness of Awgni and pedagogical value of using Awgni as a mother tongue medium of instruction. Practical classroom practices have led to encouraging outcomes, with students learning more effectively and without fear (BantihunM, 2002, ZewudieG, 2006). Positive results include improved student interest or motivation (BantihunM, 2008, Berhnu, etal.2014, and AmareE, 2020) and performance and enhanced teaching effectiveness (BantihunM, 2008)

Secondly, studies emphasized students' wide use and engagement in Awgni both in and out of the classroom. Teachers, supervisors, and principals report that most students complete their classwork and homework using Awgni, demonstrating their active engagement (Berhnu, etal.2014). Moderate performance levels were observed, with teacher educators translating course modules into Awgni and offering tutorials. Students actively participate in lessons, tutorials, and reading courses, benefiting from the structured support provided (WorkinehK, 2019).

Table 2: practice of Awgni as language of mother tongue instruction

No	Author(s)	Language	Findings
1	BantihunM,2002	Amharic	There are practical practices. The result is encouraging. They learn without fear.
2	MelakuM,2004	English	Teachers use awgni in the classroom, pupils use in the classroom and during breaks. However notices, meetings and application letters are not in awgni as well as parents, experts and heads don't use awgni.
3	ZewudieG,2006	Amharic	It is in practice, the result is encouraging, and pedagogical value is high.
4	Bantihun M,2008	Amharic	Principals, supervisors, experts, students and teachers have positive attitudes and they are happy.
5	Tilahun A,2012	English	It is effective.
6	Berhanu,etal.2014	Amharic	It is on average level of performance, teaching interest, capacity and support is encouraging as well as the result
7	Abebe F,2015	English	The number of teachers& students increased, unit was opened, department was opened,icte was opened as well as research was conducted
8	Workineh K,2019	English	Performance of practice is moderate
9	Amare E,2020	English	The students are interested in their classroom lessons because they learn in their mother tongue
10	Eyasu A,2023	English	It is not encouraging and the students are dropping and absentee.

Finally, the studies explained that the adoption of Awgni has contributed to institutional growth, including an increase in the number of teachers and students, the establishment of new units and departments, and the initiation of research activities (Abebe F, 2015).

Theme 2: Challenges

While using Awgni as a mother tongue medium of instruction encouraged student motivation and curiosity to learn using the local culture and idioms, it had a number of challenges like resource and Infrastructure Challenges, existence of multiple linguistic dialects and shortage of curriculum materials, social barriers, and institutional and administrative barriers.

Studies consistently reported that a significant barrier to implementing Awgni as a medium of instruction lies in the lack of resources, including textbooks, teaching materials, and trained teachers (ZewudieG,2006, Bantihun M,2008, Tilahun A,2012, Berhanu, etal.2014, Amare E, 2020). This was elaborated For example, in Chiguali Primary School, Degarege Mesfin from the Fagita Lekoma Woreda education office reported that only one teacher was assigned to teach approximately 260 students in a section due to the lack of instructors willing to teach Awgni (Bantihun M,2008&Abebe F,2015).

Additionally, inadequate radio broadcast support, variation in translation, and insufficient supervisory input hindered the progress (BantihunM, 2002, MelakuM, 2004, and Tilahun A, 2012). Besides, the existence of multiple dialects (for example, Dega and Qolla) presents challenges in standardizing Awgni for instruction. Translation difficulties, inadequate planning for curriculum materials and the use of complex or non-standard words further complicate the creation of effective teaching resources (Abebe F, 2015, Workineh K, 2019, Amare E, 2020). A lack of language research exacerbates these issues (Amare E, 2020).

Table 3: Challenges of Awgni as a language of mother tongue instruction

No	Author(s)	language	Findings
1	BantihM ,2002	Amharic	Lack of understanding, input, support, and variation in translation as well as misconception as well as absence of trained teachers.
2	MelakuM, 2004	English	Lack of understanding, input, support, radio broadcast assistance and variation in translation, as well as misconceptions and absence of trained teachers were identified as key challenges.
3	Zewudi G, 2006	Amharic	Lack of understanding, input, support, and not supported by radio as well as absence of trained teachers.
4	Bantihu M,2008	Amharic	Shortage of materials, lack of training, lack of language skills (principals, supervisors, experts), less supervisory support and lack of proficiency of students in medium of instruction and educational wastage.
5	Tilahun A ,2012	English	Lack of understanding (parents say that isn't working language and not spoken out of the zone) not supported by radio and started without well preparation.
6	Berhanu, etal.2014	Amharic	Lack of understanding, input, support (out of school), and not supported by radio as well as absence of trained teachers
7	Abebe F, 2015	English	Translation tasks were major challenges (had never been written before), the existence of two dialects (Dega &Qolla) was done within short time span &with little time for careful planning, textbooks were not reached timely as well as shortage of teachers.
8	Workine K, 2019	English	Challenges of input, administrative and policy.
9	Amare E, 2020	English	Shortage of textbooks, trained teachers, appropriate teaching materials, and supervisory support were reported by various stakeholders, including parents, teachers, students, and principals.
10	Eyasu A, 2023	English	Absence of materials (textbooks, syllabus, references, etc.), not supported by radio program, negative attitudes of students and parents, dialectics difference, no capable teachers and not given training.

While students show interest in learning in Awgni, societal *perspectives* posed obstacles. Parents feel shame in speaking Awgni publicly, reflecting broader stigmas. Furthermore, limited use of Awgni in official communications and by community leaders weakens its integration into daily life (MelakuM, 2004, AmareE, 2020). For example, some challenges were identified, including the

limited use of Awgni in official communication such as notices, meetings, and application letters, as well as the lack of usage by parents, experts, and heads (MelakuM, 2004). Finally, administrative challenges, policy limitations, and insufficient support for teacher training in Awgni at higher education levels impeded progress (WorkineK, 2019). Additionally, the teaching-learning environment is often not supportive, with inadequate planning, guidance, and coordination (EyasuA, 2023).

Theme 3: perceptions

The primary studies on the *perspectives* of the community towards Awgni as a medium of instruction in primary schools and college revealed a mix of positive and negative perceptions. Here is a summary of the key findings related to attitudes towards Awgni as a medium of instruction:

Positive perspectives toward Awgni as a Medium of Instruction

A majority of respondents in some studies expressed favorable views, reinforcing the potential of Awgni in educational settings (BantihuM, 2008). Educators and learners generally displayed positive attitudes toward Awgni as a medium of instruction, acknowledging its benefits (BantihuM, 2008, WorkineK, 2019). In some primary schools and colleges, parents and students expressed positive interest and happiness regarding the use of Awgni, recognizing its importance (BantihM, 2002, ZewudiG, 2006, and Berhanu, et.al.2014). Basically, teachers reported satisfaction with teaching in Awgni, while students enjoyed learning in the language in certain areas (Berhanu, et.al.2014).

Table 4: stakeholder perspectives about Awgni as a language of mother tongue instruction

No	Author (s)	Language	Findings
1	Bantih 2002	M, Amharic	Both parents and students are happy.
2	Melaku 2004	M, English	Some parents expressed dissatisfaction and resistance to the implementation of Awgni, citing concerns about lack of consultation, government support, and the perceived inferiority of Awgni compared to Amharic.
3	ZewudiG, 2006	Amharic	Both parents and students have positive interest.
4	Bantihu 2008	M, Amharic	Some students prefer Amharic; some experts have negative attitudes and lack awareness about the importance of medium of instruction.
5	Tilahun A,2012	English	Teachers, parents and students are happy but majority parents dislike it.
6	Berhanu, etal.2014	English	Majority of respondents have positive attitude. Both parent and students have understanding and are happy.
7	AbebeF,2015	English	The local communities received the programme with scepticism, teachers hesitated to teach through Awgni due to marginalization & it is given in rural areas.
8	WorkineK, 2019	English	Both educated and learners have positive attitudes toward Awgni as medium of instruction.
9	AmareE,2020	English	Teachers and parents in the Awi Zone were not in favor of using Awi language as a medium of instruction in primary schools, citing reasons such as lack of training, parental preference for Amharic, and students' reluctance to register in schools using Awi language.
10	Eyasu 2023	A, English	Parent are resisting, teachers are not committed as well as the students are not interested.

Conversely, some parents were dissatisfied with Awgni's implementation, citing a lack of consultation, inadequate government support, and a belief in the superiority of Amharic for socio-economic and political advancement (MelakuM, 2004, TilahunA, 2012, and AmareE, 2020). In some areas, parents, teachers, and students favored Amharic due to its perceived prestige and better

job opportunities, leading to ridicule and pressure on students to switch (TilahunA, 2012, AbebeF, 2015, and AmareE, 2020). Fueled by a lack of teacher training, material shortages, and low enrollment in schools using Awgni (AmareE, 2020, EyasuA, 2023), some parents and teachers argued that Amharic would provide greater national integration and career prospects. Some principals reported community resistance to Awgni, with parents considering it a waste of time and resources (EyasuA, 2023).

Discussion

Despite there are many qualitative studies about the practices and challenges of implementing Awgni as mother tongue education, no study synthesized the various practices and challenges of different school settings providing education in Awgni. Therefore, to fill the gap conducting meta-synthesis study on the practices and challenges of implementing Awgni as mother tongue education in primary schools and Injibara Teachers' training College was the strong side of the study.

The key findings of this study were: 1) consistent reports of existing studies about the practical effectiveness of Awgni and pedagogical value of using Awgni as a mother tongue medium of instruction that encouraged student and curiosity and engagement of students in teaching learning activities linking with their real-life situations. 2) while majority of students, teachers and parents had favorable attitudes, some social and attitudinal barriers fueled by shortage of resource and infrastructure including textbooks, teaching materials, and trained teachers; existence of multiple linguistic dialects; shortage of curriculum materials linked to inadequate planning; inadequate radio broadcast support, variation in translation and the use of complex or non-standard words; existence of multiple dialects (for example, Dega and Qolla); insufficient supervisory input and institutional and administrative barriers inhibited progress and effectiveness of using Awgni as a mother tongue medium of instruction. 3) Some parents and teachers argued that Amharic would provide greater national integration and students' career prospects.

These findings would serve as a valuable source of local academic reference and enhance electronic access to information on the use of Awgni as a medium of instruction. From a practical perspective; the findings provide important insights and recommendations for educators, curriculum developers, and

policymakers. These insights could help optimize the utilization of Awgni as a medium of instruction in primary schools and colleges within the Awi administration.

The study's findings have the potential to inform decision-making and initiatives aimed at enhancing the educational system in the Awi nationality Administration. It highlights both the strengths and limitations of using Awgni as a medium of instruction, equipping educators with essential insights for informed implementation. By assessing the effectiveness of Awgni, the study contributes to the existing knowledge on language instruction and educational practices while identifying community practices, challenges, and attitudes.

The findings of this study support that the implementation of the Awgni program was rushed without adequate planning (Tilahun A, 2012 & Abebe F, 2015), leading to challenges such as the use of complex language in textbooks, non-standard dialects (The use of non-standard dialects and the absence of proper language research before implementation) and a lack of proper research on the language. The organizational structure of educational offices was not adjusted to support the new initiative, resulting in a weak implementation from the start (M9). The textbooks were written in difficult words, which are not up to the level of the students, the dialects used were not a standard dialect of Awi: instead, it is a mixture of the highland & lowland dialects of Awi language. This also indicated that language research was not done before using the language as a medium of instruction, the organizational structure of the woreda education offices & the zone education office was not adjusted to the new change, and above all the preparation stage of using Awi as a medium of instruction was not led by a well-organized plan. As a result of this, the implementation of Awgni is found at a weak condition from the beginning.

This explains our consistent findings about shortage of resources, curricula materials, teachers and lack of policy support in this study. In this regard, Dessalegn (2002), as cited in Birhanu, et al (2014), conducted a supplementary study on the Awgni mother tongue education that is taught from 1st to 4th grades. They observed that the program lacked adequate time for curriculum preparation, teacher training, and raising awareness among parents. According to their study's conclusion, the main problems of the program include the low

quality of textbooks, instruction by teachers who are not trained in the language, the underperformance of district personnel, and the fact that education is provided when parents are not willing to accept it. This was confirmed in their supplementary studies and insufficient preparation in language minority regions further contribute to these challenges. The immersion model in mixed communities has led to enrollment drops due to language barriers (Daniel, etal, 2011).

Secondly, the favorable and unfavorable attitudes towards Awgni as a medium of instruction varies across schools implying that schools and communities bordering to the Awi Nationality Administration had mixed linguistic group of stakeholders (parents, students and teachers) that explains perspectives variations. In reality, the success of language policies in education is heavily influenced by community attitudes, emphasizing the inseparable connection between education and attitudes. This is supported by Shohamy and Gorter (2022), Reid (2003), & (Visser, 2008) cited in (Getachew.A, 2015E.C). Positive attitudes play a crucial role in effective language learning and teaching, highlighting the significance of community support for mother tongue instruction (Mebratu, 2016). The study acknowledges several limitations: 1) Shortcomings in Electronic Data: Challenges related to the availability and accessibility of electronic data may have affected the research findings, as such data can offer valuable insights. 2) Unavailability of Sufficient Primary Studies: A lack of adequate primary studies on the topic may have limited the comprehensiveness of the literature review and analysis. 3) Limited Critical Analysis: Due to time and resource constraints, not all identified primary studies could be critically analyzed, potentially impacting the thoroughness of the review.

Conclusion

The research studies reviewed present a consensus on the practices, challenges, and community perspectives towards Awgni as a medium of instruction in primary schools and colleges. Here are the key points of agreement: The implementation of the Awgni program was rushed without adequate planning leading to challenges such as the use of complex language in textbooks, non-standard dialects, and a lack of proper research on the language. The

organizational structure of educational offices was not adjusted to support the new initiative, resulting in a weak implementation from the start. While Awgni is indeed practiced as a medium of instruction in primary schools and colleges, the level of implementation varies across different institutions. Challenges hindering the practice of Awgni as a medium of instruction include a lack of resources such as trained teachers, educational materials, lack of professional supports and policy support as well as the varying translations. The study recommends further comprehensive research that involves parents, experts, and administrators, utilizing detailed focus group discussions to delve deeper into the community's attitudes towards Awgni as a medium of instruction.

Conflict of interest

The author declares that there is no competing conflict of interest.

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