# Promoting Students' Awareness for Better Images of the Future: Examination of the Space Accorded in Secondary School Curriculum in Ethiopia

**By:**

**Zerihun Takele Ayane**

**A PhD Dissertation Submitted to the Graduate Studies of Addis Ababa University in Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Curriculum Design and Development**

**Addis Ababa University,**
**Addis Ababa, Ethiopia**
**June 2024**

**Addis Ababa University**

**College of Education and Behavioral Science**

**Department of Curriculum and Instruction**

**A PhD Dissertation on:**

# Promoting Students' Awareness for Better Images of the Future: Examination of the Space Accorded in Secondary School Curriculum in Ethiopia

**By:**

**Zerihun Takele Ayane**

**Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Curriculum Design and Development**

**Advisor:**

**Associate Prof. Dawit Mekonnen (PhD)**

**Addis Ababa University,**
**Addis Ababa, Ethiopia**
**June 2024**

**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Curriculum and Instruction**

This is to certify that the thesis prepared by Terikun Jatele entitled Promoting Students' Awareness for Better Images of the Future: Examination of the Space Awarded in Secondary School Curriculum in Oromia Region, Ethiopia.

and submitted in partial fulfillment of the requirements for the degree of **Doctor of Philosophy in Curriculum Studies** complies with the regulations of the university and meets the accepted standards with respect to originally and quality.

**Signed by the Examining Board Committee:**

| | | |
|---|---|---|
| Dawit Mekonnen | | May 15, 2024 |
| Supervisor | Signature | Date |
| Dereboss Dugassa (Prof) | | May 15, 2024 |
| Internal Examiner | Signature | Date |
| Prof. Alemayehu B | | MAY 15, 2024 |
| External Examiner | Signature | Date |
| Lemma Setegn (PhD) | | May 15, 2024 |
| Chair Person | Signature | Date |

**Table of Contents** **Page**

Table of Contents.....i
List of Figures.....v
List of Tables.....vi
Acronyms.....vii
Acknowledgement….....viii
Abstract.....ix

**Chapter One: Introduction**….....1

**1.1.** Background of the Study…….……1
**1.2.** Statement of the Problem…….……5
**1.3.** Objectives of the Study……..……...9
**1.4.** Basic Research Questions……...10
**1.5.** Significance of the Study……10
**1.6.** Scope of the Study……..11
**1.7.** Operational Definition of Key Variables & Terms……..……..12
**1.8.** Theoretical Framework of the Study……..13
**1.8.1.** Concepts on Future Images Formation……..14
**1.8.2.** Conceptual Framework of the Study……...……..18

**Chapter Two: Review of Related Literature**……20

**2.1.**Introduction……...……..20
**2.2.**Field of Futures Study and its Educational Implications…….20
**2.3.**Images and Images of the Future…….21
**2.3.1.** The Nature of Images of the Future……...…….22
**2.3.2.** Historical Emergence of Images of the Future……..……..25
**2.4.**Future-Orientation……29
**2.5.**Factors that Can Shape Students' Future Images Constructions…….30
**2.6.**Future-Oriented Curriculum……31
**2.7.**Role of Textbooks in Students' Future Images Formations……34

**2.7.1.** Temporal Future Dimension in the Textbooks……35
**2.7.2.** Spatial Dimensions in Textbooks……37
**2.7.2.1.**Space of Personal Issues in Textbooks……38
**2.7.2.2.**Space of National Issues in Textbooks……39
**2.7.2.3.**Space of Global Issues in the Textbooks……..40
**2.7.3.** Values-Orientation in Textbooks……44
**2.7.3.1.**Space of Utopian Images in Textbooks……45
**2.7.3.2.**Space of Dystopian Images in Textbooks……46
**2.8.**Alternative Images of the Futures in Textbooks……..49

**Chapter Three: Research Methodology**…….....50

**3.1.**Introduction……..50
**3.2.**Research Approach and Design……...50
**3.2.1.** Research Approach……..50
**3.2.2.** Research Design……..50
**3.3.**Samples and Sampling Techniques…….51
**3.3.1.** Student Samples……..51
**3.3.2.** Textbooks……52
**3.4.**Data Collection Instruments……53
**3.4.1.** Students' Questionnaires…….53
**3.4.2.** Content Analysis…….54
**3.5.**Reliability and Validity of the Instruments……..57
**3.6.**Techniques of Data Analysis……...58
**3.7.**Ethical Considerations…….59

**Chapter Four: Presentations of the Results** …….60

**4.1.**Introduction……..60
**4.2.**Images of Personal, National and Global Issues Represented in the Textbooks…….60
**4.2.1.** Images of Personal Issues in the Textbooks……...60
**4.2.1.1.**Utopian Images of "Good person/Citizen" Presented in the Textbooks……..60

**4.2.1.2.**Dystopian images of "undesirable person" in the textbooks……...64
**4.2.2.** Images of National Issues in the Textbooks……...66
**4.2.2.1.**Utopian Images of National Issues Presented in the Textbooks……..66
**4.2.2.2.**Dystopian Images of National Issues Presented in the Textbooks……..71
**4.2.3.** Images of Global Issues in the Textbooks.....73
**4.2.3.1.**Images of Africa Represented in the Textbooks……..73
**4.2.3.1.1.** Utopian Images of Africa Represented in the Textbooks……....74
**4.2.3.1.2.** Dystopian Images of Africa Represented in the Textbooks……78
**4.2.3.1.3.** Images of Global Issues Represented in the Textbooks……..80
**4.2.3.1.4.** Utopian Images of Global Issues Presented in the Textbooks…….81
**4.2.3.1.5.** Dystopian images of Global issues presented in the textbooks……...83
**4.3.**How do textbooks' activities allow students to explore alternative futures?……...86
**4.3.1.** Textbooks' activities related to personal issues…….86
**4.3.2.** Textbooks' activities related to national (Ethiopia) issues…….....89
**4.3.3.** Textbooks' activities related to Africa issues……..……...92
**4.3.4.** Textbooks' activities related to Global issues……..……..95
**4.4.**Descriptions of Students' Demographic Characteristics……..……...99
**4.5.**Students' Future Orientation……99
**4.6.**Students' Future Images……....100
**4.6.1.** Students' Personal Future Life Expectations……..…….101
**4.6.2.** Students' National Future Expectations……...102
**4.6.3.** Students' Global Future Expectations……..……104
**4.7.**Factors Influence Students' Future Images Formation…….……....106

**Chapter Five: Discussions**…….....108

**5.1.**Images of Personal, National and Global Issues Represented in the Textbooks……...108
**5.1.1.** Representations of personal issues in the textbooks……..108
**5.1.2.** Representations of Images of National (Ethiopia) Issues in the Textbooks……..110
**5.1.3.** Representations of Images of Africa Issues in the Textbooks……...112
**5.1.4.** Representations of Images of Global Issues in the Textbooks……..114

**5.2.**How do textbooks' activities allow students to explore alternative futures?……..……..116
**5.3.**The Status of Students' Future-Orientations……..119
**5.4.**Students' Future Images on Personal, National and Global Issues……...120
**5.5.**Factors influence students' future images formations……..……123

**Chapter Six: Summery, Conclusions and Recommendations** ….....126

**6.1.**Introduction……126
**6.2.**Summary of the findings……127
**6.3.**How images of personal, national and global issues represented in the textbooks?.....127
**6.4.**How do textbooks' activities allow students to explore alternative futures?.....129
**6.5.**How are grades 11 and 12 students future-oriented?.....130
**6.6.**What are grades 11 and 12 students' images of the future?.....130
**6.7.**What factors influences students' future images formations?.....131
**6.8.**Conclusions……131
**6.9.**Recommendations……..…133
**6.10.** Research in the Future…….136

**References** .....137

**Appendices**.....165

**Appendix A:** Student Questionnaire ….....165

**Appendix B:** Checklists for Textbooks Content Analysis….....171

**Appendix C:** Summary of cross tabulation on the result of students' future orientation….....173

**Appendix D:** Summary of cross tabulation on students' personal future images….....174

**List of Figures**

Fig. 1: The basic cognitive tools in the formation of images of the future….....14
Fig. 2: Process of social changes and change in purposes of education….....17
Fig. 3: Conceptual framework of the study….....19
Fig. 4: Historical emergence of images of the future…….26
Fig 5: Representation of the process of the parallel mixed design of the study……51
Fig 6: Categories for content analysis……55
Fig. 7: Qualities of the good citizen….....62
Fig. 8: Citizens' duties to conserve biodiversity….....62
Fig. 9: Self-awareness as quality of good autonomous person….....63
Fig. 10: Qualities of undesirable/bad person/citizen……..65
Fig. 11: Activity that helps students to identify qualities of a good person & bad person….....65
Fig. 12: The Past Human right Violations and Injustice in Ethiopia…….68
Fig. 13: Past tyrannies on the people and their struggles….....69
Fig. 14: Past population policy deficit in Ethiopia……70
Fig. 15: Natural resources of Lakes in Africa……74
Fig. 16: Rivers and Artificial dam (lakes) of Africa….....75
Fig. 17: Note taken from Grade 11 Geography textbook….....76
Fig. 18: The status of biodiversity in Africa….....76
Fig. 19: Richness of Ecological diversity and wildlife in Africa……...77
Fig. 20: Social features of Africa….....79
Fig. 21: Effects of poaching and drought in Africa……...80
Fig. 22: Rate of population growth around the world……84
Fig. 23: Impacts of industrial wastage on human health….....84
Fig. 24: Problems of synthetic on human health and environment……85
Fig. 25: Biodiversity loss in the next fifty years on the world….....85
Fig. 26: Mean of students' future expectations with respect to their ages….....102
Fig. 27: Students' optimistic future expectations on some national (Ethiopia) issues.....104
Fig. 28: Students' pessimistic future expectations on some global issues….....106
Fig. 29: Ranks of agencies that influenced students' future image construction….....107

## List of Tables

Table 1: Students' samples and rate of the returned questionnaires……52

Table 2: Descriptions of categories….....56

Table 3: Reliability test results of the questionnaire instruments……58

Table 4: Qualities of a good person/citizen presented in the Textbooks….....61

Table 5: Images of an undesirable person presented in the textbooks….....64

Table 6: Utopian images of National issues presented in the textbooks….....67

Table 7: Dystopian images of National issues presented in the textbooks….....72

Table 8: Utopian images of Africa presented in the textbooks….....75

Table 9: Dystopian images of Africa presented in the textbooks….....78

Table 10: Utopian images of global issues presented in the textbooks….....81

Table 11: Dystopian images of global issues presented in the textbooks……83

Table 12: Closed and open-ended learning activities related to personal issues…….87

Table 13: Closed and open-ended activities related to national issues….....90

Table 14: Closed and open-ended activities related to Africa issues….....93

Table 15: Closed and open-ended activities related to global issues….....96

Table 16: Summary of Demographic Characteristics of the Students….....99

Table 17: One-Sample t-test on students' future orientation….....100

Table 18: Comparing means using one-way ANOVAs….....100

Table 19: One-Sample t-test on students' images of the future in their personal lives….....101

Table 20: ANOVA test on the future images of personal lives based on the ages of students….....102

Table 21: Frequency and percentages of students' responses on national images of the future….....103

Table 22: Frequency and percentages of students' responses to global images of the future….....105

Table 23: Mean score of students' responses on the agencies….....106

**Acronyms**

| | |
|---|---|
| AIDS | Acquired Immunity Deficiency Syndrome |
| AU | African Union |
| EPRDF | Ethiopian People's Revolutionary Democratic Front |
| ETP | Education and Training Policy |
| HIV | Human Immunodeficiency Viruses |
| MoE | Ministry of Education |
| NEPAD | The New Partnership for Africa's Development |
| TB | Tuberculosis |

## ACKNOWLEDGEMENT

First, I would like to thank my almighty God, the most gracious and merciful, for the strength, endurance, guidance, and compassion He has donated to me throughout my entire life and for accomplishing this dissertation.

Next, I am grateful to my academic advisor, Dr. Dawit Mekonnen, for the unreserved, invaluable advice, continuous support, and synergetic comments he provided me in completing my dissertation. His immense knowledge, plentiful experiences, and tireless consultations have encouraged me during my dissertation work.

I am deeply indebted to my wife, W/ro Kidist Abiyu, for her moral encouragement and support provided to me throughout the study period. I am also grateful to my brothers, Lawyer Melaku Nuguse, who gave me support and sacrifice far more than expressed in words, and Dr. Wondiye Leggese and his wife, W/ro Zelalem Gashaw, who gave me sustained support throughout the journey of my PhD study. I wish to thank my Children, Naol and Ayantu, for their patience and love, which have helped me as a source of inspiration in the journey.

Finally, I sincerely thank the data collection assistants, participant students, and teachers who made this dissertation work possible. I thank you for your kindhearted participation.

***ABSTRACT***

*Images of the future have a strong influence on the behaviors and decision-making of individuals and groups and are a basis for their actions in the present. However, there is limited empirical research that shows how young students imagine the future and how school curricula help students construct future images in the Ethiopian context. This study examined secondary school students' future-orientation and future images in relation to personal, national, and global issues. The study also examined the extent school textbooks contribute to shaping students' images of the future. The study was conducted in five secondary schools in Oromia, Ethiopia. The study employed a mixed research method. Data were collected from 443 secondary school (grades 11 and 12) students through questionnaires and content analysis of textbooks. The quantitative data were analyzed using percentages, means, t-tests, and ANOVAs. The qualitative data were analyzed using word narration supported by pictures and figures extracted from the textbooks. The findings of the study show that students' future orientations were not well developed. The students had more optimistic future expectations for their own future lives, whereas they had pessimistic images regarding national (Ethiopia) and global issues and problems. This shows that students' spatial awareness is not sufficiently developed to understand the interrelatedness and interdependence of national and global problems with their own current and future personal lives. Furthermore, the findings suggest that students' personal optimistic future expectations decreased at the critical adolescence age. In addition, the study found that the images of a good (desirable) and a bad (undesirable) person/citizen represented in the textbooks placed more emphasis on promoting students' images of the interdependent self (social self) awareness than of the independent self (autonomous self). The study also revealed that there is some incongruence between images of Ethiopia presented in the textbooks and images of Ethiopia held by the students. The textbooks mainly narrated Ethiopia as a country that turned from a dark past, present utopia changes to a bright future, whereas most of the students had a pessimistic orientation towards the future of Ethiopia. The study indicates that images of Africa represented in the textbooks could have the potential to cultivate pessimistic dystopian images, disempowerment, and afropessimistic attitudes among students. In relation to global issues and problems, the textbooks represented mainly techno-utopian images of the world. The textbooks have limitations in showing students the negative consequences of technological progress on human health, environmental degradation, and global warming. The study also indicated that textbooks' learning activities have the potential to serve to deepen images of interdependent self (social self) awareness rather than independent self-consciousness that have the potential to produce conformist individuals who are simply socialized to the existing status quo rather than create critical thinkers and future change agents. Based on the findings, it is recommended that the textbooks should be improved based on the principles of future-oriented education in order to promote students' desirable images of the future, and empower and prepare them as future change agents to build a better future.*

***Keywords:*** *Images of the future; Future orientation; Afropessimism; Techno-utopian; Dystopian; Utopia; Personal issues; National issues; Global issues*

# Chapter One: Introduction

## 1.1.Background of the Study

Education in general, school curriculum in particular, should not merely aim to transmit the accumulated knowledge and cultures of the past and current societies to new generations. Such kind of education, Gidley and Hampson (2005) claim, is insufficient to address the speed of change and dynamics on the globe, and cannot prepare students for their future life. In addition to transmitting the accumulated cultures of the past and present society, education should also develop students' awareness of images of the future (Toffler, 1974). Promoting students' awareness of images of the future is the process of developing their temporal, spatial, and values consciousness through cultivating knowledge, attitudes, and skills on how to imagine and explore alternative futures for existing and emerging problems. Furthermore, awareness of images of the future can help students to make choices and decisions and to take actions to bring desirable futures, and empower and prepare them as future change agents (Bell 2003; Hicks, 1996; Rubin 2013; & Ziegler, 1991).

Moreover, concerning the importance of integrating future images in education, Toffler (1974) argues, "Tomorrow will not replicate today, preparing children in the images of today's life becomes dangerously misleading the purpose of education, and it is false image of the future that destroys the relevance of educational effort (p. 4)". Toffler reminds that the ultimate purpose of the field of future studies in education is "not to create well ordered and accurate images of the future, but to help students cope with real-life crises and enable foresee the opportunities by developing their future awareness (p. 13)". Images of the future play a crucial role in cultural change both at the personal and collectively at the societal level (Polak, 1974). Development of positive images of the future can function as mental tools to clarify future expectations, hopes, and fears we have as an individual or collectively as a society, and influences what we have to do in the present and how we prepare ourselves to strive towards the future (Boulding, 2017; Holden, 1997; & Polak, 1974). Images of the future are formed, shared, learned, and continuously renewed entities through a learning process in a society (Boulding, 1973, p. 55).

Accordingly, education is one of the instruments that can serve us to transmit legitimate knowledge through school curricula to shape students' past, present, and desirable future images

by promoting their awareness about the valued cultures, hopes, fears, and expectations of society (Maroofi et al., 2015 & Sarkijarvi, 1999). To promote students' images of the future, school textbooks should include three elements of future images construction tools on top of other requirements. These elements are awareness of temporal, spatial, and value dimensions. Hicks & Holden (1995) and Hicks (2004) argue that integrating spatial dimension into textbooks can help students to explore and understand the world from personal, national, and global perspectives and their interrelatedness and interdependence to social and physical environments. Integrating temporal dimension into school textbooks can help students to understand how our world is changing over time (past, present and future), allow them to explore alternative (positive and negative) images of the future, and empower them on the way they can influence the creations of desirable future (Hicks & Holden 1995). The third element of future images creation tool that should integrate into school textbooks is the reflection of a society's values in the forms of expectations, hopes, and fears they have for the future (Rubin, 2013 & Rubin et al., 2001). Thus, integrating these three elements into school textbooks is fundamental for promoting students' future images construction.

Integrating future time perspectives into school textbooks has multiple significances for the holistic development of students and enables them to become a future-oriented individual in their own lives, as well as collectively at the social level. Furthermore, promoting students' positive images of the future could increase their sense of optimism, and resilience, motivate them to set their own future life goals, empower them to control their destinies, develop their positive self-image, self-concept, and self-esteem, and foster skills of possible selves exploration as an independent person (Kim et al., 1995; Oyserman et al., 2015; & Singelis, 1994). Markus et al. (1991) and Lloyd et al. (2004) argue that collective images of the future play a significant role in promoting students' awareness of how decision and actions they take in the present influences the future events of the world, enhance their knowledge of sustainability, foster their skills of alternative future explorations, and promote their awareness of interdependent self-images. In addition, Hsu & Chen (2020) claim that future-oriented education not only helps students to develop future consciousness personalities who can anticipate future changes and create an agency of future changes, but it can also prepare them to take action in the creation of the future they expected to have.

Even though future-oriented education is so crucial in this fast-changing world and is believed can be equipped youths for emerging challenges and opportunities, many futurist educators have claimed that 'explicit future images awareness' in education is one of the missing dimensions from school curriculum (Gough, 1990; Hicks, 2002; & Slaughter, 2007). Kress (2000); Hutchinson (1996); Hicks (2002); and Milojevic (2018) argue that in periods of relative social and economic stability, it is possible to see the curriculum as a means for cultural reproduction, whereas, the coming era demands an education for instability, reproduction could no longer a plausible metaphor for education and its curricula. In addition, they criticized the existing school curriculum still educating young students into older dispositions that cannot prepare them for their future lives.

Since the introduction of modern education in Ethiopia, various researches have been done that questioned the relevance of education and curriculum to the needs of Ethiopian society (Bezabih, 2019; Seyoum, 2005; & Tekeste, 1990, 1996). To improve the relevance of the curriculum, several reforms have been made with respect to the changing images of political, social, and economic conditions in each historical era in Ethiopia. At the beginning of modern education during Menelik II in 1908, the central image that drove modern education was the modernization of the country to cope with the international political context (Bezabih, 2019 & Seyoum, 2005). Furthermore, the curriculum of the government school was intended to supplement, not replace, the traditional religious instructions given in the church schools (Bezabih, 2019; Seyoum, 2005; Tekeste 1990; & Woube, 2005).

During Emperor Haileselasse's regime from 1930 to 1974, the Ethiopian education systems passed through different stages such as the Italian invaders, British, and American-oriented education. During this period, education and curricula were mainly driven by images of producing a skilled workforce for the government bureaucracies for further modernization of the state, protecting the religion, and strengthening the loyalty of the citizens to the king (Solomon, 2020 & Tekeste, 2006). But, on the eve of the fall of the Emperor's Regime, increasing access to secondary education caused high unemployment. Education also contributes to the creation of generation gaps between the educated modern-oriented young and the traditional-oriented older people's images of the future, which was one of the factors that led Ethiopian to the revolution (Alemayehu et al., 2012 & Tekeste, 2006).

During the Derg Regime from 1974 to 1991, the education system and curriculum were organized around the image of a socialist utopia to achieve a socialist state and citizens (Bezabih, 2019). However, the curriculum of the Derg regime has been highly criticized for its irrelevance and undemocratic to the needs of Ethiopian society (MoE, 2002). Next, the Education and Training policy (ETP) developed under the EPDRF government in 1994 was organized around collective images such as equality, equity, democracy, ethno-federal identity, rapid economic development, and producing citizens who have skills of problem-solving, critical thinking, and creativity. However, the implementation of ETP was criticized internally by the government for its drawbacks, such as the irrelevance of the curriculum to prepare students for a competitive global market economy, overloaded textbooks' contents, lack of enacting learner-centered instruction and continuous assessment (MoE, 2018, 2020). In addition, the education and training policy was criticized externally by different scholars mainly for its ethnicization of images of Ethiopian identity, which is problematic in coherent nation-building (Meskerem, 2014; Schiemer, 2017; & Wagaw, 1999). Accordingly, the government made reforms to the general education curriculum and school structure through the education roadmap (MoE, 2018).

Though change in a society is inevitable, most of the political and social changes that happened in Ethiopia appear through revolution and crisis (Mennasemay, 2008). Education played little role in improving the lives of Ethiopians, and it could not create a good condition for a smooth transition from one social and political change to the other (Seyoum, 2005 & Tekeste, 1996). These problems perhaps arise from a lack of developing collective images of the future and future shaping behaviors between Ethiopian societies and the rulers. To strengthen this idea, Rubin and Linturi (2001) argue that if there are large gap between images of the future held by individuals and those of the ones who run society/the decision-makers, this can cause society to lose its legitimacy and deteriorate. Therefore, to close such gaps in society, education should promote citizens' future images of their own personal lives issues, and collective images of local, national, and global issues and problems.

In the Ethiopian context, the education and training policy developed in 1994 and the revised education policy in 2023 aim to produce students who have international outlooks, competitive at the national, regional, and global levels, and understand themselves as citizens of their country and of the world, and aware different aspects of national and global issues (MoE, 1994, 2023).

However, how young students imagine the future of their personal, national, and global issues, and how school curricula are helping students' future images construction have not been sufficiently examined. Toffler (1974) argues, "All education springs from images of the future, and all education creates images of the future. If the images of the future held by a society are grossly inaccurate, its system of education will betray its youths (p. 5)". The implication of Toffler's ideas is intended to emphasize the importance of designing a curriculum for tomorrow needs to consider the uncertainty of future changes and the curriculum should develop students' plural images of the future and allow them to explore alternative images of the future and make choices of the desirable futures they want to have. Hence, the objectives of this study were to investigate secondary school (grades 11 and 12) students' future orientation and images of the future they held and examine how school textbooks are helping students' future images construction. To achieve the objectives, the study employed a mixed research method.

### 1.2. Statement of the Problem

The secondary school level is a crucial stage of education for young students. At this stage, most young students go through profound transitions in their role in society, in physical and intellectual development, and it is a critical point for their maturation (Alvi et al., 2020; Jacob et al., 2012; & Kapur, 2019). Usually, secondary school aims at preparing young students for adult roles and responsibilities. School curriculum should provide multi-literacy experiences the young students, such as eco-literacy, cyber-literacy, media literacy, financial literacy, health literacy, consumer literacy, sustainable literacy, future literacy, and others (Carneiro & Gordon, 2013; Vidergor, 2018; & Miller, 2018). Moreover, Sahlberg (2007); Campbell and Sherington (2006); and Kapur (2019) describe two major purposes of secondary education. The first is to prepare young students for further studies in tertiary education. The second is to provide vocational education to prepare them for the labor markets. However, the purposes of secondary school education for young students are not limited to the aforementioned aims. Kapur (2019); Sahlberg (2007); and Alvi et al. (2020) argued that secondary education has significance for young people in creating diversified awareness that can help them deal with present and future life challenges and opportunities, such as health issues, civic responsibilities, participation in social, political, and economic spheres that are also necessary for their future adult life.

Specifically, as stated in the curriculum framework and education roadmap documents, secondary education in Ethiopia aims to provide general education that will enable students to identify their needs, interests, and potential so that they can choose their field of study, allow them to continue further education and training, and prepare them for the world of work (MoE, 2009, 2018). Thus, to prepare young students for their future lives, education should promote their temporal and spatial awareness and kinds of future they values to create. Accordingly, the school curriculum should help students to enhance their future consciousness (Lombardo, 2010). Similarly, Masini (2013) argues that young students should learn to be future-oriented and aware that choices and actions they have taken in the present will influence the future of their lives and society. Boulding (2017) and Kaboli & Tapio (2017) believe that one of the major factors that influence the future times are the images of the future young people hold and the actions they take based on those images. Therefore, one of the roles of future-oriented curriculum is tries to help students clarify ideas, fears, hopes, and concerns they have about the future of their individual lives and collectively of society. Developing students' skills in alternative future image exploration could improve the quality of their decisions by generating positive images of the future (Castellvi et al., 2022 & Milojevic et al., 2016).

As discussed earlier, Boulding (1973) and Polak (1974) argue that positive images of the future held by society are important to flourish, and reflect their inner health and well-being. Young students are the main actors in the creation of a better future, education should develop their skills imagine and explore alternative images of the future (Masini, 2013 & Ono, 2003). It is crucial to understand what image of the future held by young students, and the role of curriculum in promoting their positive images of the future. Much research has been conducted to identify how young students imagine the future in developed countries. There is limited research that investigated images of the future young students hold and the role of school curricula in promoting their positive images of the future in developing countries including Ethiopia.

Studies conducted in Spain (Barcelona), Australia, and the UK on young students' images of the future (ages 15 to 24 years old) using questionnaires, focus-group discussions, and interview methods. The findings of these studies show that students had pessimistic images of the future regarding problems of national and global issues related to pollution, environmental destruction, the gulf between rich and poor, unemployment, conflict, crime, and economic difficulties,

whereas, they showed optimistic images of the future toward their own lives. The studies also revealed that students felt distressed, despondent, helpless, and had negative attitudes toward exploring solutions for national and global problems, and concluded that students' ability to think about the future was not developed well (Anguera et al., 2016; Eckersley, 1999; Hutchinson, 1999; & Hicks, 1996). In addition, various survey studies (Hicks et al., 1995, 2007; Hutchinson, 1994; Tepperman et al., 1995; Hicks, 2002; Kristof, 1999; & Gidley et al., 2004) showed young students were less optimistic in their national and global future than in their future lives. The studies concluded that the dissonance between students' optimistic expectations of their futures lives and pessimistic expectations towards problems of national and global issues occurred as the result of the continual bombardment of their imaginations through the media's presentation of negative and fearful collective futures. Moreover, the studies indicated that disempowerment among young students was observed to influence the creation of a better future.

Based on the above studies' findings, one can understand that there is a problem with positive future image construction among young students. However, the above studies reflected the realities of images of the future held by young students in developed countries and could not reflect the context of Ethiopia. Bell and Mau (1971) argue that the image of the future people hold varies by geographies, current realities of the nation, politics, culture, values, age, sex, and experience of individuals and society. Therefore, the above studies could serve as a basis for researching images of the future held by young students in Ethiopia rather than generalizing the results to the Ethiopian context.

There is a lack of studies on young students' images of the future and the role of curriculum in promoting students' future image in the context of Ethiopia. Most of the existing studies focused on examining young students' psychological problems and the role of the Ethiopian secondary school curriculum in increasing students' awareness of problems of national and global issues. For example, Alemu and Feyissa (2020) employed descriptive correlation research to examine the relationship between test anxiety and the academic achievement of secondary students in Oromia, and the findings indicated anxiety is one of the factors for students' underachievement and low performance. In addition, Reta et al. (2020), Kebede et al. (2019), Bekele and Damota (2018), Shishigu (2018), and Anely (2020) did similar research and reported anxiety negatively affected students' academic performance in schools.

Shiferaw, Fantahun, and Bekele (2006) investigated psychosocial problems among 667 students of preparatory schools in Dessie town using a comparative cross-sectional method, and the findings indicated that psychosocial problems, including depressive symptoms, suicidal thoughts, and suicide attempts high among high school young students. Similarly, Amare et al. (2018) conducted a cross-sectional study to examine the prevalence and associated factors of suicide ideation and attempts among 573 high school adolescent students in Dangila town, and the findings showed that at least one in five of the students had experienced suicide ideation and one in six had attempted suicide. However, the above research results did not relate students' psychological problems such as anxiety, depression, suicide ideation, low self-esteem, and underachievement with students' negative future image constructions. Studies in other countries showed that anxiety and other psychological problems of adolescents are highly related to future threats of unknown results in their lives and results of holding negative images of the future (Hammad, 2016; Miloyan et al., 2014; Molin, 1990; Mutia et al., 2021; Rabei et al., 2020; Rappaport, 1991; & Zaleski, 1996).

Several studies have been conducted on the potential of Ethiopian school textbooks to increase students' awareness of problems of national and global issues. For example, Aklilu (2000) did mixed research to assess students' awareness and views on natural resource degradation and famine issues in Ethiopia and the role of geography curriculum in promoting students' awareness of the issues. The findings also showed the students' awareness of the issues was low, and they had unsustainable views of the future and worried more about their present needs than about the preservation of resources for the next generation. In addition, the findings from geography textbooks analysis revealed that grades 7 to 12 geography textbooks not well designed to empower students with the required level of awareness on the issues.

Wolde (2008) conducted a meta-analysis of the previous research related to school textbooks' role in addressing environmental problems and sustainable development in Ethiopia, and the findings of the study concluded that the role of school textbooks in addressing environmental degradation and bringing sustainable development in Ethiopia is not encouraging. Worku (2018) assessed the integration of life skills into secondary school textbooks by taking three subjects as cases through qualitative content analysis research. The results of this study showed that the curriculum documents had not adequately addressed various life skills to enhance the well-being

of students. Moreover, Aklilu (2012) investigated the integration of environmental challenges of biodiversity loss and climate change in secondary school biology textbooks through content analysis, and the findings showed that the textbooks could not provide comprehensive knowledge for students to empower and prepare them as action-oriented agencies.

The above studies focused on particular issues integrated into school textbooks that could promote students' awareness about the current collective social and environmental degradation, famine, loss of biodiversity, and climate change that are facing Ethiopia, and did not identify how students imagine the future and are prepared to cope up with the diversified problems of national and global challenges. However, the current study claims that school curricula should go beyond promoting students' awareness about our immediate social and environmental challenges. On the one hand, the curriculum should develop students' anticipation skills that can enable them to think critically about the root causes and consequences of the current challenges to the future if we do not take any action to alleviate them. On the other hand, school curricula should promote hope in young students to empower and develop their capacity to enable them to influence the creation of a better future for themselves and their society. Therefore, it is crucial to study school curricula holistically to determine their potential in promoting young students' desirable future image construction in multiple perspectives of temporal, spatial, and values dimensions.

This study believes there are research gaps that have investigated students' images of the future and how school curricula shaping young students' desirable image of the future, making the study significant in the Ethiopian context. This study contributes to the epistemological and practical implications of promoting future-oriented citizens through school curricula. Based on the above assumptions and the indicted gaps in the previous empirical studies, this study examined secondary school students' (grades 11 and 12) future orientation, images of the future they held on their personal, national, and global issues and problems, and the potential of secondary school textbooks in promoting students' desirable future images construction.

### 1.3. Objectives of the Study

The general objective of this study was to investigate secondary school (grades 11 and 12) students' future orientation and images of the future they held and to analyze the role of

textbooks in shaping students' desirable image of the future. The specific objectives of this study were:

1. To analyze images of personal, national, and global issues are represented in secondary school textbooks
2. To analyze whether textbooks' learning activities allow students to explore alternative future images for personal, national, and global issues and problems
3. To examine students' (grades 11 and 12) future orientation
4. To investigate students' (grades 11 and 12) images of the future (optimistic or pessimistic future expectations) they held on personal, national, and global issues
5. To determine main factors that influence students' future images construction

### 1.4. Research Questions

The research questions for this study are:

1. How are images of personal, national, and global issues represented in the secondary school textbooks?
2. How much do textbooks' activities allow students to explore alternative future images for personal, national and global issues and problems?
3. What kind of future-orientation do grades 11 and 12 students have?
4. What images of the future so students in grades 11 and 12 have on personal, national, and global issues?
5. What are the main factors that influence students' future images constructions?

### 1.5. Significance of the Study

The theoretical framework of this study discussed the basic concepts of future images formation and its implications for developing school curricula that can help to accelerate social changes. It also discussed that images of the future have a powerful impact on the way we see and act in the present, and it serves as a magnetic force that attracts us forward to create a better future. Moreover, it showed that school curricula are tools that can help to disseminate positive and negative images of the future to the young generation. Thus, to prepare future-oriented citizens,

school curricula should be future-oriented and help to promote students' future consciousness, which is one of the core elements of future image formation.

However, young students' images of the future and the role of the future-oriented curricula are not well-researched, and there is no rich experience of empirical studies in the Ethiopian context. Thus, this study contributes significantly to the body of knowledge and empirical findings related to young students' images of the future and future-oriented curricula in Ethiopia. This study informs educational policymakers, curriculum designers, and textbook developers by providing some frameworks on how to incorporate appropriate and balanced images of the future into school textbooks to promote students' desirable image of the future. This study also ignites the advances in the field of future studies at all levels of education in Ethiopia, and it can broaden our understanding of the importance of guiding images of the future in our school curriculum to create a better future in Ethiopia. It may inform curriculum practitioners such as teachers related to knowledge, skills, and attitudes that can promote students' images of the future and the nature of the future-oriented curriculum. Finally, this study may encourage other educators to dig further into future-oriented curricula and young students' images of the future in the context of Ethiopia.

### 1.6. Scope of the Study

The main objectives of this study were to investigate future orientation and images of the future secondary school students (grades 11 and 12) have, and images of personal, national, and global issues represented in the secondary school textbooks to determine how they are helping students desirable future image construction. To achieve these objectives, the study bounded in time, location of the study, and samples and grade levels of the respondents. This study covered all samples of secondary school students of grades 11 and 12 in West Hararghe Zone who are attending their education in government schools.

The rationale behind selecting grades 11 and 12 students is because of their ages. Most of the students' age in grades 11 and 12 fall between 16-19 years old, and are usually known as adolescents. Adolescent age is a critical time for young students as a transition period into adulthood. Although many research results showed that images of the future begin to develop in early childhood and continue through a lifetime, however, during the adolescence years, future

orientation/images of the future develop significantly with maturation that comes from natural development, education, change in social role, and cultural factors (Boulding, 1973; Nurmi, 1991; Maha, 2013; Seginer, 1988; & Trommsdorff, 1983, 1986). In addition, images of the future young people hold at this stage have major influences on their present well-being, motivations, and decisions and choices, and are critical for their future adult life success (Braojos, 2015; Carabelli et al., 2016; & Hadjar et al., 2019).

Furthermore, studies showed that the development of the adolescent future image is highly related to the socioeconomic conditions in which they are living. Trommsdorff (1986) and Echeverria et al., (2019) indicated that economically disadvantaged adolescents experienced less complicated future orientation as compared to the more privileged adolescents. Thus, the research setting (West Hararghe zone in Oromia regional state), where the participants were selected is vulnerable to several socio-economic problems. Several findings, such as Abdurahman et al. (2021); Ahmed (2020); Ayana et al. (2022); Edossa et al. (2021); Gemechu et al. (2016); Gizaw et al. (2020); and Legese et al. (2021) found that communities in the West Hararghe zone have been faced with harsh living conditions including high unemployment, migration, drought, addictions, early marriage, environmental degradation and overpopulation. Therefore, these realities of the research setting also motivated the researcher to select the participants from this area. In addition, the secondary school curriculum textbooks in Ethiopia (except for some variations in first language subjects) are similar. This may have significant importance in homogenizing students' worldviews through teaching similar curricula across the nation.

### 1.7. Operational Definition of Key Variables and Terms

**Images of the future:** in this study, images of the future are conceptualized from students' and school textbooks' perspectives. From students' perspectives, images of the future are conceptualized as future expectations (optimistic or pessimistic images) held by participants of the study about the future of their own lives, the national (Ethiopia), and global issues and problems. Hence, students' future images were measured using self-reporting closed questionnaires to collect the necessary information about students' subjective optimistic or pessimistic images of the future they have on personal, national, and global issues and problems.

The instruments used in this study developed from adopting Eckersley's (1999) and other researchers previously used to measure young students' optimistic or pessimistic future expectations. From the textbooks perspectives, images of the future are conceptualized as utopian and dystopian messages represented in the textbooks' contents about images of personal, national, and global issues and problems related to economic, social, political, technological, and environmental issues. Frameworks are developed for textbook content analysis based on the theory of images of the future and reviews of literature as indicated in section 3.4.2.

**Future Orientations:** in this study, students' future orientations are conceptualized as students' tendency to engage in future thinking and believe in their capacity to influence future changes. In this study, instruments that measured students' future orientations were developed by adapting previous scales developed by Hideg and Novaky (2010) to fit with the current research context.

**Curriculum:** a curriculum consists of various components such as aims & objectives, contents, learning experiences and activities, assessment, textbooks, and syllabus. This study focused on investigating contents and learning activities in secondary school textbooks to determine their potential in promoting students' different perspectives of images of the future.

### 1.8. The Theoretical Framework of the Study

Theory of images of the future guided this study. This section presents two sub-titles. The first part discusses the foundational concepts and process of future image formation. It is based mainly on the works of Ferd Polak's (1974) *"The Images of the Future"* and Kenneth Boulding's (1973) *"The Image"* and other scholars, which articulates the theoretical foundation and the practical implications for education and the school curriculum to shape societies' images of the future for accelerating social changes and progress. The second part describes the conceptual framework of the study that shows the role of school curriculum in influencing students' future images construction, which is developed based on the theory of images of the future. These can help the study conceptualize the variables and build a foundation for the interpretations of findings.

### 1.8.1. The Concepts in Future Images Formation

The images of the future are human mental tools that enable us to deal with possible future states (Rubin et al., 2001), and it is knowledge and the learning process (Polak, 1974). Images of the future held by individuals are composed of mixtures of hopes, fears, conceptions, beliefs, and desires that can affect their choices, decision-making, and actions (Kaboli and Tapio, 2017). Images of the future are constructed and learned knowledge, attitude, and skills through various ways in a society including family, religious institutions, media, and school curricula (Bell et al., 1974 & Boulding, 1973). In the process of future images construction, Polak (1974) and Bell & Mau (1974) identified three basic cognitive tools that can shape man in the creation of images of the future. The basic elements that can serve as casual forces in the creation of images of the future are temporal awareness, spatial awareness, and values awareness. Fig. 1 represents the interdependence of the basic concepts in future images creation.

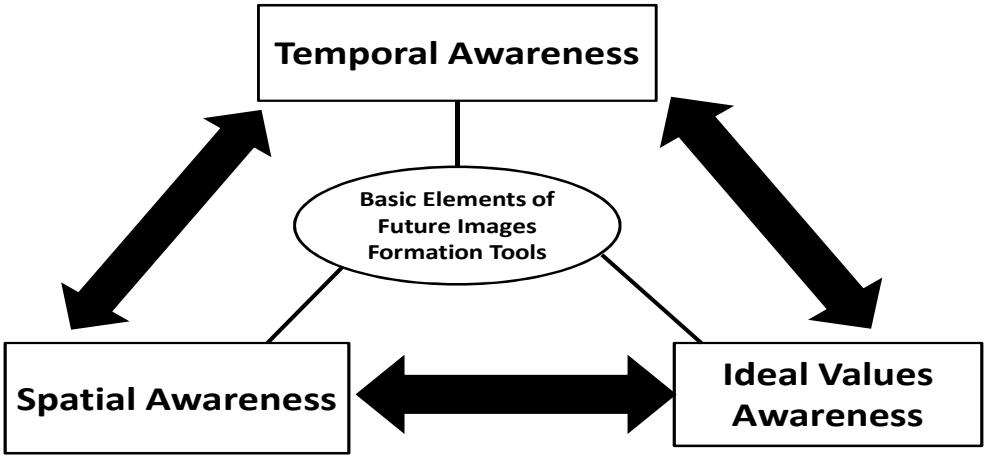



**Fig. 1: The basic cognitive tools that can help humans in the formation of images of the future**

The first concept in future images creation is the temporal awareness of humans across past, present, and future events. Temporal awareness refers to the human mental capacity (cognitive, affective, and emotional domains) to conceptualize time in terms of past, present, and future

events (Nurmi, 1991 & Trommsdorff, 1986). Boulding (1973) and McCormack & Hoerl (2017) define temporal awareness as the capability of individuals to imagine the future (hopes and fears), memorize trends of past events, and understand the present and future rates of changes from different perspectives. Temporal awareness helps individuals to give order, coherence, and meaning to experiences, and be able to guess and evaluate the durations of different events that occurred in the physical world (Anagnostopoulos and Griva, 2012). Temporal awareness is a crucial part of human mental cognition because thinking about the past, present, and future can affect our current attitudes, motivation, decisions, behaviors, and actions (Holman and Silver, 1998 & Polak, 1974). Images of the future are the outcome of human temporal awareness that enables us to travel mentally across the past and present, and project into the future to find alternative paths to a batter way of life (Polak, 1974). Thus, the human ability to mentally travel towards the future creates images of the future. Future temporal awareness or humans' ability to project into a future is a building block for the creation of images of the future (Lombardo, 2016). Polak (1974) argued that the development of future temporal awareness varies from individual to individual and society to society. Individuals or societies who have strong future awareness can influence the creation of a better future, accelerate social changes, and cope effectively with future shocks (Toffler, 1971 & Vidergor 2018). Thinking about the future is fundamental to human cognition and is the necessary motivation for planning, decision-making, and goal achievement (Hudson, 2006). Future awareness includes evaluating different possibilities of the future, selecting preferable futures, and making choices and decisions of preferred future. School curricula should develop young students' capability of temporal awareness and future thinking skills in order to prepare them as future change agents.

The second element that helps man in the creation of images of the future is spatial awareness. Spatial awareness refers to the human capacity to experience and understand the world (physical and social environment), and their ability to manipulate and influence objects in place/space and understand their place in the world (Jones, 2015; Tuan, 1977; & Tulku, 1990). The human ability to create a mental representation of space/place creates spatial images. Polak (1974) and Boulding (1973) argued that human sophistication of spatial knowledge shapes images of the future, discovers and colonizes nature, and reshapes the world hoping to create a new Eden on the Earth. Spatial awareness helps students to understand the relationships between self, social,

and the physical world (Anthamatten, 2010; Gryl et al., 2018; Shin et al., 2019; & Vasquez, 1999). Hicks (2002); Vidergor (2018); and Hicks & Holden (1995) identify three spatial dimensions (personal, national, and global) that should integrate into school textbooks. In this study, spatial awareness refers to knowledge of self, societies, local, national, and global concerns related to the environment, economy, technology, politics, and social aspects represented in school textbooks and images of students on the spatial dimensions.

The third element that helps a man in the creation of images of the future is values awareness. Polak (1974) argues that values are the first step in the conscious creation of images of the future. Values are the driving force that guides society toward its desired future. Therefore, the images of the future reflect and reinforce the creation of these values (Bell & Mau, 1974 & Polak, 1974). In this study, desirable and undesirable values are conceptualized as utopian and dystopian images represented in school textbooks of personal, national, and global concerns about political, social, economic, environmental, and technological issues and problems.

Generally, creations of images of the future encompass time, place/space, and values dimensions in a society. Images of the future are an important tool for understanding social changes and building a strong vision of what a good society looks like (Boulding, 1973). An individual or groups can create images of the future to achieve some desirable goals and avoid undesirable future fears (Boulding, 1973). Polak (1974) argued that most of the time, legitimate images of the future originate from dominant small elite groups existing within a society. Images of the future created by the dominant elites in a society can have an effect and govern societal behavior and actions after it propagated and shared in positive or negative forms (Polak, 1974). Accordingly, school curricula are one of the tools that serve a state to shape the psychological fabric of citizens around the valued images of the future (Boulding, 1973). Furthermore, Boulding (1973) and Polak (1974) argue that images of the future created in a society not sustain forever. They guide societies for a certain time and their effects evaluate and reevaluate continuously and renew progressively to the zeitgeist. Therefore, change in images of the future in a society usually leads to change in the purpose of education, because education is a reflection of a society. Fig. 2 shows the relationships of change in society's images leading to change in the purpose of education.

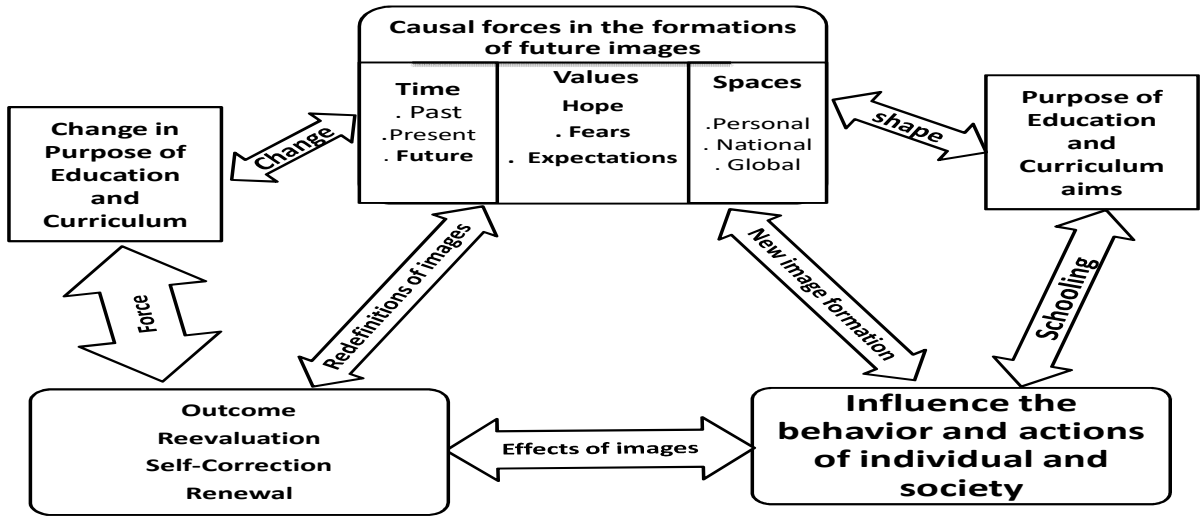



**Fig. 2: Process of social changes, change in future image, and change in purposes of education**

The ultimate goal of education is to create a good society, and its purpose is determined by shared future images of society's fears, hopes, and aspirations for a good life (Leopold, 2013; Moore, 2006; & Singh, 1991). Slaughter (1998) claims that education aims are influenced by the binary poles of hopes and fears societies have in the future. Thus, school textbooks should present knowledge from the two poles. On the one hand, school textbooks should present knowledge of social concerns in the form of negative narratives related to the deficiencies, deficits and crises happened in societies that need to be improved and changed/avoided. Negative narratives of the social problems in school textbooks can be represented in the form of dystopian images. Dystopian images display the existing real problems or expected in the future that may impact society's lives in the form of "educated fear" (Papastephanou, 2009) to promote students' awareness about the present and future problems in societies, warning them of the consequences of wrongdoings in society, and motivating them to take collective actions to overcome the imagined problems. Dystopia images can help to generate utopia by critically analyzing the present bleak conditions of society and opening up a space to inform students there is hope to escape from pessimistic conditions and positive possibilities can be explored to take preventive action (Papastephanou, 2009). Thus, dystopian and utopian images can function as mutual corrective and directive interplay for teaching social issues to students.

On the other hand, school textbooks should present knowledge in the form of positive narratives related to cultural continuities and social changes, and projected expectations that are hoped in society to create new ways of social transformation. Curriculum for cultural change aims to create a new imagined utopian society by promoting students' moral values, knowledge, skills, and attitudes to equip them with the political, economic, social, environmental, and technological changes that intend to realize in a nation (Halpin, 2003 & Lewis, 2006). Consequently, utopian aims of education are driven by images of hope for a better future and good life and clarify new social values that aim to integrate into school textbooks in the form of 'educated hope' to realize the imagined society (Papastephanou, 2009). In addition, utopian education receives students as important agencies who can participate actively in the processes of social change, and education should serve as an emancipator tool to prepare them as future change agents (Halpin, 2003 & Webb, 2016).

By presenting desirable and undesirable realities of a society, school textbooks can serve as instruments to construct images of a good society among students. In this respect, school textbooks can serve as utopian texts to present collective hopes, fears, and future expectations of society. In this study, the concept of images and images of the future refers to information, ideas, knowledge, and values presented in Ethiopian secondary school textbooks that relate to personal, national, and global issues of the economy, social, political, technological, and environmental aspects. In sum, knowledge/images presented in school textbooks have a crucial function in shaping students' worldviews and visualizing images of a better future in society.

### 1.8.2. The Conceptual Framework of the Study

Based on the theory of images of the future discussed above, the following conceptual framework was designed to show how the defined concepts of images of the future represented in school textbooks influence students' future images. As shown in Fig. 3, several factors influence students' images/worldviews construction. The study first analyzed how school textbooks represented images of personal, national, and global issues to shape students' images construction. School curricula are one of the most important learning materials that present organized and legitimate knowledge to shape students' images of the future toward certain desired goals. Boulding (1973); Dichter (1985); and Mitchell (1986) argued that knowledge

presented in textbooks have a powerful influence on students' images construction about the realities of the world. Consequently, images of the world constructed by students have a powerful influence on their behaviors, decision-making, and actions (Lloyd et al., 2004; Paju, 2021; & Rubin et al., 2001). It is crucial to understand how school textbooks help students' desirable future images construction.

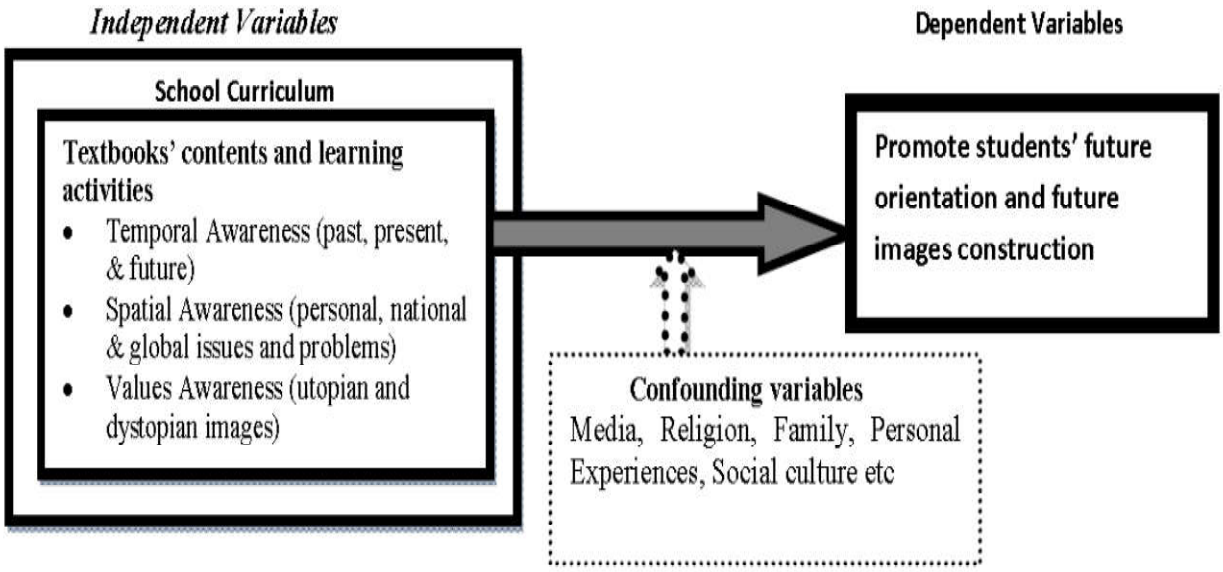



**Fig. 3: Conceptual framework of the study**

Second, the study examined the extent of school curriculum and confiding variables (media, religion, family, personal experiences, and culture) influenced students' future images construction using questionnaires from students' responses. The framework helps the study to connect the theory of images of the future with the school curriculum and students' future images construction, and puts a foundation for a mixed research design in the dissertation.

# Chapter Two: Review of Related Literature

## 2.1. Introduction

This chapter deals with reviews of literature related to the field of future studies, future orientation, the nature of images of the future, future-oriented curriculum, and the roles of school textbooks in shaping students' future images. It begins by discussing the concepts and issues of the field of future studies and their significance in shaping future-oriented education and continues to deal with the specific issues related to the elements of future images construction concepts (temporal, spatial, and values dimensions) that should be included in school textbooks to promote students' desirable images of the future.

## 2.2. The Field of Futures Studies and their Educational Implications

The field of future study is a newly emerging field of knowledge as one of the branches of social science in the half of the 20$^{th}$ century. It is concerned with the study of future changes in order to create a better society (Allain, 1979; Inayatullah, 2012; Milojevic, 2018; & Slaughter, 2002). The main purpose of this field is to support individual and collective decision-making processes to enable them a conscious and responsible way of thinking about the future (Bell, 1996 & Novaky et al., 2015). Ruhela (2000); Inayatullah (2012); and Tofler (1970) argue that whether we are conscious about it or not and whether we like it or not all of us are traveling toward the future. In addition, they claimed that in these rapid social and technological changes happening in the world, every person and country must start to think about the future very seriously, act to create a better future and confront the 'future shock' that lies ahead.

Nowadays, future studies are influencing educational practices in many aspects. Maroofi & Karami (2015) and Singh and Yadav (2017) discussed that future study not only refers to understanding possible, probable, and preferable futures, but also makes people conscious of decision-making about the future, and motivates them to plan for their future. Future studies can also help curriculum developers decide the kinds of worthy knowledge needed for school learning that can fit into future generations (Singh and Yadav, 2017). Therefore, integrating future thinking into the school curriculum has a significant function in producing future consciousness citizens who are agents of change and guardians of the future. Yazdani (2019) and

Arnaldi (2008) assert that integrating future thinking into the school curriculum has significant benefits for young students to develop their capacity to imagine positive and alternative images of the future and empower them to influence the future they want to create. Tough (1996); Ruhela (2000); Son (2013); and Bell (2003) argued that any path to a successful future will require deep changes in individual and societal positive future perspectives, i.e. developing in their skills of imagining the future.

### 2.3. Images and Images of the Future

The idea of 'image' can be conceptualized from various fields of disciplines such as psychology, public relations, marketing, linguistics, and arts. From a psychological point of view, "image" is ideas created in the minds of individuals as a result of received messages (Cornoldi et al., 1996; & Mitchell, 1986). From public relations and marketing concepts, "image" is conceptualized as communication activities and their effect on individuals' or groups' behavior (Cotirlea, 2015 & Grunig, 1993). From the artistic and linguistic concepts, "image" is explained as iconic symbols that mediate the exchange of values, ideas, and information through symbols and pictures to represent the external realities of the world (Beers et al., 2010; Cornoldi et al., 1996; & Mitchell, 1986). Furthermore, Mitchell (1986) categorized images into five families: graphic (pictures), optical (mirrors), perceptual (sense of data), mental (dreams, memories, and ideas), and verbal (metaphors and descriptions). Thus, from the above conceptualizations of "image", one can deduce that messages presented in school textbooks in the form of verbal (metaphors, textual word descriptions, and numeric data) and graphics (pictures, graphs, and maps) can have a powerful influence on students' mental images and meaning construction about the realities of the world. Boulding (1973); Hicks (2007); and Dichter (1985) argue that messages presented in textbooks usually carry valued knowledge, which describes certain entities in spatial-temporal dimensions in order to influence students' knowledge construction process. Thus, images constructed in individuals' minds could be combinations of temporal, spatial, and value dimensions (Boulding, 1973).

In temporal dimensions, images may refer to past, present, or future events (Boulding, 1973; Finke, 1993; Polak, 1974; & Vidergor, 2018). Spatially, images may refer to personal, local/national, continental, and global issues and their interdependence (Hicks, 2007 & Vidergor,

2018). In the value dimension, images may serve as a set of evaluating criteria between desirable and undesirable human actions (Bell and Mau, 1974). Temporal images are one of the human abilities that mentally travel through time between past, present, and future. Boulding (2017) conceptualized temporal images with mental memories (of the past) and expectations (of the future). Consequently, images of the future constructed by people have a powerful influence in shaping their behaviors, choices, and actions in their lives (Rubin et al., 2001 & Ono, 2003).

Images and images of the future an individual has about various contents can be optimistic, pessimistic, or neutral (Boulding, 1973). Polak (1994) argues that individuals and societies that generate positive and optimistic images of the future will flourish and individuals and societies that generate only negative and pessimistic images of the future are often in stagnation or decline. In this study, the concept of images and images of the future refers to students' future images of their own lives, national and global issues, and images of the future represented in the Ethiopian secondary school textbooks related to personal, national (Ethiopia), Africa, and global issues concerning economic, social, political, technological, and environmental aspects. The knowledge represented in the textbooks is analyzed under the categories of utopian (optimistic) and dystopian (pessimistic) images.

### 2.3.1. The Nature of Images of the Future

The main purpose of the field of Futures Studies is not to predict the future because the future does not exist but it is studies about ideas individuals have about the future or their images of the future (Dator, 2019). Several studies have been researching images of the future of individuals or groups hold, because it has a powerful influence on human decision-making behaviors, and they are a basis for their actions in the present (Paju, 2021). The nature of images of the future is complex and has many features. The first nature of images of the future is the production of images of the future. An individual or group existing in a society may produce images of the future (Rubin and Linturi, 2001 & Boulding, 1973). Images of the future that are produced at the individual or group level emanate as the mixture of knowledge, awareness, values, beliefs, expectations, visions, opinions, hopes, and fears of individuals or societies shared in common (Son, 2013; Demneh and Morgan, 2018; Polak, 1974; & Slaughter, 1991). Future images that are produced at an individual or group level may come from natural disposition (i.e. freethinking,

purposive life-oriented thinking, and creative thinking) and culturally constructed within social values. On the one hand, imagining the future is one of the innate capacities of humans in their daily lives (Slaughter, 1996); on the other hand, imagining the future may develop at a high or low level through an individual's social interactions. Lloyd and Wallace (2004) argued that images of the future could be created through intuition and learning, and can be improved with training.

The second nature of images of the future is the content it deals with. The contents of images of the future produced by individuals or groups may relate to certain values of personal or collective issues and problems of political, social, economic, environmental, technological, legal, religious, etc. Furthermore, the contents of images of the future produced by an individual or groups may vary from person to person and from society to society as a result of differences in past and present experiences, knowledge, values, hopes, fears and expectations, culture, geography, socio-economic, ages, sex and so on (Rubin and Linturi, 2001 & Boulding, 1973). The contents of future images of an individual and groups may relate to a person's own life or collectively to local, national, or global issues and problems.

The third nature of images of the future is the dissemination of the produced images. Images of the future produced at individual or group levels can be shared at the institutional, group, societal, national, or global levels (Rubin, 2013). Boulding (1973) explains that every public image starts in the mind of some single individual and only becomes a public image after it is transmitted and shared by the group. In the dissemination of images of the future, social interaction and media including school textbooks can play crucial roles in the transmission of images of the future (Boulding, 1973 & Polak, 1974). The shared images of the future become a collective image of the future among shared groups. Boulding (1973) argued that collective images of the future are interlinked with personal images of the future, but not every personal image of the future may necessarily shared at the social or group level, and unshared individual images have no influence on societal images.

The fourth nature of images of the future is its' influences and functions. Polak (1974) claimed that most of the time images of the future originate from dominant small elite groups existing within a society, and they affect and govern societal behavior and actions after it propagated and

shared with larger groups of society. Shared collective images of the future in society have many features and functions in different ways. One of the characteristics of collective future images in society is, that every society, consciously or unconsciously practices the production, transmission, and protection of its public image and without these shared images of the future, individuals cannot tie together and participate in the groups (Boulding, 1973). Images of the future can function as glue to tie individuals and society together and they can strive to achieve common goals (Morgan, 2015). Furthermore, collective images of the future may vary from society to society. Thus, collective images of the future can be shared by the mass of individuals in the group, but not necessarily by all, and these may lead to the existence of competing images of the future within a society (Rubin, 2013). Articulated and negotiated collective images of the future may function as agents of cultural change, lead to social consensus, and it can help overcome cultural obstacles to change (Demneh and Morgan, 2018). The influences of images of the future on an individual or group could be reflected as the psychological effect of optimistic, pessimistic, or neutral emotions toward the shared images (Heinajarvi, 2018; Holden, 1997; & Lloyd and Wallace 2004).

Generally, the positive and optimistic image of the future held by individuals or groups has significant importance in promoting hopeful thinking and a potential source of motivation, and guiding their present behavior to the desired actions (Ahvenharju, 2022). In contrast, those individuals or groups that focused on pessimistic and negative images of the future may lead them to narrow down their thinking, develop hopelessness feeling towards future goals, disempowered, have poor psychological well-being, and show poor confidence in the capacity to affect the future (Arnaldi, 2008 & O'Connor and Cassidy, 2007). Similarly, Polak (1994) argues that societies that generate positive and optimistic images of the future will flourish; on the other hand, societies that only generate negative and pessimistic images of the future are often in stagnation or decline. Therefore, some of the images of the future in society may be positive and desirable, while others are negative and undesirable. Positive images of the future serve an individual or society as a motivation in the ways of personal development and cultural civilizations.

The fifth nature of images of the future is its' temporal dynamism. Polak (1974) argues that images of the future in society are dynamic, and images produced on one occasion do not exist

forever as it is, they are continuously evaluated, renewed, and changed based on their outcome, and change in the images of the future lead to a change in social culture. Similarly, Boulding (1973) argues that while images of the future shape a society, a society continually reshapes the images of the future. Images of the future held by an individual or group can constantly shaped and reorganized as consequences of messages received and feedback gained based on their choices, decisions, and actions made (Rubin and Linturi, 2001 & Paju, 2021). Change and continuities in positive images of the future in a society may determined by their awareness of temporal proximity (near-within 5 years, medium within 20 to 30 years, and distant future from half a century onwards), set collective goals, and take action.

This study investigates students' future expectations and future images related to their own lives and problems of national and global issues. To examine students' future images, the study used three different measurements. Students' optimistic or pessimistic future expectations of their own lives were measured by adopting previous instruments developed by Ayub (2009); Ogurlu (2016); Aloba et al. (2016); Ginevra et al. (2017); and Beck et al. (1974) to fit with the purpose of study. In addition, students' future expectations (optimism/pessimism) on national (Ethiopia) and global issues were measured by adopting instruments developed by Eckersley (1999) and Randle et al. (2017) to measure future expectations of students on national and global issues. Therefore, examining students' future images can help the study to connect with images of the future presented in the school textbooks, and this has implications to suggest measures that should taken by the curriculum developers in the next curriculum reform in the Ethiopian context. Paige & Lloyd (2016) asserted that knowing about the images of students held could be used as a source to build curriculum and pedagogy.

### 2.3.2. The Historical Emergence of Images of the Future

Each historical epoch of human cultural civilization has its own uniquely fitting images of the future, thus it is possible to predict the future based on ideas people have now about the future, which are their images of the future (Dator, 2019 & Polak, 1974). In the course of human history, Morgan (2002) and Polak (1974) argued that powerful guiding images have been created in the realm of religion and science to deal with natural or supernatural phenomena. Some of the images that emerged in the historical and cultural evolution of human civilizations are

eschatological, utopian, dystopian, and ideological images. These images of the future emerged as results of interplay between human temporal, spatial, and values awareness in the desire to create a better nation/world (Polak, 1974). Fig. 4 represents the evolutions of images of the future that emerged from pre-modern to postmodern human civilization.

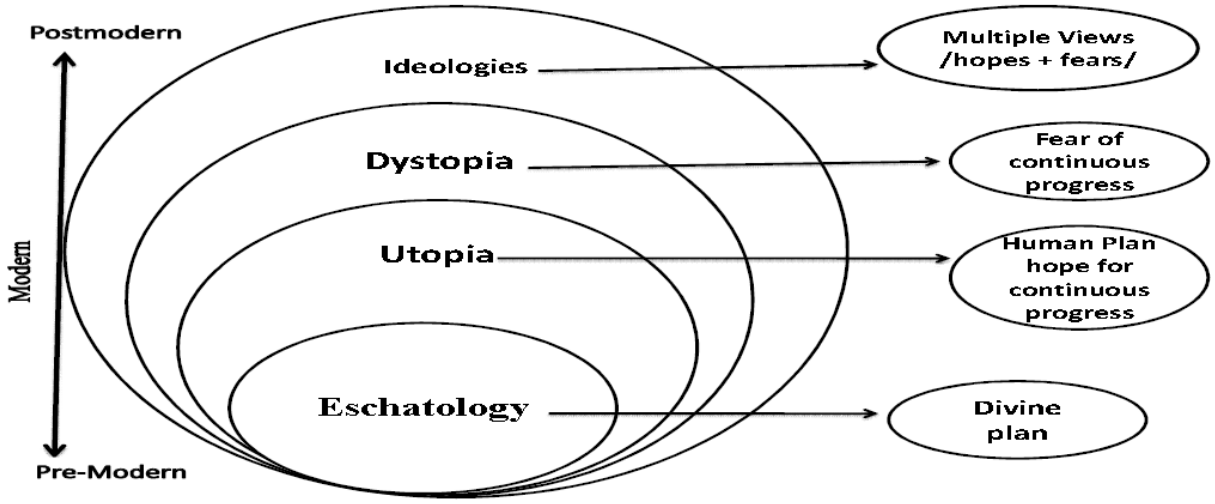



**Fig. 4: Historical emergence of images of the future**

An eschatological image of the future is the study of future events from a religious perspective. It guides the human purpose of life, values, and actions. Gidley (2017); Hertzler (1923); Laidler (2000); and Manuel and Manuel (1979) claim that eschatological images of the future are the forerunners of the utopian thinking in the pre-modern era rooted in the ideas of ethico-religious prophets of Judeo-Christian, messianism and millenarianism such as Amos, Hosea, Isaiah, Jeremiah, Ezekiel, John, and Abraham.

Eschatology is driven by the images of hope for heaven or fears of hell and human salivation for eternal life after death. From the eschatological perspective, joining heaven or hell will be given judgment by God based on the individual's religious ethical acts in his/her earthly life (Browne, 2008 & Moltmann, 1965). Eschatological images of the future are deterministic, as part of the divine plans and it is believed all the human's decisions are only deception struggles and the future is in the hands of God. It proposed the purpose of earthly human life is to live according to the divine's covenants (Gidley, 2017 & Wojcik, 1997 Browne, 2008). Natural and human-made

crises in the world have been believed as apocalyptic signs that indicate the approach of doomsday of the eschatological time (Polak, 1974; Gidley, 2017; Wojcik, 1997; & Browne, 2008). Therefore, in the eschatological images of the future "God" is at the center of all things in the cosmos. Eschatological images have implications for how humans see the future and how they should act in their earthly life.

Utopian images of the future are secular utopian future thinking that emerged in the classical civilizations of 'Greco-Roman' traditions based on the assumption that humans have the capabilities to create a better society and a just state. The first exemplary utopian thinking was seen in Plato's Republic (Claeys, 2010). The second epoch of modern utopian thinking emerged in the renaissance age. This was the era of the beginning of the modern cultural civilization of the West. It was the shifting in the future images of human history from medieval eschatological thinking to humanism (Hertzler, 1923 & Smith, 2005). The word 'Utopia' was first coined by Thomas More's 1516 in the Renaissance age. He designed an ideal model of a better society where 'man' stands at the center of the world in the humanistic worldview (Levitas, 1990 & Morgan, 2015).

The images that derived societies towards the future at this time were the revival of humanistic thinking built on the Greco-Roman traditions. Humanism is a belief in the human ability to use reason rather than faith to build a better future through actions, which is impossible thinking within a Christian dogmatic worldview (Gidley, 2017 & Vieira, 2010). Furthermore, for the first time in history, the idea of progress and the image of the future took social consciousness and imagination and exerted a powerful influence to form the motif of the modern era at this time (Ojeili, 2020). Utopian images of the future are about having visions and ambition to create a better society through human actions and will (Bell, 2004; Evans, 2008; Halpin, 2003; Jones et al., 2015; Laidler, 2000; Levitas, 1990; Morgan, 2015; & Sargent, 2010).

A modern image of the future taken at the highest level during the Enlightenment era after the work of Francis Bacon's "The New Atlantis" in which 'science' stands at the center of the worldviews, and believed in scientific knowledge as an instrument to solve all human problems on the world (Davis, 2008). This led to the Industrial Revolution, technological advancements to

the information era of our current capitalistic society. Thus, education has been shape and shaped by the changes that appeared in the images of modern utopian thinking.

Dystopian image of the future is the shifting in the images of the future in the late 20th century concerned with the loss of faith and confidence in the utopian images of modernity and the power of scientific knowledge, and industrial, economic, and technological progress. Ostalska and Fisiak (2021); Demerjian (2016); Slaughter (2004); Vieira (2013); Kumar (2013); and Sargent (2013) argue that utopian optimism appeared during the Enlightenment in the progress of reason, rationality, and science are replaced now by pessimistic thinking of dystopia. The term dystopia is largely emerging as images of the future in response to the product of the terrors of the 20th century of the darker sides of science and technology. The role of dystopia in academic work is to educate and give awareness to the learners of the negative impacts of continuous economic growth on human life and the environment (Demerjian, 2016; Claeys 2017; & Levitas, 2010). Moreover, dystopian thinking also serves as warnings about the current state of affairs of a totalitarian government, ecological destruction, religious, spiritual, and psychological disturbance, technological devastation, issues of global warming and pollution, scarcity of resources, nuclear warfare, overpopulation, income inequality, financial crisis, conflicts, and so on (Raffaella et al., 2003 & Alkan, 2015).

The ideological images of the future are the outcome of eschatological, utopian, and dystopian images. In the 21st century the postmodern epoch of our time, competing and conflicting ideologies are existed. We are standing at the crossroads between hope for technological, economic, and social progress, and fears of ecological catastrophe and economic instabilities. Ideology is a tool that helps us to determine and select the kinds of valued knowledge that should be included in the school curriculum concerning utopian and dystopian images. Moreover, Ricoeur (1986); Steeves (2000); and Mannheim (1936) argue that ideology can establish images and goals of a given society, and utopia exposes society to an open horizon of new images and ideals. Without utopia, ideology becomes fixated on a particular set of values. Without ideology, utopia becomes an unrealizable dream. Therefore, ideology helps us to clarify and realize our utopian hopes and dystopian fears we have in society, and school textbooks represent these to shape citizens' images of a desirable future.

## 2.4. Future Orientation

Future orientation is individuals' engagement in thinking and influencing the future (Seginer, 2003). Nurmi (1991); Stoddard, Zimmerman & Bauermeister (2010); Seginer (2009); Trommsdorff (1986); and Ahmadi et.al (2013) define future orientation as an individual ability to engage in thinking about the future. Therefore, future orientations determine how an individual behaves and acts now to achieve his/her future goals or to avoid the expected future threats (Seginer, 2008). Several studies showed that young students who have positive future orientation demonstrate good academic achievement, optimistic attitude, creativity, future aspirations, career choice, and a basis for setting their future life goals and motivation for accomplishment (Braojos, 2015; Carabelli et al., 2016; Hadjar et al., 2019; Nurmi, 1991; Poole et al., 1986; Trommsdorff, 1986; & Zimbardo et al., 1999). In contrast, adolescents who have negative future orientation tend to develop anxiety and depression, emotional disorder, pessimistic expectation, feelings of hopelessness, involvement in criminal, violent and aggressive behaviors, addiction, loneliness, low motivation, academic failure, and so on (Alm et.al, 2019; Kovac et al., 2007; Miloyan et al., 2017; Seginer et al., 2004; Seijts, 1998; & Wills et. al, 2001).

The above empirical results reveal that the development of positive future orientation in young students has significant importance in producing healthy citizens. Stoddard, Zimmerman & Bauermeister (2010) argue that future orientation could be a learned and developed behavior through social interactions, in family, and through school curriculum from childhood to adolescence ages. Therefore, education should promote young students' future consciousness. Moreover, developments of positive future orientations are also a base for the construction of positive images of the future (Nurmi, 1991). Stoddard, Zimmerman & Bauermeister (2010) claimed that even if the future orientation of young students is so important for their future life success, little known about the status of students' future awareness in developing countries, particularly in Sub-Saharan Africa.

As discussed in the theoretical framework of the study, future temporal awareness is one of the basic elements in future image formation. Images of the future could be created in individuals' minds as a result of expectations, hopes, and fears they have about the future. Moreover, images of the future can play a central role in social and cultural changes both at personal and societal

levels (Polak, 1974). Thus, an increase in humans' temporal awareness could develop individuals' confidence to influence and change the world to a desirable future. Morgan (2002) and Polak (1974) argued that development in the future consciousness of man enabled to use of reason and science for his actions was the major catalysts that brought cultural civilizations to the Western world. The historical emergence of images of the future in the Western cultural civilizations can help us as a lesson to the Ethiopian context to prepare future-oriented citizens for successful social changes. This study examined the status of students' future orientation. An instrument previously developed by Hideg and Novaky (2010) was adapted to measure students' future orientation. The adapted instrument to measure students' future orientation contains a 5-point Likert scale on which the respondents specify their level of agreement or disagreement with a series of items designed to identify their future orientation. The items were designed to identify how students valued thinking about the future, how much they feel they can influence the future, whether they believe the future may be more or less controllable and trust in hard work or luck, and whether they perceive their future determined by external or internal factors.

### 2.5. Factors that Can Shape Students' Future Images Construction

The existing literature and empirical studies show that people can develop future images in many ways. For example, Neblett & Cortina (2006) and Seginer & Shoyer (2012) found that parental support is an important factor in developing adolescents' positive future images formation, and adolescents who received low levels of parental support were less optimistic than those receiving high levels of support. Similarly, McCabe & Barnett (2000); Nurmi (1991); and Kerpelman et al. (2008) argued that parents who provide support for their children, encourage them to acquire the skills to set plan future goals, give continuous feedback and evaluate their progress have significant potential in promoting adolescents' hope and optimism.

Novhky, Hideg, and Kappkter (1994); Seginer (1988); and Nurmi (1991) claimed that future orientation is influenced by both biological and social factors such as human brain structures, individual attitudes, future-oriented education, socioeconomic situation, and specific environment in which adolescents live affect individual's future orientation development in various degrees. In addition, the development of future orientation may affected by an individual's age, sex, schooling, cognitive maturation, and social status (Pulkkinen, 1990 &

Trommsdorff, 1986). Furthermore, Rasa et al. (2022); Ahvenharju et al. (2018); Lombardo (2016); Bishop et al. (2007); Borjeson et al. (2006); Levrini et al. (2019); Lloyd and Wallace (2004); Carter & Smith (2003); and Rubin (2013) argued that future-oriented curriculum is crucial in promoting students' future orientation and images of the future. Masini (2013) and Levrini et al. (2020) suggest that it is important for young students to learn to be future-oriented and aware that their choices and actions in the present will influence their future lives. Anguera and Santisteban (2016) argue that youths' images of the future are mainly influenced by the information gained from media rather than in school curriculum. The authors claim that images presented through media have a negative influence on young students' future images formation.

The other factor that can shape adolescents' future images formation is religious teaching. Ahmad and Hidayat (2019); and Łowicki et al. (2018) found that temporal orientations and religiousness are empirically associated. Zimbardo & Boyd (2008); McCabe and Barnett (2000); and Sobol-Kwapińska et al. (2016) revealed that religious messages could affect individuals' images of existential questions about the origins of the world, of humankind or oneself, as well as the ultimate goal of existence. Likewise, Holmes and Kim-Spoon (2017) found that individual who has high religiousness and positive future orientation showed high self-esteem, positive emotionality, agreeableness, and conscientiousness. Mohammadi et al. (2018); Tomczak and Bugajska (2019); and Ozkan (2007) argue that religious orientation can affect an individual's perception and actions and how they predict related to life after death. This study differentiated the effects of different agencies in shaping students' future images formation using rating scales.

### 2.6. Future-Oriented Curriculum

The future-oriented curriculum refers to a curriculum that explicitly integrates future concepts in school textbooks' contents and learning activities (Bateman, 2012 & Gough, 1990). In addition, Bateman (2012) elaborates that an explicit future-oriented curriculum can help to develop students' future literacy. Futures literacy is an individual's ability to know how to imagine and use the future (Miller, 2018 & Poli, 2017). All school curriculums are designed to teach and prepare students for their future life. However, what makes a future-oriented curriculum unique from other types of curriculum design is that it places more emphasis on developing students' future consciousness within the framework of transformative purposes of education.

Many educators argue that education can serve two major purposes; these are for social continuity and/or social change (Biesta, 2006; Fiala, 2007; & Glatthorn et al., 2019). Glatthorn et al. (2019) described the purpose of curriculum from three perspectives: conformist, reformist, and futurist curriculum. The purpose of a conformist curriculum is to perpetuate the existing status quo to the young generation for social continuity, educating them to value it, preparing them to function successfully in the existing social values and norms, and constructing images of the present situations are also continuing to the future (Biesta, 2006 & Momanu, 2012). The purpose of a reformist curriculum is to affect reform projects in society, to solve the existing problems of society, and to raise students' consciousness to enable them to participate in the reform to bring the needed changes in order to reconstruct a society (Glatthorn et al., 2019 & Schiro, 2013). Glatthorn et al. (2019) argued that a reformist curriculum emerges as a reaction to social crises to reduce the existing social ills and reconstruct a society in new forms.

The purpose of a futurist curriculum is for social transformation (Glatthorn et al., 2019). Jackson (2008) explains that a future-oriented curriculum can designed within the transformative context of education to enable learners to question all existing assumptions and worldviews in a society and imagine alternative ways to change the status quo. Moreover, Taylor (2017) argues that transformative education can enable learners to understand and anticipate changes, manage uncertainty, use critical thinking, value changes, and go beyond the reproduction of knowledge to critical reflection. Subsequently, future-oriented curriculum is designed within the framework of transformative education.

Therefore, a future-oriented curriculum is mainly designed to develop students' future awareness and desirable images of the future (Branchetti et al., 2018; Lehtonen, 2012; & Pauw, 2015). Furthermore, Wearing et al. (2020) and Huebner (1986) argue that integrating temporality into a curriculum has a significant function in enabling students to examine past and present events and project them into a better future to transform themselves and their society. Kauffman (1976) argues that the purpose of future-oriented education is not to teach students how to predict the future; rather it can help students to improve their awareness of using the future and develop their skills in alternative futures explorations. In addition, future-oriented education can help students generate powerful images of futures and develop their capacity to observe, understand, reflect, imagine, use, and act upon the future (Bateman, 2012 & Branchetti et al., 2018).

Therefore, the core goal of a future-oriented curriculum is to develop students' temporal consciousness, foster their proactive attitude toward the future, teach them how they can create alternative images of the future, and enable them to be confident in their ability to influence and shape the future through their choices and actions.

Integrating future time perspective in school curriculum has multiple functions in addition to the aforementioned points for individual's personal development and collectively for social changes. At the individual level, Ehlers (2020) and Page (2000) claim that the development of students' future awareness has benefits for promoting their psychological well-being, motivating them to plan their own life goals and take action, reduce uncertainty in their life, make choices of future career, enhance flexibility, positive and constructive outlook on life, improve creativity and imagination. At the collective level, future thinking in the curriculum has the potential to develop students' collective images of hopes, fears, visions, and expectations existing in a society, and empower them to explore alternative images of a better society (Dufva et al., 2015; Gidley, 1998; & Ziegler, 1991). However, Hicks (2002) and Slaughter (2007) argue that integrating explicit future thinking is one of the missed dimensions in school curricula, and most of the curricula are attuned to the problems and conditions of the past and present, rather than forward-looking into the creations of alternative images of the future. Similarly, Kauffman (1976) criticizes the traditional form of the curriculum for its tendency to produce psychologically ill-equipped individuals who cannot cope with the rapid changes undergoing the world, and most textbooks' contents are designed to fit the students into the existing society. On the other hand, some empirical research shows that integrating future thinking into school curriculum has positive impacts on students. For example, Tsai and Lin (2016) found that a future-oriented curriculum had significant effects on high school students by enhancing their creative and imaginative ability, positive future thinking, evaluation of past and present events to anticipate future changes, their ability to set future life goals, and become more empowered and believe in their ability to influence the future. Generally, introducing future thinking skills in the school curriculum has multiple benefits for the development of individuals and society.

## 2.7. Role of School Textbooks in Students' Future Images Formation

School textbooks are one of the most important media that can develop students' images of the realities of the world through the dissemination of valued knowledge. Thus, textbook contents and leaning activities should present a variety of alternative images of the realities of the world as thinking tools to enhance students' awareness of the social and physical environment (Carter et al., 2003 & Levrini et al., 2019). Therefore, messages in textbooks' contents present some kinds of images about the world to inculcate valued knowledge in students to shape their behaviors to the desired goals. Aubusson et al. (2016); Carter and Smith (2003); Levrini et al. (2019); and Rasa et al. (2022) discuss that textbooks' contents and activities should present a variety of alternative images as thinking tools for learners to inform them about social and physical environments.

Thus, messages in the textbooks usually convey knowledge and values that describe certain entities in spatial-temporal dimensions (Hicks, 2002 & 2007). Consequently, images are the product of verbal messages (metaphors, textual word descriptions, and numeric data), and graphics (pictures, graphs, and maps) which are represented in textbooks have a powerful influence on students' knowledge constructions to some desired goals. Toffler (1974) explains that the ability to create future-imagery is the source of all learning. Similarly, Rubin and Linturi (2001) argue that "all education, that is, all that is taught, how it is taught, why it is taught, as well as the environment in which teaching takes place originates from some social images of the future prevailing in society". Hence, from these scholars' arguments, one can understand that knowledge presented through curriculum textbooks can form some kinds of images in students' minds. Moreover, the theoretical framework discussed that the process of future image formation constituted three basic elements of temporal awareness, spatial awareness, and values awareness that could serve as causal forces in the creation of images of the future. Accordingly, to create desired images of the future in students, school textbooks should include these elements in their contents and activities. Therefore, this sub-section discussed how these elements could be visible in school textbooks.

### 2.7.1. Temporal Future Dimension in Textbooks

The main aim of a future-oriented curriculum is to develop students' future consciousness, future thinking, positive images of the future, and imagination. Lehtonen (2012) explains that future awareness means understanding what and how one can be influenced and influence the future, and teaching future awareness to students can promote proactive attitudes by providing future skills. Future thinking, future literacy, future images and future consciousness are used interchangeably in literature. All of them emphasize the importance of future awareness for an individual or collectively for a society. Poli (2017) & Miller (2018) argue that future awareness is one of literacy that need students to acquire like reading, writing, numeracy, financial, and digital literacy, and future awareness involves the capability of individuals to know how to imagine and use the future. Therefore, future literacy enables students to become aware of the sources of their hopes and fears and improves their ability to create alternative images of the future.

Textbooks' contents do not merely present the past and the existing problems of a society that make learners passively receive information and store it in their minds for memorization. Therefore, to develop students' future thinking, textbooks' contents and learning activities should integrate future thinking skills that can allow them to anticipate and explore alternative images of the future. Future-oriented textbooks' contents and activities do not represent the future as a single and taken-for-granted, unexamined, and uncritical worldview (Bateman, 2012 & Gough, 1990), and do not assume that the ways of the world will continue as the present, and teaching students to serve the existing status quo (Bateman, 2014 & Tomin, 2020). Future-oriented textbooks' contents and activities could engage students to analyze the past and existing problems of personal and societal issues, allow them to critically identify trends and drivers of the past, explore the possible, probable, and desirable alternative images of the future and motivate them to take actions to create a desirable future (Buntting et al., 2015 & Vidergor, 2018).

Moreover, to develop students' future thinking, textbooks' contents and learning activities should include future tools such as scenarios, futures wheel, environmental scanning, simulation, mapping, anticipation, emerging issues analysis, impact analysis, trend analysis, brainstorming,

historical analysis, visioning, multiple perspectives, participatory methods and the others (Inayatullah, 2008 & Poli, 2018). These future tools could allow students to analyze and explore alternative images of the future for the existing and emerging social, environmental, technological, economic, and political problems. Castellvi et al. (2022) and Gidley (2004) explain that exploration of alternative images of the future involves deductively predicting possible futures. Hicks (2004) and Milojevic et al. (2016) stress the need for individuals and groups to have abilities to envision more hopeful and positive alternative futures to create a set of future scenarios. Moreover, Gidley (2004) and Smith (2010) claim that exploring different images of the future can help to counter the fears that many young people have about the future. Thus, through questioning the future, as well as through the analysis of existing and emerging problems using scenarios, it is possible to reflect on the present, and open the possibilities for new futures (Castellví et al., 2022; Inayatullah, 2002; 2008; & Poli, 2018). Thus, school textbooks should open up such opportunities for students in their learning.

In addition, integrating future thinking skills in textbooks' contents can promote students' imaginative skills. Liu & Brandon (2009); Beaney (2005); Zittoun & Gillespie (2016); and Hayes & Marino (2015) show that imagination is a form of human thought characterized by the ability of an individual to reproduce images, concepts and pictures in the mind's eye, and imagination function as a bases for creativity and innovations. Paixao & Borges (2018) and Piirto (2011) claim that imagination is an essential psychological process for human development because it expands one's experience beyond its immediate reality, it takes one back to the past, whilst envisioning the future to create an alternative future. Moreover, Zittoun and Gillespie (2016) believe that naturally human beings tend to think toward the future to change their present using their brain to combine elements of future images through imagination in their minds. However, Paixao & Borges (2018) argued that even if imagination is significant in human development, they criticized the absence of imagination from students' learning, teaching practice, and school curriculum documents. Similarly, Ashmore (1973) indicates that students live in two worlds; one is external and the other internal, and he claimed that the current curriculum practices only consider the external lives of students through teaching preoccupied objectives that can prepare them for normative purposes, and forgotten the inner lives of students that can function in developing their imagination skills. Moreover, Ashmore (1973); Piirto

(2011); and Zittoun & Gillespie (2018) suggest that students' imaginative powers should be cultivated through school curriculum using subjects such as poetry, drama, fiction, arts, science, history, mathematics, social science subjects, and so on. Therefore, the integration of future-oriented content into school textbooks can develop students' imaginative skills.

Future-focused content and learning activities also have the potential functions in developing students' anticipation skills and future expectations. Poli (2017) describes anticipation as a forward-looking attitude and activities. Therefore, anticipatory thinking is the capability of forward-looking, analyzing, evaluating, and creating rich 'pictures' of the future (Miller, 2018 & Poli, 2017). Lombardo (2010) & Penney (2007) argue that we can integrate future thinking across all school subjects without the need for separate spaces/subjects in the existing curriculum through the principle of connectivity, interdisciplinary, and multi-disciplinary to provide holistic learning experiences for learners. Hence, to construct positive future images in students, the first task we should to do is integrate elements of images of the future in some balanced ways in textbooks' contents and activities. Therefore, ideas of the future should matter in the curriculum to enable young students to shape their sense of their personal and collective future possibilities that can direct their actions.

### 2.7.2. Spatial Dimensions in Textbooks

Thinking about the future does not work in a vacuum, it is related to certain objects and needs a space in which ideas materialize. Thinking about the future may linked to self, other people, our local environment, national or global concerns about the economy, health, politics, technology, social, environmental, cultural, or both. The theoretical framework discussed spatial awareness as one of the basic elements in the construction of images of the future. Gidley, Batemen and Smith (2004) categorize people's views of the future between images of personal futures and their future images of their country or the world.

Therefore, one of the main rationales needed to integrate spatial elements in future oriented curricula is to promote students' understanding of the interconnectedness between personal lives with social and physical environments. Therefore, futures-focused education could promote spatial awareness of students so as they can understand themselves as an independent and interdependent person (Hicks, 1996 & Slaughter, 1996). Thus, textbooks' contents and activities

should enable learners to construct spatial-temporal awareness of how their personal lives are interconnected and interdependent with the social and physical environments of local, national, and global issues. In this study, spatial awareness is categorized as personal, national, and global issues and problems.

#### 2.7.2.1. Space of Personal Issues in Textbooks

Education has a double purpose in formation of a good person and a good society (Dieser, 2013 & Kemmis et al., 2018). In the formation of a good person, education could play two roles: independent and interdependent identity development (Kuhnen 2020). On the one hand, education should develop students as interdependent-self through teaching predefined social norms, values, obedience, obligations, responsibilities in society, and acceptable and unacceptable behaviors so that they acquire knowledge, skills, and attitudes to enable them to function successfully in the society they live. On the other hand, education should promote students' self-understanding and development of self-images as an independent autonomous-person through developing their ability to think about her/his possible selves through self-evaluation and self-reflection about their strengths and weaknesses and set their future life goals (Oyserman et al., 2008 & Shepard et al., 1999). Therefore, education should develop social-self and individual self-awareness in a balanced way. Thus, it is important to look at the textbooks' contents and learning activities that are relevant to students' present and future lives.

Integrating personal issues in school textbooks is significant in developing students' awareness of how the processes of changes influence them, and how they can participate in influencing the process of changes for their own benefit and the benefit of society (McInerney, 2004 & Vidergor, 2018). Textbooks' contents and learning activities of personal issues related to the development of students' awareness of independent and interdependent images of self-consciousness (Pereira, 2016). Thus, learning personal issues in textbooks aims to prepare students for their future life through engaging them in self-evaluation, self-reflection and set their future life goals (Hicks & Holden, 1995 & Slaughter, 1996). Personal futures consider aspects of students' future life related to their health, education, career, economy, location of living, and hopes, fears and aspirations they have and need them to think (Hicks & Holden, 1995; & Slaughter, 1996). Moreover, the Department of Education Tasmania (2002) has identified personal futures that

should be integrated into school textbooks in order to promote students' skills, knowledge, and attitude of optimism and resilience. These contents are building and maintaining relationships, maintaining personal well-being, being ethical, and creating and pursuing personal goals.

Wheelwright (2010) describes future-focused personal issues as concerns that are directly related to the abilities of an individual's explorations of their own and their family visions of the future with action plans using scenarios in domains of marriage, activities (education and career), financial issues, health, housing, and transportation. Thus, school textbooks should integrate such kinds of content and learning activities that can promote students' awareness of how they can plan their future life goals, empower them on how they can influence the future, and enable them to understand themselves concerning their purpose of life.

#### 2.7.2.2. Space of National Issues in Textbooks

The other spatial dimension that needs to be integrated into the school textbooks is national issues. National issues are concerns that related to political, economic, social, environmental, and technological issues and problems of a country. Tsolidis (2011) argues that school curriculum and instruction can serve as the instruments to present national narratives and images of national identity about who they were, are, and want to be as a nation to students to construct their collective image of their country. To promote national images in students, the curriculum should represent national issues from two perspectives. On the one hand, textbooks' contents should present national images in the form of negative narratives related to the deficits and crises that happened in societies that needed to be improved and changed/avoided. Negative national narratives may linked with political problems (e.g. conflict, absence of rule of law), social problems (e.g. crime, unemployment, health issues, intolerance, overpopulation), economic problems (poverty, scarcity of resources, dependency), environmental problems (loss of biodiversity, pollutions, climate change) and technological problems (low innovations, genetic change, polluted industrial chemical-wastes, overconsumption, etc.) that concerned a nation.

On the other hand, textbooks' contents should present positive national images that relate to cultural continuities and projected expectations that are hoped in society to create new ways of social transformation to re-engineer a good society of a nation. Curriculum for cultural continuities serves to transmit common cultural traditions (holidays, languages), historical

geographies (land, ecology, population), politics (constitutional values and social arrangements), historical memory (national heroes and flags), common legal rights and duties, and economy (natural resources, vocational skills) in which members of a nation have in common to transmit to young generation (Cook, 2019; Fiala, 2007; & Patil, 2012). The function of curriculum for cultural changes is to transform society through installing new democratic and moral values, knowledge, skills, attitudes, and utopian assumptions of political, economic, social, environmental, and technological changes that did not appear before in members of a nation (Halpin, 2003; Lewis, 2006; & Singh, 1991). Therefore, by presenting desirable and undesirable realities of a society, the school curriculum can serve as an instrument in forming images of a good society in students. Roofe (2020) argue that curriculum should be relevant to society's need, reflecting their beliefs, values, the current and past understandings existing within a nation, and future aspirations, and connect students' future life with the national needs.

Hicks (1996); Slaughter (1996); and Bateman (2006) explain that integrating local and national issues in spatial-temporal perspectives in curriculum textbooks can help students to promote their consciousness of shared collective hopes and fears of national images and empower them to create different alternative images of the future. Moreover, Boulding (2017) argues that education works towards building clearly articulated common and homogeneous national images of the future in societies that can form collective national identity, and behaviors and direct them for collective actions to achieve common national goals. Trohler and Maricic (2023) argue that the main role of school curriculum should be the educationalization of social problems and culturally shared future expectations of a nation. Therefore, by educating students about national issues and problems through the school curriculum, it could be possible to shape their sense of national identity, create a sense of imagined communities, strengthen social cohesions, and promote national ideologies (Williams, 2014; Williams et al., 2012; & Green, 1990).

#### 2.7.2.3. Space of Global Issues in Textbooks

Global issues are events and problems that affect all individuals and societies, regardless of their nations or social groups around the world, and the problems are global in their reach but they are affecting every local community in diverse ways (Akbana et al., 2020; Erfani, 2012; & OECD, 2018). Therefore, school textbooks should integrate those world problems and events to promote

students' global understanding and how they are affected by problems of global issues. Consequently, Al-Shuga'a et al. (2019); Bourn (2014); Chou et al. (2014); and Cates (2022) identified some of the rationales that needed to integrate global issues into school textbooks. These include increasing students' awareness of the problems the planet Earth faces, enhancing their understanding that the modern world is becoming interdependent and interconnected, and preparing them to cope with the global problems that our world faces. Moreover, the other rationale that is needed to integrate global issues across school subjects is to encourage all students to understand world problems and participate in solving global problems through local actions (Bragaw, 2001 & Zhao et al., 2007).

There are diverse topics of global issues dimensions that should be integrated into curriculum textbooks. Merryfield (1994); Rosenthal (1985); Graves (2002); Hamm (1991); and Mayer & Tokuyama (2002) have indicated some of the global issues dimensions that should infused into curriculum textbooks. These are social issues (e.g. health, population growth, hanger, food and nutrition, diversity of culture and values), environmental issues (e.g. biodiversity, ecology, global warming, climate change, deforestation, and pollution), technological issues (applications of scientific knowledge, biotechnology, and industry), economic issues (natural resource, productivity, poverty, consumer society) and political issues (peace, biological and nuclear weapons) from different global perspectives. Global perspectives are presentations of different cultural and political perspectives of global matters in school curricula that we want students to achieve as outcomes of learning global dimensions (Hicks, 2004). Thus, perspectives refer to the integration of global issues from different viewpoints into school textbooks to enhance students' global awareness, because global issues and problems are diverse, and have many features in a society.

Merryfield & White (1996) and Alger & Harf (1985) have described five major features of global issues. The first feature of global issues is transnational by its nature that affects many parts of the world (for example global warming, and pandemics such as HIV/AIDS and COVID-19) in different ways. The second is complex by its nature and global problems cannot be solved by the actions of a single nation and requires multinational cooperation. The third is global issues are diverse in their causes and effects (e.g. climate change, global warming). The fourth is

problems of global issues are temporally persistent that they are a cumulative result of past and present and their impact may continue in the future. The fifth is global issues are interconnected and interdependent by their nature that they affect and are affected by other global issues (e.g. biodiversity loss, environmental degradation). Thus, teaching students about global issues based on these perspectives could develop their global understanding from different points of view. Furthermore, Merryfield & White (1996); Merryfield (1998); and Hanvey (1982) argue that teaching students about global issues can benefit them in developing their ability to see the world from different perspectives, enabling them to see the world as an interconnected system, and aware global problems affect and are affected by peoples around the world, and appreciate the multiple realities and worldviews.

School textbooks' contents can present knowledge of the world from different perspectives. There are nine major possibilities to present global issues perspectives in school textbooks that are identified from reviews of different global education literature. These include interconnectedness and interdependence of global issues (Bourn, 2014), comparison of countries' good and bad cultural practices (Reimers, 2020), global values and responsibilities (Macqueen et al. 2015), advocating for local action to solve global problems (Zhao et al., 2007), problems of global issues evolving overtime (Hanvey, 1982), and causes, effects and potential solutions of global problems (Jing, 2016). Therefore, presentations of global issues from these different perspectives in school textbooks can help students to see the world from different viewpoints.

Generally, integrating global issues and problems in curriculum textbooks could help students construct images of the realities of the world. Scholars categorize images of the future of global conditions from different perspectives, based on how human senses the world, interpret, and take actions. For example, Polak (1974) categorized images of the future under optimism versus pessimism and essence versus influence. The 'essence' refers to an unchangeable course of events, and the 'influence' refers to the supposed or rejected possibility of human intervention in the course of historical events. Optimism refers to positive expectations of future events, and 'pessimism' refers to negative expectations of future events. Dator (2009), on the other hand, categorized images of the future of the world into four scenarios. The first is continued economic growth that anticipates a significant amount of sustainable improved changes in the world. The

second is a collapse scenario that assumes continued economic growth is unsustainable and anticipates the worst future for the world. The third is a disciplined or conserver society for sustainability. The fourth is transformational societies that focus on the idea that technological advancement can transform humans into a new way of a better life.

In addition, Slaughter (1982) proposed six perspectives of images of the world. The first is environmentalist perspectives that see the future as drastic, and focus on a strong sense of global crisis. The second is the technocratic perspective that emphasizes the role of technology in solving the major problems of the world. The third is systems perspectives that believe in holistic system thinking to make the world better. The fourth is ecologists' perspectives that urge a strong sense of the costs of industrialism, and technophobia. The fifth is the developmental perspective, which sees the world as complex and interdependent. The sixth is eclectic perspectives that see the future world from post-modernist views. However, it can categorize images of the world proposed by Dator and Slaughter into two major camps: techno-utopian and techno-dystopian images. The techno-utopian images are perspectives that focus on the power of technology as the engine of change and salvation of society, and believe technology could transform society into a better future (Barry, 2012; Danaher, 2022; & Jeffcote, 2003).

On the other hand, Kwazo et al. (2014); Dai and Hao (2017); Alexander (2015); and Townsend (2016) believe that global problems such as environmental degradation, disposal of waste that pollutes air and water, biodiversity loss, overconsumption of natural resources, ecological imbalances, climate change, global warming, and many other social, political and economic problems are the consequences of technological advancements. They represented these technological disasters as techno-dystopian images. However, how the aforementioned images of global issues are influencing knowledge presentation in school textbooks to shape desirable images of the future in students has not been researched much. Shane (1967); Potter (2010); & Toffler (1970) claimed that increasing individuals' "cope-ability" with future shock and preparing the young generation to cope with the premature arrival of future shock should be one of the prime objectives of education. Moreover, Hayward & Candy (2017) and Ramos (2011) argued that by cultivating people's 'response quality' to optimistic or pessimistic future images, it is possible to navigate towards empowerment, actions, and changes. Thus, this study

investigated how images of global issues are represented in the secondary school textbooks of Ethiopia concerning economic, social, political, technological, and environmental dimensions by categorizing them under utopia and dystopia images.

### 2.7.3. Values Dimensions in Textbooks

The theoretical framework discussed that awareness of ideal values is the first step in the conscious creation of images of the future, and they are the driving force that can guide individuals and society toward the desired goals. Thus, the relationships between conceptions of future orientation, spatial awareness, and idealistic values are the foundations of the process of future image formation (Polak, 1974). Moreover, the historical emergence of images of the future, indicated that we are in the epochs of the postmodern era, where there are competing and conflicting values existing in the world, also we have both hopes and fears as humans. Therefore, to shape positive images of the future in young students, the school curriculum should illuminate the individual and collective values, hopes, and fears we have for the future. Bell and Mau (1974) argue that values can serve as a set of evaluating criteria between desirable and undesirable images of the future.

Halstead and Pike (2006); Halstead and Taylor (1996); Stephenson et al. (1998); & Johansson et al. (2018) define values as cognitive representations of human mental structures that constitute concepts, beliefs, and ideas as criteria to judge desirable, right, good, worthwhile, or undesirable, bad, wrong, worthless of human acts and behaviors. They are the frame of principles that can guide human behaviors, choices, decisions, and actions. Moreover, values may emerge at individual, group, and societal levels. Therefore, curriculum textbooks should help students in clarifying appropriate and inappropriate values, and help them to build desirable values and collective positive images of the future.

In this study, values are conceptualized as hopes and fears individuals or collectively societies have. School textbooks should teach students desirable and undesirable human actions through temporal-spatial dimensions, and enable them to anticipate their consequences, and allow them to propose alternative future solutions for undesirable practices that exist in a society. Thus, metaphorically desirable values are represented as “utopia images” and undesirable values as “dystopia images” to analyze textbooks’ content.

#### 2.7.3.1. Space for Utopian Images in Textbooks

Images of the future society, individuals, and a nation wish to create determine the aims of education. Chitty (2002) and Moore (2006) argued that the conception of education in a society has no definite meaning until we define the kind of a good person and a good society we want to produce through education. Thus, the nation's purpose of education is guided by shared visions/images of society's future aspirations and hope for good life (Leopold, 2013; Moore, 2006; & Singh, 1991). Slaughter (1998) claims that educational aims are influenced by the binary poles of future hopes and fears that societies have for the future. Education aims designed to achieve a better future society than now are rooted in some kinds of utopian ideas (Ashcroft, 2012; Friedmann, 2000; Levitas, 1990; & Sargisson, 2000). Utopia is a tool to imagine and desire for a better life for the future different from present and it is the expression of desire for a better way of being.

Utopian education reform is started clearly by dissatisfaction with and critical of the present shortcomings and ills in society, anticipating an alternative future to current status quo, and pointing to possibilities for social change driven by hopes to escape from the present condition (Fasan, 2021; Halpin, 2003; Helm, 2009; Milojevic, 2005; Papastephanou, 2009; & Sargisson, 2012). Consequently, utopian aims of education are driven by images of hope for a better future and good life, and clarify societal values to be addressed in school textbooks' contents to promote students' images of a good person and good society in the form of "educated hope" (Papastephanou, 2009). In addition, utopian education receive students as important agency who can participate actively in the processes of social changes and education should serve as an emancipator tool to prepare them as future change agents (Esquivel, 2016; Giroux, 1997; Halpin, 2003; Marope, 2019; Milojevic, 2005; & Webb, 2016).

Utopia is a way of ideal thinking to propose a possible alternative view of society as compensation to the present, and clearly define a kind of good nation/society/individuals (politically, socially, economically, technologically, ecologically….) want to create (Halpin, 2003 & Webb, 2016). Thus, to facilitate and realize the creation of kinds of imagined nations, societies, and individuals in the future, education can serve as an instrument to achieve the desired goals (Fasan, 2021; Meskerem, 2014; Milojevic, 2005; Papastephanou, 2009; &

Sargisson, 2012). Fiala (2007); Sumsion and Grieshaber (2012); Halpin (2003); and Marope (2019) argue that the goals and functions of utopian ideals in curriculum are linked with the quest for values that define the good society that are reflected as "not-yet-fulfilled hopes" in a certain society.

The main functions of integrating utopia images in school textbooks' contents and activities are to educate students about habits of hope for a better society, develop their critical thinking to enable them to transform themselves and society, and motivate them for positive action to participate in the process of social change (Chalari, 2020 & Hicks, 2008). Moreover, utopian education could develop students' abilities to self-criticism as a person and collectively as a society, explore and propose alternative ways of a good person and society they wish to have (Busby, 2021; Chalari, 2020; & Hicks, 2002). Therefore, textbooks' contents should promote students' awareness that there are 'not-yet fulfills hopes' in a society and develop their abilities to imagine and propose alternative future images of their own personal and collective societal lives better than now. Features of utopian images that could integrated into textbooks' contents are freedom, fairness, equality, human rights, tolerant societies, democratic values, active participation, green economy, ecological and environmental preservation, technological innovation, sustainable development, poverty free-society, good social relations, multicultural society, etc (Grieshaber, 2012; Fiala, 2007; Halpin, 2003; & Sumsion et al., 2012). In sum, the ideas of utopian thinking in textbooks are a tool to build social hope, promote social cohesion, and make social learning easier**.** It also prepares young students physically and mentally to face up creatively to the present challenges in order to create a better future.

**2.7.3.2. Space for Dystopian Images in Textbooks**

Integrating dystopian images into the school curricula is crucial to provide students with advisory warnings about where certain current trends could be taking us, or certain challenges that we could face in the future related to personal, national, and global issues. Utopian and dystopian images are embedded in school textbooks' contents in the forms of both fictional literature and empirical evidence (Kress et al., 2020; Mirenayat et al, 2009; & Surname, 2012). Therefore, dystopian images in school textbooks present contents that show dissatisfaction with and critical of the current shortcomings of social problems by displaying a strong sense of

unhappiness and warning of dangerous situations to come unless societies struggle to avoid them (Claeys, 2017; Nordensvard, 2014; Palardy, 2018; & Papastephanou, 2009). Moreover, Claeys (2017) asserts that dystopian images are working in society by displaying threatening messages to individuals and groups to regulate their behaviors toward some kinds of desirable goals. Therefore, dystopia images function as an important component in politics, religion, and the economy in controlling individuals or groups' perceptions and encouraging them toward actions by creating painful emotions.

Dystopian images present catastrophic futures that may face individuals, nations, or the world. The purpose of integrating dystopian images in school textbooks is to enable students to question critically wrong deeds in society and anticipate their consequences (Bradford et al, 2008; Giroux, 2003; Milojevic, 2005; Stillman, 2003; & Zaki, 1990). Claeys (2017) argues that dystopian images function to strengthen group cohesion by creating a sense of "We" and "They" through developing collective images of identity, and enemy, presenting the other group as oppressors, and increasing a sense of attack by creating painful emotions, threat, fears and hatred in students. Therefore, dystopian thinking in curriculum textbooks displays images of real and expected future fears that may impact the individual and societal life in the future, and present as a form of "educated fear" Papastephanou (2009), and disaster-oriented education that represents images of a dark future.

Contents of dystopian images in school textbooks presented deficits and crises that happened, and may happen in the future in society. These dystopian contents in school textbooks present social, economic, political, and technological problems of a society such as environmental pollution, danger of unsustainable development, disaster education, poverty, food shortage and hunger, injustice, overpopulation, joblessness, racism, terrorism, intolerance of differences, nuclear, chemical, biological weapons, global/national war, economic breakdown, inequality, ecological disaster, etc (Papastephanou 2008 & Potter, 2010). Generally, dystopian images in the curriculum could function to promote students' awareness of threatening problems of human survival at the individual, local, national, and global levels and provide students with anticipatory knowledge to enable them to explore the potential future catastrophes and propose possible solutions for the problems (Claisse and Delvenne, 2014). Integrating dystopian thinking in textbooks could develop students' skills as ethical decision-makers, problem-solvers, and

solution providers about their daily lives and societal problems by looking at different possibilities and making choices for alternative futures, and prepare them as disaster-resilient societies by evoking fears in them and promote their awareness of the culture of preparedness and safety (Shaw et al., 2011).

Therefore, Shane (1967); Potter (2010); and Toffler (1970) claim that the prime objective of education is to increase an individual's "cope-ability" with future shock and prepare young generations to cope with the premature arrival of future shock. Thus, this can be possible when school curricula integrate dystopian content that threatens the present and future lives of humans on the world. Moreover, Raffaella and Moylan (2003); Bengtsson & et al. (1974); and Claeys (2017) argue that the ultimate takeaway from dystopian thinking is that it can serve as a warning bell and be used as a tool to inform there is a hope to escape from pessimistic futures. Thus, school textbooks' contents should raise students' awareness about the coming dangers in the future and enable them to take action to avoid unwanted futures (Levitas, 2010; 2017; & Mirenayat et al, 2009).

In economic and social dimensions, dystopia images are rooted in the critics of continued economic growth and overpopulation. Dystopia's pessimistic images have been familiar in many scholars' works. For example, Malthus (1798) in his essay "*The Principle of Population*" argued that infinite progress and prosperity could bring serious problems, and lead to human self-destruction because of unchecked exponential population growth and scarcity of resources required for human survival. Meadows et al. (1972) in the book "*The Limits to Growth*" argued that the gradual depletion of nonrenewable resources coupled with increasing pollution and rapid population growth will result in a collapse of the world's industrial, agricultural production and human shortly unless corrective actions should be taken to reduce the possibilities of collapse, and ensure sustainability. In addition, Ehrlich (1968) in his book **"***The Population Bomb***"** argued that uncontrolled population growth leads to the deterioration of our environment and the food-population gap, which may result in mass starvation and humankind extinction from the planet. Moreover, Dator (2009) and Taylor et al., (2013) argued that continued economic growth is "unsustainable", thus, to prevent collapse, they suggested the need of creation a disciplined and conserver society based on principles of "sustainability". Thus, curriculum textbooks should integrate both utopian and dystopian images to prepare students for their future.

## 2.8. Alternative Images of the Futures in Textbooks

Alternative images of the future are an individual's ability to deductively propose probable, possible, and desirable alternative solutions to certain problems or events (Castellvi et al., 2022). Education should develop students' imagining and exploring alternative futures critically and creatively. Thus, learning tasks should allow students to explore desirable alternative futures for existing and emerging economic, social, political, technological, and environmental problems (Castellví et al., 2022; Inayatullah, 2008; & Poli, 2018). Smith (2010) suggests that promoting students' ability to explore alternative futures could help them counter their fears about the future. Therefore, to promote students' skills in alternative future exploration, curriculum textbooks should incorporate open-ended and future-focused learning activities (Hoffman et al., 2021). Open-ended and future-focused learning activities can offer students the opportunity to imagine and explore alternative images for the problems they may experience in their lives (Bateman, 2012). Thus, enhancing students' abilities in alternative future exploration has an important function in developing their critical thinking, and problem solving, empowering, and motivating them to put their ideas into action (Paige et al., 2016; Page, 2000; & Pauw, 2021). Therefore, school textbooks should provide students with opportunities for alternative future exploration by integrating open-ended and future-focused activities in their learning. This study also examined how the textbooks' learning activities provide students opportunities to explore alternatives images of the future.

# Chapter Three: Research Methodology

## 3.1. Introduction

In this chapter, methodological components like research approach and design, population and sampling procedures, methods of data collection and the instruments used for data collection, validity and reliability of instruments, procedure of data collection, methods of data analysis, and ethical issues are presented in line with the purpose of the study.

## 3.2. Research Approach and Design

### 3.2.1. Research Approach

This study employed mixed research approach. Teddlie and Tashakkori (2009) and Mertens (2010) indicated that a mixed research is guided by pragmatism as a philosophical orientation that considers the research questions to be more important than either the methods used or the worldview supposed to underlie the methods. A mixed research approach was employed in this study due to the nature of the research questions. This study has five research questions, which require collecting quantitative and qualitative data. Ivankova & Creswell (2009); Newby (2014); Mertens (2010); and Creswell (2013) argued that the mixed research method is a procedure for collecting, analyzing, and mixing quantitative and qualitative data at some stage of the research process within a single study in order to understand research problems more completely. The mixed research method helped the study to understand and evaluate the research problems (images of the future) from students' and school textbooks' perspectives.

### 3.2.2. Research Design

The main objectives of this study were to investigate secondary school students' future orientations, images of the future they held on their personal, national, and global issues, and images of personal, national, and global issues represented in school textbooks that can shape students' images of the future. This study used a parallel mixed research design to collect and analyze the data. Creswell & Clark (2018) and Teddlie & Tashakkori (2009) argue that in parallel mixed design, both qualitative and quantitative data are collected in parallel, analyzed separately, and then merged at some point (at discussion and conclusion stages in the case of this

study) to connect and integrate the results drawn from the two data. Figure 5 shows the processes of how the qualitative and quantitative data are collected, and analyzed and the points where the data are merged using a parallel mixed research design in this study.

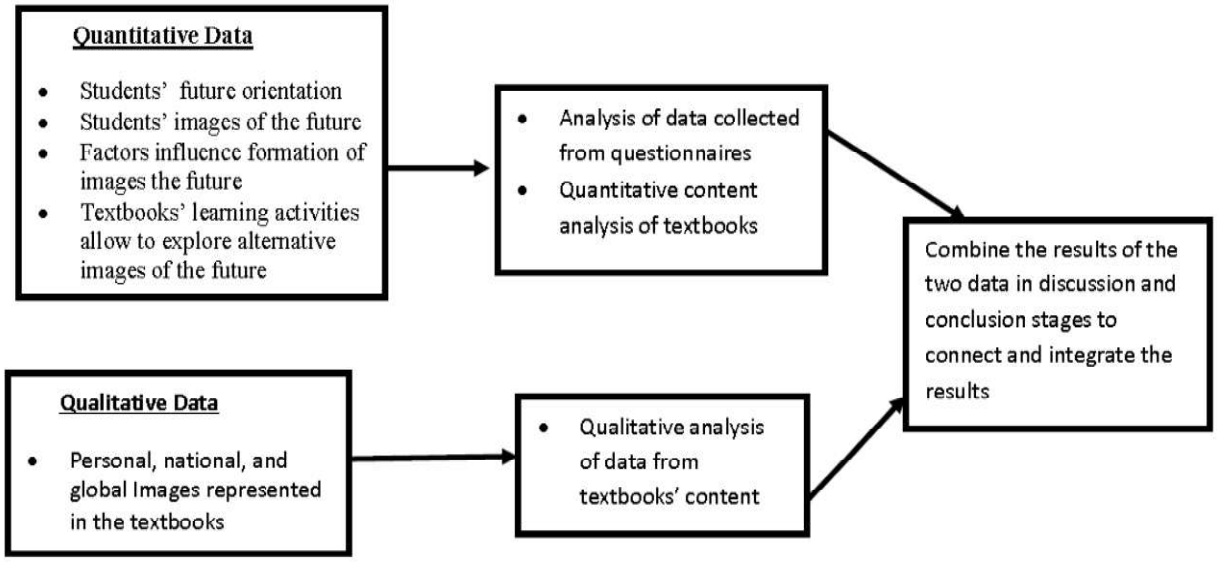



**Fig 5: Representation of the process of the parallel mixed design of the study**

### 3.3. Samples and Sampling Techniques

Sampling is the process of selecting a subset of a population in which conclusions are drawn. In this study, the data were collected from three potential informants of students and school textbooks. Samples of research informants were selected using probability and non-probability sampling techniques.

#### 3.3.1. Student Samples

A multi-stage sampling method was used for selecting the participants in this study. First, using simple random sampling through a lottery system, five (5) districts were selected from 15 districts found in the West Hararghe Zone. Secondly, five (5) schools were drawn using a lottery random method from 11 secondary schools found in the districts. Next, to determine the number of student samples, the total population of grades 11 and 12 students found in the West Hararghe Zone was taken as a sampling framework. The amount of sample size from the population was determined using Krejcie and Morgan's (1970) sample size determining table to secure the

representative with the degree of precision assumed at a 95% confidence level. Based on Krejcie and Morgan's sample size table, 380 students were taken as a sample from the total population of 24731 grades 11 and 12 students found in the West Hararghe Zone. However, five hundred (500) students were selected as a sample to increase the rate of questionnaire returns. Consequently, one hundred (100) students were selected from each of the five schools. Non-proportionate stratified sampling (equal distributions) was used to determine the number of respondents taken from each sample school. The strata of student respondents were also grouped based on their sex, grades, and departments. Finally, sections were selected using the lottery method from each school, and all students who were attending their lessons during the data collection days in the selected sections responded to questionnaires. Table 1 shows the number of samples selected from each school and the rate of return of questionnaires distributed to the respondents.

**Table 1: Students' samples and rate of the returned questionnaires**

| School | Sample of students | Distribution of respondents correctly responded the questionnaires | | | | | | The rate of returned from the distributed questionnaires | % of return |
|---|---|---|---|---|---|---|---|---|---|
| | | Sex | | Grade | | Department | | | |
| | | M | F | 11 | 12 | Natural | Social | | |
| **Chercher** | 100 | 61 | 31 | 42 | 50 | 46 | 46 | 92 | 92% |
| **Hunde** | 100 | 49 | 46 | 49 | 46 | 46 | 49 | 95 | 95% |
| **Bedesa** | 100 | 58 | 41 | 49 | 50 | 50 | 49 | 99 | 99% |
| **Hirna** | 100 | 59 | 37 | 46 | 50 | 50 | 46 | 96 | 96% |
| **Mi'esso** | 100 | 46 | 15 | 47 | 14 | 33 | 28 | 61 | 61% |
| **Total** | **500** | **273** | **170** | **233** | **210** | **225** | **218** | **443** | **88.6%** |

### 3.3.2. Textbooks Samples

Students are differentiated into natural science and social science streams at grade 11. The natural science students take Biology, Chemistry, Physics, Mathematics, Technical drawing, English, Civics, Physical education and ICT subjects. The social science students take Geography, History, Economics, General Business, Mathematics, English, Civics, physical education and ICT subjects. Thus, for the content analysis in this study, four subjects' textbooks of grades 11 and 12 were selected (eight textbooks) purposively. The selected textbooks were geography, civic (common subject), chemistry, and biology as the representatives from the social

science and natural science subjects. The rationale behind selecting these textbooks was for their significant contributions to promoting the understanding of how personal, national, and global issues and problems are represented from spatial-temporal perspectives. Understanding most of the political, economic, social, technological, and environmental dimensions related to personal, national, and global issues and problems requires geographical, civic, chemistries, and biological knowledge to solve the problems and deal with the issues (Aklilu, 2012; Musante, 2011; Reiss, 2018; Rosenthal, 1985; & Wong et al., 2016). Thus, analyzing these textbooks helped the study of how images of personal (images of good person/citizen), national (images of good society), and global (images of global issues) are represented in the textbooks to promote students' images of the future.

### 3.4. Data Collection Instruments

In this research, human and non-human sources of data were used to collect the necessary information that could enable to answer the research questions of the study.

#### 3.4.1. Students' Questionnaires

Different types of closed-ended questionnaires were employed to identify students' level of future orientation, images of the future they held in their own lives, the problems of national and global issues, and agencies that influenced their future image construction. Five different scales of questionnaire items were developed to collect various information from the students. These items are:

**Future Orientation Items:** the first scales of the questionnaire included items that can measure students' future orientation using 5-point Likert scales on which the respondents specify their level of agreement or disagreement for a series of items (Example: I just live for today than worry about tomorrow, I do not think I can control my future,….). The items of the questionnaire were adapted from the instruments previously developed and used by Hideg and Novaky (2010) to measure students' future orientation (refers to appendix A, table 1). .

**Images of the Future Items:** the second scale of the questionnaire included a 5-point Likert scale items to measure students' images of the future to identify the optimistic/pessimistic expectations of their future lives (Example: My future seems dark to me, I can look forward to

more good times than bad times in my life,…). The third and fourth scales of questionnaires included items that can measure optimistic/pessimistic future expectations of students on national and global issues respectively on which the respondents rate their responses on a 4-point ranking scale (refer to tables 10 and 11). To measure students' optimistic or pessimistic future expectations of their own lives adapted instruments previously developed by Ayub (2009); Ogurlu (2016); Aloba et al. (2016); Ginevra et al. (2017); and Beck et al. (1974) to fit with the purpose of study. In addition, to measure students' future expectations (optimism/pessimism) on national (Ethiopia) and global issues were adopted from instruments previously developed and used by Eckersley (1999) and Randle et al. (2017). All instruments are developed based on the theory of images of the future (refers to appendix A, table 2, 3 & 4). .

**Factors influencing students' future images formation items**: the fifth scale of questionnaires included ranking items designed to identify agencies that influence students' future images construction. The items in the questionnaire were developed based on the reviews of the literature that described the factors that can influence students' images and future images construction (refers to appendix A, table 5).

### 3.4.2. Content Analysis

The knowledge presented in school textbooks' contents and learning activities has a significant influence on students' image construction about the realities of the world (Bar-Gal, 1998 & Newton et al., 2006). Images of the future constructed in students' minds play crucial roles in shaping their behaviors, decisions, and actions in their own lives (Rubin et al., 2001). This study employed qualitative and quantitative content analysis techniques to investigate the selected textbooks' contents and learning activities. The purpose of the content analysis was to examine how images of personal, national, and global issues are represented in the textbooks to identify their potential and discrepancies in shaping students' different perspectives of images of the realities of the world and promote their skills of alternative future images exploration. The results help the study to connect and compare the gaps between students' images of the future they held on personal, national, and global issues and images represented in the textbooks.

Images and images of the future can play a crucial role in building knowledge and shaping human identity, behaviors, and actions. The study investigated images and images of the future

represented in the textbooks based on criteria developed for the study. The researcher developed the framework that helps to make categories and procedures to code the data in qualitative content analysis. Thus, all sentences in the whole documents of the selected textbooks were used as units of analysis, and utopian and dystopian messages were used as units of observation.

The generic categories of utopian and dystopian images were developed based on the reviews of different literature of theory of images and images of the future and empirical research such as Boulding (1973), Polak (1974), Ono (2003), Son (2013), Rubin and Linturi (2001), Bell and Mau (1974), and others. The generic categories of utopian and dystopian images are further sub-categorized using the PEEST (economic, social, political, technological, and environmental issues) analysis model adapted from Jenkins (2021, p. 56). Fig. 6 shows the framework developed for qualitative content analysis.

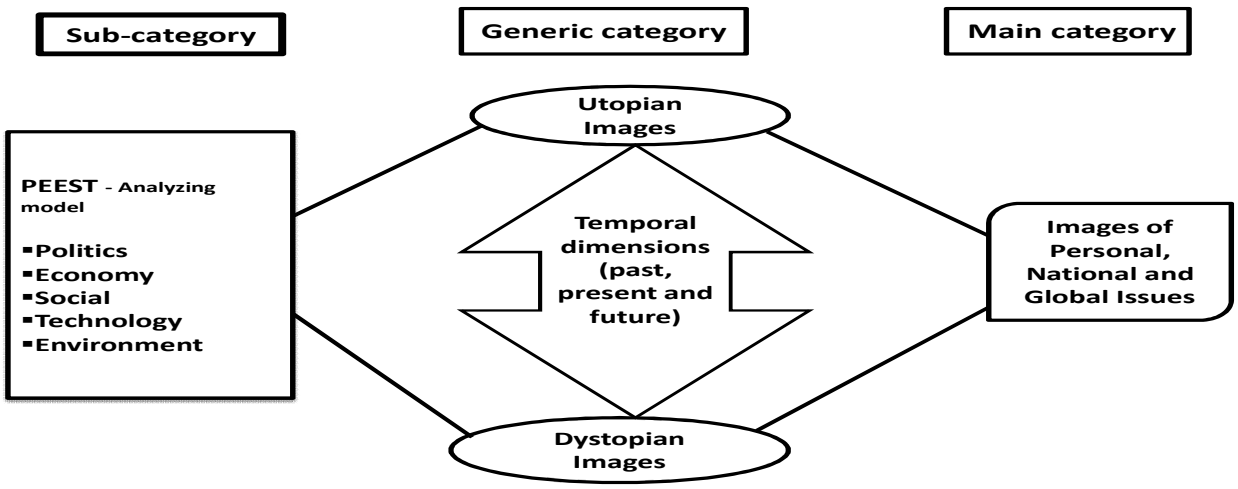



**Fig 6: Categories for content analysis**

Accordingly, messages concerning personal, national and global issues and problems in the whole documents of the selected textbooks' contents were extracted and coded in the short form of sentences/clauses, phrases, or words under respective sub-categories (PEEST) and generic categories of utopian and dystopian images. Table 2 shows how messages of utopian and dystopian images of personal, national, and global issues and problems in the textbooks are conceptualized and defined.

**Table 2: Descriptions of categories**

| Sub-categories | Generic categories | |
|---|---|---|
| | **Utopian images** are characterized as optimistic messages that can promote hopeful feelings/emotions. | **Dystopian images** are characterized as pessimistic messages that can produce painful feelings/emotions. |
| **Politics** | Stability, democratic government… | Conflict, war, dictatorship government….. |
| **Economy** | Rich, resourceful, high productivity……. | The poor, hungry, depend on aid…… |
| **Social** | Active working ages, balanced population growth, good health services, healthy society… | Unchecked population growth, high unemployment…… poor health services, diseases, slums….. |
| **Technology** | Advanced technological innovations….. | Lack of technological innovations… |
| **Environment** | Conserved, green environment, good climate….. | Degraded, drought, bad climate, polluted…. |
| **Main Categories of Spatial Dimensions** | | |
| **Personal** | Issues that directly related to student's personal life | |
| **National** | All issues and problems that directly related to the contexts of Ethiopia and its localities | |
| **Global** | Global issues and problems that concern all countries around the world are represented in the textbooks | |

Furthermore, in the quantitative content analysis phase, all activities included in the textbooks were used as units of analysis. Open-ended and closed-ended learning activities were used as units of observation to examine the extent of learning activities that allow students to explore alternative future solutions for the problems of personal, national, and global issues represented in the textbooks. To collect data relating to the learning activities, quantitative content analysis was employed by counting frequencies of closed-ended and open-ended learning activities included in the textbooks. Consequently, five categories of open-ended questions were created from the emerged themes in relation to personal, national, Africa, and global issues. The emerging themes of open-ended learning activities related to personal issues are activities that lead students to evaluate their responsibilities, rights, obligations, roles, and duties in society. Open-ended learning activities that lead students set their future life goals and choices. Open-ended questions that could lead students anticipate the negative/positive consequences of their responsible/irresponsible behaviors and actions in the future. Open-ended learning activities that can lead students make reasonable decisions and solve problems in their own lives. Open-ended activities could lead students to self-evaluations of their strengths and weaknesses.

The categories of open-ended activities related to national, Africa, and global issues are learning activities that could lead students to evaluate and reflect on the past and present situations. Open-

ended questions could lead students to anticipate the negative future consequence of the existing problem of national, Africa, and global issues if it continues as it is. Open-ended questions that could lead students to anticipate positive future consequences if we can use the opportunities exist at national, Africa, and global levels to change things for the better. Open-ended questions that could allow students to explore alternative solutions for the problems of national, Africa, and global issues included in the textbooks. Open-ended questions encourage students to participate in their localities to take action to solve national, Africa, and global problems. The categories of open-ended and closed-ended developed based on reviews of literature such as Aziza (2021), Brookfield et al. (1999), Hertzog (1998), Hoffman (2021), Svinivki et al. (2006), and Yan (2005).

### 3.5. Reliability and Validity of the Instruments

The main purpose of any instrument is to obtain data that are reliable and valid to enable the researcher to arrive at some accurate and accepted conclusions about the object under investigation. To obtain convincing results, the instruments used for data collection must be reliable and valid. Reliability refers to the accuracy and consistency of information obtained in a study. It is an indication of the stability (or repeatability) and consistency (or homogeneity) with which the instrument measures the concept and helps to assess the "goodness" of a measure (Carmines & Zeller, 1979 & Eldridge, 2020). Drost (2011) and Leary (2012) describe that the validity of a research instrument refers to the extent to which a measurement procedure measures what it is intended to measure rather than measuring something else or nothing at all. Thus, the questionnaires were developed in English and then translated into Afan Oromoo which is the mother tongue of the respondents. This helps the respondents easily understand the messages in the items. In addition, a pilot study was conducted to test the reliability and validity of the baseline questionnaire in one secondary school that was not included as a sample in the study before using the instruments for the final data collection. A pilot test of the instruments was carried out by distributing the questionnaires to 100 grades 11 and 12 students in Chiro Gola Secondary School. To determine the reliability of the questionnaires, Cronbach's alpha coefficients were calculated to see the extent of the scales composed of sufficiently homogenous items. Table 3 shows the results of the Cronbach Alpha coefficient calculated for the pilot test and improved questionnaires used for the main study.

**Table 3: Reliability test results of the questionnaire instruments**

| No. | Sub-scales | Pilot Study | | Main study | |
|---|---|---|---|---|---|
| | | No. of items | Cronbach Alpha | No. of items | Cronbach Alpha |
| 1 | Students' future orientation (FO) | 7 | 0.543 | 5 | 0.513 |
| 2 | Students' own life expectations | 8 | 0.60 | 7 | 0.70 |

Based on the pilot test results, appropriate improvements were made to those items that seemed vague to respondents by rephrasing the items in the questionnaires. However, changes made on the scale of students' future orientation did not show improvement as the scale measures students' future life expectations. However, Hinton et al. (2014, p. 356) and Tjondro et al. (2019, p. 600) indicated that Alpha score values range from 0.5 to 0.75 is generally accepted as a moderately reliable scale. Based on this assumption the study used the scales for analysis and interpretations. Furthermore, to ensure the consistency and reliability of data coding in textbooks' content analysis, different strategies were employed such as developing frameworks that can help to categorize variables and procedures of data coding for content analysis, defining clearly the unit of analysis and unit of the observations, and conceptualizing the categories of the variables (refer to section 3.4.2).

### 3.6. Techniques of Data Analysis

Data analysis is the process of bringing order, structure and meaning to the mass-collected data (Marshall and Rossman, 1999). This involves the processes of data organization, make categories, themes, coding, and development of meanings from the data and writing the report. In this study, the collected data were sorted and reduced into categories, identifiable patterns, and themes that are guided by the theoretical perspectives and research questions of the study. Quantitative data obtained from students' questionnaires, textbooks' learning activities, and classroom observation were analyzed using both descriptive and inferential statistical techniques such as percentages, frequency, mean, standard deviation, t-tests, and ANOVAs using SPSS (version 20). The results of the data are presented using tables, graphs, and figures.

Qualitative data collected through textbooks' content analysis was analyzed qualitatively using word narrations. Sandorova (2014) describes that to conduct a content analysis of any text should be coded or broken down into manageable categories on a variety of levels of words, phrases, sentences, and themes. Thus, data collected through textbooks' content analysis were categorized and reduced into units of codes, and are presented in tables, and then analyzed. The analysis contained thematic areas of images of personal, national, Africa, and global issues and problems with respect to utopian and dystopian images. The results of the qualitative and quantitative data were analyzed separately, and the results were combined at the discussion and conclusion stages to connect and compare the results from the two data.

### 3.7. Ethical Considerations

Ethical consideration is compulsory and an integral part of research work and it should be considered while collecting data from human and non-human sources (Babbie, 2008). In this study, prior attention was given to the informants' confidentiality and anonymity. The consent of the informants was asked orally and in written form, and only when the respondents showed their agreement that the researcher distributed the questionnaire to students and observed teachers' classroom instructional practices. Thus, all participants were involved voluntarily in this study.

Moreover, the researcher gave adequate information to the respondents about the aims of the study, the potential advantages they may gain due to their participation in the data collection processes, and confirmed to the respondents how the data and the results of the study are used. Consequently, all participants participated in this study confidently.

# Chapter Four: Presentations of the Results

## 4.1. Introduction

This chapter deals with the presentations and interpretations of the collected data. In doing so, the data collected through content analysis and questionnaires are presented with the help of tables (words or numbers) and graphs. First, the chapter presented and interpreted the qualitative data collected through textbook content analysis followed by quantitative data collected from student respondents through questionnaires. Thus, the data presented, analyzed, and interpreted qualitatively and quantitatively.

## 4.2. Images of Personal, National, and Global Issues Represented in the Textbooks

School textbooks are one of the most important media in developing students' images and images of the future through valued knowledge dissemination. Thus, under this section data from textbooks' contents analysis concerning representations of images and images of the future on personal, national, Africa, and global issues in Biology, Chemistry, Geography, and Civic Education of grades 11 and 12 are presented, analyzed and interpreted.

### 4.2.1. Images of Personal Issues in Biology, Chemistry, Civic, and Geography Textbooks

Education plays multiple roles in developing students' image construction. Education primarily works to develop good person and good citizens. Russell (2010) argues that education can useful tool in producing good person, good citizens of a state, and global citizenship. In addition, Russell proposed three purposes of education that have distinct intentions of individual's identity (personal, national, and global) development. Therefore, curriculum textbooks should integrate these three identities to develop independent and interdependent self-images in students. In this sub-section, utopian images for good personal development of pro-social behaviors and dystopian images of undesirable persons of ant-social behavior that should be avoided that are represented in the textbooks' contents are coded, presented, and analyzed as follows.

#### 4.2.1.1. Utopian Images of "Good Person/Citizen" Presented in the Textbooks

Education has two major functions in an individual's identity development (Arslantas, 2016 & Bhatt, 2018). On the one hand, education develops students' identity as an interdependent

individual who has civic-minded, social skills that can enable them to function in society and lead their future life successfully, understand others, and connect with the human and the physical world. On the other hand, education develops students' identity as an independent autonomous person who can be self-reliant on his/her potential, have self-awareness and understand their possible selves, be able to set their own future life goals and strive to realize the goals, achieve self-actualization, self-control, and responsible for his/her actions (Arslantas, 2016 & Bhatt, 2018). Table 4 presents the qualities of good person/citizen represented in the textbooks.

**Table 4: Qualities of a good person/citizen presented in the Textbooks**

| Sub-categories | Utopian contents extracted from the textbooks | Textbooks |
|---|---|---|
| Social | "Career as biologist (p. 29, G 11)" | Biology |
| | "Efficient use of time, act as local values, ethical work conduct, the pursuit of wisdom, career growth, leisure time (p. 77,81,96-97,138-140, G 11) and (p. 96, 99-100, 146-147, G 12)" | Civic Education |
| | "Use of contraceptives for family planning, and staying healthy (p. 27, G 11)" | Biology |
| | "responsible behavior against HIV/AIDS (p. 89, G 11)" | Civic Education |
| | "Social responsibility fighting against HIV (p. 35, 37, G 11)"<br>"responsibility of resource use for sustainability (p. 76, G 12)" | Biology |
| | "individuals' social responsibility to control overpopulation (p. 200, G 12)" | Geography |
| | "Active citizens, individual rights, responsibility, obligations, duties honesty, truthfulness, voluntarism in society, self-reliance, assertiveness, self-esteem, self-confidence, decision-making, moral sensitivity (p. 6-8, 28,70-72, 75-78, 83,87, 105-109,113, G 11) and (p. 8, 82-85,106-108, 113, G 12)" | Civic Education |
| Finance | "industriousness and respect for work (p. 94-95, 100, G 11)"<br>"habit of saving (p. 117-120, G 11)" | Civic Education |

**p*-page, G*-Grade**

Therefore, social-self and autonomous-self images of a good person/citizen represented in the textbooks' contents are categorized into two sub-categories based on the framework developed for content analysis (refer to section 3.4.2.). These include social dimensions such as career choices, efficient time management, pursuit of wisdom and good ethics, and use of family planning, taking responsibility to care own health, respect for social values, and being a responsible person in society and actively participate in social affairs, and solving social problems. Financial dimensions such as being an industrious citizen, self-reliant, and developing the habit of saving.

As depicted in Table 4, the textbooks represented images of a good citizen and a good person as distinct students' personality development. On the one hand, the textbooks portrayed qualities of

good citizens such as who can act as local values, take social responsibilities and obligations, voluntarism in society, industriousness, respect for work, active participants in social affairs, ethical work conduct, participate in environmental protection, and respect the rule of law and loyal for the Ethiopian constitution, etc. For example, civic education and biology textbooks described qualities of a good citizen in fig. 7 & 8 as:

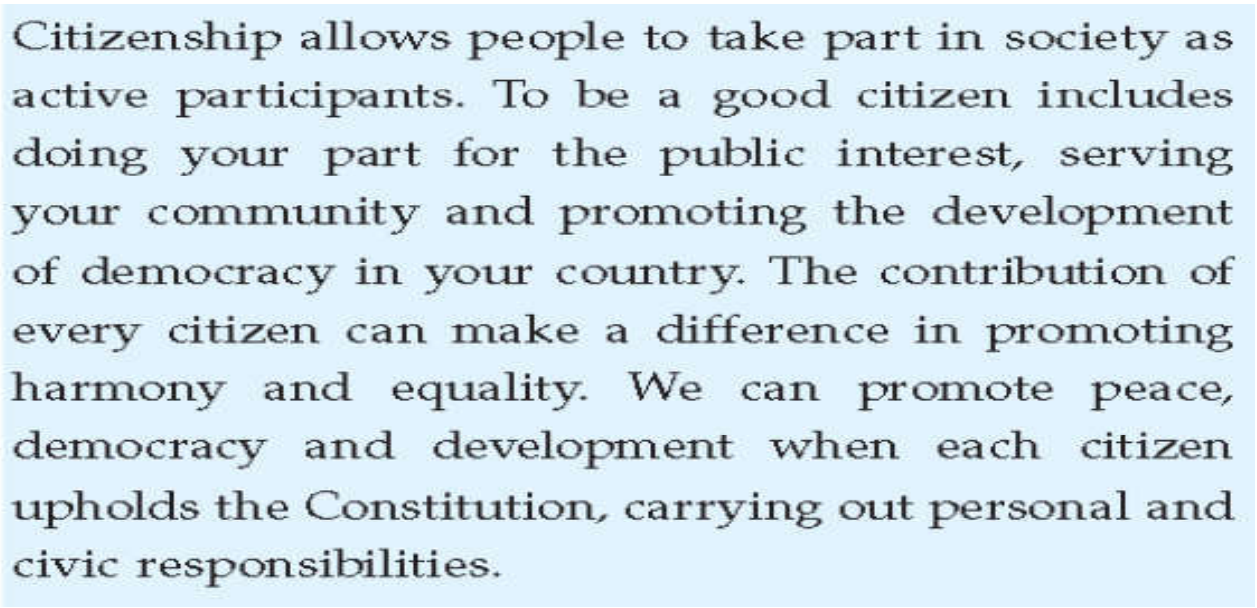

Citizenship allows people to take part in society as active participants. To be a good citizen includes doing your part for the public interest, serving your community and promoting the development of democracy in your country. The contribution of every citizen can make a difference in promoting harmony and equality. We can promote peace, democracy and development when each citizen upholds the Constitution, carrying out personal and civic responsibilities.

**Fig. 7: Qualities of the good citizen (extracted from grade 11 civic education textbook, p. 63)**

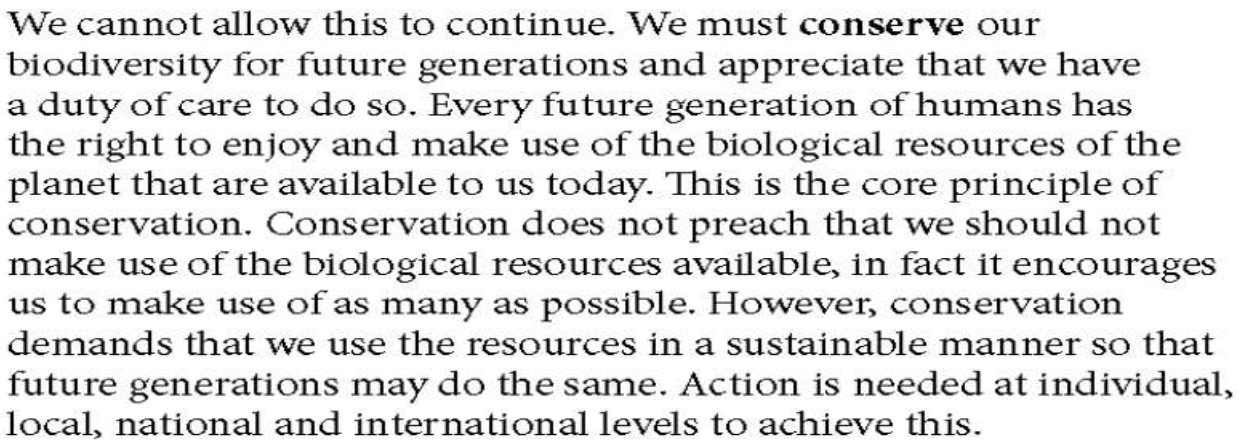
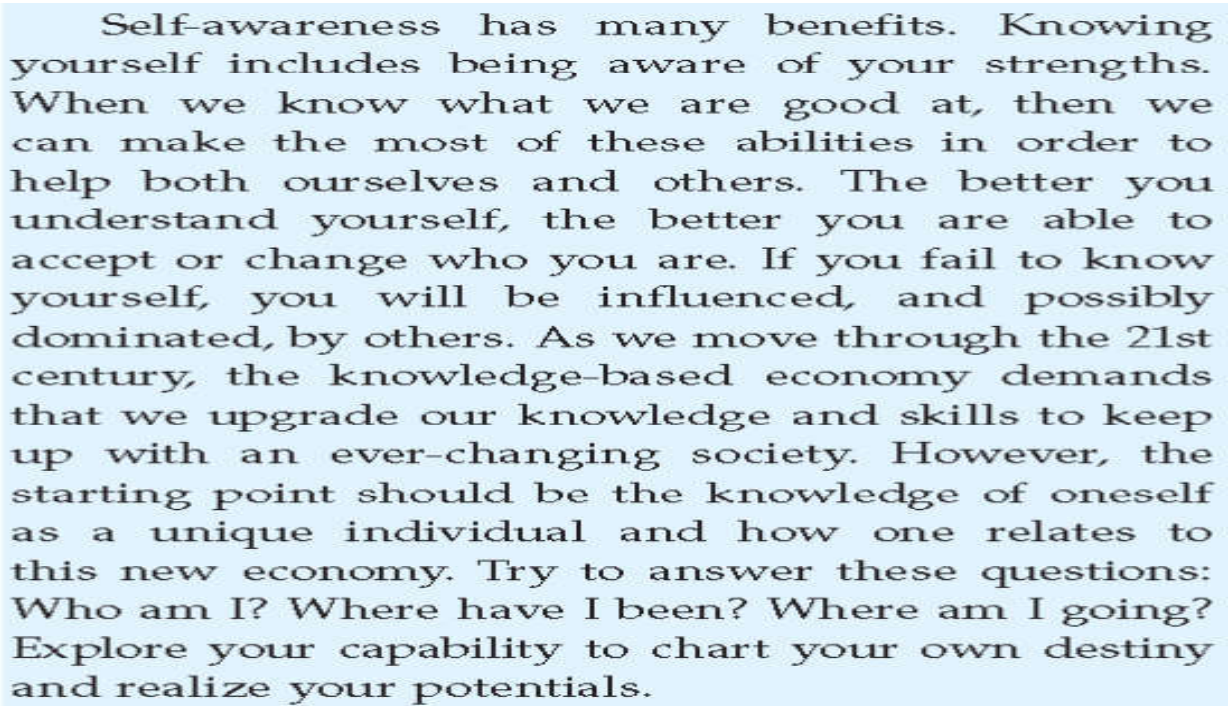

We cannot allow this to continue. We must **conserve** our biodiversity for future generations and appreciate that we have a duty of care to do so. Every future generation of humans has the right to enjoy and make use of the biological resources of the planet that are available to us today. This is the core principle of conservation. Conservation does not preach that we should not make use of the biological resources available, in fact it encourages us to make use of as many as possible. However, conservation demands that we use the resources in a sustainable manner so that future generations may do the same. Action is needed at individual, local, national and international levels to achieve this.

**Fig. 8: Citizens' duties to conserve biodiversity (extracted from grade 12 biology textbooks, p. 72)**

Thus, the images of a good citizen represented in the textbooks are crucial to develop learners' identity of interdependent social-self. In addition, images of a good citizen represented in the

textbooks can function as criteria for students to the kind of right, justified, and appropriate behaviors, and social expectations of a good citizen they would become that can help them as a path toward successful life in society.

On the other hand, the textbooks represented qualities of a good person such as who has a vision for his/her own future career choice, pursuit of wisdom, efficient use of time, self-reliance, assertiveness, self-awareness, skills of decision-making, moral sensitivity, etc. For example, civic education textbook described qualities of a good person in fig. 9 as:



Self-awareness has many benefits. Knowing yourself includes being aware of your strengths. When we know what we are good at, then we can make the most of these abilities in order to help both ourselves and others. The better you understand yourself, the better you are able to accept or change who you are. If you fail to know yourself, you will be influenced, and possibly dominated, by others. As we move through the 21st century, the knowledge-based economy demands that we upgrade our knowledge and skills to keep up with an ever-changing society. However, the starting point should be the knowledge of oneself as a unique individual and how one relates to this new economy. Try to answer these questions: Who am I? Where have I been? Where am I going? Explore your capability to chart your own destiny and realize your potentials.

**Fig. 9: Self-awareness as quality of good autonomous person (extracted from grade 11 civic textbook, p. 105)**

Images of the good person represented in the textbooks have the potential to promote students' self-images as independent autonomous person. Moreover, images of the good person included in the textbooks could help students in developing a sense of self-awareness, self-reliance, and ability to identify his/her interests and choices in the future. However, civic education integrated wider topics related to students' social-self and autonomous personal-self identity development than the other textbooks analyzed in this study.

### 4.2.1.2. Dystopian images of "undesirable person" in the textbooks

Messages presented in textbooks' contents may contain good/positive human practices and bad/negative human practices. Ono (2003) identifies that positive messages are that make a person feel optimistic, and negative messages are that make a person feel worried or pessimistic. Thus, dystopian images in textbooks can present images of dissatisfaction with and critical of the current shortcomings of individual and social problems, display strong emotions of unhappiness, and warn of dangerous situations to come unless individuals struggle to avoid them (Claeys, 2017; Nordensvard, 2014; & Palardy, 2018).

**Table 5: Images of an undesirable person presented in the textbooks**

| Sub-categories | Dystopian contents extracted from the textbooks | Textbooks |
|---|---|---|
| **Social** | "HIV/AIDS and other transmitted diseases (p. 30-32, G 11 and p. 14, 34, G 12)", "gene inherits disease (p. 126, G 12)", and "Fake news on cures from HIV (p. 34, G 11)" | Biology |
| | "industrial chemical disposal affects personal health (p. 281-282, G 12)" | Chemistry |
| | "problems of irresponsible behavior on your health (p. 89-90, G 12)" | Civic Education |
| | "the effects of HIV on your social relation (p. 32-34, G 11 and p. 35,36, G 12) ", "good and bad friend (p. 34, G 11)", and story of Almaz on HIV (p. 37, G 12)" | Biology |
| | "give up some of your rights for the benefit of society (p. 35,-36, G 11)" | Civic Education |
| **Financial** | "the economic impact of HIV disease on personal life (p. 35,36, G 12)" | Biology |
| | "problems of burden on the other, problems of breaking promise in your family or society (p. 45-46,79-80, G 11)", "problems of poor saving habits (p. 119, G 11)", and "problems of dependency (p. 110, G 12)" | Civic Education |

**p*-page, G*-grade**

Table 5 shows that negative messages presented in the textbooks have potential to make students feel worried and enhance their awareness of some of the undesirable behaviors of a person they should avoid in their own lives. The textbooks represented qualities of undesirable/bad person/citizen such as a person who act in an irresponsible way, has a poor saving habit, economic dependency and burden on the other, breaks promise, has an irrational belief, is not assertive, etc. For example, civic and biology textbooks presented qualities of undesirable/bad person/citizen in fig. 10 & 11 respectively as:

Some people resort to other means of getting money like cheating and stealing from people. This is not a legal way of getting money. This way is hurtful to other people. It involves hurting others. Others look for easy ways to make a lot of money without giving anything back to society. This is the wrong way of getting money.

**Fig. 10: Qualities of undesirable/bad person/citizen (extracted from grade 11 civic education textbook, p. 95)**

**Activity 1.20 Good friend / bad friend**

In this activity, you will be divided into groups of three to devise a short role-play. In each group:

- one person will be the 'uncertain teenager' who is tempted to try a new experience
- one person will be the 'bad friend' who will try to persuade him/her that the experience will be fun with no problems
- one person will be the 'good friend' who will try to persuade him/her that there are always consequences and he/she needs to think carefully

Temptations could include:

- a girl wanting to have sex with a popular boy who is a good athlete
- boy who has not had sex because he wants to remain AIDS-free being tempted by his girlfriend
- boy/girl being tempted to use drugs
- boy planning to have unprotected sex with his girlfriend
- boy/girl being approached to have sex with someone who has another lover

– but you could think up other topics of your own.

Each group should spend a few minutes discussing the outline of their role-play before presenting it to the class.

**Fig. 11: Activity that helps students to identify qualities of a good person & bad person (extracted from the grade 11 biology textbook, p. 34)**

Thus, images of undesirable persons represented in the textbooks could function as criteria that students should avoid inappropriate behavior in their lives, and increase their awareness and warn of dangerous behaviors that negatively affect them.

### 4.2.2. Images of National Issues in Biology, Chemistry, Civic, and Geography Textbooks

National issues are issues that students should learn to understand their country's and local's concerns of political, social, technological, economic, and environmental issues that can help them construct images of their own national identities. Therefore, in this sub-section, messages presented in the textbooks about Ethiopia and its localities are categorized and analyzed under utopian and dystopian images.

#### 4.2.2.1. Utopian Images of National (Ethiopia) Issues Presented in the Textbooks

Education can construct students' images of their country. To do this curriculum textbooks should integrate the realities of national issues and concerns in their contents. Table 14 shows that the textbooks integrated national and local issues of Ethiopia concerning politics, social, economic, environmental, and technological dimensions in the form of utopian images.

Table 6 shows that national issues of political and social dimensions are mainly presented in civic education textbooks, technological issues are mainly represented in biology, geography, and chemistry textbooks, and economic issues are given high consideration in the geography and civic Education textbooks. Social and environmental issues are widely covered in biology and civic education textbooks. The textbooks presented several positive messages concerning national (Ethiopia) issues. For example, politically, Ethiopia is represented as a country that is building a constitutional democratic society and multi-ethnic federalism to accommodate diversity to live in peace and dignity among people and ensure the rule of law, building accountable and transparent government, and has a vision for strengthening development and stability of the country. Socially, Ethiopia is represented as home to diverse ethnic groups, democratic cultures are flourishing in society, starving to ensure food security using technological innovation such as fertilizers, biotechnology, and genetic engineering, and implementing the policy for controlling rapid population growth. Ethiopia is also represented as a way of producing a morally responsible society, developing citizens' habits of hard work in harmony and cooperation, and starving to produce responsible citizens for common action to fight and prevent HIV/AIDS and other diseases.

**Table 6: Utopian images of National issues presented in the textbooks**

| Sub-categories | Utopian contents extracted and quoted from the textbooks | Textbooks |
|---|---|---|
| **Political** | "Ethiopia is starving towards building constitutional democratic governments, and democratic systems, ensuring power and sovereignty of societies, rule of law, accountable and transparent government, promoting democratic rights, freedoms, democratic society, political tolerance, ethnocultural federalism to accommodate diversity to live in peace and dignity, active civic participation in politics, mutual effective relation with international and global level (p. 3-7, 10-12, 15-19, 23,26,76, 128-132, G 11, and (p. 3, 6, 10, 12-13, 25-28, 134-137, G 12)" | Civic Education |
| **Social** | "controlling population growth and ensuring food security using biological knowledge of biotechnology and genetic engineering (p, 29, G 11 and p. 72, 90-91, G 12)" | Biology |
| | "control of overpopulation through technological innovations such as contraception and family planning (p. 153-159, 160-161, 195-196, 226-227, G 12)", "increase of urbanization (p. 200-201, G 12)", and "Ethiopia is a home of diverse ethnic groups (p. 69, G 12)" | Geography |
| | "Ethiopia is starving towards producing citizens who can exercise their constitutional rights and obligation (p. 8-9, G 11 and p. 8, G 12 )", "develop peaceful and fair conflict management and resolution (p. 24, G 11 and p. 20-24, G 12)", "respecting rule of law for the common good of society and accept shared values (p. 23, G 11)", "ensure equality, fairness, equitability, and justice in society (p. 33, 37,45-46,48, 50-51,56, G 11 and p. 38-39,48, 50-63, G 12)" "Develop citizen's sense of patriotism, voluntarism on national service as citizen's obligation, producing morally responsible society, overcome wastage of public property, habit of hard work in harmony and cooperation (p. 60-64, 70-71, 76-77, 79-81, 87-88, 96-100, G 11 and p. 72-73,82-85,98-99, G 12)", "Flourishing democratic culture in society (p. 8, G 11), and "Building multicultural society, unity in diversity (p. 40,77, G 11; p. 41-43, G 12)" | Civic Education |
| | "Ethiopia is starving to produce a responsible community for common action to fight AIDS (p. 32-34, 38, G 11)" | Biology |
| | "Ethiopia is starving to produce responsible citizen's behaviors against HIV/AIDS (p. 89-90, G 11)" | Civic Education |
| **Economical** | "Uses of resources in a sustainable manner (p. 76, G 12)" | Biology |
| | "Hope for industrial developments using knowledge of chemistry (p. 3, G 11)" and "Increase crop production using fertilizers (p. 229, G 12)" | Chemistry |
| | "Ethiopia is rich in tourist destinations (p. 142-156, G 11 and p. 104, G 12)", "the potential of hydro-powers and geothermal energy (p. 142-156, 242-243, G 11 and p. 89, G 12)", and "rapid economic development (p. 237, G 11)" | Geography |
| | "Ethiopia is represented as rich in natural resources (p. 69, G 11)", "national plan for growth, development, and transformation (p. 101, G 11)", "improving societies' saving habits and investment (p. 119-124, G 11)", proper utilization of resources (p. 117, G 12)", and "develop export-led economy (p. 122, G 12)" | Civic Education |
| **Technological** | "Producing biological literate citizens (p. 29, G 11)", "enabling the use of biotechnology (p. 29, G 11 and p. 140, G 12)", and "genetic engineering to improve many aspects of Ethiopian life (p. 136-139, G 12)" | Biology |
| | "Continuous development of synthetic polymer technology will improve many human lifestyles in Ethiopia (p. 271-279, G 12)" | Chemistry |
| **Environmental** | "Hope for a green environment (p. 77-78, G 12)", "biodiversity richness in Ethiopia (p. 68, G 12)", and "right of future generations and uses of resources in a sustainable future (p. 76, G 12)" | Biology |
| | "Ethiopia is working towards the conservation of wildlife by establishing national parking (p. 176, G 11 and p. 131-134, G 12)', "Ethiopia is rich in water resources, diverse agro-ecological zones and irrigable agriculture (p, 69,89,94, G 12)", "diversity of wild animals (p. 129-130, G 12)", and "forest conservation projects (p. 147, G 12)" | Geography |
| | "producing responsible citizens to protect the environment (p. 83-85, G 11)" | Civic Education |

**p*-page G*-grade**

Economically, Ethiopia is represented as a country that has rich natural resources, rich tourist destinations, and has a potential for hydropower and geothermal energy, achieving rapid

economic development, increasing export-led economy, and implementing a national plan for growth and transformation. Technologically, Ethiopia is represented as a country in the ways of producing a knowledge-based and technological society that can enable the use of biotechnology, genetic engineering, and the development of synthetic polymer technology to improve many aspects of Ethiopian life. Environmentally, Ethiopia is represented as a country that has diverse climatic conditions, is rich in biodiversity, rich in water resources, diverse agro-ecological zones, and irrigable agriculture, is working towards creating a green environment, conservation of wildlife through establishing national parks, producing responsible citizen to protect environment and uses of natural resources sustainably to preserve for the future generations.

Based on the above narration, the textbooks narrated images of Ethiopia as the country turning to present hope to a bright future. The underlying meanings of the messages in the textbooks' contents seem designed to serve more for social changes than social continuities. However, the textbooks have given little attention to the narratives of good national values and traditions of the past generations that should be transmitted to the new generation. The textbooks mostly narrated the past deeds of Ethiopia (before 1991) as a bleak past. For example, Civic and Ethical Education textbook presented the past government injustice and human rights violations in fig. 12.

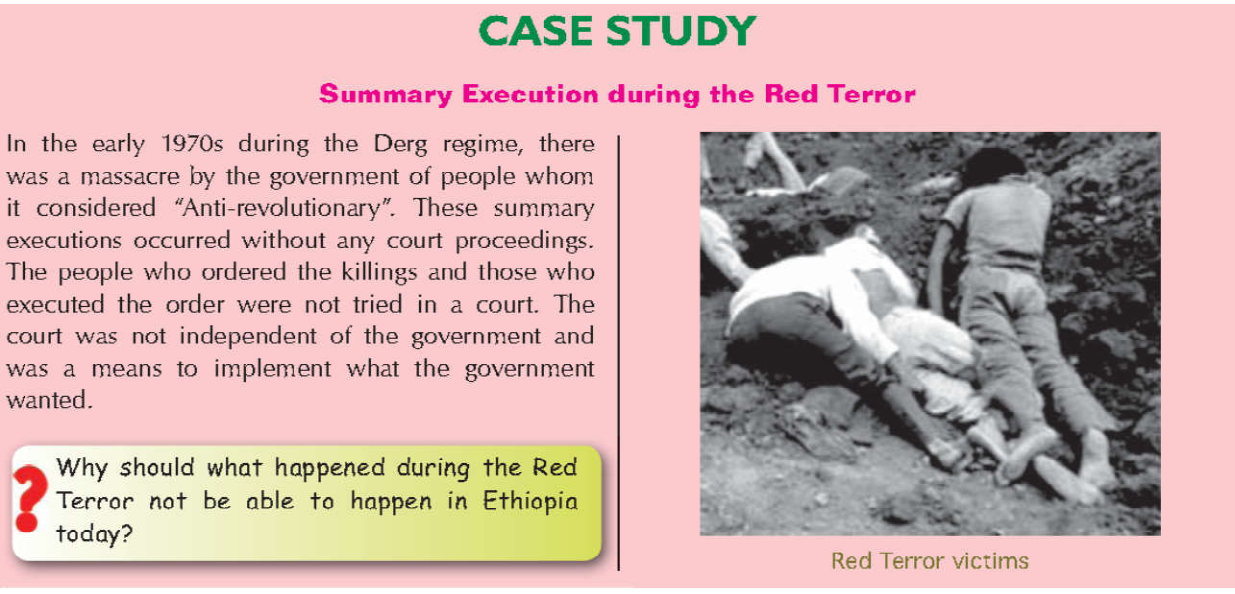



**Fig. 12: The Past Human right Violations and Injustice in Ethiopia (Grade 11 civic & ethical education, p. 51)**

In addition, Civic and Ethical Education textbook of grade 12 presented the past governments' oppressions of Ethiopians and peoples struggles against the oppressive regimes in fig. 13.

## The History of the Ethiopian Peoples' Struggle against Oppression

to administer themselves, and this had created discontents among the peoples of Oromo and Somale. The resistance was widely spread to areas like Elkere, Wabi and Dollo having broader political aims enjoying the support of the local people. There were also others such as the Yeju peasant uprising (1948 and 1970) and the Gedeo peasant rebellion (1960).

Choose one of them and research it; then produce a report to discuss the causes of the rebellions in the class.

The living condition of Ethiopian peasants in the period of the monarchy

### The outbreak of the Ethiopian Revolution

The Ethiopian Revolution of 1974 was a result of the combined effects of the various peasant uprisings and other movements such as the Ethiopian students' movement which strongly challenged the Haile Selassie government in the 1960's and 1970's. They were involved in demonstrations with slogans such as "Land to the Tiller!" The government tried to suppress the students' movement by arresting its leaders and banning demonstrations. However, the students continued their struggle. Their movement eventually was supported by other sectors of the population such as the taxi drivers. This led to the outbreak of the Ethiopian Revolution in 1974.

Though the Ethiopian students played the major role to bring about the end of the regime, it was the committee of military officers called the Derg that controlled political power. The Derg declared, "Land to the Tiller" in 1975, but it did not bring a democratic system to the country. Rather, it controlled and exercised unlimited power, suppressed oppositions and established a single party system. Because of this, the peoples of Ethiopia started fighting against the Derg.

? Carry out small group research into the causes of the Ethiopian Revolution. What were the achievements and the failures?


Students' demonstrating in reign of Haile Selassie

### The Struggle to Overthrow the Derg (1975 – 1991)

The struggle to overthrow the Derg started soon after it assumed power. Several political organizations were formed around 1975 among which the Ethiopian Peoples' Revolutionary Party

**Fig. 13: Past tyrannies on the people and their struggles (Grade 12 civic & ethical education, p. 34)**

Furthermore, the Geography textbook of grade 12 stated the previous governments' population policy deficit in Fig. 14.

## History of Population Policy in Ethiopia

In Ethiopia, population policies were given low priority before the early 1990s. After the Derg regime, the Transitional Government of Ethiopia (TGE) adopted a national population policy in 1993. The policy was based on the awareness that large population size and continued rapid population growth in Ethiopia can be an enemy of development and can cause economic, social and environmental problems in the country.

**Fig. 14: Past population policy deficit in Ethiopia (Grade 12 geography textbook, p. 195)**

Based on the above evidence, one can understand that the textbooks were designed mainly to inculcate new national narratives that hoped to create an imagined nation and society. Therefore, national (Ethiopia) narratives of the dark past, present utopia changes to bright future represented in the textbooks have influences on students' images of national identity constructions on how they see the past, present, and future of Ethiopia. Papastephanou (2014); Webb (2009); and Halpin (2003) argued that utopian images in education are related to content that offers students awareness of images of a better life, represents alternative images of a good society, teaches them about a worthwhile life, direct and educate them the present hopes of society and promote students' collective hopes towards achieving imagined society and state. Thus, national images presented in the textbooks could have a potential influence on students' national image constructions about the kinds of good society imagined to create.

However, limited emphasis given to the integration of common past national good traditions and values in the textbooks may create a generation gap between Ethiopian old and new generations. Bernstein (2000) argues that temporal orientations of the past/present/future of a society narrated in the curriculum could ultimately determine the principles for knowledge selection (retrospective or prospective orientation) and the type of future citizen intent a curriculum produces. Thus, when education only works towards social change (prospective orientation), it could create generation gaps by limiting knowledge transmission of the past common national traditions, cultures, values, and norms to the new generations. Falk and Falk (2005) explain that a generation gap is a difference in values, beliefs, views, and preferences from one generation to the next. Therefore, the generation gap may create misunderstandings, contradictions, and conflicts between young and old generations. Thus, education should work in a society both for continuity and for change at the same time.

#### 4.2.2.2. Dystopian Images of National Issues Presented in the Textbooks

Trohler and Maricic (2023) argue that the main role of the school curriculum should be the educationalization of social problems, deficits, and crises that happened in societies that need improvement or change/avoidance. Thus, dystopian ideals in curriculum textbooks present contents that show dissatisfaction with and critical of the current shortcomings of social problems, display a strong sense of unhappiness, and warn of dangerous situations to come unless peoples struggle to avoid them (Claeys, 2017; Nordensvard, 2014; & Papastephanou, 2009). Integrating social problems of national issues in curriculum textbooks is important to promote students' awareness of the present and future ills in society and why and how to change the situations and solve the problems (Kress et al., 2020; Mirenayat et al, 2009; & Surname, 2012). Therefore, the examined textbooks represented some of the national concerns in the dimensions of political, social, economic, technological, health, and environmental issues that reflect the present deficits and future threats of Ethiopia.

Table 7 shows that the textbooks integrated several national (Ethiopia) concerns and threats of the present and future issues that can affect the well-being of society. The textbooks portrayed political concerns such as intra-conflicts of hydro-resource, consequences of failing to perform constitutional obligations, and negation of ethnic diversity for the peace and stability of the country. Social concerns such as the impact of HIV/AIDS, rapid population growth, effects of human activity on environmental degradation, problems of human migrations, and irresponsible behaviors of individuals in society. Economic concerns such as unsustainable exploitations of natural resources, consequences of overpopulation on the economy, problems of high economic dependency of the young on old age populations, high levels of unemployment, and Ethiopia's economic dependency on foreign aid and support. Health concerns such as threats of various transmitted diseases including HIV/AIDS to the health and well-being of the whole community, the impact of biodiversity loss on human health, and the effects of industrial harmful chemicals on human health. Environmental concerns such as impacts of agricultural fertilizer, pesticides, and herbicides on the ecosystems and soil acidity, threat of loss of biodiversity due to unfair human practices, effects of global warming, industrial wastage may pollute the lake's water and air, deforestation, and soil erosion. Therefore, such threatening messages presented in the

textbooks could have a powerful influence on students' dystopian image construction toward national concerns.

**Table 7: Dystopian images of National issues presented in the textbooks**

| Sub-categories | **Dystopian contents extracted and quoted from the textbooks** | Textbooks |
|---|---|---|
| **Political** | "Ethiopia has conflicts of hydro politics with other country (p. 104-106, G 12)" | Geography |
| | "Problems of failure to perform Ethiopian constitutional obligations for peace and stability of the country (p. 8, G 11)" and "consequences of negating diversity and ethnocentrism (p. 40, G 11 and p. 41-42, G 12)" | Civic Education |
| **Social** | "Ethiopia is concerned with the social impact of HIV disease (p. 35-36, G 12)", "the impacts of population growth on national development (p. 71, 80, 89-90, G 12)", and "the effects of human-environment relation to loss of biodiversity (p. 72-74, G 12)" | Biology |
| | "Ethiopia has concerns about internal and external human migration (p. 208-212, G 11)", "problems of overpopulation (p. 153-159, 160-161, 194, 195-198, 219-222, G 12)", and "problems of rapid development of unplanned urbanization (p. 200-209, G 12)" | Geography |
| | "Ethiopia is concerned with the problems of the absence of the rule of law (p. 23, G 11)", "consequences of failing to ensure equality, equitability, and justice in society (p. 33,49, 51, G 11 and p. 50-63, G 12)", and "consequences of irresponsible behaviors of individual and society (p. 79, G 11)" | Civic Education |
| | "Concerns of the threats of HIV/AIDS to the health and well-being of the whole community (p. 30-32, G 11)", "fake cures from HIV (p. 34, G 11)", "various transmitted diseases (p. 14-15, G 12)", and "the impact of biodiversity loss on human health (p. 72-74, G 12)" | Biology |
| | "Effects of industrial harmful chemicals on human health (p. 229, 281-282, G 12)" | Chemistry |
| **Economical** | "Ethiopia is concerned with problems of the economic impact of HIV disease (p. 35-36, G 12)", "unsustainable exploitations of resources (p. 70-71, G 12)", and "consequences of unchecked population growth on the economy (p. 90, G 12)" | Biology |
| | "Ethiopia is concerned with problems of high dependency burden of the young on old age populations and high levels of unemployment (page 164-166, G 12)" | Geography |
| | "Concerns of Ethiopia's economic dependency on the aid and support of other country (p. 110-111, G 11 and p. 109-111, G 12)", and "has high poor society (p. 69, G 11)" | Civic Education |
| **Technological** | "Moral issues of using biotechnologies and genetic engineering to modify plants and animals (p. 139, G 12)" | Biology |
| **Environmental** | "Ethiopia has concerns about the impacts of agricultural fertilizer, pesticides, and herbicides on the ecosystems (p. 48, 68, G 12)" and "human practices on biodiversity loss (p. 66, 72-74, G 12)" | Biology |
| | "Effects of industrial wastage on global warming and lake water and air pollution (p. 222-227, G 12)", "effects of DAP fertilizer on soil acidity (p. 255, G 12)", and "due to plastic materials and toxic chemicals environments are polluting (p. 281-282, G 12)" | Chemistry |
| | "Ethiopia has concerns with the extinct of wild animals due to human interference (p. 174-175, G 11 and p. 131-134, G 12)", "problems of soil erosion (p. 181, G 11 and p. 142-146, G 12)", and "problems of deforestations (p. 135-147, G 12)" | Geography |

**p*-page G*-grade**

Integrating dystopian images in school textbooks is crucial to promote students' cognitive and affective skills, and it could enable them to question the past and present wrongdoings of people, warn them of its consequences, and motivate them to take action to overcome, stop or change the problems (Bradford et al, 2008; Palardy, 2018; Stillman, 2003; & Zaki, 1990). Therefore,

negative messages presented in the textbooks could have the potential to promote dystopian images in students towards the problems of national issues.

### 4.2.3. Images of Global Issues in Biology, Chemistry, Civic, and Geography Textbooks

This sub-section presented and analyzed data related to images of global issues presented in the textbooks by dividing them into two categories: images of Africa issues and images of global issues. The rationale needed to analyze images of Africa separately from the images of global issues is that many issues of Africa presented in the textbooks are only narrated from the Africans' perspectives.

#### 4.2.3.1. Images of Africa Represented in the Textbooks

Images of Africa refers to the representation of the African continent in relation to land, population, economy, culture, politics, natural resources, ecology, and socio-cultural aspects across temporal (past, present, and future) dimensions. Thus, the representation of images of Africa through different media including school curriculum can help to promote individual or collective knowledge of Africa and African realities. The study of representations of images of Africa through different media has been one of the research discourses for various researchers (B'béri and Louw, 2001). Ofuho (2003) has grouped two main agencies that have been writing about Africa. One is the insiders (i.e. African scholars/media) and the other is the outsiders (i.e. Western scholars/media). Moreover, Ofuho (2003) and Gallagher (2015) claim that it is important to take into consideration how images have been created, by whom, and for what purposes when we intend to analyze the representations of images of Africa. Because they claim that images may be manipulated and serve some interests or damage others. Palmberg (2001); Fabian (2013); Bunce et al. (2017); and Dunn (1996) argue that images of Africa presented in Western popular films, mass media, travelers' writings, and literature are generally negative, pessimistic, and represented Africa as a dark continent.

Furthermore, the features of negative images of Africa represented in the Western authors' writing and media depict the continent in the form of conflict, civil war, tribal anarchy, failed and passive site, incompetent leadership, corruption, famine and starvation, and affected by rampant diseases (Bunce, et al., 2017; Dunn, 1996; Fabian, 2013; & Palmberg, 2001). These

misrepresentations of images of Africa are also perpetuated through the Western school curriculum. Marmer et al. (2010, p. 6) reported that in German school textbooks, Africa is represented racially as a strange, dark, and hopeless continent. Similarly, Weiner (2016) reported that school textbooks in Germany and the Netherlands represented African people as backward, and underdeveloped and the land of Africa as a 'dark continent' overwhelmed by poverty, famine, and war. Therefore, this study examined and analyzed how Ethiopian secondary school textbooks represented images of Africa in separate sections under images of global issues.

#### 4.2.3.1.1. Utopian Images of Africa Represented in the Textbooks

As the evidence presented in table 8, the textbooks portrayed utopian images of Africa related to issues of political, social, economic, environmental, and technological dimensions. Politically, Africa is represented as the continent emancipated from Western colonialism, organized under the African Union (AU) that is working as a collective voice for Africans equity and justice at the international politics. Socially, Africa is represented as a home for diverse ethnic groups with distinct cultures. Economically, Africa is represented as a place that is endowed with various natural resources that have economic advantages. For example, the textbooks presented resources of natural water (lakes) of Africa that have the potential for flora and fauna and good tourist destinations using facts in Fig. 15:

| Lake | Area ($km^2$) | Maximum depth (m) | Type | Remark |
|---|---|---|---|---|
| Victoria | 83,000 | 92 | Non Rift valley | Largest in Africa, largest tropical lake in the world, 2nd largest freshwater lake in the world and 3rd longest in the world |
| Tanganyika | 32,890 | 1435 | Rift valley | World's longest fresh water lake, Africa's deepest lake and second in the world, Africa's second largest lake |
| Malawi | 30,800 | 706 | Rift Valley | The most southern lake in the Great African Rift Valley system |
| Chad | 18,000 | 12 | Non-Rift valley | - |
| Turkana | 8,660 | 72 | Rift valley | - |
| Albert | 5,500 | 17 | Rift valley | The northernmost of the chain of lakes in the Great Rift Valley |
| Meru | 4,920 | NA | Rift valley | - |
| Tana | 3,600 | 9 | Non-Rift valley | Shallowest in Africa |
| Edward | 3,550 | NA | Rift valley | - |
| Kivu | 2,650 | 475 | Rift valley | - |

**Fig. 15: Natural resources of Lakes in Africa (Grade 11 Geography textbook, p. 150)**

**Table 8: Utopian images of Africa presented in the textbooks**

| Sub-categories | Utopian contents extracted and quoted from the textbooks | Textbooks |
|---|---|---|
| Political | "Independence, the decolonization of Africa, Organization of the African Unity (OAU), African Union (AU) (p. 17, G 11)" and "Political emancipation from Apartheid in South Africa under the exemplary leadership of Nelson Mandela (p. 85, G 12)" | Civic Education |
| Social | "Africa has a highly economically active young population (p. 203-204, 243, G 11" and "home of different ethnic groups with distinct cultures (p. 61-65, G 12)" | Geography |
| Economical | "The New Partnership for Africa's Development (NEPAD) addresses the current problems of Africa including poverty, underdevelopment, and marginalization of the African continent (p. 70, G 12)" | Civic Education |
| | "Africa is the second largest continent in the world and constitutes 20.2% of the earth's total land surface (p. 105, G 11)", "rich with raw natural resources such as potential rivers for hydro-electric power, petroleum, irrigation land, fertile soil, water, lakes, minerals, flora and fauna, good tourist destinations (p.149-156, 224-225, 239-240, 242-243, G 11)", "Africa has strategic and physiographic features of landforms for economic advantage (p. 61-65, G 12)" and "Africa has a diverse production of agricultural products that are vitally demanded in the world market such as coffee, cocoa, tea, sugarcane, rubber, palm oil, sisal, cotton, and ground nuts (p. 241, G 11)" | Geography |
| Environmental | "Biodiversity richness of Africa and home to different kinds of mammal and plant species, a quarter (1229 species) of the world's approximately 4700 mammal species found in Africa and more than a fifth of the approximately 10,000 bird species in the world are found in Africa (p. 68-69, G 12)" | Biology |
| | "Africa has different climatic regions and conditions, rich diversified vegetation, and habitat for different species of wild animals (p. 105, 158, 166-168, G 11)" | Geography |

**p*-page G*-grade**

The Geography textbooks presented African artificial dam (lakes) and rivers that have the potential for hydroelectric power and irrigation in Fig. 16:

| Lake | Dam | River | Country |
|---|---|---|---|
| Nasser | Aswan High Dam | Nile | Egypt |
| Koka | Koka | Awash | Ethiopia |
| Volta | Akosombo | Volta | Ghana |
| Kaindji | Kaindji | Niger | Nigeria |
| Kariba | Kariba | Zambezi | Zambia and Zimbabwe |

**Fig. 16: Rivers and Artificial dam (lakes) of Africa (Grade 11 Geography textbook, p. 151)**

Moreover, the textbook presented the potential natural resources of Africa in Fig 17:

Africa is generally considered as a continent with untouched natural resources. The continent is rich in terms of all sorts of resources ranging from varied soil types to diverse climate, enormous mineral wealth, energy sources, wildlife and huge human power.

**Fig. 17: Note taken from Grade 11 Geography textbook (p. 225)**

Demographically, Africa is represented as the continent that "has a highly economically active young population estimated about 56% between 15-65 years of age (Grade 11 Geography textbook, p. 203)". Environmentally, Africa is represented as a physically large continent that covers 20.2% of the earth's total land surface (Grade 11 Geography textbook, p. 105), which has different climatic regions, rich in diversified vegetation, wildlife, and habitats that have the potential for production and good tourist destinations. For example, biology textbook presented Africa's abundance of biodiversity (animal and plant species) in fig. 18.

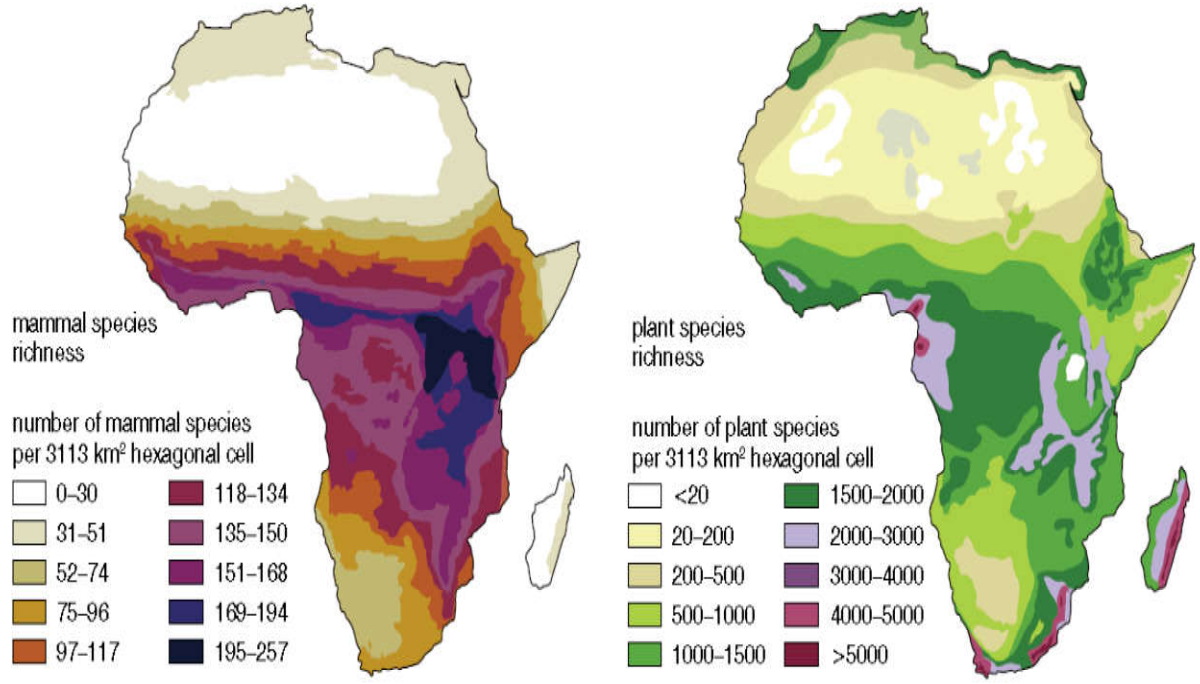



**Fig. 28: The status of biodiversity in Africa (Grade 12 Biology textbook, p. 69)**

The geography textbooks presented the richness of ecological diversity and wildlife in Fig. 19.

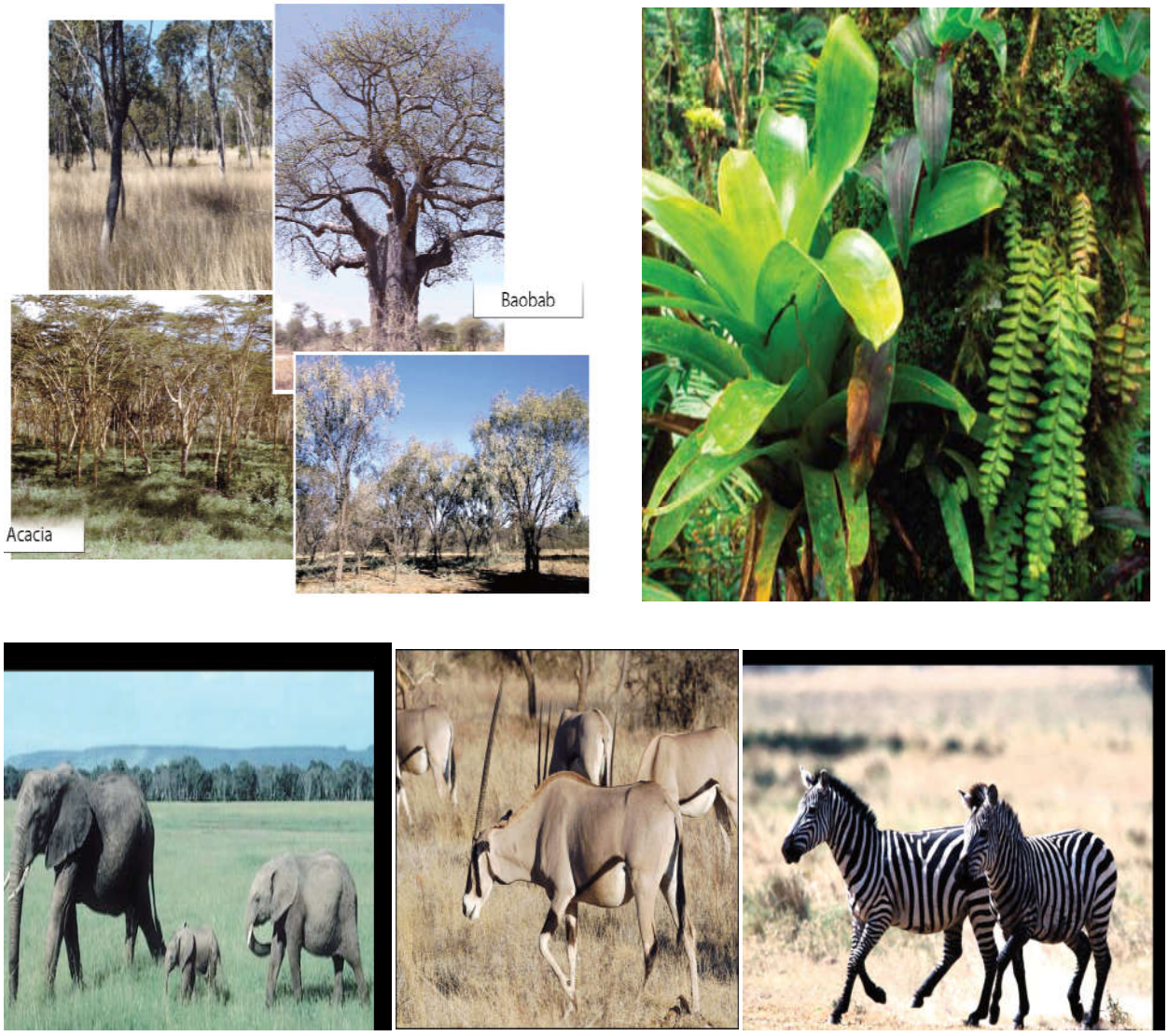



**Fig. 19: Richness of Ecological diversity and wildlife in Africa (Geography textbooks Grade 11, p. 161, 167, 169, and Grade 12, p. 65)**

The positive messages represented Africa as a continent endowed with various natural resources in the textbooks could promote a sense of utopian images in students towards Africa. However, the textbooks did not present any African success story of how they use natural resources to improve their people's well-being. In addition, exemplary technological progress and democratic political development were not presented in the textbooks except the organizations of AU, NEPAD, and gaining physical independence from colony.

### 4.2.3.1.2. Dystopian Images of Africa in the Textbooks

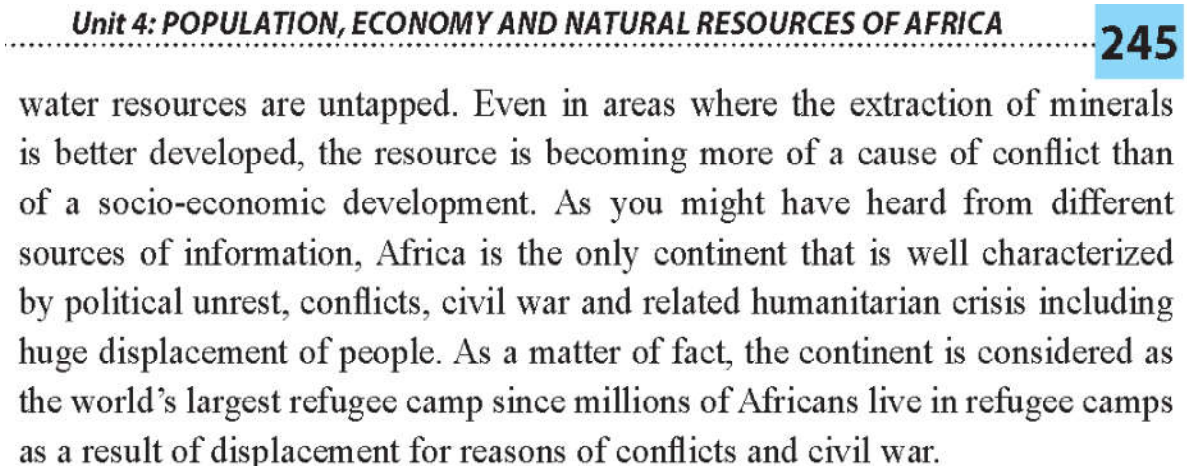
Table 9 shows that the textbooks presented several negative messages related to the economic, social, political, technological, and environmental issues of Africa. Politically, Africa is represented as a place where political instability is common, practices of poor governance, corrupted, brutal, and dictator government leaderships, conflicts, civil wars, genocide, and effects of colonialism continue to exist on economic and political inequalities in Africa.

**Table 9: Dystopian images of Africa presented in the textbooks**

| Sub-categories | Dystopian contents extracted and quoted from the textbooks | Textbooks |
|---|---|---|
| Political | "Effects of colonialism on Africa and called 'The Dark Continent', effects of the system of Apartheid in South Africa on the social, economic, and political inequalities between white and black continue to exist (p. 27, G 11)", "African dictatorship leaders, brutal and corrupt regime (p. 7, G 12)", and "genocide in Rwanda the Hutu militia killed up to 800,000 Tutsis and moderate Hutus within a hundred days (p. 77, G 12)" | Civic Education |
| | "Africa is a politically unstable (p. 197, G 11)", "high risk of inter and intra-state conflicts, effects of colonialism, poor governance (p. 231-237, G 11)", and "corruption, civil war, maladministration and lack of citizens' active participation (p. 243-246, G 11)" | Geography |
| Social | "African has low education and health coverage, widely spread unemployment, high human mortality and fertility rate (p. 220, 222,140-142, G 11)", "high displacement and migration of people, least urbanized in the world, high rate of rural-urban migration and unplanned urbanizations (p.140-142, 140-142, 181, 208-212, 214-219, G 11)", "extreme poverty on the world (p. 196, 203-204, 244-246, G 11)", "political unrest, conflicts, civil war and natural crises caused high humanitarian crisis (p. 245, G 11)", and "high health problems including HIV/AIDS, and sub-Saharan Africa is the worst-affected in the world (p. 231-237, G 11)" | Geography |
| Economical | "Africa is characterized by low living standards, named a poor continent, less developed, sub-Sahara, second world, backward economic and social systems, and mass poverty is a common feature (G 11, p. 231-237)", "decline in the productivity of the major cereal crops (p. 181, G 11)", "mainly dependent on agriculture, low GDP, poor housing conditions, poor transport, inefficient communication networks (p. 220, 222, G 11)", "low level of intra-regional and intra-continental trade (p. 228-230, G 11)", "low saving and local capital accumulation, dependent on foreign aid and debt (p. 231-237, G 11)", "lack of citizens' participation in resource development programs (p. 243-246, G 11)", "high and growing levels of poverty, extreme income inequalities (p. 243-244, G 11)", and "the resource is becoming more of a cause of conflict "blood diamond" than of a socio-economic development (p. 244-246, G 11)" | Geography |
| Technological | "Africa falls far behind in fully exploiting its resources because lack of appropriate human skills and technologies (p. 224-225, G 11)", "heavy industries such as producing machinery, aircraft, ships, and automobiles are almost non-existent in Africa (p. 228-230, G 11)", and "lack of financial capital, skilled human power and technology (p. 243-244, G 11)" | Geography |
| Environmental | "Loss of biodiversity in Africa and continuous reduction over time (p. 80-81, G 12)" | Biology |
| | "Africa is a highly drought-affected area in the world, with environmental degradation, habitat destruction, and shortage of clean water, famine, shortage of food (p. 140-142, G 11)" and "practices unwise use of natural resources including overgrazing and over cropping, traditional farming practices, soil erosions, deforestation, the danger of extinction of some species of plants and animals, illegal hunting (p.140-142, 163-165, 168, 174-175, G 11)" | Geography |

**p*-page G*-grade**

The textbooks represented the African economy as mainly dependent on agriculture, low GDP and trade, poor transport and communication networks, low saving habits, low local capital accumulation, and a place where natural resources are a cause of conflict than for socio-economic development ("blood diamond in Liberia, Geography G-11, p. 246"), and dependent on foreign aid and debt. Socially, Africa is represented by extreme poverty in the world, under-skilled populations, widely spread unemployment, high human fertility and problems of overpopulation, high internal and external migrations of people, unplanned urbanization, low health services, and education, affected by diseases including HIV/AIDS. For example, the grade 11 geography textbook presented the social features of Africa in Fig. 20:



*Unit 4: POPULATION, ECONOMY AND NATURAL RESOURCES OF AFRICA* 245

water resources are untapped. Even in areas where the extraction of minerals is better developed, the resource is becoming more of a cause of conflict than of a socio-economic development. As you might have heard from different sources of information, Africa is the only continent that is well characterized by political unrest, conflicts, civil war and related humanitarian crisis including huge displacement of people. As a matter of fact, the continent is considered as the world's largest refugee camp since millions of Africans live in refugee camps as a result of displacement for reasons of conflicts and civil war.

**Fig. 20: Social features of Africa (Notes taken from Grade 11 Geography textbook, p. 245)**

The textbooks represented Africa as technologically poor innovation of technology, and where heavy industries are absent. Environmentally, Africa is portrayed as degraded, habitat destruction due to unwise human practices, high effects of drought, unsustainable use of the natural resources such as overgrazing and over cropping, traditional farming, soil erosions, and illegal deforestation and hunting wild animals caused danger of extinction of some plant and animals species. Fig. 21 shows the problems of poaching and drought in Africa.

**Fig. 21: Effects of poaching and drought in Africa (Grade 11 Geography, p. 161 & 174)**

Therefore, the negative messages represented in the textbooks about Africa and African could have the potential to develop pessimistic attitudes in students towards Africa. Generally, even though the textbooks represented Africa as endowed with different natural resources, in contrast, they represented Africans as incapable of using the natural resources to improve their quality of life and they have been living and will live in extreme poverty. It can be concluded that images of Africa portrayed in the textbooks could have a powerful influence on students to promote dystopian images and Afropessimistic attitudes towards Africa and themselves as African.

### 4.2.3.2. Images of Global Issues in the Textbooks

Global issues are those issues that have great global significance and problems that affect a large number of people on different sides of the world (Al-Shuga'a et al., 2019 & Bhargava, 2006). These include global issues dimensions such as environmental issues, health issues, political issues, social and cultural issues, technological issues, and global warming (Burnouf, 2004 & Hite and Seitz, 2016). Therefore, in this sub-section, the messages presented in textbooks concerning global issues are categorized and analyzed under utopian and dystopian images.

#### 4.2.3.2.1. Utopian Images of Global Issues Presented in the Textbooks

Educational aims designed to achieve a better society than now are rooted in some kinds of utopian ideals (Ashcroft, 2012; Friedmann, 2000; & Levitas, 1990). Thus, utopia is a tool to imagine and desire for a better world for the future than now and it is the expression of the desire for a better way of being. Utopian thinking in education represents optimism and images of hope for a better future of a good life and clarifying societal aspirations and values that should be addressed in school textbooks to shape students' images of the future in the forms of "educated hope" (Papastephanou, 2009).

Table 10 shows that the textbooks presented some of the social, political, economic, technological, and environmental dimensions of global issues in optimistic ways. One of the global issues represented in the form of utopian images is technology, especially, biotechnology and genetic engineering applications to solve the major global problems of global issues.

**Table 10: Utopian images of global issues presented in the textbooks**

| Sub-categories | Utopian contents extracted and quoted from the textbooks | Textbooks |
|---|---|---|
| **Political** | "Relation of global countries ( p. 223-225, G 12)" | Geography |
| | "Cooperation and interdependence among countries on global level (p. 15-16, G 11 and p. 12-13, 69, 86-89, G 12) and "Global citizens of patriotism, human rights activist (p. 65-66, 75, G 12)" | Civic Education |
| **Social** | "Hope to limit population growth using contraceptive (p. 26, G 11 and p. 90-91, G 12", "Human cultural evolutions (p. 117-118, G 12)", and "Staying healthy & medical knowledge advances (p. 26, G 11)" | Biology |
| **Economical** | "Hope for industrial developments using knowledge of chemistry (p. 3, G 11)" and "Increase crop production using fertilizers (p. 229, G 12)" | Chemistry |
| | "promoting direct foreign investment (p. 102, G 12)", "global economy in globalization (p. 120-122, G 12)' and "international monitory organization and fund (p. 126-127, G 12)" | Civic Education |
| **Technological** | "Producing extra food using technology (p. 26, 29, G 11) and "Reducing the rate of population growth using technology (p. 27, G 11)" | Biology |
| | "Hope for continuous development of synthetic polymer technology to improve many human lifestyles (p. 271-279, G 12)" | Chemistry |
| | "Role of technological innovation and sharing of ideas and knowledge in global civilization (p. 101-102, G 12)" | Civic Education |
| **Environmental** | "Monitoring the impact of global warming on the environment (p. 27, G 11)" | Biology |
| **p*-page G*-grade** | | |

Political dimensions of global issues are mainly presented in Civic and Ethical Education textbooks about the interdependence, interconnections, and cooperation between different countries around the globe, issues of human rights, and global citizenship. Social dimensions of global issues integrated into Biology textbooks such as producing a healthy global society, control of population growth using technology, and human cultural evolutions and civilizations over time. Economic dimensions of global issues were presented in Chemistry textbooks about the possibility of achieving high industry and production development using scientific knowledge of Chemistry in the world. In addition, Civic and Ethical Education textbooks presented economic issues of globalization from the perspectives of interconnection with economic investments, international monetary organizations, and funds.

Furthermore, Biology, Chemistry, and Civic and Ethical Education textbooks presented techno-optimistic messages that promote the role of technology in the progress of society's life. The textbooks emphasized the role of scientific knowledge in technological advancement, especially biotechnology and genetic engineering applications to improve human life, solve problems of global issues, and benefit global civilizations. For example, the Biology textbooks described that there are possibilities to control population growth by applying biotechnology-contraceptive (Biology textbook of grade 11, p. 26, and grade 12, p. 90-91). It is possible to create a healthy society (medicine and vaccine production) (Biology textbook of grade 11, p. 26), to produce extra food using genetic engineering and breeding (Biology textbook of grade 11, p. 26 & 29), to produce trees that can absorb more CO2 and reduce the threat of global warming (Biology textbook of grade 12, p. 136-137), etc.

Moreover, positive messages related to the environmental dimension of global issues are presented in the Biology and Geography textbooks. Biology textbooks presented global issues such as conservation, tree planting campaigns to rehabilitative forests and biodiversity we have lost, and controlling global warming. Based on the above findings, the textbooks emphasized the role of technological advancement as an engine of improvement in social, economic, and environmental dimensions of global issues. Thus, the positive sides of technology presented in the textbooks could have the potential to promote students' images of techno-optimism/techno-utopian images. Danaher (2022); Alexander and Rutherford (2020); & Barry (2012) define

techno-optimism as beliefs that science and technology could solve the major social and environmental problems of our times and trust in the power of technology to transform a society.

#### 4.2.3.2.2. Dystopian images of Global issues in the textbooks

Table 11 shows that the textbooks presented some problems of global issues related to social, political, economic, technological, and environmental dimensions. The major problem of global issues presented in Biology, Chemistry, Geography, and Civic and Ethical Education textbooks is the social and environmental dimensions.

**Table 11: Dystopian images of global issues presented in the textbooks**

| Sub-categories | Dystopian contents extracted and quoted from the textbooks | Textbooks |
|---|---|---|
| **Political** | "Problems of terrorist actions across the world (p. 55, G 12); global security, human rights violation (p. 65,76, G 12)" and "drug trafficking (p. 80, G 12)" | Civic Education |
| **Social** | "Challenges of the alarming growth of world population (p. 26, G 11)", "Effects of population growth with scarce resources lead to competition and war around the world (p. 90, G 12)", and "HIV/AIDS pandemic is affecting more people worldwide (p. 30, G 11)" | Biology |
| | "effects industrial chemicals are harmful to human health (p. 229, 281-282, G 12)" | Chemistry |
| | "terrorism, drug trafficking, crime, corruption, genocide, and holocaust around the world (p. 53-54,75-78, G 12)" and "global pandemics (p. 90-91, G 12)" | Civic Education |
| **Economical** | "the impact of global trading between developing and developed countries (p. 121, G 12)" | Civic Education |
| **Technological** | "moral debates over using genetic engineering (p. 139, G 12)" | Biology |
| **Environmental** | "The world is under the pressures of greenhouse effect and global warming (p. 26, G 11), "agricultural monocultures greatly reduce biodiversity, effects of biodiversity lose (G-12, p. 66, 77)", and "climate change will increasingly influence all types of ecosystems (p. 76, G-12)" | Biology |
| | "Effects of industrial wastage on global warming & ocean water (p. 222-227, G 12)", "effects of DAP fertilizer on soil acidity (p. 255, G 12)", and "plastic materials and toxic chemicals pollute our environments (p. 281-282, G 12)" | Chemistry |
| | "environmental pollution, global warming (p. 52,118, G 12)" | Civic Education |
| **p*-page G*-grade** | | |

Social problems of global issues presented in biology, chemistry, and civic education textbooks such as rapid population growth, competition over resources among countries may a cause for political crisis in the world, effects of HIV/AIDS epidemic and other types of diseases, problems of terrorism, drug trafficking, crime, corruption, and genocide are presented as the major

concerns in the world. For example, the biology textbook presented the problems of population growth around the world (Afghanistan, USA, and Italy) in Fig. 22:

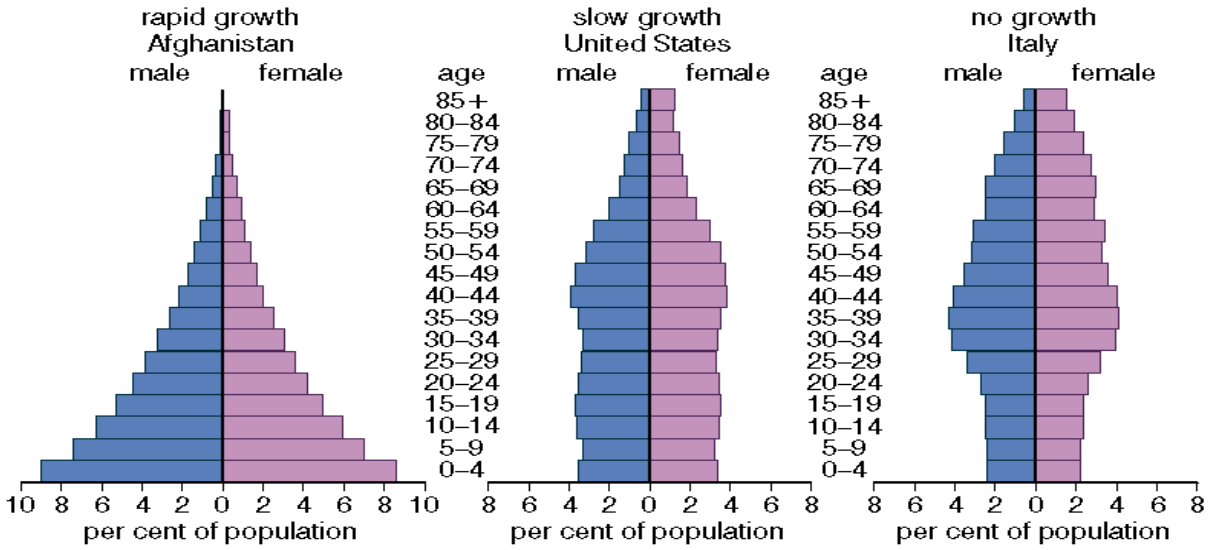



**Fig. 22: Rate of population growth around the world (Grade 12 Biology textbook, p. 89)**

Environmental problems of global issues are presented in Biology, Chemistry, Geography, and Civic Education textbooks. The major global environmental problems presented in the textbooks included environmental degradation, the collapse of the ecosystem, the greenhouse effect and global warming, climate change, pollution, deforestation, the effect of acid rain, loss of biodiversity, and extinction of some animal and plant species on the world. For example, the grade 12 Chemistry textbooks (p. 281 & 282) presented the problems of synthetic production on human health and the environment in Fig. 23 & 24:

> The production of plastic produces substantial amounts of toxic chemicals (*e.g.* ethylene oxide, benzene and xylenes) to air and water. Many of the toxic chemicals released in plastic production can cause cancer and birth defects and damage the nervous system, blood, kidneys and immune systems. These chemicals can also cause serious damage to environment.

**Fig. 23: Impacts of industrial wastage on human health (Grade 12 Chemistry, p. 281)**

**Fig. 24: Problems of synthetic on human health and environment (Grade 12 Chemistry, p. 282)**

Furthermore, the loss of biodiversity and extinctions of species involving over time and estimations of the next fifty years from 2000 on the world as shown in Fig. 25:

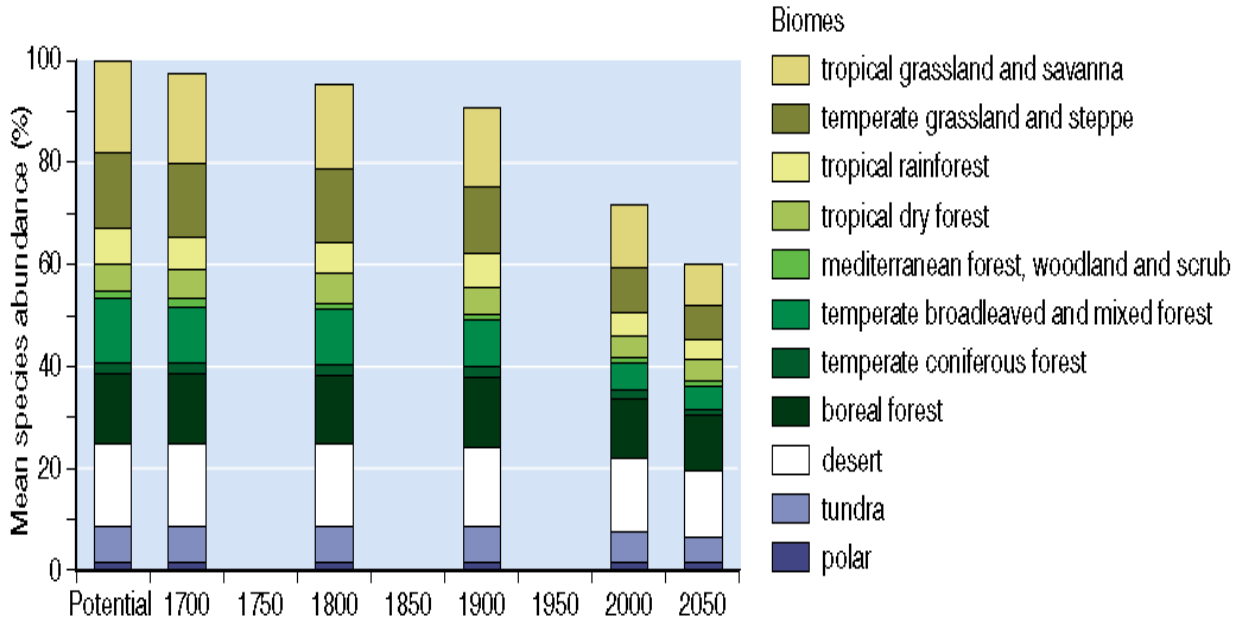



**Fig. 25: Biodiversity loss in the next fifty years on the world (Grade 12 Biology textbook, p. 75)**

Based on the findings, it can be concluded that problems of global issues presented in the textbooks have the potential to promote students' global understanding that the world is facing

common problems in the present and future that can affect the lives of the people around the world. However, the textbooks did not narrate much about the negative effects of technological progress on environmental destruction, overuse of natural resources, and human health.

Moreover, the textbooks did not present the root causes of the social and environmental destruction, and accountable agencies for the negative effects of technological progress. Several researchers argue that environmental degradation, disposal of waste that pollutes air and water, biodiversity loss, overconsumption of natural resources, ecological imbalances, climate changes, and global warming are the results of technological advancements (Alexander, 2015; Dai and Hao, 2017; Kwazo et al., 2014 & Townsend, 2016). Thus, the textbooks should present the root causes and effects of global problems such as global warming and environmental degradation as the dark sides (techno-dystopia images) of technological impacts to promote students perspectives.

### 4.3. How do textbooks' activities allow students to explore alternative futures?

School textbooks should incorporate future-focused and open-ended learning activities that can offer students the opportunities to evaluate critically and explore alternative solutions for the problems presented in the textbooks from their viewpoints (Hoffman, 2021; Page, 1996; Paige and Lloyd, 2016; & Pauw, 2021). The study examined how the textbooks fit with these goals.

#### 4.3.1. Textbooks' activities related to personal issues

Table 12 shows that almost, 162 closed and open-ended activities were included in the textbooks concerning personal issues. From these, 22 (13.58%) are closed-ended questions and 140 (86.42%) are open-ended questions. The nature of closed-ended learning activities is those tasks that can lead students to search for single correct answers for the questions by reading the notes of the textbooks such as multiple choice, fill blank space, matching, yes or no, etc. On the other hand, the nature of the open-ended learning activities presented in the textbooks is categorized into five themes. These include 46 (28.40%) questions that could allow students to explore and reflect on their rights, responsibilities, obligations, roles, and duties in society. For example, the textbooks presented such learning tasks as:

- What are your responsibilities and roles in the realization of Ethiopia's population policy? (Grade 12 Geography textbook, p. 199)
- State some of the responsibilities you have to protect the environment (Grade 11 Civic, p. 98)
- What do you think your role is as a student to reduce gender-based violence? (Grade 11 Civic, p. 134)

**Table 12: Closed and open-ended learning activities related to personal issues in the textbooks**

| Subject | Grade | Closed-ended learning activities | Open-ended learning activities | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | Personal responsibilities, rights, obligations, roles, and duties in society | Personal life goal setting and choices | Anticipate the negative or positive consequences of being ir/responsible and the outcome of your decisions | Decision making, problem-solving in personal life | Self-evaluation of personal quality and development | |
| Civic Education | 11 | 13 | 30 | 4 | 6 | 19 | 17 | 89 |
| | 12 | 6 | 14 | 2 | 2 | 10 | 5 | 39 |
| Geography | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 12 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Biology | 11 | 0 | 0 | 0 | 0 | 17 | 0 | 17 |
| | 12 | 3 | 1 | 0 | 3 | 5 | 2 | 14 |
| Chemistry | 11 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | **22** | **46** | **6** | **11** | **53** | **24** | **162** |
| % | | **13.58%** | **28.40%** | **3.70%** | **6.79%** | **32.72%** | **14.82%** | **100%** |
| **Total closed-ended learning activities** | | | | | | | **22** | **13.58%** |
| **Total open-ended learning activities** | | | | | | | **140** | **86.42%** |

Also, 6 (3.70%) of the open-ended learning tasks could lead students to set their own future life goals on different personal issues such as financial and career choices. For example, such open-ended learning activities presented in the textbooks as:

- If you want to regularly save, how would you start? (Grade 12 Civic, p. 117)
- What kind of investment would you like to be involved in? Explain why you have chosen to spend your money in this way. (Grade 11 Civic, p. 124)

The other 11 (6.79%) of the open-ended questions could lead students to anticipate the negative or positive consequences of responsible or irresponsible behaviors and actions of a person in a society and outcome of the behaviors in their own life. For example, such open-ended questions presented in the textbooks as:

- What are the consequences of breaking your promise? (Grade 11 Civic, p. 79)
- Write a short paragraph explaining how respecting your future will help you to avoid AIDS (Grade 12 Biology, p. 34)
- Write a poem as science fiction on the effects of HIV (Grade 11 Biology, p. 34)
- Write an essay on how AIDS affects your families (Grade 12 Biology, p. 42)

Moreover, 53 (32.72%) of the open-ended questions could lead students to engage in decision-making, problem solving, and choice of future personal life. For example, such open-ended questions presented in the textbooks stated as:

- What do you have to consider before making a moral decision? (Grade 11 civic education, p. 63)
- What political issues are of great importance to you? (Grade 11 civic education, p. 77)
- How do you reach a solution, when your interests and the interests of your friends are divergent? (Grade 12 civic education, p. 20)
- Reasons why you should have to say 'no' to sexual intercourse before marriage (Grade 11 Biology, p. 32)

Furthermore, 24 (14.82%) open-ended questions encourage students to self-evaluation on their own personal quality and personal development. For example, such open-ended questions included in the textbooks as:

- What life skills do you need to adopt responsible sexual behavior? (Grade 12 Biology, p. 42)
- What are the benefits of knowledge for you? (Grade 12 civic education, p. 141)
- Why is it important to be assertive when your rights, or the rights of others, are violated? (Grade 11 civic education, p. 107)
- Identify strengths and weaknesses that you have (Grade 11 civic education, p. 106)

From the above evidence, Civic and Ethical Education and Biology textbooks included more personal issues related learning activities than the other textbooks. Generally, the textbooks included more open-ended questions (86.42%) than closed-ended questions (13.58%) that can allow students to critically argue, evaluate, and explore different alternatives for personal issues from their viewpoints. Open-ended activities of personal issues included in the textbooks could have implications for developing learners' higher-order thinking skills. However, when evaluating the nature of the open-ended activities included in the textbooks by their functions for students' personal development, they could serve more for promoting students' images of

interdependent self (social self) awareness than independent self (autonomous self) development. When education strives to promote students' interdependent self-development, it is embedded within a context of pre-figured qualities of civic knowledge to adjust and fit young students to harmony with social values and norms. Thus, individuals with a strong interdependent self-concept tend to emphasize social roles and relationships, belonging and fitting to the in-group, occupying one's proper place in society and engaging in appropriate social behaviors, and focusing on norms, obligations, and duties (Markus et al., 1991 & Millan et al., 2011).

On the other hand, education that works to develop students' independent self cognitions, treat students as independent, unique, and autonomous being, and allow them for self-reflection, set personal future life goals, clarify their future hopes and fears, enhance their capacities for self-actualization and explore possible selves (Singelis, 1994; Kim et al., 1995; Cross et al., 2003 & Oyserman et al., 2015). Therefore, most of the textbooks' learning activities are tend to promote students' interdependent self-awareness. For example, closed-ended questions (13.58%), personal responsibilities and obligations (28.40%), and decision-making and problem-solving (32.72%) have the potential to deepen interdependent self-awareness. Only 18.52% of questions that related to explorations of personal life goals setting and choices (3.70%) and self-evaluation of personal quality and development (14.82%) have the potential to develop independent self-awareness of the students.

### 4.3.2. Textbooks' activities related to national (Ethiopia) issues

Table 13 shows that almost, 370 closed and open-ended activities were included in the textbooks concerning national (Ethiopia) issues. From these, 186 (50.27%) are closed-ended questions and 184 (49.73%) are open-ended questions. The nature of closed-ended activities is those questions that can make students answer them from reading the notes in the textbooks such as multiple choice, fill blank space, matching, etc.

The nature of the open-ended activities presented in the textbooks is categorized into five themes. These include 116 (31.35%) of questions could allow students to evaluate and reflect on the past and present situations of national issues and problems. For example, the textbooks presented such questions as:

- Compare and contrast the Federal and Regional constitutions (Grade 11 civic education, p, 21)
- Discuss how the inequalities in the past, led to the peasant's uprisings in Ethiopia (Grade 11 civic education, p. 34)
- What are the responsibilities of the citizens in the formulation and ratification of their constitution? (Grade 12 civic education, p. 11)
- Carry out small group research into the causes of the Ethiopian Revolution. What were the achievements and the failures? (Grade 12 civic education, p. 34)
- Why are Ethiopia's urban settlements concentrated along the nation's major transport routes and networks? (Grade 12 geography, p. 180)
- Ethiopia plays a central role in the story of human evolution. Do research on the discovery and importance of Lucy in the story of human evolution (Grade 12 biology, p. 220)

**Table 13: Closed and open-ended activities related to national issues in the textbooks**

| Subject | Grade | Closed-ended learning activities | Open-ended learning activities | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | Evaluate and reflect on the past and present situations | Anticipate the negative future consequences if the existing problems continue as it is | Anticipate positive future consequences if we can use the existing opportunities to change things | Explore possible future solutions for the existing problems | Action-oriented activities | |
| Civic Education | 11 | 41 | 46 | 7 | 10 | 6 | 3 | 113 |
| | 12 | 36 | 42 | 3 | 7 | 9 | 2 | 99 |
| Geography | 11 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| | 12 | 107 | 18 | 0 | 1 | 2 | 2 | 130 |
| Biology | 11 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| | 12 | 0 | 2 | 0 | 0 | 1 | 3 | 6 |
| Chemistry | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 12 | 1 | 8 | 6 | 2 | 2 | 1 | 20 |
| **Total** | | **186** | **116** | **16** | **21** | **20** | **11** | **370** |
| **%** | | **50.27%** | **31.35%** | **4.32%** | **5.68%** | **5.41%** | **2.97%** | **100%** |
| **Total closed-ended learning activities** | | | | | | | **186** | **50.27%** |
| **Total open-ended learning activities** | | | | | | | **184** | **49.73%** |

The other 16 (4.32%) of the open-ended questions could lead students to anticipate the negative future consequences if the existing problems continue as it is. For example, such open-ended questions presented in the textbooks as:

- What problems do you think are arising with the rapid development of synthetic polymers? (Grade 12 chemistry, p. 270)

- What is the impact of having many dependent people in a particular community or country? (Grade 12 civic education, p. 110)
- Have you ever heard of people trying to avoid paying taxes? What do you think happens to a nation if tax is not properly collected? (Grade 12 civic education, p. 58)
- What are the consequences of dependency at the country level? (Grade 11 civic education, p. 110)
- Discuss the consequences of the absence of the rule of law on individuals and society (Grade 11 civic education, p. 32)
- What are the implications of inflation on a family and a nation? Discuss. (Grade 12 civic education, p. 125)

The other 21 (5.68%) of the open-ended questions could lead students to anticipate the positive consequences if we could use the existing national opportunities to make Ethiopia better in the future. For example, such open-ended questions presented in the textbooks as:

- Do you think Ethiopia has any other agricultural potential to promote its development? (Grade 11 civic education, p. 68)
- Does Ethiopia have a high potential for development? (Grade 11 civic education, p. 102)
- Do you think that cultural diversity promotes development? Why? (Grade 12 civic education, p. 44)
- Do you think that rational criticism helps the government to evaluate its weaknesses, improve its policies, and increase its efficiency? Why? (Grade 12 civic education, p. 73)
- Briefly explain the current economic significance of the physiographic divisions of Ethiopia, if you can, predict its prospects (Grade 12 geography, p. 92)
- Biotechnology is advancing and will influence our lives, investigate the potential of biotechnology could help the development of Ethiopia. (Grade 11 biology, p. 29)

Also, 20 (5.41%) of the open-ended questions could lead students to explore alternative possible future solutions for the problems of national (Ethiopia) issues. For example, such open-ended questions presented in the textbooks as:

- What should be done to alleviate the problems caused by plastics? (Grade 12 chemistry, p. 280)
- What necessary steps should be taken to protect the environment from synthetic polymers (Grade 12 chemistry, p. 280)
- Discuss the measures that should be taken to reduce birth rates in Ethiopia. Explain why you have chosen each measure (Grade 12 biology, p. 90)
- Predict the possible prospects for overcoming the challenges to economic growth and development in your area. For example, problems of unemployment, low productivity, and drought (Grade 12 geography, p. 222)
- How can you, as self-reliant and independent citizens, help to minimize the dependency of Ethiopia on developed countries? (Grade 12 civic education, p. 111)
- What were the causes/reasons for this conflict? How is the conflict being resolved or how do you think it should be resolved? (Grade 12 civic education, p. 22)
- Ethiopia has many small rivers in addition to the big ones. How can we use them to promote the development of our country? (Grade 11 civic education, p. 69)

In addition, 11 (2.97%) open-ended questions encouraged students to participate in taking local actions to solve problems of national issues. For example, such open-ended questions presented in the textbooks as:

- Plan a campaign to educate people on the threat of HIV/AIDS (Grade 12 biology, p. 33)
- Research and report on the HIV/AIDS problem in your area (Grade 12 civic education, p. 90)
- Choose one that interests you to participate in voluntary activities in your community (Grade 11 civic education, p. 72)
- Collect data or information on various infrastructural projects accomplished in your area. Attempt to describe how much these projects will help to change the living conditions of the people (Grade 12 geography, p. 218)
- Identify an area near your school or home where the environment has become damaged or polluted. Plan how your community could clear up the area to allow as much biodiversity as possible to return (Grade 12 biology, p. 76)

Generally, from the above evidence one can understand that the textbooks included almost equal amounts of closed-ended (50.27%) and open-ended (49.73%) activities related to the national issues and problems. Nevertheless, there are different ranges of inclusion among the textbooks. Moreover, when evaluating the nature of open-ended activities of national issues included in the textbooks by their functions to students' future image development, they have a potential to serve more for promoting students' images of the black past, present hope, and bright future images of national images than help them to explore alternative future images of Ethiopia. For example, 50.27% of closed-ended and 31.35% of open-ended questions mainly lead students to deepen the imagined national values, and evaluate and reflect on the dark past and present hopes of national issues and the imagined national narratives. Almost, 18.38% of open-ended activities are future-focused which could allow students to explore alternative images of the future in Ethiopia from their viewpoints.

### 4.3.3. Textbooks' activities related to Africa issues

Table 14 shows that almost, 228 closed-ended and open-ended learning activities were included in the textbooks concerning Africa's issues and problems. From these, 176 (77.19%) are closed-ended questions and 52 (22.81%) are open-ended questions. The nature of closed-ended activities is those questions that could lead students to answer them by reading the notes in the textbooks such as multiple choices, filling blank spaces, matching, etc.

On the other hand, the nature of the open-ended learning activities included in the textbooks is categorized into five groups. These include 28 (12.28%) of questions could allow students to evaluate and reflect on the past and present situations of Africa's issues and problems. For example, the textbooks presented such questions as:

- Discuss the relevance of the transformation of the OAU to the AU for Africans (Grade 11 civic education, p. 17)
- Explain why infant mortality is higher in undeveloped countries (Grade 11 civic education, p. 67)
- What kind of lesson do you learn from the Rwandan genocide? Do you think that an entire group of people could be eliminated? (Grade 12 civic education, p. 77)
- Why do people encroach into naturally vegetated areas? (Grade 11 geography, p. 164)
- What are the problems of wild animals in your area? What about Africa in general? (Grade 11 geography, p. 177)
- Most African countries were in a better condition of life in the 1960s, but things have gone bad for the last three decades. Explain why (Grade 11 geography, p. 196)
- Please discuss what IGAD's present status is (Grade 11 geography, p. 65)

**Table 14: Closed and open-ended activities related to Africa issues in the textbooks**

| **Subject** | **Grade** | **Closed-ended learning activities** | **Open-ended learning activities** | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | Evaluate and reflect on the past and present situations | Anticipate the negative future consequences if the existing problems continue as it is | Anticipate positive future consequences if we can use the existing opportunities to change things | Explore possible future solutions for the existing problems | Action-oriented activities | |
| Civic Education | 11 | 3 | 3 | 0 | 0 | 1 | 1 | 8 |
| | 12 | 1 | 6 | 0 | 0. | 1 | 0 | 8 |
| Geography | 11 | 166 | 19 | 11 | 3 | 7 | 0 | 206 |
| | 12 | 6 | 0 | 0 | 0 | 0 | 0 | 6 |
| Biology | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chemistry | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 176 | 28 | 11 | 3 | 9 | 1 | 228 |
| **%** | | **77.19%** | **12.28%** | **4.83%** | **1.32%** | **3.95%** | **0.44%** | **100%** |
| **Total closed-ended learning activities** | | | | | | | **176** | **77.19%** |
| **Total open-ended learning activities** | | | | | | | **52** | **22.81%** |

The other 11 (4.83%) of the open-ended questions could lead students to anticipate the negative future consequences if the existing problems continue as it is. For example, such open-ended questions presented in the textbooks as:

- Africa's population growth rate is the highest in the world. What will happen if Africa's population growth rate continues in such a manner? (Grade 11 geography, p. 198)
- Rapid population growth rate has adverse effects on the quality of life of the people. Briefly explain (Grade 11 geography, p. 196)
- What do you think would happen to Africa if the current problems of economic conditions persist? (Grade 11 geography, p. 230)

The other 3 (1.32%) of the open-ended questions could lead students to anticipate the positive consequences if we could use the existing opportunities that existed in Africa to create a better future. For example, such open-ended questions presented in the textbooks as:

- How do you think can Africa's human resource be exploited to the extent that it contributes to the continent's development? (Grade 11 geography, p. 239)
- Explain briefly the impact of having a high percentage of the young population on socio-economic changes in Africa (Grade 11 geography, p. 204)
- What are some important socio-economic features of Africa's rivers and lakes? How far are these resources exploited in Africa? (Grade 11 geography, p. 152)

Also, 9 (3.95%) of the open-ended questions could lead students to explore alternative possible future solutions for the problems of Africa's issues. For example, such open-ended questions presented in the textbooks as:

- Do you think that there are prospective opportunities for Africa's development?" (Grade 11 geography, p. 233)
- What, do you think, should be done to conserve the wild animal resources of Africa? (Grade 11 geography, p. 177)
- What do people do to conserve soil in your area? What other measures do you suggest to better conserve soil resources in Africa? (Grade 11 geography, p. 181)
- What kinds of solutions can you suggest to resolve conflicts between ethnic, religious, or other groups in Africa? (Grade 12 civic education, p. 77)

In addition, 1 (0.44%) open-ended questions encouraged students to participate in taking local actions to solve problems of Africa's issues. For example, such open-ended questions represented in the textbooks as:

- Story of Wangari Mahtay: an environmental activist in Kenya. Are there any ideas from this case study that you could use to help protect the environment that you live in? How can you put them into action? (Grade 11 civic education, p. 85)

Generally, from the above evidence one can understand that the textbooks included more closed-ended (77.19%) activities than open-ended (22.81%) activities related to Africa's issues and problems. However, there are different ranges of inclusion between the textbooks. Moreover, when evaluating the nature of open-ended activities included in the textbooks by their functions for students' future image exploration, they have the potential to make students to learn the information presented in the textbooks through memorization and deepen dystopian images of Africa represented in the textbooks. For example, 77.19% of closed-ended and 12.28% of open-ended questions mainly lead students to deepen the existing pessimistic images of Africa presented in the textbooks, and evaluate and reflect on the past and present conditions of Africa's issues and problems. Almost, 10.54% of open-ended activities are future-focused which could allow students to envision alternative images of Africa from positive and negative perspectives and encourage them to take local actions to solve some problems of Africa.

### 4.3.4. Textbooks' activities related to Global issues

Table 15 shows that almost, 297 closed and open-ended activities were included in the textbooks concerning global issues and problems. From these, 176 (59.26%) are closed-ended questions and 121 (40.74%) are open-ended questions. The nature of closed-ended activities is those questions that could lead students answer them by reading the notes in the textbooks such as multiple choice, fill blank space, matching, etc. On the other hand, the nature of the open-ended activities presented in the textbooks is categorized into five groups. These include 43 (14.48%) questions that could allow students to evaluate and reflect on the past and present situations of global issues and problems. For example, the textbooks presented such questions as:

- Discuss, examine, and evaluate Ethiopia's roles in international relations (Grade 11 civic education, p. 16)
- Discuss what you learn from an American president who lost his office due to corruption (Grade 11 civic education, p. 29)
- What do you learned from the Chinese experience of growth? (Grade 11 civic education, p. 99)
- Can you identify current examples of terrorist actions across the world? Discuss the methods they use, their goals, and the implications for society (Grade 12 civic education, p. 55)

- Research and report on Ethiopia's role in peacekeeping missions in South Korea and Congo. Share your findings in the class for further discussion (Grade 12 civic education, p. 70)
- What relationship does globalization have with migration? (Grade 11 geography, p. 211)
- What do you know about global warming? (Grade 12 geography, p. 192)
- Is there any relationship between the durability of plastics and pollution? Explain your answer (Grade 12 chemistry, p. 282)
- Write a short essay on biodiversity on how we are damaging our biodiversity (Grade 12 biology, p. 98)
- Write a poem about a girl/boy who has to give up his/her dream of further education to support the family because the father is dying from AIDS (Grade 11 biology, p. 34)

**Table 15: Closed and open-ended activities related to global issues in the textbooks**

| Subject | Grade | Closed-ended learning activities | Open-ended learning activities | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | Discuss, evaluate, and reflect on the past and present situations | Anticipate the negative future consequences if the existing problems continue as it is | Anticipate positive future consequences if we can use the existing opportunities to change things | Explore possible future solutions for the existing problems | Action-oriented activities | |
| Civic Education | 11 | 7 | 4 | 1 | 2 | 0 | 0 | 14 |
| | 12 | 11 | 19 | 9 | 11 | 3 | 0 | 53 |
| Geography | 11 | 4 | 1 | 1 | 1 | 0 | 0 | 7 |
| | 12 | 2 | 1 | 2 | 0 | 0 | 0 | 5 |
| Biology | 11 | 10 | 4 | 10 | 3 | 5 | 1 | 33 |
| | 12 | 142 | 12 | 6 | 6 | 7 | 6 | 179 |
| Chemistry | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 12 | 0 | 2 | 3 | 0 | 1 | 0 | 6 |
| Total | | 176 | 43 | 32 | 23 | 16 | 7 | 297 |
| **%** | | **59.26%** | **14.48%** | **10.77%** | **7.74%** | **5.39%** | **2.36%** | **100%** |
| **Total closed-ended learning activities** | | | | | | | **176** | **59.26%** |
| **Total open-ended learning activities** | | | | | | | **121** | **40.74%** |

The other 32 (10.77%) of the open-ended questions could lead students to anticipate the negative future consequences if the existing global problems continue as it is. For example, such open-ended questions presented in the textbooks as:

- Write a short essay on the effects of biodiversity loss (Grade 12 biology, p. 98)
- Explain the dangers of the overuse of fertilizers (Grade 12 biology, p. 48)
- Discuss the consequences of poor decisions that someone under the influence of alcohol might make (Grade 11 biology, p. 68)

- Explain the impact of substance abuse on the family and community (Grade 11 biology, p. 75)
- How do scientists think that human activities are causing global warming? (Grade 11 biology, p. 206)
- What are the negative effects of globalization (Grade 11 civic education, p. 102)
- Discuss the impact of a developed country not signing the Kyoto agreement. What difficulties may Ethiopia face by signing this agreement? (Grade 12 civic education, p. 52)
- What is the impact of genocide on international peace and security? (Grade 12 civic education, p. 76)
- Can you imagine what will happen if we continue to erode the ozone layer? (Grade 12 civic education, p. 118)
- Some developed countries' population growth rate is stagnant. The old age population number is growing from time to time. What sort of implication will this bring upon the socio-economic condition of these countries? (Grade 11 geography, p. 198)
- What are the indirect consequences of deforestation on socio-economic conditions in the world? (Grade 12 geography, p. 193)
- What are the impacts of afforestation, deforestation, and the building of large numbers of cement factories, on global warming? (Grade 11 chemistry, p. 225)

The other 23 (7.74%) of the open-ended questions could lead students to anticipate the positive consequences if we could use the existing global opportunities to make the world better in the future. For example, such open-ended questions presented in the textbooks as:

- Write a report on how the advancing of biotechnology will influence our lives and help the development of the world (Grade 11 biology, p. 29)
- Discuss how biotechnology is advancing and will influence lives around the world (Grade 11 biology, p. 29)
- Write the benefits of family planning (Grade 11 biology, p. 139)
- What are the positive effects of globalization (Grade 11 civic education, p. 102)
- Discuss how rights, liberty, and the pursuit of happiness, impacted the future development of democracy (Grade 12 civic education, p. 5)
- How can good relations between countries promote peace and, in turn, further development? (Grade 12 civic education, p. 13)
- What are the advantages of cooperation among nations? (Grade 12 civic education, p. 88)

Also, 16 (5.39%) of the open-ended questions could lead students to explore alternative possible future solutions for the problems of global issues. For example, such open-ended questions presented in the textbooks as:

- What measures can developing countries take to overcome the negative effects of globalization (Grade 12 civic education, p. 102)
- What should developing countries do to minimize their dependency on developed countries? (Grade 12 civic education, p. 111)
- What necessary steps should be taken to protect the environmental pollution from synthetic polymers (Grade 12 chemistry, p. 270)
- Write a short essay on what can we do to protect against biodiversity loss (Grade 12 biology, p. 98)
- Discuss ways in which you can help prevent the spread of HIV/AIDS in your community (Grade 11 biology, p. 35)

In addition, 7 (2.36%) open-ended questions encouraged students to participate in local actions to solve global problems. For example, such open-ended questions represented in the textbooks as:

- Plan a campaign to educate people on the threat of HIV/AIDS (Grade 11 biology, p. 164)
- Organize a small group of friends to plant trees in your locality and see that they are regularly looked after until they are established (Grade 12 biology, p. 78)
- Identify an area near your school or home where the environment has become damaged or polluted. Plan how your community could clear up the area to allow as much biodiversity as possible to return (Grade 12 biology, p. 76)
- Plan to educate everyone in your community about how HIV/AIDS is transmitted. This helps people change their behavior so they can avoid becoming infected (Grade 11 biology, p. 31)
- Visit a local farmer and discuss the breeds of animals that he raises. Talk to him about selective breeding and cross-breeding and see if he carries out these practices (Grade 11 biology, p. 47)

Generally, from the above evidence, one can understand that the textbooks included almost equal amounts of closed-ended (59.26%) and open-ended (40.74%) activities related to global issues and problems. Nevertheless, there are different ranges of inclusion between the textbooks. Furthermore, when evaluating the nature of open-ended learning activities included in the textbooks by their functions to students' future images exploration, they have the potential to serve more for promoting students' image to deepen the existing problems of global issues than help them to explore alternative solutions. For example, 59.26% of closed-ended and 14.48% of open-ended questions mainly lead students to deepen the existing global problems presented in the textbooks. Almost 26.26% of open-ended activities are future-focused which could allow students to explore alternative solutions for problems of global issues, enable them to envision images of global futures from positive and negative perspectives, and encourage them to take local actions to solve global problems.

## 4.4. Descriptions of Students' Characteristics Participated in Questionnaires Data

A total of 443 sample secondary school students participated in this study. Table 16 shows the frequency and percentage of the demographic characteristics of the students.

**Table 16: Summary of Demographic Characteristics of the Students (n=443)**

| Demographic variables of participants | | Frequency of respondents | % of respondents |
|---|---|---|---|
| **Grade** | Grade 11 | 233 | 52.60 |
| | Grade 12 | 210 | 47.40 |
| | Total | 443 | 100 |
| **Department** | Natural | 225 | 50.80 |
| | Social | 218 | 49.20 |
| | Total | 443 | 100 |
| **Sex** | Male | 273 | 61.63 |
| | Female | 170 | 38.37 |
| | Total | 443 | 100 |
| **Religion** | Islam | 257 | 58.01 |
| | Christian | 183 | 41.31 |
| | Other | 3 | 0.68 |
| | Total | 443 | 100 |
| **Age** | 16.00 | 15 | 3.39 |
| | 17.00-19.00 | 342 | 77.20 |
| | 20.00-22.00 | 80 | 18.06 |
| | 23.00-25.00 | 5 | 1.13 |
| | Above 25.00 | 1 | 0.22 |
| | Total | 443 | 100 |

As depicted in table 16, the samples have relatively similar distributions among department and grade level. However, more male 273 (61.63%) students participated as compared to female 170 (38.37%) students, and religions (58.1% Islam and 41.31% Christian). It can also noted that 342 (77.2%) of the students' ages were between 17-19 years old. This shows that most of the student respondents were at the critical ages of adolescence.

## 4.5. Students' Future Orientation

Students were asked to respond with their degree of agreement or disagreement on a 5-point Likert scale (5-Strongly Agree, 4-Agree, 3-Undecided, 2-Disagree, and 1-Strongly disagree) items to determine their status of future orientation. The results of descriptive statistics show that most of the students (67%) responded that they do not think it is worth thinking too much about their future lives, 71% of them did not believe they can influence the future through their plan and effort, and 67% of the respondents believed that their future is mostly determined by other external powers. Table 17 shows the summarized inferences related to students' future orientation. The study examined whether students are future-oriented using a one-sample t-test

by assuming a test value of 4.0 (at least students' mean average score should be 4 (agree) and above on the items) which could serve as a test value against the population mean score.

**Table 17: One-Sample t-test on students' future orientation**

| Variable | N | Mean score (X) | SD | Test value | T | P |
|---|---|---|---|---|---|---|
| **Future Orientation** | 443 | 3.91 | 0.71 | 4.0 | 2.70 | 0.007 |

**p<0.05

The inferential analyses show that there is a statistically significant difference between the student's ratings of their level of future orientation and the test value ($t = -2.70$, $df = 442$, $p < 0.007$). Thus, the mean score ($X=3.91$) of students' future orientation is lower than test values (4.0), which means that students' future orientation is not well developed. Moreover, the findings of the study tried to identify if there are differences in future orientation between sex, religion, and departments of the students using one-way ANOVAs. Table 18 shows that there are no statistically significant difference observed between gender ($p=0.255$), religion ($p=0.30$), and students' age ($p=0.368$) using one-way ANOVAs.

**Table 18: Comparing means using one-way ANOVAs (Gender, Grade, Department, and Religion)**

| Variables | Categories | N | Mean score (X) | SD | F | Sig. | T | Df | P |
|---|---|---|---|---|---|---|---|---|---|
| **Gender** | M | 273 | 3.9392 | 0.68725 | | | | | |
| | F | 170 | 3.8600 | 0.74670 | 0.526 | 0.469 | 1.141 | 441 | 0.255 |
| **Grade** | 11 | 233 | 3.9863 | 0.67094 | 5.056 | 0.025 | 2.416 | 422.759 | 0.016** |
| | 12 | 210 | 3.8229 | 0.74490 | | | | | |
| **Department** | Natural | 225 | 4.0044 | 0.67386 | 3.046 | 0.082 | 2.901 | 441 | 0.004** |
| | Social | 218 | 3.8101 | 0.73572 | | | | | |
| **Religion** | Muslim | 257 | 3.9393 | 0.72504 | 0.021 | 0.884 | 1.038 | 438 | 0.300 |
| | Christian | 183 | 3.8678 | 0.69519 | | | | | |

**p<0.05

However, statistically a significant differences observed between grades ($X=3.986$ for grade 11 and $X=3.82$ for grade 12 with significance level $p=0.016$) with equal variance is not assumed and departments ($X=4.004$ for natural science and $X=3.81$ for social science with the significance level $p=0.004$) with equal variance is assumed. Thus, grade 11 Natural Science students' showed more future-oriented than grade 12 Social Science students.

## 4.6. Students' Future Images

Examination of students' future images is crucial for this study to connect with images represented in the curriculum textbooks, and this has implications to suggest what measures

should be taken in the next textbooks reform and classroom instructional practices in the context of Ethiopia to promote students' desirable images of the future. Paige and Lloyd (2016) argued that investigating images of the futures held by students could serve as a source to build future-oriented curriculum. Therefore, based on these assumptions, the study investigated students' personal, national, and global future expectations as follows.

### 4.6.1. Students' Personal Future Life Expectations

Students were asked to respond on five-point Likert-scale items to give their responses on the level of optimistic/pessimistic future expectations in their own lives. The data were analyzed whether students have optimistic or pessimistic future images using a one-sample t-test and assuming a test value of 4.0 (at least students' mean average score should be 4 (agree) and above on the items) which could serve as a test value against population average score test to determine whether the students are optimist or pessimist. Table 19 shows the summarized results of the data.

**Table 19: One-Sample t-test on students' images of the future in their personal lives**

| Variable | N | Mean score (X) | SD | Test value | T | P |
|---|---|---|---|---|---|---|
| Personal Future Expectation | 443 | 4.0748 | 0. 653 | 4.0 | 2.41 | 0.016** |

**p<0.05

The findings show that there is statistically a significant difference between students' mean score (X=4.0748) future expectations of their personal lives ($t = 2.41$, $df = 442$, $p < 0.016$) and the test value (4.0). Thus, students' mean score on personal future life expectations is higher than the test value, which means most of the students showed optimistic future images. This means they expected more of a good and bright future in their own lives.

Moreover, the investigation identified if there are differences future expectations among students in their own lives due to sex, religion, grade level, and departments using mean comparison of one-way ANOVAs. The results of the findings revealed that there are no statistically significant differences observed between sex, religion, grade level, and departments on personal future expectations. However, a statistically significant difference was observed between ages (p=0.030) using a one-way ANOVA test as shown in table 20.

**Table 20: ANOVA test on the future images of personal lives based on the ages of students**

| | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 8.440 | 10 | .844 | 2.023 | 0.030** |
| Within Groups | 180.264 | 432 | .417 | | |
| Total | 188.704 | 442 | | | |

**p<0.05

The finding shows that students' optimistic future images are going to decline at the critical ages of adolescence between 17 to 20 years old as shown in figure 26.

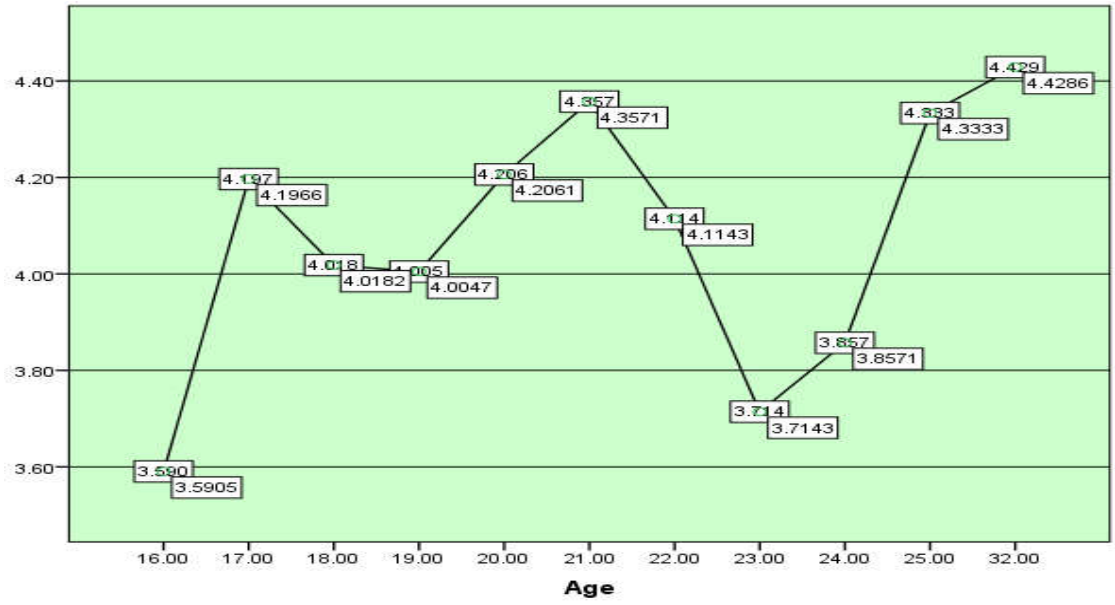



**Fig. 26: Mean of students' future expectations with respect to their ages**

### 4.6.2. Students' National Future Expectations

Students were asked to respond on a four-ranked scale of series items to identify what images of the future they have in relation to national issues. The responses of students were analyzed using frequencies and percentages for the given four alternative responses on the items of national (Ethiopia) issues (4-better than now, 3-the same as now, 2-worse than now and 1-I don't know) as shown in the Table 21.

**Table 21: Frequency and percentages of students' responses on national images of the future**

| No. | National Issues | Better than now | Same as now | Worse than now | I don't know |
|---|---|---|---|---|---|
| 1 | Economic development in Ethiopia | 224(50.6%) | 35(7.9%) | 101(22.8%) | 83(18.7%) |
| 2 | The gap between rich and poor in Ethiopia | 64(14.4%) | 74(16.7%) | 161(36.3%) | 144(32.5%) |
| 3 | Cost of living in Ethiopia | 77(17.4%) | 41(9.3%) | 229(51.7%) | 96(21.7%) |
| 4 | Ethnic conflict in Ethiopia | 95(21.4%) | 64(14.4%) | 168(37.9%) | 116(26.2%) |
| 5 | Justice in law, fairness in the economy, and equality of cultures of peoples in Ethiopia | 199(44.9%) | 75(16.9%) | 92(20.8%) | 77(17.4%) |
| 6 | Conditions of unemployment in Ethiopia | 139 (31.4%) | 61(13.8%) | 171(38.6%) | 72(16.3%) |
| 7 | Crime and violence in Ethiopia | 111(25.1%) | 56(12.6%) | 201(45.4%) | 75(16.9%) |
| 8 | Internal war and conflicts in Ethiopia | 101(22.8%) | 58(13.1%) | 169(38.1%) | 115(26.0%) |
| 9 | Breakdown of society's moral values in Ethiopia | 100(22.6%) | 70(15.8%) | 183(41.3%) | 90(20.3%) |
| 10 | Corruption of politicians/officials in Ethiopia | 93(21.0%) | 62(14.0%) | 215(48.5%) | 73(16.5%) |
| 11 | Effects of pollution of air and water in Ethiopia | 105((23.7%) | 62(14.0%) | 195(44.0%) | 81(18.3%) |
| 12 | Political stability and democratic values in our society | 161(36.3%) | 75(16.9%) | 134(30.2%) | 73(16.5%) |
| 13 | Impact of climate change in Ethiopia | 88(19.9%) | 68(15.3%) | 197(44.5%) | 90(20.3%) |
| 14 | Problems of food shortage, famine, and poverty with respect to population growth in Ethiopia | 119(26.9%) | 51(11.5%) | 198(44.7%) | 75(16.9%) |
| 15 | Terrorist attacks in Ethiopia | 86(19.4%) | 59(13.3%) | 203(45.8%) | 95(21.4%) |
| 16 | Technological and industrial changes in Ethiopia | 246(55.5%) | 62(14.0%) | 73(16.5%) | 62(14.0%) |
| 17 | Religious and ethnic tolerance in Ethiopia | 204(46.0%) | 73(16.5%) | 114(25.7%) | 52(11.7%) |
| 18 | Spread of pandemics/endemics and other types of diseases in Ethiopia | 92(20.8%) | 69(15.6%) | 160(36.1%) | 122(27.5%) |
| Total % | | **28.89%** | **13.99%** | **37.17%** | **19.95%** |

Table 21 presents the calculated cumulative averages of students' responses to the four alternative options for national issues. The results revealed that 28.89% of the students responded that they expected a better future, 13.99% of them expected the future to be the same as now, 37.17% of them expected the future to get worse, and 19.95% of them responded that "I do not know" what the future holds. From the results of these findings, one can understand that most of the students (37.17%) have pessimistic images of the future on national issues. The students were highly concerned with national issues such as cost of living (51.7%), crime and violence (45.4%), breakdown of moral values in the society (41.3%), corruption of the officials (48.5%), and effects of pollutions (44.0%), impact of climate change (44.5%), problems of food shortage, famine, and poverty with respect to population growth (44.7%), and terrorist attacks in Ethiopia (45.8%). On the other hand, students showed relatively optimistic images of the future on Ethiopia issues such as economic development (50.6%), justice in law, fairness in the economy and equality of cultures of peoples (44.9%), technological and industrial changes (55.5%) and religious and ethnic tolerance in Ethiopia (46.0%).

Moreover, the results of the study identified whether optimistic images of the future on national issues varied among departments of Natural and Social Science students using cross-tabulation

within departments. The findings indicated that students' optimistic future images on national issues varied among Social and Natural Science students. Fig. 27 shows that Social Science students (53.20%) were more optimistic than Natural Science students (48.0%) were on the future national economic development issues; whereas, Natural Science students (56.0%) were a little bit more optimistic about the future of technological progress (55.0%) in Ethiopia than the Social Science students were.

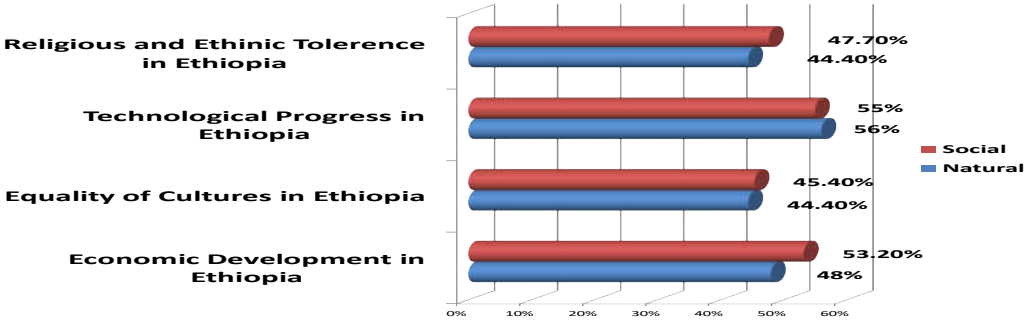



**Fig. 27: Students' optimistic future expectations on some national (Ethiopia) issues**

### 4.6.3. Students' Global Future Expectations

Students were asked to respond on a four-scale ranked series of items to identify what images of the future they have related to global issues. The responses of the students were analyzed using frequencies and percentages for the given four alternative options of global issues (4-better than now, 3-the same as now, 2-worse than now, and 1-I don't know*)*. Table 22 presented the calculated cumulative average of students' responses on the four alternative options of global issues items. The results revealed that 17.55% of the students responded that they expected a better future than now, 13.931% of them expected no any future changes, 48.647% of them expected a worse future than now on global problems, and 18.98% of them cannot expected future changes for good or bad in the world.

Based on the findings, one can understand that relatively most of the students (48.647%) showed pessimistic images toward global issues and problems. The students were highly concerned with global issues like the impact of rapid population growth on the environment (58.5%), migration

of people from poor countries to the rich (50.3%), reduction in agricultural production (50.8%), global warming and climate change (47.6%), pollutions (57.1%) and the negative impact of the richest countries on the development of poor countries (51.0%). On the other hand, students showed little optimistic future of global issues like improvement in the gap between population growth and food security (26.20%) in the future.

**Table 22: Frequency and percentages of students' responses to global images of the future**

| No. | **Global Issues** | **Better than now** | **Same as now** | **Worse than now** | **I don't know** |
|---|---|---|---|---|---|
| 1 | The gap between population growth and food security in the world | 116(26.2%) | 60(13.5%) | 192(43.3%) | 75(16.9%) |
| 2 | The impact of rapid population growth on the environments around the world | 57(12.9%) | 57(12.9%) | 259(58.5%) | 70(15.8%) |
| 3 | The increase in migration of people from poor countries to rich countries | 72(16.3%) | 71(16%) | 223(50.3%) | 77(17.4%) |
| 4 | Spread of unstoppable pandemic diseases in the world | 73(16.5%) | 72(16.3%) | 193(43.6%) | 105(23.7%) |
| 5 | Religious extremism in various countries | 78(17.6%) | 66(14.9%) | 203(45.8%) | 96(21.7%) |
| 6 | Economic competition between countries may lead to 3rd world war | 85(19.2%) | 67(15.1%) | 170(38.4%) | 121(27.3%) |
| 7 | Global warming and climate change across the World | 79(17.8%) | 67(15.1%) | 211(47.6%) | 80(19.4%) |
| 8 | Population growth and availability of land for agriculture in the world | 70(15.8%) | 69(15.6%) | 225(50.8%) | 79(17.8%) |
| 9 | Environmental pollution such as soil toxic, water and air contamination by chemicals in the world | 74(16.7%) | 60(13.5%) | 253(57.1%) | 56(12.6%) |
| 10 | The negative impact of the richest countries on the development of poor countries | 73(16.5%) | 68(15.3%) | 226(51.0%) | 76(17.2%) |
| | Total % | **17.55%** | **13.31%** | **48.64%** | **18.98%** |

Moreover, the findings identified whether pessimistic images of the future on global issues varied among departments of natural and social science students using cross-tabulation. The results indicate that students' concerns for global issues varied among Social and Natural science students.

As represented in Figure 28, Social Science students (54.1%) were more pessimistic than of Natural Science students (47.6%) on problem of reduction in agriculture-food production, whereas, Natural Science students (59.6%) were more concerned about the impact of population growth on environment than Social Science (57.3%).

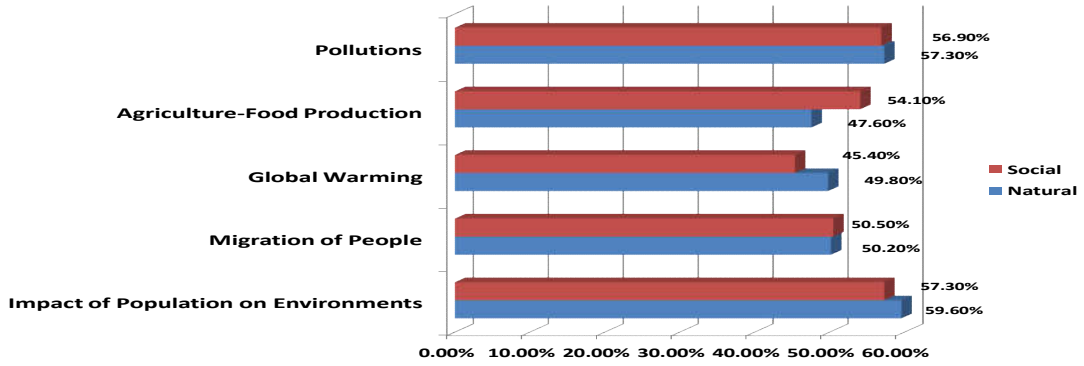



**Fig. 28: Students' pessimistic future expectations on some global issues**

## 4.7. Factors Influence Students' Future Images Construction

Students were asked to respond on four-rating scale items (4-very influential, 3-somewhat influential, 2-slightly influential, and 1-not influential at all) about how the different agencies influenced their future image formation. Table 23 shows the summarized mean averages of students' responses for the given four alternatives.

**Table 23: Mean score of students' responses on the agencies**

| Factors | Mean score (X) | Std. Deviation (μ) | N |
|---|---|---|---|
| Bible/Quran Teachings | 3.56 | 0.89 | 443 |
| Curriculum Textbooks | 3.39 | 0.85 | |
| Family | 3.26 | 0.93 | |
| Media | 3.24 | 0.91 | |
| Society | 3.15 | 0.95 | |
| Classroom teaching | 3.11 | 0.96 | |
| Personal Experiences | 3.10 | 0.96 | |
| Fiction books and Magazines | 3.09 | 0.96 | |

As shown in table 23, Bible/Quran teachings (**x**=3.56, **μ**=0.89) and curriculum textbooks (**x**=3.39, **μ**=0.85) are factors that highly affected students' future image construction respectively, and students' personal experiences (**x**=3.10, **μ**=0.96) and fiction books and magazines (**x**=3.10, **μ**=0.96) are the least factors that influences students future image

construction. Fig. 29 shows that the levels of all agencies in influencing students' future image construction.

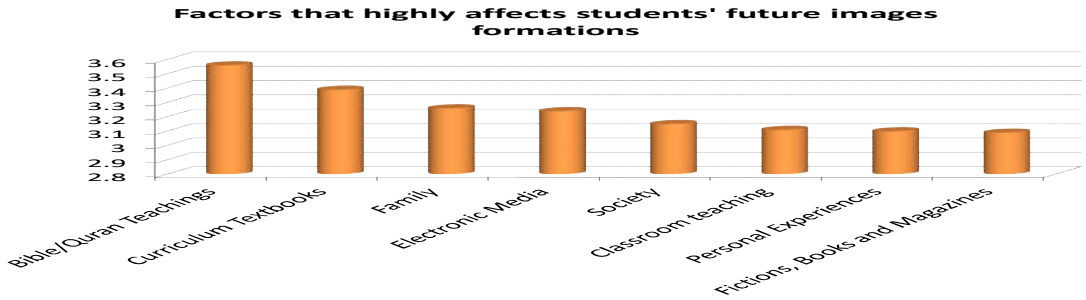



**Fig. 29: Ranks of agencies that influenced students' future image construction**

Based on the findings, one can understand that school textbooks have great roles in students' future images construction.

# Chapter Five: Discussions

This study aimed to examine the secondary school (grades 11 and 12) students' future orientation, images of the future they held on personal, national, and global issues, and investigate how secondary school textbooks are helping students in future image construction. Thus, in this section, discussions and integrations of the major findings from the quantitative and qualitative data are presented.

## 5.1. Images of Personal, National, and Global Issues Represented in the Textbooks

### 5.1.1. Representations of personal issues in the textbooks

The findings revealed that the textbooks presented utopian (desirable) and dystopian (undesirable) images of a person/citizen. The textbooks present qualities of a good person/citizen one who efficiently uses time, respects local values and the rule of law, pursuit of wisdom, and has ethical conduct, career growth, and use leisure time appropriately. Health issues such as responsible behavior to have a healthy life, and use contraceptives and planning in their future family life. Social skills such as becoming an active participant in social issues, respecting individual rights, taking personal responsibility, obligations, duties, honesty, truthfulness, voluntarism in society, self-reliance, assertiveness, self-esteem, self-confidence, decision-making, moral sensitivity, taking personal responsibility in the efficient use of resources for sustainability, and fighting against HIV. Financial issues such as becoming an industrious person in society, respect for work, and saving habits. Thus, these representations of the qualities of a good person/citizen in the textbooks can help students as criteria to evaluate themselves and adjust to the kind of good person/citizen in society they should become, and develop self-image construction.

Moreover, the textbooks represented qualities of the undesirable person such as the consequences of irresponsible behavior in one's life, dangers of drug abuse on personal health, and transmitted diseases like HIV/AIDS, Chancroid, and Gonorrhoea. Social issues such as the effects of HIV on the individual's social relations, problems of breaking promises in your family or society, the consequences of peer influences (bad friends), and giving up some of the individual rights for the common good. Financial issues such as the economic impact of HIV

disease on individuals' lives, problems of dependency, and burden on the other, and problems of poor saving habits. These qualities of undesirable persons presented in the textbooks can function as criteria to inform students to avoid kind of inappropriate behaviors that can harm the well-being of their own lives. Thus, images of undesirable persons represented in the textbooks also have implications in shaping students' images of bad personalities they should have avoided in their lives.

Therefore, the values and attributes of utopian images of a good person and dystopian images of an undesirable (bad) person presented in the textbooks' contents have a potential influence to shape students' images and identities with which they compare their behaviors and actions. However, the qualities of good (desirable) person that are presented in the textbooks put more emphasis on promoting students' images of interdependent self (social self) awareness than independent self (autonomous self) understanding. Kuhnen (2020) argued that education should benefit students' personal development in two ways. First, education should develop students as interdependent selves by teaching them predefined expectations of social norms, values, obedience, obligations, and responsibilities in a society, and acceptable and unacceptable behaviors so that they acquire knowledge, skills, and attitudes to enable them to function in a society they are living.

Second, education should promote students' self-awareness as independent persons by developing their ability to think about her/his possible selves, self-evaluation, self-reflection on their strengths and weaknesses, clarify their future hopes and fears, and set their own future personal life goals. Moreover, Shepard & Marshall (1999) and Oyserman & James (2008) argue that the construction of images of possible selves can have a powerful influence on an individual's ability to create a set of expected hopes and fears of future selves. In addition, self-awareness can promote students' abilities of self-regulation, energizing self-improvement effort, imaginative capacity, and self-reflection, optimism about the future, and empower them to influence future changes, realizing positive possible selves, and prevent the realization of negative possible selves (Oyserman & James, 2008). However, the findings revealed that the textbooks' contents and learning activities are designed mainly to promote students' images of interdependent self (social self) awareness rather than independent self (autonomous self) development. Therefore, to promote students' awareness of possible selves, school textbooks

should integrate future-focused and open-ended contents and learning activities that can develop their images independent self (autonomous self) and interdependent self (social-self) identity in balanced way.

### 5.1.2. Representations of Images of National (Ethiopia) Issues in the Textbooks

The findings of the study revealed that the textbooks represented both utopian and dystopian images of Ethiopia. On the one hand, the textbooks represented utopian images of Ethiopia. The findings of content analysis indicated that Ethiopia represented politically as a country that is building a constitutional democratic society that can accommodate diversity, and dignity among people, ensure the rule of law, and build an accountable and transparent government to ensure peace, development, and stability. Socially, the textbooks represented Ethiopia as a home for the diverse ethnic groups, where democratic cultures flourish in society, producing a morally responsible society, developing citizens' habit of hard work, harmony and cooperation between society, implementing a policy to control rapid population growth, starving to produce responsible community, taking action to fight and preventing HIV/AIDS and the other diseases.

Economically, Ethiopia is represented as a country rich in natural resources, rich in tourist destinations, and the potential for hydropower and geothermal energy, rapid economic development, developing export-led economy, and implementing a national plan for growth, development, and transformations. Technologically, Ethiopia is represented as a country in the ways of producing knowledge and technological society to enable the use of biotechnology, genetic engineering, and development of synthetic technology to improve many aspects of Ethiopian life, starving to ensure food security using technological innovations such as fertilizers, biotechnology, and genetic engineering to improve plant and animal productions. Environmentally, Ethiopia is represented as a country that has diverse climatic conditions, is rich in biodiversity, rich in water resources, diverse agro-ecological zones and irrigable agriculture and working towards creating a green environment, conservation of wildlife through establishing national parks, producing responsible citizen to protect environment and uses of resource sustainably to preserve for the future generations.

Thus, these positive images of Ethiopia presented in the textbooks have a powerful influence on students' utopian image construction towards Ethiopia's issues. Papastephanou (2014); Webb

(2009); and Halpin (2003) argued that utopian images in education are related to content that offers students awareness of images of a better life, portrayed alternative images of a good society than the past and present conditions, teach them about a worthwhile life and direct and educate the present hopes to achieve better society imagined to create. Thus, messages presented in the textbooks' contents could have the potential to promote such kinds of utopian images of national narratives to students. However, the textbooks narrated images of Ethiopia as a country turning from the dark past, and present hope to a bright future and the textbooks seem designed to bring social changes rather than social continuities, and mainly serve to inculcate new national narratives that hope to create the imagined nation and society. The textbooks have given little attention to the narratives of the past generations' common good national values and traditions that should be transmitted to the new generation (refer to section 4.2.2). This could have the potential to create generation gaps by limiting knowledge transmission of the past national traditions, cultures, values, and norms to the new generation. Therefore, the study suggests that curriculum textbooks should be developed to ensure both social continuity and social changes.

The textbooks represented the dystopian narratives of national issues related to the deficits and crises happened in societies that need improvement and change/avoid. Thus, the textbooks portrayed dystopian images of Ethiopia that linked with the present concerns and future national threats of political issues such as intra-conflicts of hydro-resource, consequences of failing to perform constitutional obligations, and negation of ethnic diversity for peace and stability of the country. Social issues such as the impact of HIV/AIDS disease on the whole community, impact of rapid population growth, problems of human migrations, and problems of irresponsible behaviors and actions of individuals to the well-being of the society. Economic issues such as unsustainable exploitations of resources, the impact of rapid population growth on the economy, problems of high economic dependency of the young on the old age populations, high levels of unemployment, and Ethiopia's economic dependency on foreign aid and support. Technological concerns such as the impacts of agricultural fertilizer, pesticides, and herbicides on the ecosystems and soil acidity, industrial wastage, and harmful chemicals that may pollute the lake's water and air can affect human health. Environmental concerns such as the threat of loss of biodiversity due to unwise human practices, effects of human activity on environmental degradation, effects of global warming, deforestation, and soil erosions.

Therefore, these negative messages presented in the textbooks could have a powerful influence to promote students' dystopian image construction towards problems of national issues. Bradford et al. (2008); Palardy (2018); Stillman (2003); and Zaki (1990) argue that dystopian messages presented in textbooks' contents can play an important role in promoting students' awareness of the present and future societies' problems, warn them the consequences of wrongdoings in society, increase their understanding of the collective national enemy and undesirable behaviors and actions of society. Moreover, dystopian messages presented in the textbooks can produce negative emotions and collective fears in students and motivate them to take collective actions to overcome the imagined problems (Palardy, 2018 & Stillman, 2003). Furthermore, the negative messages presented in the textbooks have practical and theoretical implications. Practically, these negative messages have the potential to enhance students' collective national images on common concerns that need all citizens' efforts to solve the problems. Theoretically, displaying negative messages in learning textbooks can shape students' dystopian images by creating worries, and negative emotions and warn them how the problems of national issues are affecting our present and future lives of society (Kress et al., 2020; Mirenayat et al, 2009; & Surname, 2012). Furthermore, Claeys (2017); Nordensvard (2014); Palardy (2018); and Papastephanou (2009) argue that dystopian images in school textbooks can promote a sense of dissatisfaction with and critical of the current shortcomings of social, economic, environmental, political and technological problems, and display strong images of unhappiness and warn dangerous situations to come unless societies struggle to avoid them.

### 5.1.3. Representations of Images of Africa Issues in the Textbooks

The findings revealed that the textbooks presented utopia and dystopia images of Africa. On the one hand, the textbooks represented Africa as naturally a good place endowed with various natural resources such as natural minerals, rivers that can generate hydroelectric power and irrigation, a highly economically active population, and ecologically potential for diversified agricultural productions. Therefore, positive messages presented in school textbooks have the potential to create optimistic images in students (Ono, 2003 & Papastephanou, 2009) and it could promote utopian images in students towards Africa. On the other hand, the textbooks represented Africa as a continent where human life is suffering from political instability and civil war,

practices of poor governance, corrupted and incapable leaders that cannot govern their people appropriately, poor transportation and communication network systems, where natural resources are causes of conflict than development, economically dependent on foreign aid and debt. Moreover, Africa is called in the textbooks in dehumanized words such as “poor continent”, “least developed”, “colonized”, “sub-Sahara”, “second world”, “backward economic system”, etc. The textbooks represented Africa as having a highly unskilled population, incapable of using their natural resources for their well-being, high birth rate and overpopulated, high unemployment, famine and shortage of food, low health services, the worst affected by the HIV/AIDS pandemic on the world, technologically poor and heavy industries are absent, and they destructively use their environment. Generally, the negative messages represented Africans as a society that has been living and may continue to live in extreme poverty, and they have turned a naturally good place (Africa) into hell where no one hopes to live. Furthermore, the textbooks did not present any success stories of cultural civilization, or political and technological progress in Africa except for the organizations of AU, NEPAD, and physical independence from Western colonialism.

Therefore, the negative representations of images of Africa in textbooks have the potential to cultivate pessimistic dystopian images in students towards Africa. Furthermore, constructions of pessimistic images of Africa can have multiple effects in developing disempowerment and attitudes of Afropessimism in students (B’béri et al., 2001 & Bleich et al., 2020) that may be one of the reasons for ‘brain drain’ and a cause for non-stoppable migrations of young African to the developed countries (Baig et al., 2016). In addition, Gidley, Batemen, and Smith (2004) argue that if images of social, political, economic, and technological issues of a society presented in school textbooks are either overly optimistic or overly pessimistic it may lead students to disempowerment. Therefore, the current findings shared similar features with the previous research done in the Western school textbooks that represented Africa as a continent of violence, hunger, poverty, and lack of modern technology, sub-Saharan which dissociated Africa between the North and South, and practices of incompetent governance (Marmer et al., 2010; Marmer and Sow, 2013; & Weiner, 2016). Based on the findings, this study suggests school textbooks should foster optimistic future images of Africa in African young students. Jones and Howard (2022); Acuff (2020); and Waghid & Ontong (2022) claimed that a new approach to the African school

curriculum is needed to foster Afrofuturism in African young students to counter the Afropessimistic images represented Africa in Western media and school textbooks.

### 5.1.4. Representations of Images of Global Issues in the Textbooks

The finding revealed that the textbooks represented utopia and dystopia images of global issues. On the one hand, the textbooks represented the world as politically interdependent, interconnection, and cooperation between different countries around the globe. The textbooks give more emphasis on the roles of scientific knowledge (especially, in Biology, Civic and Ethical Education, and Chemistry textbooks) to technological advancement. Positive messages about technology presented in the textbooks could have the potential to promote students' techno optimistic images toward technology. Danaher (2022); Jeffcote (2003); Alexander & Rutherford (2020); and Barry (2012) argued that techno-optimism/techno-utopian image is a belief and hope that science and technology can solve the major social and environmental problems of our times and trust on the power of technology to transform society. Moreover, Danaher (2022) has proposed four criteria that need to develop a rationally sensible form of techno-optimism. These are statements of the relevant facts (present or future), a value premise that the good predominates over the bad, a positive evaluation of the facts in light of the value criteria, and the technological premises that state technology plays a key role in ensuring the positive evaluation. Therefore, facts and arguments presented in the textbooks emphasize techno solutions such as genetic engineering, biotechnology, and industrial advancements are fitted with the Danaher's criteria to evaluate techno-optimism presentation. For example, the biology textbooks described that there are possibilities to control population growth by applying biotechnology-contraceptive (biology textbook of grade 11, p. 26, and grade 12, p. 90-91). It is possible to create a healthy society by improving medicine and vaccine production (biology textbook of grade 11, p. 26), producing extra food using genetic engineering and breeding (biology textbook of grade 11, p. 26 & 29), producing trees that can absorb more CO2 and reduce the threat of global warming (biology textbook of grade 12, p. 136-137), etc.

However, the textbooks have limitations in showing students about the negative consequences of technological progress on human health, environmental degradation, and global warming. Several scholars such as Kwazo et al. (2014); Dai and Hao (2017); Alexander (2015); and

Townsend (2016) argued that environmental degradation, pollution of air and water, biodiversity loss, overconsumption of natural resources, ecological imbalances, climate changes and global warming are the consequences of technological progress. They depicted techno-dystopian images that the effects of technological advancements will continue to generate seeds of disasters on the planet Earth in the future. Therefore, the textbooks should present both the positive and the negative sides of technological progress to aware young students on the controversies of technological progress. Therefore, the findings have implications to inform curriculum designers and textbooks developers how they should deal with the dominant images of global issues of techno-utopias and techno-dystopias images to promote students' positive and desirable images of the future that can empower and prepare them as future change agents.

The findings of the study indicated that the textbooks also represented the world as a place where problems of terrorist attacks, millions of people suffering from malnutrition, lack of treatment and die for diarrhea, HIV/AIDS, TB, malaria, cholera, and drug abuse as the major social problems that concerned the world. In addition, the disturbing conditions of the present and future fate of the world such as the effects of rapid population growth, problems of environmental degradation, the collapse of the ecosystem, the greenhouse effect, global warming, climate change, pollution, deforestation, effect of acid rain, loss of biodiversity, extinction of some animal and plant species are also included in the textbooks. These negative messages of political, economic, social, and environmental problems of global issues presented in the textbooks have practical and theoretical implications. Practically, these negative messages presented in the textbooks have the potential to enhance student's awareness that our world has many common concerns that need global attention and local efforts to solve the problems. Theoretically, displaying negative messages in learning textbooks can serve to construct dystopian images in students by creating negative emotions, create worries and warning, and increasing their understanding about the world that our planet has many common problems that are affecting our present and future lives (Kress et al., 2020; Mirenayat et al, 2009; & Surname, 2012). Furthermore, Claeys (2017); Nordensvard (2014); Palardy (2018); and Papastephanou (2009) argue that dystopian images in textbooks can present messages of dissatisfaction with and critical of the current shortcomings of social, economic, environmental, political, and technological problems and display strong sense of unhappiness and warn the dangerous

situations to come unless societies should struggle to avoid them. Thus, it can be concluded that the negative messages presented in the textbooks could have the potential to construct dystopian images in students concerning problems of political, economic, social, and environmental global issues.

Furthermore, displaying merely pessimistic images of global issues in school textbooks could have negative consequences by creating pessimistic images and disempowerment in students, unless teachers cultivate 'response quality' to the pessimistic images of the world presented in the textbooks and lead students toward utopian images construction through pedagogic processes (Hayward et al., 2017 & Ramos, 2011). In addition, Arnaldi (2008) and O'Connor et al. (2007) argued that pessimistic images may lead to narrowing down an individual's thinking, developing hopelessness, and disempowered in the capacity to affect the future. Previous survey research done on students' images of the future in secondary schools showed that students felt pessimistic and disempowered towards solving problems of global issues (Gidley et al., 2004; Hicks and Holden, 2007; Kristof, 1999; & Page, 1996). Therefore, this study revealed similar results to the previous research that secondary school students were more pessimistic about images of national and global issues than their own future life expectations.

### 5.2. How do textbooks' learning activities allow students to explore alternative futures?

As frequently discussed through this study, to promote students' images of the future, school textbooks should integrate future-focused and open-ended content and learning activities that could enhance students' temporal, spatial, and value awareness. From the textbooks' content perspectives, the findings have discussed how utopian and dystopian images of personal, national, Africa, and global issues and problems were represented in the textbooks. The study also investigated how textbooks' learning activities offer students the opportunity to explore alternative images for personal, national, Africa, and global issues and problems from their viewpoints.

The findings of content analysis show that the textbooks included both closed-ended and open-ended learning activities related to personal, national, Africa, and global issues. Learning activities related to personal issues included in the textbooks could serve more for promoting students' images of interdependent self (social self) awareness than independent self

(autonomous self) awareness. For example, 13.58% of closed-ended questions and 61.12% of open-ended questions have the potential to deepen interdependent self-awareness and promote students' social-self image construction that is prescribed in the textbooks. However, 25.31% of open-ended questions are future-focused that could allow students to explore their own possible autonomous-selves images such as setting their own future life goals and choices (3.70%), anticipating the negative or positive consequences of their responsible/irresponsible behaviors and actions (6.79%) and self-evaluation (14.82%). Therefore, open-ended and future-focused learning activities included in the textbooks have the potential to promote students' images of independent self-awareness and explorations of possible selves from their perspectives. The findings have implications to inform curriculum designers and textbook developers that open-ended and future-focused learning activities should be increased to promote students' balanced social-self and autonomous-self identities development in balanced ways. Kuhnen (2020); Kwang (2003); Oyserman and Markus (1990); Markus and Nurius (1986); Portnykh (2001); and Downie et al. (2006) argued that promoting balanced interdependent and independent images of possible selves can help students for holistic personal development.

Markus & Nurius (1986) explained that possible selves refer to future-oriented aspects of self-concept, the desired/positive and feared/negative images of selves that one expects to become or hopes to avoid becoming. Interdependent self is the individual presentation of self-images in terms of values and norms set by society that can function as criteria and standards to judge a good or bad person (Markus et al., 1991 & Millan et al., 2011). Whereas, the independent self is a presentation of self-image as an autonomous and unique person who has his/her internal abilities, choices, freedom, beliefs, and set own life goals (Singelis, 1994 & Oyserman and James, 2008). Nevertheless, education can promote both types of personal identity development in different degrees or balanced ways. Education that emphasizes interdependent self-development mainly strives to prepare students for socialization and promote students' self-cognitions embedded within the contexts of social values and norms to adjust and fit them to cultural harmony and conformity (Kwang, 2003; Markus et al., 1991; & Millan et al., 2011). Miller and Kanazawa (2000) argued that education that emphasizes interdependent self-development strives to produce conformist citizens simply socialized to the existing status quo rather than create critical thinkers and agents of future change in their own lives as well as

society's lives. When education emphasizes students' independent self-development strives to prepare students for self-actualization. Education for self-actualization is mainly focused on promoting students' independent self-awareness, encouraging them to self-reflection, and self-evaluation based on their preferences and criteria, and allowing them to set their own future lives goals, and explore their possible autonomous self alternative to social-self (Singelis, 1994; Kim et al., 1995; Cross et al., 2003; & Oyserman et al., 2008). This suggests that the textbooks should integrate more open-ended and future-focused learning activities to promote students' balanced images of interdependent and independent self-awareness.

Concerning national (Ethiopia) issues and problems, the findings of the study indicate that 81.62% of learning activities in the textbooks have the potential to serve more for promoting students' images of the black past, current hope, and bright future images of Ethiopia than help them to explore alternative future images of Ethiopia. Almost 18.38% of open-ended activities were future-focused that could allowing students to explore alternative solutions for the national issues and problems infused in the textbooks from their viewpoints and encouraged them to take local actions to solve national problems. Concerning Africa's issues and problems, the finding indicated that 89.47% of learning activities in the textbooks could lead students to deepen Afropesmistic images of Africa portrayed in the textbooks. Only 10.54% of open-ended activities were future-focused that could allow students to explore alternative solutions for African problems from their viewpoints. In line with global issues and problems, the findings revealed that 73.74% of learning activities in the textbooks could lead students to deepen techno-utopian images and disastrous worlds represented in the textbooks. Almost, 26.26% of open-ended learning activities were future-focused that could allow students to explore alternative solutions for the global issues and problems infused in the textbooks from their viewpoints and encourage them to take local actions to solve global problems.

Based on the above findings, it can be concluded that the textbooks incorporated insufficient open-ended and future-focused activities that could allow students to explore alternative images for the problems of Ethiopia, Africa, and global issues. To prepare students as future change agents, Page (1996); Pauw (2021); and Hicks (2007) argued that textbooks' learning activities should allow students to explore the causes, effects, and alternative solutions to the problems presented in textbooks. In addition, Merryfield and White (1996); Jing (2016); and Omidvar &

Sukumar (2013) argued that national and global issues and problems could taught better when instructional tasks could allow students to explore the root causes and effects of the problems, and propose the potential solutions to the problems from their perspectives through cooperative learning. In addition, they suggested that open-ended and future-focused learning activities for promoting students' future thinking should lead them to in-depth inquiry and reflective practices.

### 5.3. Students' Future Orientation

The theoretical framework of the study discussed that temporal awareness is one of the foundations for individual and collective future images formation (Polak, 1974). The findings indicated that students' future orientations are not well developed ($t = -2.70$, $df = 442$, $p < 0.007$, at $p<0.05$). Results from the descriptive statics show that 67% students responded that they were not valued thinking much about their future life, 71% did not believe that they can influence the future, and 67% felt that their future life is more determined by other external factors than by their plans and efforts. These current findings are similar to previous research results of Eurobarometer (2015) and Hicks (1996) that found young students have shown shortages in imaginations and abilities to project themselves into the future, feel very little control over the future and ability to think about the future were not well developed. In addition, the study identified if there are differences in future orientation between students' sex, religions, age, and departments. The findings revealed that there are no statistically significant differences in future orientation observed between gender, age, and religion of the students. However, a statistically significant difference observed between students' grade levels ($X=3.986$ for grade 11 and $X=3.82$ for grade 12 with significance level $p=0.016$, at $p<0.05$) with equal variance is not assumed and departments ($X=4.004$ for natural science and $X=3.81$ for social science with the significance level $p=0.004$) with equal variance is assumed. Thus, grade 11 students were more future-oriented than grade 12, and natural science students were more future-oriented than social science. These differences maybe observed as a result of an increase in anxiety among grade 12 students than grade 11 students. The findings have implications for curriculum development and classroom instructional practices. Several authors such as Rasa et al. (2022); Ahvenharju et al. (2018); Lombardo (2016); Bishop et al. (2007); Borjeson et al. (2006); Levrini et al. (2021); Levrini et al. (2019); Lloyd & Wallace (2004); and Rubin (2013) claimed that students' future-orientation can be developed through education and social interaction. Based on the findings, it

can be suggested that school textbooks should integrate more future thinking skills to develop young students' future orientation.

### 5.4. Students' Future Images of Personal, National, and Global Issues

The findings of the study revealed that students showed more optimistic future expectations about their own future life. Most of the respondents will expect more good things than bad things in their own future personal life ($t = 2.41$, $df = 442$, $p < 0.016$, at $p<0.05$). Stoddard & Pierce (2015) explain that future expectation refers to positive views of the future and anticipates achieving specific positive outcomes in the future (e.g., having a happy life). In addition, Hamvai and Piko (2011) explain that generalized positive expectancy of the future is related to better health outcomes, more adaptive coping, and health behaviors. Therefore, the findings have implications for young students' psychological and social well-being. Significant previous research results showed that young students' positive future expectations are highly related to good school achievement and success, show high motivation, pro-social behaviors, and ability to set future life goals (Braojos, 2015; Nurmi, 1991; Poole et al., 1986; Trommsdorff, 1986; & Zimbardo et al., 1999). Moreover, Stoddard & Pierce (2015) argue that adolescents who anticipate positive future expectations can facilitate optimal development and a successful transition into adulthood.

However, an average of 18.3% (refer to Appendix D) of student respondents showed pessimistic expectations for their own future life. This has negative implications for young students' psychological and social well-being. Several previous research findings revealed that adolescents who show negative future expectations may tend to develop anxiety and depression, emotional disorder and aggressive behaviors, feelings of hopelessness, involvement in criminal and ant-social behaviors, addiction to alcohol, loneliness, low motivation, and academic success and suicide thought (Kovac et al., 2007; Seginer et al., 2004; Seijts, 1998; & Wills et al., 2001). In addition, several studies in secondary schools in Ethiopia showed that young students face many psychological problems such as anxiety which causes underachievement and low academic performance, depression, and suicidal attempts (Alemu et al., 2020; Amare et al., 2018; Anely, 2020; Bekele et al., 2018; Kebede et al., 2019; Reta et al., 2020; Shiferaw et al., 2006; & Shishigu, 2018). These psychological problems may be because of negative future expectations

of students towards their own future lives. Significant research showed that anxiety and other psychological problems are highly related to individual's negative images of their future lives (Hammad, 2016; Mutia and Hargiana, 2021; Rabei et al., 2020; Miloyan et al., 2014; Zaleski, 1996; Rappaport, 1991; & Molin, 1990).

In addition, this study identified if there are differences in students' optimistic future expectations of their own lives between sex, religion, age, grade level, and departments. The results of the findings revealed that there are no statistically significant differences observed between sex, religion, grade level, and departments of the students. Nevertheless, a statistically significant difference was observed in students' optimistic future expectations of their own life between ages, and their personal life optimistic future expectations are going to decline in the critical adolescence time between age 17 up to age 20 (see fig. 26). This result is similar with the previous findings of Eckersley (1997) and Hicks (1996) found that young people's optimistic expectations about their personal futures show decreases somewhat with increase in ages of adolescence during transition stages to adulthood. There are different reasons given among scholars for the decline of optimistic future expectations on their own life during adolescence with an increase in age. Zou et al. (2016) argue that the rapid biological, social, and psychological changes during adolescence may bring youth stress and further erode their optimistic future personal life expectations. Moreover, Klaczynski (2017) claim that a decline in optimism from early to late adolescence is due to a decline in unrealistic optimism or a decrease of optimism bias as older adolescents may be developing cognitive abilities that can enable them to make realistic anticipation of the future. The findings of a decline in optimistic future expectations of students on their own lives during late adolescence have implications to suggest the need for interventions to promote students' positive images of possible future selves in different personal life domains. However, the findings of textbook content analysis show that the textbooks' learning activities serve more for promoting students' images of interdependent self (social-self) awareness than independent self (autonomous-self) development.

Furthermore, the study investigated students' future expectations of national (Ethiopia) and global issues and problems. The findings revealed that students expected the current conditions of national (13.99%) and global (13.31%) issues and problems will continue the same as today. Most of the students expected the current conditions of national (37.17%) and global

(48.647%) issues and problems will worsen than today in the future. For example, students expect a worse future than today's on national issues (Ethiopia) such as cost of living (51.7%), crime and violence (45.4%), breakdown of society's moral values (41.3%), corruption of officials (48.5%), effects of pollution (44.0%), impact of climate change (44.5%), effects of population growth (44.7%) and terrorist attacks in Ethiopia (45.8%). On the other hand, they also expect some future improvements in national (Ethiopia) issues in the future on economic development (50.6%), justice in law and equality of cultures (44.9%), technological and industrial progress (55.5%), and religious and ethnic tolerance in Ethiopia (46.0%). On the other hand, students expect a worse future than today on global problems such as the impact of population growth (58.5%), migrations of people (50.3%), decrease in agricultural productivity (50.8%), global warming and climate change (47.6%), pollution (57.1%) and the negative impact of the developed countries on the development of poor countries (51.0%). Generally, students have less optimistic images of the future on the national (Ethiopia) and global issues and problems than on their own future lives.

Therefore, the current findings are similar to the previous research findings of Hicks (1996), Eckersley (1997), Oscarsson (1996), Holden (2006) and McElwee & Brittain (2009) discovered that young students are more optimistic about their personal life and less optimistic on the national and global issues and problems. Poole and Cooney (1986) argue that the dissonance of students' optimism about their future and pessimistic images of national and global issues is due to adolescents' inability to perceive themselves interconnection to the outside world (i.e., an absence of perceived interconnectedness). Consequently, while predicting the world turmoil, young people cannot perceive that these events would influence their personal lives. Thus, these results imply school textbooks should increase students' awareness that they are living in an interdependent and interconnected world, and events that happen at local, national, and global levels will affect their own lives as well. The findings from textbook content analysis show that the textbooks have limitations in promoting students' awareness of interconnectedness and interdependence of their lives with the local, national, and global issues.

### 5.5. Factors influence students' future image formation

Agencies such as parental support, school curriculum, classroom instruction, cultures in which individuals grow, religious institutions, media, and individuals' life experiences have a crucial in students' future image construction. The findings indicate that Bible/Quran teachings (x=3.56, μ=0.89) were ranked first which is an agency that highly affected students' future image construction. Curriculum textbooks (x=3.39, μ=0.85) ranked in the second level that highly influenced students' future image construction. Family (x=3.26, μ=0.93), media (x=3.24, μ=0.91), and society (peers) in which students grow (x=3.15, μ=0.95) ranked in third, fourth, and fifth levels respectively that somewhat influenced students' future images constructions. Teachers' classroom instructional practices (mean=3.11, μ=0.96), students' personal experiences (x=3.10, μ=0.96), and fiction and magazines (x=3.10, μ=0.96) ranked in sixth, seventh, and eighth levels respectively as factors that have least influenced students' future images construction.

The findings of this study contradicted the previous empirical results of Anguera (2016) found that students' image of the future was mainly influenced by the information gained through media rather than in the school curriculum. Anguera's findings have indicated that dystopian messages presented through media bombarded students' perceptions and imaginations of the realities of the world and played a great role in negative future image formation towards national and global issues and problems. The current study found that religious (Bible/Quran) teaching has ranked first in students' responses in shaping their images of the future. This has implications for how students look at the future. Ahmad and Hidayat (2019); Ozkan (2007); Łowicki et al. (2018); Zimbardo & Boyd (2008); McCabe and Barnett (2000); and Sobol-Kwapinska et al. (2016) found that some religion teach about future events could influenced individuals' images towards existential questions about origins of the world, of humankind or oneself, the ultimate goal of existence and the imagined future. Religious (Bible/Quran) teachings are rooted in the eschatological perspectives that represent the deterministic world as part of the divine plan and believe human decisions cannot change events of the future, and believe the future is in the hands of God and undermine human efforts in influencing events of the future (Gidley, 2017; Wojcik, 1997; & Browne, 2008). Consequently, several empirical studies show that eschatological images of the future have both positive and negative implications for individuals'

future image formation. For example, Holmes and Kim-Spoon (2017) found a positive correlation between religiousness and positive future orientation and revealed that eschatological images can promote individuals' self-esteem, positive emotionality, and agreeableness. On the other hand, eschatological images can develop attitudes of disability, disempowerment, and unmotivated individuals' efforts to influence future events to create a better future at an individual level and collectively at a societal level (Gidley, 2017 & Vieira, 2010). Thus, this study discussed under section 5.3 that most of the students responded that they were not valued thinking much about their future life, they did not believe that they could influence the future and they felt that their future life is more determined by other external factors than by their plans and efforts. This may be due to the influence of eschatological images on students' future image construction.

School textbooks ranked as the second agency that influenced students' future image construction. In contrast to religious teaching, school curricula are mainly embedded in secular utopian thinking that aims to promote learners' visions and ambitions to create a better imagined good person/society (Evans, 2008; Halpin, 2003; Jones et al., 2015; Laidler, 2000; Morgan, 2015; & Sargent, 2010). To prepare young students as future change agents who can influence and shape the creation of a desirable future, designing a future-oriented curriculum is crucial. This study has discussed how Ethiopian school textbooks in promoting students' images of the future of personal, national, and global issues and problems. The findings showed that the textbooks have many limitations in promoting students' desirable images of the future from different perspectives (refer to sections 5.1 to 5.2).

Family, media, and society (peers) ranked as third, fourth, and fifth agencies respectively that influenced students' future image construction followed by religious teaching and school textbooks. The current findings are similar to the previous research results of Malmberg (2001) as cited in Crespo et al. (2013) found that adolescents ranked their family as the most frequent source of information thinking about the future, followed by peers, mass media, and school curriculum. Moreover, Neblett & Cortina (2006) and Seginer & Shoyer (2012) revealed that adolescents who received low levels of parental support were less optimistic than those receiving high levels of support. The findings showed classroom instruction, students' personal experiences, and fiction books ranked sixth, seventh, and eighth levels respectively that

influenced students' future image construction. The findings indicated that classroom instruction played fewer roles than other agencies such as religious teaching, school textbooks, family, media, and society (peers) in helping students' future images construction.

The findings also showed that fiction books ranked as the least agency that influenced students' future images construction. However, several studies indicated that fiction, especially, science fictions plays a crucial role in promoting students' imagination, critical thinking, creative skills, fantasy, temporal consciousness, understanding of social changes, and imaginings of alternative futures (Hollenbeck, 2020; Lombardo, 2015; Moraes et al., 2021; & Surmeli, 2012). Moreover, Gearon (2018); Moraes et al. (2021); Hollenbeck (2020); Michalsky (1979); Raham (2004); Winter (2021); and Ozdemir & Ozturk (2023) argued that integrating science fiction into school curricula use as powerful instructional tools to promote students' futuristic images of utopian and dystopian expectations, and increase their ability to explore alternative futures and empower them to influence the creation of desirable futures. Therefore, these findings have multiple implications to inform curriculum designers, textbook developers, and practitioners on how to approach school curriculum to promote students' desirable future images construction.

## Chapter Six: Summary, Conclusions and Recommendations

### 6.1.Introduction

The previous chapters, chapter 4 & 5, presented the results of the study and a discussion of the findings. In this chapter, a summary of the major findings, conclusions in line with the major findings, and recommendations are presented.

The main purpose of this study has been to examine secondary students' (grades 11 and 12) future orientation, images of the future they held on their own lives, national and global issues, and to identify factors that highly influenced students' future image formation. The study also investigated how the secondary school textbooks (grades 11 and 12) of Ethiopia represented images of personal, national, and global (Africa and World) issues and problems and the extent of textbooks' learning activities allow students to explore alternatives images for personal, national and global (Africa and World) issues and problems included in the textbooks. To achieve these objectives, the study posed five research questions:

- How are images of personal, national, and global issues represented in the secondary school textbooks?
- How much do textbooks' activities allow students to explore alternative future images for personal, national and global issues and problems?
- What kind of future-orientation do grades 11 and 12 students have?
- What images of the future so students in grades 11 and 12 have on personal, national, and global issues?
- What are the main factors that influence students' future images constructions?

To find answers to these research questions, the study was conducted in five secondary schools in the Oromia region, Ethiopia. The data were collected from 443 secondary school (grades 11 and 12) students. Using a mixed methods design, the data were gathered through questionnaires, and content analysis. The collected quantitative data were analyzed using percentages, mean values, t-tests, and ANOVAs. The qualitative data were analyzed using word narrations as framed in section 3.4.2. The findings of the study are summarized and concluded as follows.

## 6.2.Summary of the findings

The summaries of the findings are presented in relation to the research questions of the study.

## 6.3.How are images of personal, national, and global issues represented in secondary school textbooks?

Textbooks are one of the most important media that can develop students' images of the realities of the world through the dissemination of valued knowledge. The findings show that the textbooks represented both images of a good (desirable) person/citizen and images of a bad (undesirable) person/citizen on different domains of personal issues. Qualities and attributes of a good person and undesirable (bad) person presented in the textbooks have the potential to shape students' identity construction of self-images and could help them as criteria which they compare themselves and their actions to be a good person/citizen in society. The findings also revealed that images of good (desirable) and undesirable (bad) persons presented in the textbooks were given more emphasis on promoting students' images of the interdependent self (social self) awareness than independent self (autonomous self). These could impede students' awareness and development of autonomous-self identity. This implies the need to integrate more contents in the textbooks to develop students as independent autonomous-self and interdependent social-self identities in balanced ways.

The findings showed that the textbooks presented utopian and dystopian images of Ethiopia. However, the textbooks narrated images of Ethiopia as the country turning from the dark past and present hope to a bright future, and the textbooks seem designed to bring social changes rather than social continuity, and mainly serve for inculcating new national narratives that hope to create new imagined nation and society. The textbooks given a few attention for narratives of good national values and traditions of the past generations that should be transmitted to the new generation. This has negative implications in creating generation gaps by limiting knowledge transmission of the past good national traditions, cultures, values, and norms to the new generation. These imply that school textbooks should be developed to ensure both social continuity and social changes in balanced ways at the same time. In addition, the findings from questionnaires of students' national future expectations and images of national (Ethiopia) narrated in curriculum textbooks showed some incongruence. The textbooks narrated Ethiopia as

a country that is striving to create a better future in most of aspects of national issues (utopian Ethiopia). In contrast, most of the students responded they expected the worst future in Ethiopia on the most of national issues. Based on the findings, it can be concluded that students generally showed pessimistic future images of Ethiopia, whereas the textbooks represented utopian images of Ethiopia towards the future. This implies that the textbooks should integrate open-ended and future-focused learning activities that can offer students a space to explore alternative solutions for national problems to prepare them as future change agents.

In relation to images of Africa, the findings indicated that the textbooks presented both utopian and dystopian images of Africa. On the one hand, the textbooks portrayed Africa as a naturally good place endowed with various natural resources. On the other hand, the textbooks represented African people as incapable of using their natural resources for their well-being, and that they have turned the good place (Africa) into hell. It can thus be concluded that the images of Africa represented in the textbooks have the potential to cultivate pessimistic dystopian images, disempowerment, and afropessimistic attitudes among students. This implies the textbooks' contents should be reoriented with Afroutopian thinking to fix the dystopia images of Africa represented in the textbooks. This study suggests the need for new approaches to the textbooks development to foster Afro futurism in young students to counter the Afropessimistic images.

Concerning representation of images of global issues, the findings indicated that the textbooks put more emphasis to techno-utopian images such as technological innovation, biotechnology and genetic engineering as one of the means to solve the major problems of the world. On the other hand, the textbooks represented a catastrophic world; portrayed the world as a place where the effects of rapid population growth, environmental degradation, global warming, and climate changes are affecting life on the Earth. From these findings, it can be concluded that textbooks have the potential to develop techno-utopian images in students. However, the textbooks have limitations in showing students the negative consequences of technological progress on human health, environmental degradation, and global warming. This implies that textbooks should integrate both positive and negative sides of technological progress to promote different perspectives on technological issues in students in a balanced way.

### 6.4.How do textbooks' activities allow students to explore alternative futures?

In relation to personal issues, the findings of the study indicated that the textbooks included closed-ended (13.58%) and open-ended (86.42%) learning activities. From 86.42% open-ended learning activities in the textbooks, only 25.31% of the open-ended activities were future-focused that could allow students to explore and propose alternative images of possible selves. The findings indicated that 74.69% of textbooks' learning activities (13.58% closed-ended and 61.11% open-ended) could lead students to search for single correct answers, discus, and reflect on the predetermined images of a good or bad person/citizens included in the textbooks. Based on the findings, it can be concluded that most of the learning activities in the textbooks could serve to produce a conformist citizen who are simply socialize to the existing status quo rather than create critical thinkers and future change agents in their own lives. This suggests that the textbooks should integrate more open-ended and future-focused activities to promote students' skills of alternative future exploration to develop their images of interdependent and independent possible selves in balanced ways.

Concerning national (Ethiopia) issues, the findings showed that 81.62% of learning activities in the textbooks could lead students to deepen the national narratives of dark past, present utopia changes to bright future represented in the textbooks. Almost 18.38% of open-ended activities were future-focused that could allow students to explore alternative images of the future for the national issues and problems included in the textbooks. Concerning Africa's issues, the finding indicated that 89.47% of leaning activities in the textbooks could lead students to deepen the Afropessimistic images of Africa portrayed in the textbooks. Only 10.54% of open-ended activities were future-focused that could allow students to explore alternative images for the African issues and problems. Moreover, in line with global issues, the findings indicated that 73.74% of learning activities in the textbooks could lead students to deepen the techno-utopian images of global issues presented in the textbooks. Almost 26.26% of open-ended activities were future-focused that could allow students to explore alternative solutions for global issues and problems. From the above findings, it is possible to conclude that the textbooks incorporated insufficient open-ended and future-focused learning activities that could allow students to explore alternative solutions for the problems of Ethiopia, Africa, and global issues. This implies the textbooks should incorporate more open-ended and future-focused learning activities that can

offer students the opportunity to explore alternative images of the future for problems of Ethiopia, Africa, and global issues.

### 6.5.How are grades 11 and 12 students future-oriented?

The theoretical framework discussed that future temporal consciousness is one of the basic elements in future image formation. Future-oriented individuals can influence future changes both in their own lives and collectively at societal levels. The findings conclude that students' future orientation were not well developed. Most of the students responded they were not thinking much about their own future lives, they perceived themselves as powerless to influence their future life goals and they believed that their future is more determined by other external factors than by their plans and efforts. This implies the need of intervention to promote future orientation of students to prepare them as future change agents.

### 6.6.What are grades 11 and 12 students' images of the future (their future expectations on personal, national, and global issues)?

The findings of the study revealed that most of the students showed optimistic expectations about their own future lives and pessimistic images of the future towards national (Ethiopia) and global issues and problems. Most of the students (69.89%) expected more good things than bad things in their own future personal life, and only 18.3% of students expected a pessimistic future in their own future life. However, most students expected the current conditions of national (13.99%) and global (13.31%) issues and problems will continue the same as today and the other of them expected the worst future of national (37.17%) and global (48.647%) problems than today. From these findings, it can concluded that students' spatial awareness did not develop enough to understand the interrelatedness and interdependence of national and global problems with their own future personal lives and it could also affect their own lives. In addition, the findings indicated that students' optimistic expectations of their future decline at the critical adolescence ages between 17 up to age 20. These findings suggest the need for interventions to promote students' positive images of possible future selves, and national and global issues, and increase their spatial awareness of the interrelatedness and interdependence of national and global problems with their own future personal lives.

### 6.7.What factors influence students' future image formation?

The findings indicated that curriculum textbooks ranked as the second most influential agency that influenced students' future images construction next to religious teachings. The findings also showed teachers' classroom instructional practices, students' personal experiences, and fiction ranked as the least agencies that influenced students' future image construction. Based on the findings, it can be concluded that teachers' classroom instructional practices and fiction have played fewer roles than agencies like religious teaching, knowledge in curriculum textbooks, family, media, and society (peers). The findings indicated that religious (Bible/Quran) teaching has ranked first agency that highly influenced students' future images construction. This may negatively affect students' future orientations. Religious/eschatological teaching could develop deterministic future images, disempowerments, and unmotivated individuals' efforts to influence future events to create a better future as an individual and collectively at group levels, and tend to let their future to fate and faith rather than use their actions to change future events. This implies the need to give more emphasis in school curriculum to integrate more future-oriented content, and future-focused and open-ended learning activities, and future inquiry teaching methods to produce future-oriented citizens who have capabilities to explore alternative futures critically and create a desirable future.

### 6.8.Conclusions

The theoretical framework of this study has proposed future temporal awareness is one of the basic elements in future image formation. Future orientation is one of important skills for individuals to make plans, and motivate them to bring their plans into actions, it is also crucial for creative imagination and psychological wellbeing. However, the finding of this study shows that students' future orientations were not well developed. This may bring multiple problems in the psychological and social development of young students unless intervention taken to develop their future orientation. The findings of the study indicated that most of the students showed optimistic expectations about their own future lives and pessimistic images of the future towards national (Ethiopia) and global issues and problems. These show that students' spatial awareness did not develop enough to understand the interrelatedness and interdependence of national and global problems are also affecting their present and future personal lives. In addition, the

findings indicated that students' optimistic expectations of their future declined at the critical adolescent ages and this may be due to an increase in anxiety among young students. These findings could imply that spatial awareness and positive future image construction of young students should be considered.

Furthermore, the conceptual framework of this study indicated that knowledge presented in textbooks' contents have a powerful influence on students' image construction about the realities of the world. The findings revealed that images of a good (desirable) and undesirable (bad) person represented in the textbooks have a potential to promote students' images of interdependent self (social self) and independent self (autonomous self) awareness as a distinct personality development. The findings of this study revealed that there is some incongruence between images of Ethiopia presented in the textbooks and images of Ethiopia held by the students. The textbooks mainly narrated Ethiopia as a country that turned from a dark past, present utopia changes to a bright future; whereas most of the students were pessimists about national (Ethiopia) futures. The findings of the study show that the textbooks have given little integration of the past generations' common good national values and traditions that should be transmitted to the new generation. This may have implications to create generation gaps by limiting knowledge transmission of the past generations' good values to new generations and shaping how the students see the past, present, and future of Ethiopia and the kinds of good society imagined to create.

In relation to African issues, the findings indicated that images of Africa represented in the textbooks could have the potential to cultivate pessimistic dystopian images, disempowerment, and afropessimistic attitudes among students toward Africa. Concerning global issues and problems, the textbooks represented mainly techno-utopian images of the world. The textbooks have limitations in showing students the negative consequences of technological progress on human health, environmental degradation, and global warming. Furthermore, the textbooks' learning activities related to personal issues largely serve to deepen images of interdependent self (social self) awareness rather than independent self-consciousness. These have the potential to produce conformist individuals who are simply socialized to the existing status quo rather than create critical thinkers and future change agents. Moreover, the textbooks incorporated

insufficient open-ended and future-focused learning activities that could allow students to explore alternative solutions for the problems of Ethiopia, Africa, and global issues.

The findings of this study indicated that religious (Bible/Quran) teaching has ranked first by the students as an agency that highly influenced their future images formation. This may negatively affect students' future images as religious/eschatological teaching could develop deterministic future images, disempowerments, and unmotivated individuals' efforts to influence future events at individual or collectively at societal levels.

### 6.9.Recommendations

To promote students' awareness of better images of the future, school curriculum should give more space for future images development to enable students to think more imaginatively, critically, and creatively about the future, so they can contribute to creating a better future for themselves, their community and for the globe. Key to the advancement of students' images (utopian and dystopian) of the future, the roles of textbooks' contents and learning activities are crucial. Based on the findings and conclusions made, some recommendations are forwarded that need to be considered by the curriculum designers, textbook developers, and curriculum implementers to improve the existing gaps identified by this study.

As the findings of this study reveal, students' future orientations were not well developed, also they show pessimistic images of the future towards national (Ethiopia) and global issues. The findings also indicate students' spatial awareness was not developed enough to understand the interrelatedness and interdependence of national and global problems are also affect their own present and future personal life, and their optimistic future expectations on their future were declining at the critical adolescence ages. This could affect their psychological well-being and social development negatively unless interventions should be taken to promote students' desirable images of the future.

This study believes intervention should be needed through school curriculum to alleviate the problems of the development of future orientation, lack of spatial awareness, and pessimistic future images of national and global issues held by the students. However, the findings of this study elucidated that the textbooks' contents and learning activities have several constraints in

promoting students' desirable images of the future. The major limitations identified in the textbooks are the contents in the textbooks mainly narrated images of Ethiopia as a dark past, the present utopia changes to a bright future, and pay little attention to the past generations' good national values that should be transmitted to the new generation. This could create generation gaps by limiting knowledge transmission of the past generations' good values to new generations. The textbooks mainly serve to inculcate a new kind of good society imagined to create in Ethiopia. Images of Africa represented in the textbooks could have the potential to cultivate pessimistic dystopian images, disempowerment, and afropessimistic attitudes among students. Images of global issues represented in the textbooks mainly reflected techno-utopian images without showing students the negative consequences of technological progress. In addition, the negative messages presented in the textbooks could have a powerful influence on students' dystopian image construction towards problems of national, Africa, and global issues.

Learning activities related to personal issues included in the textbooks could have the potential to produce conformist individuals who are simply socialize to the existing social norms and values rather than create critical thinkers, and independent self-consciousness personalities and prepare them as future change agents. The textbooks also incorporated insufficient open-ended and future-focused learning activities that can foster students' alternative future image exploration for the problems of personal, national (Ethiopia), Africa, and global issues and problems. These limitations of the curriculum textbooks show that they have limited potential to alleviate the problems of students' positive images construction. Based on this empirical evidence, this study recommended that the Ministry of Education (as the authority develops the secondary school curriculum textbooks) should give more attention in the next textbook reform to the following points:

- The curriculum textbooks should be designed based on the principle of future-oriented education to produce future literate citizens who believe in their ability to influence and shape the future through their choices and actions and become future change agents.
- The textbook should integrate more contents and learning activities that could increase students' spatial awareness of interconnectedness and interdependence of individuals' lives with events that may happen at their local, national, and global levels could affect their own lives as well.

- Textbooks' contents should integrate both utopian (educated hope) and dystopian (educated fear) images of social, economic, environmental, political, and technological dimensions of personal, national, and global issues and problems in balanced ways in the form of both empirical evidence and science fiction. These could cultivate students' response quality to optimistic or pessimistic future changes, enhance their cope-ability with future shock, and warn them of the negative consequences of the present wrongful acts of individuals and collectively of the society.
- The next textbook reform should give special consideration to the national (Ethiopia) narratives across the temporal orientations of the past/present/future of the society to promote students' understanding of changes and continuity in values between old and new generations to create mutual understanding and facilitate smooth transitions from one social change to the next.
- Images of Africa represented in the textbooks have the potential to cultivate pessimistic dystopian images in students towards Africa. Therefore, the textbooks' contents should be reoriented with images of Afrofuturism and Afroutopian to fix the dystopia images of Africa portrayed in the textbooks.
- The textbooks should integrate both positive and negative perspectives of technological (techno-utopian vs. techno-dystopian) progress, economic growth (sustainable and unsustainable), and the other dimensions of social, political, and environmental problems of global issues and problems. These can help students to construct better images of the realities of the world.
- The next reform of the textbooks should include more open-ended and future-focused learning activities that can allow students to explore alternative positive images of the future for personal, national (Ethiopia), Africa, and global issues and problems to produce future-oriented citizens who have abilities to propose preferred futures and can participate in the creation of a desirable future.
- To promote students' future imagining skills that can enable them to think about the future, textbooks' learning activities should be included open-ended and future inquiry teaching strategies such as scenarios, futures wheel, environmental scanning, anticipation, emerging

issues analysis, impact analysis, trend analysis, historical analysis, visioning, multiple perspective and other active teaching methods.

## 6.10. Research in the Future

This research has significant contribution to the rethinking of how future-oriented curriculum and instruction are to be integrated across all subjects to prepare future-oriented citizens who have better images of the future and the ability to influence desirable future changes in their own lives and collectively, for their nation and the world. Nevertheless, very limited research has been conducted concerning the roles of future-oriented education in the construction of positive future images in students' within the Ethiopian context. Therefore, some suggestions are forwarded for researchers to carry out further research in the area.

1. This study focused on a specific population of secondary school students from the selected schools in Oromia. Consequently, the findings of students' future orientation and images of the future they held may not be generalized. Therefore, further research covering a greater geographic area of Ethiopia will be necessary to provide more in-depth insights into students' images of the future.
2. This study did not investigate the effects of pessimistic images of Africa represented in the textbooks on students' future images development toward Africa. Thus, a future study is required to investigate the effects of the textbooks on students' future images construction toward African issues and problems.
3. No matter how well the textbooks are developed based on the principles of future-oriented education, without teachers' awareness, skills, and commitment to implement future-oriented instructions, it is less likely to promote students' images of the future. However, the study did not examined teachers' classroom pedagogical practices to implementing future-oriented instruction. The study suggests future research is needed to identify teachers' classroom pedagogical practices in implementing future-oriented instruction.

# References


Abdurahman, M. and Ahmed, A. (2021). Demographic and Socio-economic Determinants of Urban Youth Unemployment in West Hararghe Zone, Oromia National Regional State, Ethiopia. Horn of Africa *Journal of Business and Economics, 4(2), 18-41.*

Acuff, J. (2020). Afrofuturism: Reimagining Art Curricula for Black Existence. *Art Education, 73:3, 13-21*

Ahmad, M. and Hidayat, R. (2019). *Religiosity and Transcendental Future Time Perspective as Predictors of Risk Taking Tendency*. Proceedings of the 3rd International Conference on Environmental Risks and Public Health, ICER-PH 2018, 26-27, October, Massakar, Indonesia.

Ahmadi, A. et al. (1013). Kurd Students' Future Education Orientation: Associations with Self-esteem, and Ethnic Identity. *Life Science Journal, 10(2), 169-174.*

Ahmed, M. (2020). Rural-Urban Migration and the Expansion of Youths' Begging in Jigjiga Town, East Ethiopia. *International Journal of Contemporary Economics and Administrative Sciences, 10(2), 300-318.*

Ahvenharju, S. (2022). *Futures Consciousness as A Human Anticipatory Capacity: Definition and Measurement.* A Phd Dissertation, University of Turku, Finland.

Ahvenharju, S.; Minkkinen, M., & Lalot, F. (2018). The Five Dimensions of Futures Consciousness. Extracted from: *https://doi.org/10.1016/j.futures*

Akbana, Y. and Yavuz, A. (2020). Global issues in efl teaching: Efl lecturers' voices at a state university. *Kahramanmaras Sutcu Imam University Journal of Education, 2(1), 83-102.*

Aklilu, D. (2012). Loss of biodiversity and climate change as presented in biology curricula for Ethiopian schools: Implications for action-oriented environmental education. *International Journal of Environmental & Science Education, 7(4), 619-638.*

Aklilu, D. (2000). *Natural Resource Degradation and Famine in Ethiopia: Assessment of Students' Awareness and Views.* PhD thesis, Flensburg University.

Alemayehu, B. and Lasser, J. (2012). Education in Ethiopia: Past, Present and Future Prospects. *African Nebula, Issue 5 53-69.*

Alemu, B. and Feyssa, T. (2020). The relationship between test anxiety and academic achievement of grade ten students of Shirka Woreda, Oromia Regional State, Ethiopia. *African Educational Research Journal, 8(3), 540-550.*

Alexander, S. (2015). A Critique of Techno-Optimism: Efficiency without sufficiency is lost. In his book of "*Prosperous Descent: Crisis as Opportunity in an Age of Limits*". Published by the Simplicity Institute, Melbourne.

Alexander, S. and Rutherford, J. (2020). A critique of techno-optimism: Efficiency without sufficiency is lost. In Kalfagianni et al. (eds.) of "*Routledge Handbook of Global Sustainability Governance*". Routledge.

Alkan, C. (2015). *Hope and Revolution in a Critical Dystopia: The Hunger Games*. MA Thesis, Sabancı University.

Allain, V. (1979). *Futuristics and Education.* Phi Delta Kappa Educational Foundation Bloomington, Indiana.

Alm, S. et al. (2019). School effectiveness and students' future orientation: A multilevel analysis of upper secondary schools in Stockholm, *Sweden. Journal of Adolescence, 70(1), 62-73.*

Alvi, T. et al. (2020). Social anxiety is negatively associated with theory of mind and empathic accuracy. *Journal of Abnormal Psychology, 129(1), 108-113.*

Al-Shuga'a, A.; Yunus, K. and Bashir, I. (2019). Global Issues: The Importance of its Integrating in EFL Classrooms. *Trends in Social Sciences, 1(2), 68-76.*

Aloba et al. (2016). The Beck Hopelessness Scale: Factor Structure, Validity and Reliability in a Sample of Student Nurses in South-Western Nigeria. *International Archives of Nursing and Health Care, 2(4), 1-6.*

Alger, C. & Harf, J. (1985). *Global education: Why? For whom? About what?* Americas Association of Colleges for Teacher Education, Washington, D.C.

Amara, R. (1981). The Futures Field: Searching for Definitions and Boundaries. *The Futurist, 15(1), 25-29.*

Amare, et al. (2018). Prevalence and Associated Factors of Suicide Ideation and Attempt among Adolescent High School Students in Dangila Town, Northwest Ethiopia*. Hindawi Psychiatry Journal, extracted from: https://doi.org/10.1155/2018/7631453 , p. 1-9.*

Anagnostopoulos, F. and Griva, F. (2012). Exploring Time Perspective in Greek Young Adults: Validation of the Zimbardo Time Perspective Inventory and Relationships with Mental Health Indicators. *Social Indicators Research, 106(1), 41-59.*

Anely, A. (2020). *Social Anxiety and Its Impact on Academic Achievement: The Case of Kidist Sellasie Cathedral Secondary School Students*. MA Thesis, Addis Ababa University.

Anguera, C. and Santisteban, A. (2016). Images of the Future: Perspectives of Students from Barcelona. *Journal of Futures Studies, 21(1), 1–18.*

Anthamatten, P. (2010). Spatial Thinking Concepts in Early Grade-Level Geography Standards. *Journal of Geography, 109(5), 169-180.*

Arnaldi, S. (2008). School, images of the futures and social processes in classrooms. *Futures, 40(9), 795–802.*

Arslantas, H. (2016). Individual and Social Function of Education in View of the Changing Face of Human Nature and Society. *Journal of Education and Training Studies, 4(1), 49-54.*

Ashcroft, B. (2012). Introduction: Spaces of Utopia, *An Electronic Journal, 2nd series, no. 1, pp. 1-17.*

Ashmore, J. (1973). Imagination and its Educational Significance. *The Journal of General Education, 25(2), 95-102.*

Aubusson et al. (2016). "Science Education Futures. Great Potential Could Do Better. Needs to Try Harder". *Research in Science Education, 46(2), 1-19.*

Ayana, T. et al. (2022). Status of Rural Household Poverty in West Hararge Zone: In Case of Some Selected Woredas, Oromia, Ethiopia. *International Journal of Business and Economics Research, 11(2), 65-74.*

Ayub, N. (2009). Measuring Hopelessness and Life Orientation in Pakistani Adolescents. *Crisis, 30(3):153–160.*

Aziza, M. (2021). A Teacher Questioning Activity: The Use of Oral Open-ended Questions in Mathematics Classroom. *Qualitative Research in Education, 10(1), 31-61.*

Babbie, E. (2008). *The Basics of Social Research (5th ed.).* Thomson Wadsworth, USA.

Baig, K. and Sadiq, U. (2016). Brain Drain: A Psychosocial Perspective. *International Journal of Humanities and Social Science, 6(1), 129-131.*

Barry, J. (2012). Bio-fuelling the hummer? Transdisciplinary thoughts on techno-optimism and innovation in the transition from unsustainability. In Byrne et al. (Eds.), "*Transdisciplinary perspectives on transitions to sustainability*". Abingdon: Routledge

Bar-Gal, Y. (1998). Values and Ideology in Descriptions of Jerusalem in Geography Schoolbooks: The Israeli Case, *International Research in Geographical and Environmental Education, 7(2), 157-161.*

Bateman, D. (2014). Ethical Dilemmas: Teaching futures in schools. Futures. Extracted from: *http://dx.doi.org/10.1016/j.futures.2014.10.001*

Bateman, D. (2012).Transforming teachers' temporalities: Futures in an Australian classroom. *Futures, Vol. 44 (1), pp. 14–23.*

Bateman, D. (2009). *Transforming teachers' temporality–futures in curriculum practices*. A PhD Thesis, Australian Catholic University.

Bateman, D. (2006). What about Foresight Literacy? Equipping Students to Engage in Unknown Futures. *The AATE/ALEA national conference 2006, Charles Darwin University, Darwin, N.T., pp. 1-14.*

B'béri, B. and Louw, P. (2001). Afropessimism: a genealogy of discourse. *Critical Arts: South-North Cultural and Media Studies, 25(3), 335-346.*

Beaney, M. (2005). *Imagination and Creativity.* The Open University, United Kingdom.

Beers, P. et al. (2010). Future sustainability and images. *Futures, 42 (7), 723–732.*

Beck et al. (1974).The measurement of pessimism: The hopelessness scale. *Journal of Consulting and Clinical Psychology, 42(6), 861-865*

Bekele, S. and Damota, M. (2018). Depression, Anxiety and Stress among First Year Addis Ababa University Students: Magnitude, and Relationship with Academic Achievement. *Journal of Health, Medicine and Nursing, Vol.56, 1-7.*

Bell, W. (2004). *Foundations of Futures Studies: Values, Objectivity, and the Good Society Human Science for a New Era (Volume 2).* Transaction Publishers, New Brunswick, New Jersey.

Bell, W. (2003). Goals of Futures Studies. *Futures Research, Newsletter of the International Sociological Association, Research Committee 07, No. 17, pp. 3-5.*

Bell, W. (1996). What do we mean by futures studies? In Slaughter (eds) *"New Thinking for a New Millennium"*. Routledge Publishing, New York.

Bell, W and Mau, J. (1971). *The Sociology of the Future: Theory, Cases and Annotated Bibliography*. New York: Russell Sage Foundation.

Bengtsson, J. & et.al (1974). *Does Education Have A Future? European Cultural Foundation, Amsterdam, the Netherlands.*

Bernstein, B. (2000). *Pedagogy, symbolic control and identity*. Lanham: Rowman and Littlefield.

Bezabih, W. (2019). An Overview of Ethiopian Education System, Curriculum, Curriculum Development Processes and Its Historical Trends and Patterns: A Review, *Historical Research Letter, Vol.50, pp. 1-8.*

Bhargava, V. (2006). *Introduction to Global Issues. Global Issues for Global Citizens*. Washington, DC: World Bank.

Bhatt, S. (2018). *Philosophical Foundations of Education: Lessons for India*. Springer Nature Singapore Pte Ltd.

Biesta, G. (2006). *Beyond learning: democratic education for a human future*. Boulder: Paradigm Publishers.

Bishop, P.; Hines, A. and Collins, T. (2007). The current state of scenario development: an overview of techniques. *Foresight, 9(1), 5-25.*

Bishop, P. and Strong, K. (2010). Why Teach the Future?. *Journal of Futures Studies, 14(4): 99-106.*

Bleich, E.; Chugh, M. & Goldstein, A. (2020). Afro-Pessimist or Africa Rising? US Newspaper Coverage of Africa, 1994–2018. *Journalism Studies, 21(13), 1775–1794.*

Borjeson, L.; Hojer, M.; Dreborg, K.; Ekvall, T. & Finnveden, G. (2006). Scenario types and techniques: Towards a user's guide. *Futures, 38(7), 723-739.*

Boulding, J. (2017). *Elise Boulding: Writings on Peace Research, Peacemaking, and the Future*. Springer International Publishing, Switzerland.

Boulding, K. (1973). *The Image*. The University of Michigan.

Bourn, D. (2014). *The Theory and Practice of Global Learning*. Published by Development Education Research Centre, UK, www.ioe.ac.uk

Bradford, C., Mallan, K., Stephens, J. & Mccallum, R. (2008). *New World Orders in Contemporary Children's Literature: Utopian Transformations*. Palgrave Macmillan.

Bragaw, D. (2001). *Schooling and Citizenship in a Global Age*. The American Forum for Global Education, http://www.globaled.org

Branchetti et al. (2018). The I SEE project: An approach to *futurize* STEM education. *Visions for Sustainability, 9: 10-26.*

Braojos, C. (2015). Future time orientation and learning conceptions: effects on metacognitive strategies, self-efficacy beliefs, study effort and academic achievement. *Educational Psychology, 35(2), 192–212.*

Brookfield, S. & Preskills, S. (1999). *Discussion as a way of Teaching: Tools and Techniques for Democratic Classroom.* Jossey-Bass.

Browne, S. (2008). *End of days: predictions and prophecies about the end of the world*. Penguin Group Inc., USA.

Bunce, M.; Franks, S. & Paterson, C. (2017). *Africa's Media Image in the 21st Century: From the "Heart of Darkness" to "Africa Rising"*. Routledge.

Buntting, C. and Jones, A. (2015). Futures Thinking in the Future of Science Education. Corrigan, D.et al. (eds.).of "*The Future in Learning Science: What's in it for the Learner?",* Springer International Publishing, Switzerland.

Burnouf, L. (2004). Global Awareness and Perspectives in Global Education. *Canadian Social Studies, Vol. 38(3), 1-12.*

Busby, S. (2021). *Applied Theatre: A Pedagogy of Utopia.* Bloomsbury Publishing Plc.

Campbell, C. and Sherington, G. (2006). *The Comprehensive Public High School: Historical Perspectives*. Published by Palgrave Macmillan.

Carabelli, G., & Lyon, D. (2016). Young people's orientations to the future: navigating the present and imagining the future. *Journal of Youth Studies, 19(8), 1100-1127.*

Carmines, E. & Zeller, R. (1979). *Reliability and Validity Assessment*. Sage Publications, Inc.

Carneiro, R. and Gordon, J. (2013). Warranting our Future: literacy and literacies. *European Journal of Education, 48(4), 476-497.*

Carter, L. and Smith, C. (2003). Re-Visioning Science Education from a Science Studies and Futures Perspective. *Journal of Futures Studies, 7(4), 45-54.*

Castellvi, J. et al. (2022). Futures education: Curriculum and educational practices in Australia, Spain, and Chile. *Media Education Research Journal, Comunicar, 30(73), 43-52.*

Cates, K. (2022). Global Education as a Cross-curricular Approach to Language Teaching for Democracy. *Iranian Journal of Language Teaching Research, 10(3), 75-96.*

Chalari, M. (2020). *Crisis, Austerity, and New Frameworks for Teaching and Learning: A Pedagogy of Hope for Contemporary Greek Education.* Taylor & Francis.

Chitty, C. (2002). *Understanding Schools and Schooling*. RoutledgeFalmer Publishing.

Chou, P.; Cheng, M.; Lin, Y. and Wang, Y. (2014). Establishing the Core Concepts and Competence Indicators of Global/International Education for Taiwan's Grade 1–9 Curriculum Guidelines. *Asia-Pacific Education Research, DOI 10.1007/s40299-014-0215-0*

Cicchetti, D. (1994). Guidelines, criteria, and rules of thumb for evaluating normed and standardized assessment instruments in psychology. *Psychological Assessment*, *6*(4), 284-290.

Claeys, G. (2010). *Utopian Literature.* Cambridge University Press.

Claeys, G. (2017). *Dystopia: A Natural History: A Study of Modern Despotism, Its Antecedents, and Its Literary Diffractions*. Oxford: Oxford University Press.

Claisse, F. and Delvenne, P. (2014). Building on anticipation: Dystopia as empowerment. *Current Sociology, pp. 1–15.*

Cook, J. (2019). *Sustainability, Human Well-Being, and the Future of Education*. Palgrave Macmillan Publisher.

Cornoldi, C. et al. (1996). *Stretching the Imagination: Representation and Transformation in Mental Imagery.* Oxford University Press, Inc.

Cotirlea, D. (2015). Country Image vs. Country Brand: Differences and Similarities. *ECOFORUM, 4(1), 165-171.*

Cote, M.; Day, R. & Peuter, G. (2007). *Utopian Pedagogy: Radical Experiments against Neoliberal Globalization.* University of Toronto Press.

Crespo, C.; Jose, P.; Kielpikowski, M. & Pryor, J. (2013). "On solid ground": Family and school connectedness promotes adolescents' future orientation. *Journal of Adolescence, 36(5), 993–1002.*

Creswell, J. (2013). *Qualitative inquiry and research design: choosing among five approaches (3rd ed.).* SAGE Publications, Inc.

Creswell, J. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.).* SAGE Publications, Inc.

Creswell, J. & Clark, V. (2018). *Designing and Conducting Mixed Methods Research*. SAGE Publications, Inc.

Cross, S.; Gore, J. and Morris, M. (2003). The Relational-Interdependent Self-Construal, Self-Concept Consistency, and Well-Being. *Journal of Personality and Social Psychology, 85(5), 933–944.*

Dai, Y. and Hao, S. (2017). Transcending the opposition between techno-utopianism and techno-dystopianism*. Technology in Society, https://doi.org/10.1016/j.techsoc.2017.11.001*

Danaher, D. (2022). Techno-optimism: an Analysis, an Evaluation and a Modest Defence. *Philosophy & Technology, 35(54), 1-29.*

Dator, J. (2019). *Introduction to Jim Dator: A Noticer in Time, Selected Work, 1967–2018.* Springer Nature Switzerland AG.

Dator, J. (2019). Introduction to *Jim Dator: A Noticer in Time. Selected Work, 1967–2018.* Springer Nature Switzerland AG.

Dator, J. (2009). Alternative Futures at the Manoa School. *Journal of Futures Studies, 14(2), 1-18.*

Davis, J. (2008). Going Nowhere: Travelling to, through, and from Utopia. *Utopian Studies, 19 (1), 1-23.*

Demerjian, L. (2016). *The Age of Dystopia: One Genre, Our Fears and Our Future*. Cambridge Scholars Publishing

Demneh, M. and Morgan, D. (2018). Destination Identity: Futures Images as Social Identity. *Journal of Futures Studies, 22(3), 51–64.*

Dichter, E. (1985). What's in An Image. *Journal of Consumer Marketing, 2(1), 75 – 81.*

Dieser, R. (2013). *Leisure Education***.** Sagamore Publishing LLC.

Downie, M.; Koestner, R.; Horberg, E. & Haga, S. (2006). Exploring the Relation of Independent and Interdependent Self-Construals to Why and How People Pursue Personal Goals. *The Journal of Social Psychology, 146(5), 517-531.*

Drost, E. (2011). Validity and Reliability in Social Science Research. *Education Research and Perspectives, 38(1), 105-124.*

Dufva, M. & Ahlqvist, T. (2015). Knowledge creation dynamics in foresight: A knowledge typology and exploratory method to analyse foresight workshops. *Technological Forecasting and Social Change*, 94, 251-268.

Dunn, K. (1996). Lights...Camera...Africa: Images of Africa and Africans in Western Popular Films of the 1930s. *African Studies Review, 39(1), 149-175.*

Echeverria, A.; Tomas, C. and Cruz, O. (2019). The development of episodic foresight in preschoolers: the role of socioeconomic status, parental future orientation, and family context. *Psicologia: Reflexão e Crítica, 32(1), 1-8.*

Eckersley, R. (1997). Portraits of Youth: Understanding young people's relationship with the future. *Futures, 29(3), 243-249.*

Eckersley, R. (1999). Dreams and expectations: Young people's expected and preferred futures and their significance for education. *Futures, 31(1), 73-90.*

Edossa, W. et al. (2021). Ideal Age at First Marriage is Still below the Legal Age of Marriage: The Case of Adolescent Girls in West Hararge Zone, Eastern Ethiopia: A Mixed Method Study. *Ethiopian Journal of Reproductive Health, 13(2), 19-26.*

Ehlers, U. (2020). *Future Skills: Future Learning and Future Higher Education.* Springer.

Ehrlich, P. (1968). *The Population Bomb.* Ballantine Books, New York.

Eldridge, J. (2020). Reliability, Validity, and Trustworthiness. In Boswell, C. & Cannon, S. (Eds.), *Introduction to nursing research: incorporating evidence-based practice (5th eds.).* Jones & Bartlett Learning, LLC.

Erfani, S. (2012). The Rationale for Introducing "Global Issues" in English Textbook Development. *Theory and Practice in Language Studies, 2(11), 2412-2416.*

Esquivel, R. (2016). Analysis of the Educational Aims of Language Teaching in Chile: The Ideology Behind Curriculum Adjustments. *Educativa, 19(1), 203-232.*

Eurobarometer (2015). *Public opinion on future innovations, science and technology (Aggregate report*): *Eurobarometer qualitative study.* http:// ec. europa. eu/ commf ronto ffice/ publi copin ion/ archi ves/ quali/ ql_futur eofsc ience_ en. Pdf

Evans, R. (2008). *Utopia Antiqua: Readings of the Golden Age and Decline at Rome*. Published by Routledge.

Fabian, S. (2013). Journey out of darkness? Images of Africa in American travelogues at the turn of the millennium. *Journal of Media & Cultural Studies, 27(1), 93–109.*

Falk, G. and Falk, U. (2005). *Youth Culture and the Generation Gap*. Algora Publishing.

Fasan, G. (2021). Pedagogical Utopia through the Classics. *Orbis Idearum, 9(1), 45-61.*

Fenwick, T. (2006). The audacity of hope: Towards poorer pedagogies. *Studies in the Education of Adults, 38(1), 9-24.*

Fiala, R. (2007). Educational Ideology and the School Curriculum. In Benavot and Braslavsky (eds.) of "*School Knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education",* Springer.

Fletcher, V. (1983). *Dreams and Nightmares: Utopian Visions in Modern Art*. Smithsonian Institution Press, Washington, D.C.

Friedmann, J. (2000). The Good City: In Defense of Utopian Thinking. *International Journal of Urban and Regional Research, 24(2), 460-472.*

Gallagher, J. (2015). *Images of Africa: Creation, negotiation and subversion*. Manchester University Press.

Galland, D. and Gronning, M. (2019). *Spatial Consciousness.* Published by John Wiley & Sons Ltd.

Gardner, M. (2009). Mixed-Methods Research. In Fraenkel, J. & Wallen, N. (7th ed.), of "*How to Design and Evaluate Research in Education*". McGraw-Hill Companies, Inc.,

Gearon, L. (2018). A Very Political Philosophy of Education: Science Fiction, Schooling and Social Engineering in the Life and Work of H.G. Wells Literary Lives, Political Philosophies, Public Education. *Journal of Philosophy of Education, 52(4), 762-777.*

Gemechu et al. (2016). Effect of Climate Change on Agricultural Production and Community Response in Daro Lebu & Mieso District, West Hararghe Zone, Oromia Region National State, Ethiopia. *Journal of Natural Sciences Research, 6(24), 30-36.*

Gidley, J. (2017). *The Future: A Very Short Introduction.* Oxford University Press, UK.

Gidley, J. (2004). *Futures/Foresight in Education at Primary and Secondary Levels: A Literature Review and Research Task Analysis.* Australian Foresight Institute.

Gidley, J.; Batemen, D. and Smith, C. (2004). *Futures in Education: Principles, practice and potential.* Australian Foresight Institute, Swinburne University.

Gidley, J. and Hampson, G. (2005). The Evolution of Futures in School Education. *Futures, (2005), 37(4), 255-271.*

Gidley, J. (1998). Prospective Youth Visions through Imaginative Education, *Futures,* 30(5), 395-408.

Ginevra et al. (2017). Visions about future: a new scale assessing optimism, pessimism, and hope in adolescents. *International Journal of Education and Vocational Guidance,17(2), DOI 10.1007/s10775-016-9324-z.*

Giroux, H. (1997). *Pedagogy and the Politics of Hope: Theory, Culture, and Schooling*. Westview Press, USA.

Giroux, H. (2003). Dystopian Nightmares and Educated Hopes: the return of the pedagogical and the promise of democracy. *Policy Futures in Education, 1(3), 467-487.*

Gizaw, G. and Gelana, C. (2020). The Determinant and Impact of Child Labor on Children's Education Performance in Chiro WoredaWestern Hararghe Zone-Oromia National Regional State-Ethiopia. *International Journal of Economics and Management Science, 9(4), 2-6.*

Glatthorn, A. & et.al. (2019). *Curriculum Leadership: Strategies for Development and Implementation*. Sage Publications, Inc., 5th Eds.

Gough, N. (1990). Futures in Australian education: Tacit, token and taken for granted. *Futures, 22(3), 298-310.*

Graves, J. (2002). Developing a global dimension in the curriculum. *The Curriculum Journal, 13(3), 303–311.*

Green, A. (1990). *Education and State Formation*. Palgrave Macmillan.

Gryl, I. and Jekel, T. (2018). Spatially Informed Citizenship Education as an Approach for Global Understanding. In Demirci, A. et al. (eds.) of "*Geography Education for Global Understanding*", Springer International Publishing AG.

Grunig, J. (1993). Image and Substance: From Symbolic to Behavioral Relationships. *Public Relations Review, 19(2); 121-139.*

Hadjar, A. and Niedermoser, D. (2019). The role of future orientations and future life goals in achievements among secondary school students in Switzerland. *Journal of Youth Studies, 22(9), 1184-1201. DOI:10.1080/13676261.2019.1569216*

Halpin, D. (2003). *Hope and Education: The role of the utopian imagination*. Routledge Falmer Publication.

Halstead, J. and Pike, M. (2006). *Values in action.* Routledge.

Halstead, J. and Taylor, M. (1996). *Values in Education and Education in Values*. The Falmer Press, Taylor & Francis Inc.

Hamm, M. (1991). Textbook Portrayals of Science and Technology Issues in a Television Age. *Science, Technology & Human Values, 1 6(1), 88-98.*

Hammad, M. (2016). Future Anxiety and its Relationship to Students' Attitude toward Academic Specialization. *Journal of Education and Practice, 7(15), 54-65.*

Hamvai, C. and Piko, B. (2011). "Is Optimism Good For Your Health?" The Role of Optimism in Adolescent Life and Health. In Brandt, P. (eds.) "*Psychology of Optimism*", Nova Science Publishers, Inc.

Hanvey, R. (1982). An attainable global perspective. *Theory into Practice, 21:3, 162-167, DOI: 10.1080/00405848209543001*

Hayes, M. & Marino, M. (2015). Utopia: An imaginative, critical and playful dialogue on the meaning and practice of contemporary education. *E-Learning and Digital Media, 12(3-4), 327–342.*

Hayward, P. & Candy, S. (2017). The Polak Game, or: Where Do You Stand? *Journal of Futures Studies, 22(2), 5–14.*

Heinajarvi, H. (2018). *Accentuate The Positive: Hope as Psychological Capital in Futures Studies.* An MA Thesis, University of Turku, Finland.

Helm, R. (2009). The vision phenomenon: Towards a theoretical underpinning of visions of the future and the process of envisioning. *Futures, 41(2), 96–104.*

Hertzler, J. (1923). *The History of Utopian Thought.* The Macmillan Co. of Canada, Ltd.

Hertzog, N. (1998). Using Open-Ended Learning Activities to Empower Teachers and Students. *Teaching Exceptional Children, 30(6), 26-31.*

Hicks, D. (2007). Lessons for the Future: A geographical contribution. *Geography, 92(3), 179-188.*

Hicks, D. (2008). A Futures Perspective: *Lessons from the school room*. In Bussey, M.; Inayatullah, S. & Milojevic, I. (eds.) of "*Alternative Educational Futures: Pedagogies for Emergent Worlds"*, Sense Publishers.

Hicks, D. (2004). Teaching for tomorrow: how can futures studies contribute to peace education? *Journal of Peace Education, 1(2), 165-178.*

Hicks, D. (2002). *Lessons for the Future: The Missing Dimension in Education.* Routledge Falmer Publishing.

Hicks, D. (1996b). Envisioning the Future: the challenge for environmental educators. *Environmental Education Research. 2(1), 101-108.*

Hicks, D. (1996a). A Lesson for the Future: Young people's hopes and fears for tomorrow. *Futures, 2(1), 1-13.*

Hicks, D. and Holden, C. (2007). Remembering the Future: what do children think? *Environmental Education Research, 13(4), 551-512.*

Hicks, D. & Holden, H. (1995). *Visions of the Future: Why We Need to Teach for Tomorrow*. Staffordshire: Trentham Books.

Hideg, E. and Novaky, E. (2010). Changing attitudes to the future in Hungary. *Futures 42(3), 230–236.*

Hite, K. and Seitz, J. (2016). *Global Issues: An Introduction*. John Wiley & Sons Ltd.

Hinton, P.; McMurray, I. & Brownlow, C. (2014). SPSS Explained. Routledge.

Hoffman, J.; Pelzer, P.; Albert, L.; Beneker, T.; Hajer, M. & Mangnus, A. (2021) A futuring approach to teaching wicked problems. *Journal of Geography in Higher Education, 45(4), 576-593.*

Holden, C. (1997).Tomorrow's Citizens: The Differing Concerns of Girls and Boys. *Children's Social and Economics Education, 2(2), 80-92.*

Holden, C. (2006). Concerned Citizens: Children and the Future. *Education, Citizenship and Social justice, 1(3), 231–247.*

Hollenbeck, J. (2020). Science Fiction to Promote Science: Learning Literacy and Social Understanding. *Bulgarian Journal of Science Education, 29(3),* 342-352.

Holman, E. and Silver, R. (1998). Getting "Stuck" in the Past: Temporal Orientation and Coping with Trauma. *Journal of Personality and Social Psychology, 74(5), 1146-1163.*

Holmes, C. and Kim-Spoon, J. (2017). Adolescents' Religiousness and Substance Use Are Linked via Afterlife Beliefs and Future Orientation. *The Journal of Early Adolescence, 37(8), 1054-1077.*

Hsu, L. & Chen, K. (2020). Visioning the Future: Evaluating Learning Outcomes and Impacts of Futures-Oriented Education. *Journal of Futures Studies, 24(4), 103–116.*

Hudson, J. (2006). The Development of Future Time Concepts through Mother-Child Conversation. *Merrill-Palmer Quarterly, 52(1), 70-95.*

Huebner, D. (1986) Curriculum as concern for man's temporality. *Theory into Practice, 26:S1, 324-331, DOI: 10.1080/00405848709543294*

Hutchinson, F. (1994). Educating beyond Violent Futures in Children's Media. *Futures, 26(l), 5-23.*

Hutchinson, F. (1996). Educating beyond violent futures in children's media. In R. Slaughter (Ed.) "*New Thinking for a New Millennium"*. London: Routledge.

Hutchinson, F. (1999). *Researching Youth Future Orientations: Methodological and Other Critical Issues*. Thesis, University of Western Sydney, Australia.

Inayatullah, S. (2008). Six pillars: futures thinking for transforming. *Foresight, 10(1), 4-21.*

Inayatullah, S. (2012). Futures Studies: Theories and Methods. BBVA (eds.) in "*There's A Future Vision for Better World*", Publication of BBVA, Madrid, Spain.

Inayatullah, S. (2002). Youth, Scenarios, and Metaphors of the Future. In Gidley et al. (eds.) "Youth Futures: Comparative Research and Transformative Visions. Praeger Publishers.

Ivankova, N. & Creswell, J. (2009). Mixed Methods. In Heigham, J. and Croker, R. (eds.), "*Qualitative Research in Applied Linguistics*: A Practical Introduction. Published by Palgrave Macmillan.

Jackson, M. (2008). *Transformative Learning for a New Worldview: Learning to Think Differently.* Palgrave Macmillan Publishing.

Jacob, W. & Lehner, S. (2012). *State-of-the-Art Knowledge in Education; Secondary Education: A Guide to Education Project Design Based on a Comprehensive Literature and Project Review*. EQUIP2 State-of-the-Art Knowledge Series.

Jeffcote, R. (2003). Technology Utopia. *Journal for Interdisciplinary and Cross-Cultural Studies, Volume 3, 1-16.*

Jenkins, K. (2013). How to Teach Education for Sustainability: *Integrating Theory and Practice.* In Taylor, N., Quinn, F. & Eames, C. (eds.) "*Educating for Sustainability in Primary Schools: Teaching for the Future*", Sense Publishers.

Jing, G. (2016). Developing Students' Global Perspectives in Secondary Chinese Classrooms. *US-China Foreign Language, 14(2), 121-128, doi:10.17265/1539-8080/2016.02.005*

Johansson, E.; Emilson, A. and Puroila, A. (2018). *Values Education in Early Childhood Settings: Concepts, Approaches and Practices*. Springer International Publishing AG.

Johnson, R. & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches (5th ed.).* SAGE Publications, Inc.

Jones, A., Buntting, C., Hipkins, R., McKim, A., Conner, L., & Saunders, K. (2012). Developing students' futures thinking in science education. *Research in Science Education, 42(4), 687–708.*

Jones, C. and Ellis, C. (2015). *The Individual and Utopia: A Multidisciplinary Study of Humanity and Perfection.* Ashgate Publishing.

Jones, N. (2015). *Hollywood Action Films and Spatial Theory*. Routledge.

Jones, S. and Howard, N. (2022). Traversing the Gaps: An Afrofuturist Approach to Social Change through Dreaming in Science Fiction and STEM/Computer Science Education. *Journal of Futures Studies, 26(3), 45-52.*

Kaboli, S. and Tapio, P. (2017). How late-modern nomads imagine tomorrow? A Causal Layered Analysis practice to explore the images of the future of young adults. *Futures, https://doi.org/10.1016/j.futures.2017.11.004*

Kapur, R. (2019). Meaning and Significance of Secondary Education. *International Journal of Law, Management and Social Science, 3(1), 85-95.*

Kauffman, D. (1976). *Futurism; and Future Studies. Developments in Classroom Instruction.* National Education Association, Washington, D.C.

Kebede, M.; Anbessie, B. and Ayano, G. (2019). Prevalence and predictors of depression and anxiety among medical students in Addis Ababa, Ethiopia. *International Journal of Mental Health Systems, 13(30), 1-8.*

Kemmis, S. and Groves, E. (2018). *Understanding Education: History, Politics and Practice.* Springer Nature Singapore Pte Ltd.

Kerpelman, J.; Eryigit, S. & Stephens, C. (2008). African American Adolescents' Future Education Orientation: Associations with Self-efficacy, Ethnic Identity, and Perceived Parental Support. *Journal of Youth and Adolescence, 37(8), 197-1008.*

Kim, M. & Sharkey, W. (1995). Independent and interdependent construals of self: Explaining cultural patterns of interpersonal communication in multi-cultural organizational settings. *Communication Quarterly, 43(1), 20-38.*

Klaczynski, P. (2017). Age differences in optimism bias are mediated by reliance on intuition and religiosity. *Journal of Experimental Child Psychology, 163, 126–139.*

Kovac, V. and Rise, J. (2007). The Relation between Past Behavior, Intention, Planning, and Quitting Smoking: The Moderating Effect of Future Orientation. *Journal of Applied Biobehavioral Research, 12(2), 82–100.*

Krejcie, R. & Morgan, D. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, Vol.30, 607-610.*

Kress, G. (2000). A Curriculum for the Future. *Cambridge Journal of Education, 30(1), 133-145.*

Kress, T. & Lake, R. (2020). Living the dystopian-utopian tension as praxis: Transformative dreaming with/in/for education and educational research. *https://doi.org/10.1080/00131857.2020.1716451*

Kristof, T. (1999). Future Orientation of Young People in International Comparison. *https://www.researchgate.net/publication/284283517*

Kuhnen, U. (2020). What Is There to Be Learned and How? Learning Through the Lens of the Self. In Watzlawik, M & Burkholder, A.(eds.) "*Educating Adolescents Around the Globe: Becoming Who You Are in a World Full of Expectations*", Springer.

Kumar, K. (2013). Utopia's Shadow. In Vieira, F. (eds.) "*Dystopia(n) Matters: On the Page, on Screen, on Stage*", Cambridge Scholars Publishing.

Kwang, A. (2003). Learning Goals, Creativity and Personality. *Asia Pacific Journal of Education, 23(2), 183-200.*

Kwazo, H.; Muhammad, M.; Tafida, G.; and Mohammed, S. (2014). Environmental Impact of Technologies. *Academic Journal of Interdisciplinary Studies, 3(7), 83-86.*

Laidler, H. (2000). *History of Socialism*. Published by Routledge

Leary, M. (2012). *Introduction to Behavioral Research Methods (6th eds.).* Pearson Education, Inc.

Legese, D. and Diriba, A. (2021). The Effect of Population Dynamics on Forest Cover in Daro Lebu Wereda, West Hararghe Zone, Oromia Region, Ethiopia. *International Journal of Research, 9(3), 78-96.*

Lehtonen A. (2012). Future thinking and learning in improvisation and a collaborative devised theatre project within primary school students. *Procedia - Social and Behavioral Sciences, Vol. 45, 104 – 113.*

Levitas, R. (2017). Where there is no vision, the people perish: a utopian ethic for a transformed future. *http://cusp.ac.uk/essay/m1-5*

Levitas, R. (2010). Back to the future: Wells, sociology, utopia and method. *The Sociological Review, 58(4), 530-547.*

Levitas, R. (1990). *The Concept of Utopia.* Peter Lang AG, International academic Publishers, Bern.

Levrini, O.; Tasquier, G.; Branchetti, L. & Barelli, E. (2019). Developing future-scaffolding skills through science education. *International Journal of Science Education, 41(18), 2647-2674.*

Levrini. O.; Fantini. P.; & Barelli, E.; & Branchetti, L.; Satanassi, S. & Tasquier, G. (2020). The Present Shock and Time Re-appropriation in the Pandemic Era Missed Opportunities for Science Education. *Science & Education, https://doi.org/10.1007/s11191-020-00159-x*

Leopold, D. (2013). Education and utopia: Robert Owen and Charles Fourier, in Brooke, C. & Frazer, E. (eds.) "*Ideas of Education: Philosophy and politics from Plato to Dewey*". Routledge.

Lewis, T. (2006). Utopia and Education in Critical Theory. *Policy Futures in Education, 4(1), 6-17.*

Liu, E. & Brandon, S. (2009). *Imagination first: unlocking the power of possibility*. John Wiley & Sons, Inc.

Lombardo, T. (2015). Science Fiction: The Evolutionary Mythology of the Future. *Journal of Futures Studies, 20(2), 5–24.*

Lombardo, T. (2016). Future Consciousness: The Path to Purposeful Evolution: An Introduction. *World Future Review, 8(3) 116-140.*

Lombardo, T. (2010). Multidisciplinary and Interdisciplinary Approaches to Futures Education. *Journal of Futures Studies, 14(4), 121 – 134.*

Łowicki, P.; Witowska, J.; Zajenkowski, M. & Stolarski, M. (2018). Time to believe: Disentangling the complex associations between time perspective and religiosity. *Personality and Individual Differences, 134 (15), 97–106.*

Lloyd, D. and Wallace, J. (2004). Imaging the Future of Science Education: the Case for Making Futures Studies Explicit in Student Learning. *Studies in Science Education, 40 (1), 139-178.*

Maha, A. (2013). The Future Orientation of Arab Adolescents with Intellectual Disabilities and their Parents Regarding Their Future. *Procedia - Social and Behavioral Sciences, 82 (76), 841 – 851.*

Malthus, T. (1798). *An Essay on the Principle of Population.* Palgrave Macmillan Publishing.

Mannheim, K. (1936). *Ideology and Utopia: An Introduction to the Sociology of Knowledge.* New York: Harcourt, Brace and World.

Manuel, F.E. and Manuel, F.P. (1979). *Utopian Thought in the Western World.* The Belknap Press of Harvard University Press

Markus, H. & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98(2)*, 224-253.

Markus, H. and Nurius, P. (1986). Possible Selves. *American Psychologist, 41(9), 954-969.*

Marmer, E.; Marmer, D.; Hitomi, L. & Sow, P. (2010). Racism and the Image of Africa in German Schools and Textbooks. *The International Journal of Diversity in Organizations, Communities and Nations, Vol.10*.

Marmer, E. and Sow, P. (2013). African history teaching in contemporary German textbooks: From biased knowledge to duty of remembrance. *Yesterday & Today, No. 10, 49-76.*

Maroofi, Y. & Karami, Z. (2015). Providence and futures study: A approach to curriculum development. *International Online Journal of Educational Sciences, 7 (3), 1-9.*

Marope, P. (2019). Preventing violent extremism through universal values in curriculum. *Prospects, 48(2), 1-5.*

Marshall, C. & Rossman, G. (1999). *Designing Qualitative Research (3rd eds.).* Sage Publication.

Masini, E. (2013). Intergenerational responsibility and education for the future. *Futures, 45 (1), 532–537.*

Mayer, V. and Tokuyama, A. (2002). Evolution of Global Science Literacy as a Curriculum Construct. In V. Mayer (ed.) "*Global Science Literacy*. Kluwer Academic Publishers.

McCabe, K. and Barnett, D. (2000). The Relation between Familial Factors and the Future Orientation of Urban, African American Sixth Graders. *Journal of Child and Family Studies, 9(4), 2000, 491–508.*

McCormack, T. and Hoerl, C. (2017). The Development of Temporal Concepts: Learning to Locate Events in Time. *Timing & Time Perception, 5 (3), 297–327.*

McElwee, R and Brittain, L. (2009). Optimism for the World's Future versus the Personal Future: Application to Environmental Attitudes. *Current Psychological Research, 28(2), 133–145.*

McInerney, D. (2004). A Discussion of Future Time Perspective. *Educational Psychology Review, 16(2), 141-151.*

Meadows, D. & et al. (1972). *The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind.* Universe Books, New York.

Mennasemay, M. (2008). Preliminary Reflections on Ethiopian Democracy in the New Millennium. *International Journal of Ethiopian Studies, 3(2), 49-90.*

Merryfield, M. (1998). Pedagogy for Global Perspectives in Education: Studies of Teachers' Thinking and Practice. *Theory & Research in Social Education, 26(3), 342-379.*

Merryfield, M. (1994). *From Teacher Education to the Classroom: Reflections of Teachers upon Their Teacher Education Experiences in Global Education*. ERIC, report paper.

Merryfield, M. & White, C. (1996). Issues centered global education. In R. W. Evans & D. W. Saxe (Eds.), *Handbook on teaching social studies: NCSS bulletin 93* (pp. 177-187). Washington, DC: National Council for the Social Studies.

Mertens, D. (2010). *Research and evaluation in education and psychology: integrating diversity with quantitative, qualitative, and mixed methods (3rd ed.).* SAGE Publications, Inc.

Meskerem D. (2014). *Utopianism and Anti-Utopianism in the Ways Older Ethiopian Children Construct their National Identity and Implications for Social Studies Education*. A PhD dissertation, University of Cincinnati.

Michalsky, W. (1979). Manipulating Our Futures: The Role of Science Fiction in Education, The Clearing House. *A Journal of Educational Strategies, Issues and Ideas, 52(6), 246-249.*

Millan, E. and Reynolds, J. (2011). Independent and interdependent self-views and their influence on clothing consumption. *International Journal of Retail & Distribution Management, 39(3), 162-182.*

Miller, R. (2018). *Transforming the Future: Anticipation in the 21st Century*. Routledge publishing, New York.

Miller, R.; Poli, R. & Rossel, P. (2018). The Discipline of Anticipation: Foundations for Futures Literacy. In Miller, R. (eds.) "*Transforming the Future Anticipation in the 21st Century*". Published by UNESCO & Routledge.

Milojevic, I. (2018). From Skilling for New Futures to Empowering Individuals and Communities. *Journal of Future Studies, 22(4), 1-14.*

Milojevic, I. (2005). *Educational Futures: Dominant and contesting visions*. Routledge Publishing, New York.

Milojevic, I.; Abdullah, Y. and Hau, L. (2016). Alternative Futures for Brunei: Exploratory Development Scenarios. *CSPS Strategy and Policy Journal, Vol. 6, pp. 24-47.*

Miloyan, B; Pachana, N. and Suddendorf, T. (2017). Future-Oriented Thought Patterns Associated With Anxiety and Depression in Later Life: The Intriguing Prospects of Prospection. *The Gerontologist, 57(4), 619–625.*

Miller, A. and Kanazawa, S. (2000). Order by Accident: The Origins and Consequences of Conformity in Contemporary Japan. Westview Press.

Miloyan, B.; Pachana, N. and Suddendorf, T. (2014).The future is here: A review of foresight systems in anxiety and depression. *Cognition and Emotion, 28(5), 795–810.*

Mirenayat, S. & Soofastaei, E. (2009). Philip K. Dickand the Question of Dystopia and Utopia. *International Journal of Humanities, Art and Social Studies, 1 (1), 1-5.*

Mitchell, W. (1986). *Iconology: image, text, ideology*. The University of Chicago Press, Chicago

MoE (1994). *New education and training Policy*. Addis Ababa, Ethiopia: Ethiopian Federal Ministry of Education.

MoE (2002). *Education and Training Policy*. Addis Ababa, Ethiopia: Ethiopian Federal Ministry of Education.

MoE (2009). *Curriculum Framework for Ethiopian Education (KG – Grade 12).* Ministry of Education, Ethiopia.

MoE (2018). *Ethiopian Education Development Roadmap (2018-30).* Ethiopian Federal Ministry of Education, Addis Ababa.

MoE (2020). *General Education Curriculum Framework*. The Federal Democratic Republic of Ethiopia, Ministry of Education.

MoE (2021). *Education Sector Development Programme VI (ESDP VI) from 2020/21 to 2024/25 G.C.* Federal Ministry of Education of Ethiopia, Addis Ababa.

Mohammadi, M.; Danesh, E. & Taghiloo, S. (2018). The mediating role of time perspective in the relationship between religious orientation and quality of life. *Journal of Fundamentals of Mental Health, 20(1), 75-85.*

Molin, R. (1990). Future Anxiety: Clinical Issues of Children in the Latter Phases of Foster Care. *Child and Adolescent Social Work, 7(6), 501-512.*

Moltmann, J. (1965). *Theology of Hope.* Published by Harper & Row, New York.

Momanu, M. (2012). The Pedagogical Dimension of Indoctrination: Criticism of Indoctrination and the Constructivism in Education. *Meta: Research in Hermeneutics, Phenomenology, and Practical Philosophy, 4(1), 88-105.*

Moore, A. (2006). *Schooling, Society and Curriculum (eds.).* Routledge.

Moraes, I.; Aires, R. & Goes, A. (2021). Science fiction and science education: 1984 in classroom. *International Journal of Science Education, 43(15), 2501-2515.*

Morgan, D. (2015). The dialectic of utopian images of the future within the idea of progress. *Futures, 66 (2), 106–119.*

Morgan, D. (2002). Images of the future: a historical perspective. *Futures, 34(9-10), 883–893.*

Musante, S. (2011). Teaching biology for a sustainable future. *BioScience, 61*(10), 751.

Mutia, H. and Hargiana, G. (2021). Future anxiety in students of communication and Islamic broadcasting program: The correlation with resilience. *Journal of Public Health Research, 10(1), 1-6.*

Neblett, N. and Cortina, K. (2006). Adolescents' thoughts about parents' jobs and their importance for adolescents' future orientation. *Journal of Adolescence, 29(5), 795–811.*

Newby, P. (2014). *Research Methods for Education (2nd ed.).* Routledge.

Newton, L. & Newton, D. (2006). To What Extent can Children's Geography Books Help a Primary School Teacher Explain Cause and Purpose?, *International Research in Geographical and Environmental Education, 15(1), 29-40.*

Nordensvard, J. (2014). Dystopia and disutopia: hope and hopelessness in German pupils' future narratives. *Journal of Educational Change, 15(4), 1-23.*

Novhky, E.; Hideg, E. and Kappkter, I. (1994). Future Orientation in Hungarian Society. *Futures, 26(7), 759-770.*

Novaky, E. and Monda, E. (2015). Futures Studies in Finland. *Society and Economy, 37(1), 31–48.*

Nurmi, J. (1991). How do adolescents see their future? A review of the development of future orientation and planning. *Developmental Review, 11(1), 1–59.*

O'Connor, R. and Cassidy, C. (2007). Predicting hopelessness: The interaction between optimism/pessimism and specific future expectancies. *Cognition and Emotion, 21(3), 596-613.*

OECD (2018). *Preparing our youth for an inclusive and sustainable world: The Organization for Economic Co-operation and Development (OECD) PISA global competence framework*. Paris: Author.

Ofuho, C. (2003). The Changing Images of a Continent: An Eclectic Survey of Writings on Africa in the International System. *Global Society, 17(2), 151-164.*

Ogurlu, U. (2016). Hopelessness and future expectations among gifted middle school students. *Turkish Journal of Education, 5(3), 4-17.*

Ojeili, C. (2020). The *Utopian Constellation: Future-Oriented Social and Political Thought Today*. Springer, Switzerland AG.

Ono, R. (2003). Learning from young people's image of the future: a case study in Taiwan and the US. *Futures, 35 (7), 737–758.*

Oscarsson, V. (1996). Pupils' Views on the Future in Sweden. *Environmental Education Research, 2(3), 261-277.*

Ostalska, K. and Fisiak, T. (2021). *The Postworld In-Between Utopia and Dystopia: Intersectional, Feminist, and Non-Binary Approaches in 21st-Century Speculative Literature and Culture.* Published by Routledge.

Oyserman, D.; Destin, M. and Novin, S. (2015). The Context-Sensitive Future Self: Possible Selves Motivate in Context, Not Otherwise. *Self and Identity, 14 (2), 173–188.*

Oyserman, D and James, L. (2008). Possible Selves: From Content to Process. In Markman et al. (eds.) "*Handbook of Imagination and Mental Simulation*", Routledge.

Oyserman, D. and Markus, H. (1990). Possible Selves in Balance: Implications for Delinquency. *Journal of Social Issues, 46(2), 141-157.*

Ozdemir, O. & Ozturk, F. (2023). Science Fiction as an Instructional Strategy: Foundations, Procedures, and Results for Pre-service Teachers. *International Journal of Science and Mathematics Education, 21(1), 187–209.*

Ozkan, B. (2007). Future Time Orientation and Religion. *Social Behavior and Personality, 35(1), 51-62.*

Page J. (1996). Education systems as agents of change: an overview of futures education. In Slaughter, R. (eds.) "*New Thinking for a New Millennium*", Routledge Publishing, New York.

Page, J. (2000). *Reframing the Early Childhood Curriculum: Educational Imperatives for the Future*. Routledge Falmer.

Paige, K. & Lloyd, D. (2016). Use of Future Scenarios as a Pedagogical Approach for Science Teacher Education. *Research Science and Education, 46(2), 263–285.*

Paixao, G. & Borges, F. (2018). Imagination and Educational Curriculum: A Literature Review. *Psicologia: Teoria e Pesquisa, 34(3), 1-11.*

Paju, K. (2021). *Images of the Future of Estonian Education*. MA Thesis, University of Turuku, Finland.

Palardy, D. (2018). *The Dystopian Imagination in Contemporary Spanish Literature and Film*. Palgrave Macmillan, Switzerland.

Palmberg, M. (2001). *Encounter Images in the Meetings between Africa and Europe*. Centraltryckeriet Ake Svenson AB, Sweden.

Papastephanou, M. (2008). Dystopian reality, utopian thought and educational practice. *Studies in Philosophy and Education, 27(2-3), 89–102.*

Papastephanou, M. (2009). *Educated Fear and Educated Hope: Dystopia, Utopia and the Plasticity of Humanity*. Sense Publishers

Papastephanou, M. (2014). To mould or to bring out? Human nature, anthropology and educational utopianism. *Ethics and Education, 9(2), 157–175.*

Pauw, I. (2021). *Envisioning Futures in School Geography*. Vrije Universiteit Amsterdam.

Pauw, I. (2015). Educating for the future: the position of school geography. *International Research in Geographical and Environmental Education, 24(4), 307-324,*

Patil, N. (2012). Role of Education in Social Change. *International Educational E-Journal, 1(2), 205-210.*

Penney, D. (2007). The curriculum of the future: Ahead of its time? *Critical Studies in Education, 48(1), 149–155.*

Pereira, S. (2016). *Stories of my Future Self: A Personal Futures Exploration*. MA Thesis, OCAD University, Ontario, Canada.

Piirto, J. (2011). *Creativity for 21st Century Skills: How to Embed Creativity into the Curriculum*. Sense Publishers.

Poli, R. (2018). A note on the classification of future related Methods. *European Journal of Futures Research, 6(15), 1-7.*

Poli, R. (2017). *Introduction to Anticipation Studies.* Springer International Publishing AG.

Polak, F. (1974). *The Image of the Future*. Elsevier Scientific Pubiishing Company, Amsterdam.

Poole, M. and Cooney, G. (1986). Work and Leisure Relationships: An Exploration of Life Possibilities during Adolescence. *Journal of Youth and Adolescence, 15(6), 475-486.*

Poole, M. and Cooney, G. (1986). Orientations to the Future: A Comparison of Adolescents in Australia and Singapore. *Journal of Youth and Adolescence, 16(2), 129-151.*

Portnykh, V. (2001). Teaching College Students to be Independent. *Russian Education & Society, 43(2), 41-52.*

Potter, G. (2010). *Dystopia: What is to be done?,* Waterloo: New Revolution Press.

Pulkkinen, L. (1990). Home Atmosphere and Adolescent Future Orientation. *European Journal of Psychology of Education, 5(1),* 33-43.

Rabei, S; Ramadan, S. and Abdallah, N. (2020). Self-efficacy and future anxiety among students of nursing and education colleges of Helwan University. *Middle East Current Psychiatry, 27(39), 1-5.*

Raffaella, B. and Moylan, T. (2003). *Dark Horizons: Science Fiction and the Dystopian Imagination*. New York: Routledge.

Raham, G. (2004). *Teaching Science Fact with Science Fiction.* Teacher Ideas Press.

Raleigh, N. and Heinonen, S. (2019). Entangling and Elevating Creativity and Criticality in Participatory Futuring Engagements. *World Futures Review, 11(2), 141–162.*

Ramos, J. (2011). Introduction to the Symposium on the Global Mega crisis. *Journal of Futures Studies, 16(2), 95 – 104.*

Randle, M.; Eckersley, R. and Miller, L. (2017). Societal and personal concerns, their associations with stress, and the implications for progress and the future. *Futures, 93(9), 68-79.*

Rappaport, H. (1991). Measuring Defensiveness against Future Anxiety: *Telepression. Current Psychology: Research & Reviews, 10(2), 65-77.*

Rasa, T.; Palmgren, E. and Laherto, A. (2022). Futurising science education: students' experiences from a course on futures thinking and quantum computing. *Instructional Science, https://doi.org/10.1007/s11251-021-09572-3, pp. 1-23.*

Reimers, F. (2020). *Educating Students to Improve the World*. Springer Briefs in Education Publishing, https://doi.org/10.1007/978-981-15-3887-2

Reiss, M. (2018). Worldviews in biology education. In Kampourakis, et al. (Eds.), *Teaching biology in schools: Global research, issues, and trends* (pp. 263–274). Taylor & Francis.

Reta, Y.; et al. (2020). Social Anxiety Disorder among Undergraduate Students of Hawassa University, College of Medicine and Health Sciences, Ethiopia. *Neuropsychiatric Disease and Treatment, Vol. 16, 571–577.*

Ricoeur, P. (1986). *Lectures on Ideology and Utopia*. George Taylor, New York, Columbia University Press.

Roofe, C. (2020). Curriculum as place: The social relevance of the secondary school curriculum in Jamaica. *The Curriculum Journal, 31(3), 1-17.*

Rosenthal, D. (1985). Global Issues in High School Biology Textbooks. *The American Biology Teacher, 47(8), 459-462.*

Rubin , A. (2013). Hidden, inconsistent, and influential: Images of the future in changing times. *Futures, Vol. 45, 538–544.*

Rubin, A. & Linturi, H. (2001). Transition in the making. The images of the future in education and decision-making. *Futures, 33(3-4), 267–305.*

Ruhela, S.P. (2000). *Futurology of Education: The Indian Context.* Kanishka Publishers, Distributors, New Delhi.

Russell, B. (2010). *Education and the Social Order*. Routledge.

Sahlberg, P. (2007). Raising the bar: How Finland responds to the twin challenge of secondary education? *Profesorado, 10(1), 1–26.*

Sandorova, Z. (2014). Content Analysis as a Research Method in Investigating the Cultural Components in Foreign Language Textbooks. *Journal of Language and Cultural Education, 2(1), 95-128.*

Sargent, L. (2010). *Utopianism: A Very Short Introduction*. Oxford University Press Inc., New York, USA.

Sargent, L. (2013). Do Dystopias Matter? In Vieira, F. (edt.) "*Dystopia(n) Matters: On the Page, on Screen, on Stage*", Cambridge Scholars Publishing.

Sarkijarvi, A. (1999). *Do UNESCO Schools in Finland Prepare Their Students for the Future?*. An MA Thesis, University of Helsinki, Department of Teacher Education.

Sargisson, L. (2000). *Utopian Bodies and the Politics of Transgression*. Routledge.

Sargisson, L. (2012). *Fool's Gold? Utopianism in the Twenty-First Century.* Published by Palgrave Macmillan

Schiemer, M. (2017). *Education for Children with Disabilities in Ethiopia: Developing a Sense of Belonging.* Springer International Publishing AG.

Schiro, M. (2013). *Curriculum theory: conflicting visions and enduring concerns.* SAGE Publications, Inc.

Seijts, G. (1998). The Importance of Future Time Perspective in Theories of Work Motivation. *The Journal of Psychology, 132(2), 154-168.*

Seginer, R. (1988). Adolescents facing the future: Cultural and socio-political perspectives. *Youth and Society*, *19*, 314–333.

Seginer, R. (2009). *Future Orientation: Developmental and Ecological Perspectives*. Springer Science+Business Media, LLC

Seginer, R. (2003). Adolescent Future Orientation: An Integrated Cultural and Ecological Perspective. *Online Readings in Psychology and Culture, 6*(1), 1-13.

Seginer, R. (2008). Future orientation in times of threat and challenge: How resilient adolescents construct their future. *International Journal of Behavioral Development, 32 (4), 272–282.*

Seginer, R. and Lilach, E. (2004). How adolescents construct their future: the effect of loneliness on future orientation. *Journal of Adolescence, 27(6), 625–643.*

Seginer, R. and Shoyer, S. (2012). How mothers affect adolescents' future orientation: A two-source analysis. *Japanese Psychological Research, 54(3), 310-320.*

Seyoum, T. (2005). Education and Development in Ethiopia. *Ethiopian Economic Association, 8(2), 18-35.*

Shane, H. (1967). Future Shock and the Curriculum. *The Phi Delta Kappan, 49(2), 67-70.*

Shaw, R.; Shiwaku, K. and Takeuchi, Y. (2011). *Disaster Education.* Emerald Group Publishing Limited.

Shiferaw, S.; Fantahun, M. & Bekele, A. (2006). Psychosocial problems among students in preparatory school, in Dessie town of northeast Ethiopia. *Ethiopian Journal of Health, 20(1), 47-55.*

Shepard, B. and Marshall, A. (1999). Possible Selves Mapping: Life-Career Exploration With Young Adolescents. Canadian Journal of Counseling, 33(1), 37-54.

Shin, E and Bednarz, S. (2019). *Spatial Citizenship Education: Citizenship through Geography.* Taylor & Francis.

Shishigu, A. (2018). Mathematics Anxiety and Prevention Strategy: An Attempt to Support Students and Strengthen Mathematics Education. *Mathematics Education Trends and Research, 1(1), 1-11.*

Singelis, T. (1994). The measurement of independent and interdependent self-construal. *Personality and Social Psychology Bulletin, 20(5), 580–591.*

Singh, R. & Yadav, Y. (2017). Perspective of Futurology and its Implication in Education. *Global Journal of Enterprise Information System, 9 (4), 1-6.*

Singh, R. (1991). *Education for the Twenty-First Century: Asia-Pacific Perspectives*. Published By The Unesco, Prakanong, Thailand.

Slaughter, R. (1991b). Changing Images of Futures in the 20th Century. *Futures, 23(5), 499-515.*

Slaughter, R. (2007). Why is the future still a 'missing dimension'? *Futures, 39(6), 747–754.*

Slaughter, R. (1998). Futures beyond Dystopia. *Futures,* 30(10), 993–1002.

Slaughter, R. (2004). *Futures Beyond Dystopia: Creating Social Foresight.* Routledge, London.

Slaughter, R. (2002). From Rhetoric to Reality: The Emergence of Futures into the Educational Mainstream. In Gidley, J. and Inayatullah, S. (eds.) "*Youth Futures: Comparative Research and Transformative Visions"*, Greenwood Publishing Group, Inc.

Slaughter, R. (1982). *Critical Futures Study and Curriculum Renewal: Implications for Secondary Curricula in England and Wales*. A PhD Thesis, University of Lancaster.

Slaughter, R. (1996). The Knowledge Base of Futures Studies as an Evolving Process. *Futures, 28(9), 799-812.*

Smith, C. (2010). Education for Sustainability and the Role of Future-Focus Pedagogy, In Zajda, J. (eds.) of "*Global Pedagogies: Schooling for the Future*". Springer.

Smith, C. (2005). Great Reformation in the Manners of Mankind": Utopian Thought in the Scottish Reformation and Enlightenment. *Utopian Studies, 16(2), 221-245.*

Solomon, M. (2020). Historical Upheavals of the Educational Policy Formulation and Implementation in Ethiopia: A Historical Analysis. In K. S. Adeyemo (ed.), of "*The Education Systems of Africa, Global Education Systems*", Springer AG.

Sobol-Kwapinska, M.; Przepiorka, A. & Zimbardo, P. (2016). The structure of time perspective: Age-related differences in Poland. *Time & Society, 0(0), 1–28.*

Son, H. (2013). Images of the future in South Korea. *Futures , 52(8), 1–11.*

Steeves, J. (2000). Utopia and Text: Ricoeur's Critique of Ideology. *Symposium, 2(2), 221-235*.

Stephenson, J. et al. (1998). *Values in Education.* Published by Routledge.

Stillman, P.(2003). Dystopian Critiques, Utopian Possibilities, and Human Purposes in Octavia Butler's. *Utopian Studies, 14(1), 15-35*

Stitzlein, S. (2020). *Learning How to Hope: Reviving Democracy through Our Schools and Civil Society.* Oxford University Press.

Stoddard, S; Zimmerman, M. & Bauermeister, J. (2010); Thinking about the Future as a Way to Succeed in the Present: A Longitudinal Study of Future Orientation and Violent Behaviors among African American Youth. *American Journal of Community Psychology, 48(3), 238–246.*

- Stoddard, S. & Pierce, J. (2015). Promoting Positive Future Expectations during Adolescence: The Role of Assets. *American Journal of Community Psychology, 56(3), 332–341.*

Sumsion, J. and Grieshaber, S. (2012). Pursuing Better Childhoods and Futures through Curriculum: Utopian Visions in the Development of Australia's Early Years Learning Framework. *Global Studies of Childhood, 2(3), 230-244.*

Surmeli, H. (2012). Examination the effect of science fiction films on science education students' attitudes towards STS course. *Procedia - Social and Behavioral Sciences, 47 (none), 1012-1016.*

Surname, I. (2012). *Concepts of Dystopia in Contemporary South African Art.* An MA Thesis, University of Johannesburg. Available from: http://hdl.handle.net/102000/0002

Svinivki, M. and Mckeachie, W. (2006). *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Wadsworth, Cengage Learning.

Sypnowich, C. (2018). Lessons from Dystopia: Critique, Hope and Political Education. *Journal of Philosophy of Education, 52(4), 660-667.*

Taylor, E. (2017). Transformative Learning Theory. In Laros et al. (eds.) "*Transformative Learning Meets Bildung: An International Exchange*". Sense Publishers

Taylor, N., Quinn, F. & Eames, C. (2013). *Educating for Sustainability in Primary Schools: Teaching for the Future*. Sense Publishers.

Teddlie, C. and Tashakkori, A. (2009). *Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences.* SAGE Publications, Inc.

Tekeste, N. (2006). *Education in Ethiopia: From crisis to the brink of collapse*. Discussion paper 33. Uppsala: Nordiska Afrikainstitutet.

Tekeste N. (1996). *Rethinking Education in Ethiopia.* Reprocenteralen HSC, Uppsala, Sweden.

Tekste, N. (1990). *The Crisis of Ethiopian Education: Some Implications for the Nation Building.* Uppsala: Uppsala, University of Wisconsin.

Tepperman, L. and Curtis, J. (1995). Popular Images of The Future: Cross-national survey results, 1981 and 1991. *Furures, 27(5), 549-570.*

Tjondro, E.; Patuli, L.; Andrianto, R. & Delitha Julitha, D. (2019). Trust, Perception of Service Climate, and Voluntary Cooperation. *Journal of Economics and* Business, 2(3), 593-607.

Tomczak, C. and Bugajska, B. (2019). Transcendent and Transcendental Time Perspective Inventory. *Frontiers in Psychology, 9(1), 1-10.*

Tomin, B. (2020). Worlds in the Making: World Building, Hope, and Collaborative Uncertainty. *Journal of the American Association for the Advancement of Curriculum Studies, 14(1), 1-15.*

Trohler, D. and Maricic, V. (2023). Education and the nation: Educational knowledge in the dominant theories of nationalism. In Trohler(eds.), "*Education, Curriculum and Nation-Building*". Routledge.

Tsolidis, G. (2011). Dressing the National Imaginary: Making Space for the Veiled Student in Curriculum Policy. In Yates et al. (eds.) "*Curriculum in Today's World*". Routledge.

Toffler, A. (1970). *Future Shock.* A Bantam Book, House, Inc.

Toffler, A. (1974). *Learning for Tomorrow: The Role of future in Education.* Vintage Books, New York.

Tough, A. (1996). Ways to develop the knowledge base of futures studies. In Richard A. Slaughter (eds.) of "*New Thinking for a New Millennium*", Routledge Publishing, New York.

Townsend, P. (2016). *The Dark Side of Technology.* Oxford University Press.

Trommsdorff, G. (1983). Future Orientation and Socialization. *International Journal of Psychology, 18 (1-4), 381-406.*

Trommsdorff, G. (1986). *Future time orientation and its relevance for developments as action*. Springer, pp. 121-136.

Tsai, M. and Lin, H. (2016). The Effect of Future Thinking Curriculum on Future Thinking and Creativity of Junior High School Students. *Journal of Modern Education Review, 6(3), 176–182.*

Tuan, Y. (1977). *Space and Place: The Perspective of Experience*. University of Minnesota Press

Tulku, T. (1990). *Knowledge of Time and Space*. Dharma Publishing.

Vasquez, J. (1999). The Research on Future Images and Visions: Need for a Strategic Alliance between Futures Studies and Social Sciences. *International Review of Sociology, 9(3), 333-347.*

Vidergor, H. (2018). *Multidimensional Curriculum Enhancing Future Thinking Literacy: Teaching Learners to Take Control of Their Future*. Koninklijke Brill NV, Leiden, the Netherlands.

Vieira, F. (2013). *Dystopia(n) Matters: On the Page, on Screen, on Stage*. Cambridge Scholars Publishing.

Vieira, F. (2010).The concept of utopia. In Claeys, G. (eds.) "*Utopian Literature*", Cambridge University Press.

Wagaw. T. (1999). Conflict of Ethnic Identity and the Language of Education Policy in Contemporary Ethiopia. *Northeast African Studies, 6(3), 75-88.*

Waghid, Z. and Ontong, K. (2022). Exploring the phenomenon of Afrofuturism in film in decolonizing the university curriculum: A case study of a South African university. *Citizenship Teaching & Learning, 17(1), 27–48.*

Warmington, P. (2015). Dystopian Social Theory and Education. *Educational Theory, 65(3), 265-281.*

Wearing et al. (2020). *Key Concepts in Curriculum Studies: Perspectives on the Fundamentals.* Routledge.

Webb, D. (2016). Educational Studies and the Domestication of Utopia. *British Journal of Educational Studies, 64(1), 1-18.*

Webb, D. (2013). Critical Pedagogy, Utopia and Political (Dis)engagement. *Power and Education, 5(3), 280-290.*

Webb, D. (2009). Where's the vision? The concept of utopia in contemporary educational theory. *Oxford Review of Education, 35(6), 743-760.*

Weiner, M. (2016). Colonized Curriculum: Racializing Discourses of Africa and Africans in Dutch Primary School History Textbooks. *Sociology of Race and Ethnicity, pp. 1–16*. DOI: 10.1177/2332649215628037.

Wheelwright, V. (2010). *It's Your Future: Make It a Good One!* Published by Personal Futures Network.

Wilhelm, A.; Rouse, A. & Jones, F. (2018). Exploring Differences in Measurement and Reporting of Classroom Observation Inter-Rater Reliability. *Practical Assessment, Research & Evaluation, 23(4), 1-16.*

Williams, J. (2014). Nation, State, School, Textbook. In Williams, J. (eds.), *"(Re)Constructing Memory: School Textbooks and the Imagination of the Nation*". Sense Publishers.

Williams, R. & Agosto, V. (2012). Missing and Shrinking Voices: A Critical Analysis of the Florida Textbook Adoption Policy. In Hickman et al. (eds.), "*The New Politics of the Textbook: Critical Analysis in the Core Content Areas*". Sense Publishers

Wills, T. et al. (2001). Temperament Related to Early-Onset Substance Use: Test of A Developmental Model. *Prevention Science, 2(3), 145-165.*

Winter, J. (2021). *Citizen Science Fiction*. The Rowman & Littlefield Publishing Group, Inc.

Wolde, D (2008). The Role of Education in Addressing Environmental Problems and Sustainable Development of Ethiopia. *IER Flambeau, 15(2), 1-38.*

Wong, K.; Lee, C.; Chan, K. & Kennedy, K. (2016): Constructions of civic education: Hong Kong teachers' perceptions of moral, civic and national education. *Compare: A Journal of Comparative and International Education, 46(6), 1-19.*

Worku, D. (2018). *The Integration of Life Skills into the General Secondary Schools' Curriculum of Ethiopia: Practices and Perspectives.* A PhD Thesis, Addis Ababa University.

Woube, K. (2005). An Overview of the Curriculum Development in Ethiopia: 1908-2005. *Educational Journals of the Social Science and Humanities*, *3 (1), 49-80.*

Wojcik, D. (1997). *The End of the World as We Know It: Faith, Fatalism, and Apocalypse in America*. New York University Press, New York.

Yan, L. (2005). *An Investigation of the Relationship between the Open-Endedness of Activities and the Creativity of Young Children*. A PhD dissertation, New Orleans University.

Yazdani, R. (2019). Futurology: A New Possibility in Education. *International Journal of Schooling, 1(3), 47-59.*

Zaki, H. (1990). Utopia, Dystopia, and Ideology in the Science Fiction of Octavia Butler. *Science Fiction Studies, 17 (2), 239-251*

Zaleski, Z. (1996). Future Anxiety: Concept, Measurement, and Preliminary Research. *Personality and Individual Difference, 21(2), 165-174.*

Zhao, Y.; Lin, L.; and Hoge, J. (2007). Establishing the need for cross-cultural and global issues research. *International Education Journal, 8(1), 139-150.*

Ziegler, W. (1991). Envisioning the Future. *Futures, 23(5), 516-527.*

Zimbardo, P. & Boyd, J. (2008). *The Time Paradox: The New Psychology of Time*. Free Press.

Zimbardo, P. & Boyd, J. (1999). Putting time in perspective: A valid, reliable individual-differences metric. *Journal of Personality and Social Psychology, 77(6), 1271- 1288.*

Zittoun, T. and Gillespie, A. (2018). Imagining the Collective Future: A Sociocultural Perspective. In Saint-Laurent et al. (eds.) "*Imagining Collective Futures: Perspectives from Social, Cultural and Political Psychology*". Palgrave Macmillan Publishing.

Zittoun, T, and Gillespie, A. (2016). *Imagination in Human and Cultural Development.* Published by Routledge.

Zou, R.; Zhang, D.; Niu, G. & Xie, X. (2016). Cross-sectional age differences in dispositional optimism in Chinese children and adolescents. *Personality and Individual Differences, 102, 133–138.*

## Appendix A: Questionnaires

**Addis Ababa University**

**College of Education and Behavioral Sciences**

**Department of Curriculum and Instruction**

**QUESTIONNAIRE FOR STUDENTS**

The main purpose of these questionnaires is to collect relevant information that helps the researcher to examine students' future orientation, utopian thinking towards Ethiopia; their dystopian thinking on personal, national, and global future images, and to identify factors that highly affect students' future image formation. The information gathered will be used only for this research. Hence, you are kindly requested to provide the necessary information based on the questions displayed below which is very important to the quality of the research.

**Note:** The usefulness of the information to the researcher will solely depend on your honesty. In addition, you are not expected to write your name on this questionnaire paper.

**Thank you in advance for your cooperation!**

### I. Background Information

Please tick [√] in front of the alternative or write your response on space given for the following questions.

A. School Name: _____

B. Grade: **11th** [ ] **12th** [ ]

C. Department: **Social** [ ] **Natural** [ ]

D. Sex: **Male** [ ] **Female** [ ]

E. Age:_____

F. Religion: **Islam [ ] Christian [ ] Other [ ]**

G. Place of birth: **Rural** [ ] **Urban** [ ]

II. Assessing students' cognitive future orientation; utopian thinking towards Ethiopia; optimistic/pessimistic attitude on personal, national, and global futures; and the role of the school curriculum in shaping students' awareness towards the future.

A. Please, for items in the tables from 1-3, select, then, fill your opinion by ticking [√] one answer for each item from the given 5-point Likert scales of:

5: Strongly Agree 4: Agree 3: Undecided 2: Disagree 1: Strongly disagree

**Table 1: Measuring Students' future orientation**

| S. N | Items | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | I think it is not important to think much about my future | | | | | |
| 2 | God determines what will happen to my life | | | | | |
| 3 | I just live for today rather than worry about tomorrow | | | | | |
| 3 | I do not think I can control my own future | | | | | |
| 5 | I think luck determines much in my life than hard work | | | | | |
| 6 | What happens to me in the future mostly depends on me | | | | | |

**Table 2: Measuring students' optimistic/pessimistic attitude towards their personal futures**

5: Strongly Agree 4: Agree 3: Undecided 2: Disagree 1: Strongly disagree

| S.N. | Items | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | When I think about my future, I feel very positive | | | | | |
| 2 | I hope it will easy for me to find a good job soon after my graduation | | | | | |
| 3 | I am fearful that changes in the economic and political situation will threaten my future | | | | | |
| 4 | I look forward to the future with bright hope to live a happy life | | | | | |
| 5 | My future seems dark to me | | | | | |
| 6 | When I look ahead to the future, I expect I will be happier than I am now | | | | | |
| 7 | I am very doubtful that I will get any real satisfaction in the future | | | | | |
| 8 | I can look forward to more good times than bad times in my life | | | | | |

**B. Please, for items in the tables 4-5, select, then, fill your opinion by ticking [√] one answer for each item from the given 4-point scales of:**

**Table 3: Measuring students' optimistic/pessimistic attitude towards National/Ethiopia futures**

4: Better than now 3: Same as now 2: Worse than now 1: I don't know

| No. | **Issues** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|---|
| 1 | Economic development in Ethiopia | | | | |
| 2 | The gap between rich and poor in Ethiopia | | | | |
| 3 | Cost of living in Ethiopia | | | | |
| 4 | Racism and ethnic conflict in Ethiopia | | | | |
| 5 | Justice in law, fairness in economy and equality of cultures of peoples in Ethiopia | | | | |
| 6 | Conditions of unemployment in Ethiopia | | | | |
| 7 | Crime and violence in Ethiopia | | | | |
| 8 | Internal war and conflicts in Ethiopia | | | | |
| 9 | Breakdown of society's moral values in Ethiopia | | | | |
| 10 | Corruption of politicians/officials in Ethiopia | | | | |
| 11 | Effects of pollution of air and water in Ethiopia | | | | |
| 12 | Political stability and democratic values in our society | | | | |
| 13 | Impact of climate change in Ethiopia | | | | |
| 14 | Problems of food shortage, famine, and poverty with respect to population growth in Ethiopia | | | | |
| 15 | Terrorist attacks in Ethiopia | | | | |
| 16 | Technological and industrial changes in Ethiopia | | | | |
| 17 | Religious and ethnic tolerance in Ethiopia | | | | |
| 18 | Spread of pandemics/endemics and other types of diseases in Ethiopia | | | | |

**Table 4: Measuring students' optimistic/pessimistic attitude towards global futures**

**4**: Better than now **3**: Same as now **2**: Worse than now **1**: I don't know

| S.N. | Issues | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1 | The gap between population growth and food security on the world | | | | |
| 2 | The impact of population growth on the environments around the world | | | | |
| 3 | The increase of migration of people from poor country to rich countries | | | | |
| 4 | Spread of unstoppable pandemics diseases on the world | | | | |
| 5 | Religious extremism in various countries | | | | |
| 6 | Economic competitions between countries may lead to 3rd world war | | | | |
| 7 | Global warming and climate change across the World | | | | |
| 8 | Population growth and availability of land for agriculture on the world | | | | |
| 9 | Environmental pollution such as soil toxic, water and air contamination by chemicals on the world | | | | |
| 10 | The negative impact of the richest countries on the development of poor countries | | | | |

**C. Please, for items in the tables 6, select, then, fill your opinion by ticking [√] one answer for each item from the given 5-point ranking scales of:**

**Table 5:** Rate the roles of different agencies that could highly influenced your future images on the issues of personal, national and global futures fears and hopes you have.

4: Very Influential; 3: Somewhat Influential;

2: Slightly Influential; 1: Not at all Influential

| No. | **Items** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|---|
| 1 | Learning from electronic media such as TV, Radio, Social Media-internet, and films | | | | |
| 2 | Learning in the school textbook contents | | | | |
| 3 | Learning from your teachers during classroom discussions | | | | |
| 4 | Reading from fictions; books and newspapers | | | | |
| 5 | Learning from religious in “Quran” or “Bible” or other beliefs | | | | |
| 6 | From personal experiences what you see as many things are now changing fast for good or bad in the societies | | | | |
| 7 | Heard from elders in the society you are living | | | | |
| 8 | Heard from your family | | | | |

## Thank you for your contribution in this research!

## Appendix B: Checklists for Textbooks Content Analysis

The aim of textbooks content analysis in this study is to investigate how the secondary school textbooks' contents are influencing students' images formations of personal, national and global issues and problems. Thus, each page of the textbooks will used as a unit of analysis. The presence of messages of utopian images and dystopian images in the textbooks' contents will used as unit of observations. Accordingly, messages concerning personal, national and global issues and problems in all pages of the textbooks' contents will be extracted and coded in short form of sentence/clause, phrase or words under respective main and generic categories of utopian and dystopian images. Messages of utopian and dystopian images of personal, national and global issues and problems in the textbooks' contents are defined and conceptualized as shown in the table below.

**Table 1; Analyzing Categories of Personal, National and Global Issues in the Textbooks**

| **Sub-categories** | **Principle of generic categorizations of textbooks' contents** | |
|---|---|---|
| | **Utopian images** are characterized as positive and optimistic messages that can promote hopeful feelings/emotions. | **Dystopian** images are characterized as negative and pessimistic messages that can produce painful feelings/emotions. |
| **Politics** | Stability, democratic government… | Conflict, war, dictatorship government….. |
| **Economy** | Less poverty, resourceful, high productivity, endowed with natural resource… | High poverty, destroying nature for economic gain, scarcity of natural resource, depends on foreign aid… |
| **Social** | Active working ages, balanced population growth, good health services, healthy society… | Unchecked population growth, high unemployment, poor health services, diseases, slum….. |
| **Technology** | Advance technological innovations Applications of scientific knowledge to improve societies life (for example, biotechnology, industry) ….. | Lack of technological innovations, negative impacts of technology on society and environment |
| **Environment** | Conserved, green environment, good climate….. | Degraded, drought, bad climate, polluted…. |

| **Principle of main categories of spatial dimensions** | |
|---|---|
| **Personal** | Issues that directly related to student's personal life |
| **National** | All issues and problems that directly related to the contexts of Ethiopia and its localities |
| **Global** | Global issues and problems that concerns countries around the continents or world represented in the textbooks as continental or global perspectives |

The generic categories utopian and dystopian images were developed based on reviews of different literatures of the theory of images and images of the future and empirical research

results such as Boulding (1973); Polak (1974); Ono (2003); Son (2013); Rubin and Linturi (2001); Bell and Mau (1974); and others. The generic categories of utopian and dystopian images are further sub-categorized using PEEST (economic, social, political, technological and environmental issues) analysis model which adapted from Jenkins (2021, p. 56) instruments as shown in the figure below.

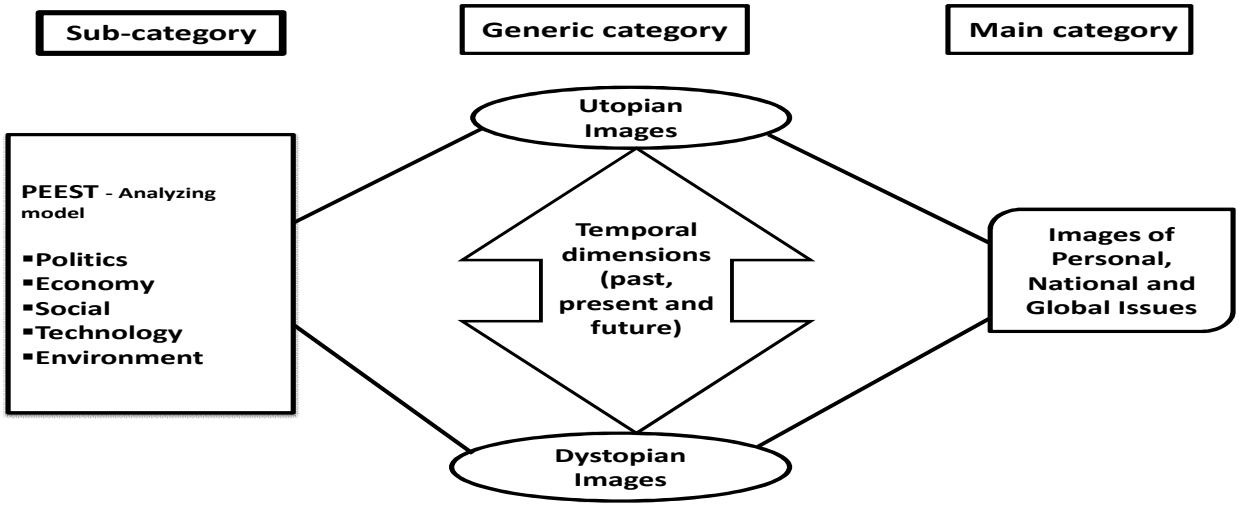



**Fig. 1: Content analysis categories**

Furthermore, all activities represented in the textbooks used as a unit of analysis and open-ended activities will used as a unit of observation to examine how they allow students to explore alternative future images of personal, national and global issues and problems. Thus, both qualitative and quantitative content analysis will used. Images of utopian and dystopian in the textbooks' contents concerning personal, national and global issues and problems will be extracted from the textbooks' contents, will presented in the form of word descriptions and analyzed using word narrations. Data collected from textbooks' activities will be collected through counting the frequencies of closed-ended and open-ended questions and will analyzed quantitatively.

**Appendix C: Summary of cross tabulation on the result of students' future orientation**

| | Items | Strongly Agree | Agree | Undecided | Disagree | Strongly disagree |
|---|---|---|---|---|---|---|
| 1 | I think it is not important to think much about my future | **126(28.4%)** | **171(38.6%)** | **53(12%)** | **54(12.2%)** | **39(8.8%)** |
| 2 | I just live for today than worry about tomorrow | **116(26.2%)** | **144(32.5%)** | **30(6.8%)** | **71(16.0%)** | **82(18.5%)** |
| 3 | What happens to me in the future mostly depends on me | **280(63.2%)** | **110(24.8%)** | **22(5%)** | **20(4.5%)** | **11(2.5%)** |
| 4 | God determines what will happen to my life | **126(28.4%)** | **171(38.6%)** | **53(12%)** | **54(12.2%)** | **39(8.8%)** |
| 5 | I do not think I can achieve the future life I expected by my plan | **169(38.1%)** | **146(33.0%)** | **56(12.6%)** | **38(8.6%)** | **34(7.7%)** |
| 6 | I think luck determines much in my life than hard work | **67(15.1%)** | **90(20.3%)** | **43(9.7%)** | **111(25.1%)** | **132(29.8%)** |
| **Average percentages** | | **33.2%** | **31.3%** | **9.7%** | **13.1%** | **12.7%** |

## Appendix D: Summary of cross tabulation on students' personal future images

| S.N. | Items | Strongly Agree | Agree | Undecided | Disagree | Strongly disagree |
|---|---|---|---|---|---|---|
| 1 | When I think about my future, I feel very positive | **274(61.9)** | **108(24.4)** | **32(7.2)** | **18(4.1)** | **11(2.5)** |
| 2 | I hope it will easy for me to find a good job soon after my graduation | **240(54.2)** | **96(21.7)** | **46(10.4)** | **37(8.4)** | **24(5.4)** |
| 3 | I am fearful that changes in the economic and political situation will threaten my future | **47(10.6)** | **68(15.3)** | **76(17.2)** | **121(27.3)** | **131(29.6)** |
| 4 | I look forward to the future with bright hope to live a happy life | **239(54)** | **129(29.1)** | **39(8.8)** | **21(4.7)** | **15(3.4)** |
| 5 | My future seems dark to me | **223(50.3)** | **99(22.3)** | **52(11.7)** | **37(8.4)** | **32(7.2)** |
| 6 | When I look ahead to the future, I expect I will be happier than I am now | **232(52.4)** | **128(28.9)** | **30(6.8)** | **38(8.6)** | **15(3.4)** |
| 7 | I am very doubtful that I will get any real satisfaction in the future | **119(26.9)** | **144(32.5)** | **92(20.8)** | **48(10.8)** | **40(9)** |
| 8 | I can look forward to more good times than bad times in my life | **210(47.4)** | **121(27.3)** | **48(10.8)** | **37(8.4)** | **27(6.1)** |
| **Average percentages** | | **44.71%** | **25.18%** | **11.71%** | **10.10%** | **8.3%** |

**Positive (optimistic) future expectations = 69.89%**

**Negative (pessimistic) future expectations= 18.4%**