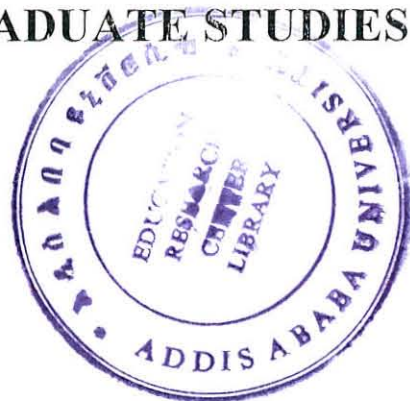


**ASSESSMENT OF THE CONTRIBUTIONS OF PROFESSIONAL
TEACHERS' ASSOCIATION IN PROMOTING QUALITY
EDUCATION IN TEACHER EDUCATION
COLLEGES OF AMHARA REGION**

BY

HABTAMNESH ABERA

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**



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JULY, 2008

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List of Acronyms and Abbreviations

- AFT – American Federation’s of Teachers
- ANRTA – Amhara National Region’s Teachers’ Association
- CPD – Continuing Professional Development
- CTE – College of Teacher Education
- DBTEVC – Debre Birhan Teacher Education and Vocational College
- DCTE – Dessie College of Teacher Education
- DCTETA - Dessie College of Teacher Education Teachers’ Association
- EFA - Education for All
- ETA – Ethiopian Teachers’ Association
- HE – Higher Education
- ILO – International Labour Organization
- ITU – Israel Teachers’ Union
- MAP – Mathematics Association of Pakistan
- MOE-Ministry of Education
- NEA – National Education Association
- NSZTA – North Shoa Zone Teachers’ Association
- NUT – National Union of Teachers
- OTF – Ontario Teachers’ Federation
- SIP – School Improvement Program
- SWZTA – South Wollo Zone Teachers’ Association
- TPA – Teachers’ Professional Association
- UNESCO -United Nations Educational, Scientific and cultural organization

Abstract

This study was undertaken to assess the level of contributions and major determinants to Teachers' Professional Association participation for the promotion of quality in education in Colleges of Teacher Education in Amhara Region. The main issues considered in answering the status of the association participation are related to teacher quality, professionalization, and program evaluation and research activities. Besides, answers to the other basic questions related to factors affecting the Association: its concern for educational and professional aspects, degree of its power (recognition), and its stakeholders' cooperation were sought for. To investigate this, a descriptive survey, incorporating the quantitative prescriptive was used. A total of 184 teaching staff of two colleges: instructors, 4 cluster school coordinators (including the Association's committee members N=10), lab technicians and assistants, and 6 educational administrators (deans and vice deans) grouped as members and non-members of the Association, TPA's representatives at zone and regional level, and educational personnel at zonal level were the subjects of the study. Purposive and stratified simple random sampling techniques were used to select the colleges and research participants (N=93) respectively. But, the Association's committee members and college administrators were made to be included in the sample purposively. A set of questionnaire was used to collect data from the participants. Besides, interview with education personnel at college and zonal level, and TPA representatives at college, zone and regional level; and documentary analysis of TPA plans, reports and administrative regulations at the aforementioned three levels were made for triangulation. Percentage, weighted mean, and chi-square test were the statistical tools used to analyze and interpret the data obtained from the subjects. Results revealed that although the association participation in issues for teachers' quality (recruitment and promotion) and professionalization (discipline) was average, it was low in all the rest sub-issues raised. As the attempts to answer the questions related to the factors, the findings indicated that of the various factors respondents were asked to evaluate, the two seemed the major as well as very serious reasons put difficulties to the Association as most of them. These include lack of commitment and cooperation of its stakeholders and commitment for educational and professional aspects on its part. Hence, concerned bodies of the Association from the colleges to the region level should have to do their best to secure good will cooperation of the Association stakeholders and the Association should also concern for educational and professional aspects alongside for teachers welfare.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

One main objective of any country education system is to cultivate the individuals' capacity for problem solving and adaptability to the environment by encompassing the necessary knowledge, ability, skill and attitude (MOE, 1994:2). To this end, among other things, the system needs to meet the required quality standards. Put differently, quality education is one of the major issues which could determine the level of the system objective attainment. In line with this, Teklehaimanot (2002:1) argues that "Quality Education is one which successfully shapes citizens according to the societal consensus, or how the society wishes to be. This way it amounts to the creation of the 'good citizen'."

Quality education is a function of various interrelated aspects. It is a function of input, process and output aspects (Berhanu, 2007:393). In this circumstance it is important to recognize the contribution that Teachers' Association can make in adjusting situations required, especially in regard to input and process aspects of quality education. The need of maintaining collaboration with this association in the promotion of quality education even seems realized by quality and relevance assurance agencies. As stated in Higher Education Relevance and Quality Agency (HERQA) strategic plan series (2006:6) from the many activities carried out by the agency, consultative and training workshops with representatives of professional associations is the one.

Teachers' Professional Organization is one of the educational organizations that stand not only to deal with problems associated with teachers but also with other educational matters. Now-a-days, these associations intend to find ways to get involved in "education reform" while endeavors to fulfill their traditional role of struggling to maximize wages and job security (Gaynor, 1998:42). As Thompson (1969:346) signifies, the Associations are also important for their professionals as a way for acting collectively to perform their duties and responsibilities successfully.

The experiences of advanced countries like the U.S.A. show, teachers associations have been contributing much to the development of the profession's commitments and the education system, as well.

In U.S.A there are many achievements made by the Association. For Stinnett (1956:147), this includes:

- General public acceptance of the basic importance of universal free education in democracy, extending from pre school years through the university.
- General public acceptance of teaching as a learned profession, requiring high standards of preparation, certification and service.
- General public acceptance of the idea of equalization of educational opportunity, regardless of race, color, place of residence, or economic condition.
- A teacher retirement system or social security for teachers or both
- General adoption of professional programs of teacher education by teacher education institutions.

It is known that decentralized administration in education system is the currently advocated approach. The advent and realization of this administration approach rely on the kind of relationship between government and education unions like teachers association. Thus, gaining the support of organizations that represent number of teachers is essential if reforms associated with the approach are to become law and then to be implemented successfully at the institution level (Gaynor, 1998:41). Gaynor further suggests that "successful long-term decentralization depends on teachers' professionalism. In developing this professionalism, it is important to work closely with teachers unions and with other professional teacher bodies."

There are also studies which centered on the contributions of Teachers' Professional Associations and they affirm how the unions do. Heystek and Lethoko (2001), for instance, in their study recognized that such unions contribute much for the existence of a positive culture of learning and teaching through the improvement of teacher motivation and professionalism.

By the same token, Shaw (1939) reports the contributions made by the National Education

Association (NEA) of U.S.A. for the elevation of the character of the profession of teaching.

These include:

- a. *By working for higher qualifications for admission to the teaching profession*
- b. *By urging members of the profession to continue their studies while in service*
- c. *By building up professional attitudes and techniques*
- d. *By continuous studies of the work of other teachers in the same school or the same school system or other school system*
- e. *By studying the responsibility of the teaching profession*
- f. *By developing a pride in the profession and an appreciation of its importance in the building of an educated and enlightened citizenry (p.109).*

Moreover, Shitahun (1989:21) while he assess the attitude of teachers towards their association, he explains the need of such kind of association which ranges from adjusting situations for teachers up to the formulation of professional ethics and principles. Adam (1982) in his review entitled "The Future of Teachers Unions", describes the many important contributions of the association from different country experiences with possible challenges they may encounter.

It seems cognizant of these major contributions, that Teachers' Associations are established in most countries of the world long ago. Though the exact origin of Teachers' Professional Association (TPA) is not clearly delineated, it is an earlier phenomenon and a relatively recognized of such kind of association in Europe existed in 1737 (Stinnett, 1956:81).

Likewise, the establishment of the association in Africa countries has a long history. Supporting this idea, Hedlund (1975:196) notes that most African countries aware of the importance of the association began to benefit their educational system through the establishment of the association in the first quarter of the 20th century while still under the system of colonization.

In Ethiopia, the inception and formation of Teachers' Association dates back to 1948 by few voluntary professionals at Addis Ababa (ETA, 2000E.C:1). The reason was that Addis Ababa had most of the teachers who satisfy the criteria for membership of the association more than in other areas of the country (Hedlund, 1975). Then it strengthened its capacity to upgrade in to national professional association in 1964. Then after, it has been highly involved in assuring rights of its fellows, enhancing quality and accesses of education, and national affairs, as well (ETA,2000:1).

Thus, the study stands with the argument that TPA can contribute a lot in an attempt to promote quality education provision and it intends to assess the extent of contribution that has been made by the association for the education system as a whole and the major problems it was confronted with while performing its functions.

1.2. Statement of the Problem

Teachers' Professional Associations carry out a wide variety of responsibilities so as to enhance the quality of service provided by their members in particular and by the system in general. Besides, they contribute to elevate the character and interest of the profession.

Sharing this view, Azeb (1984) in Shitahun (1989:1) states that "the very purpose of professional associations, like teachers' association, is '...to make the profession strong, respectable, continuous and protected or secured.'"

The Ethiopians Teachers' Association, through its Branches, as others TPA has been performed various activities which directly or indirectly have implication on quality educational provision. The Amhara Region's Teachers' Association, for example, accomplished the following things most of these of course are at the primary and secondary education levels: involved in teachers performance evaluation (Amhara National Regional Teachers' Association (ANRTA), 1998E.C.:23,1999bE.C.:8), in enhancing females' educational engagements in collaboration with other concerned bodies and correspondent Associations, like Youth and Women's associations (ANRTA,1998:10,1999a E.C.:12), attempts to maintain teachers' rights through facilitating justice deployment, recruitment for training, transfer and promotion ANRTA,1996E.C.:5-8,1998:8-9,1999a:5,1999b:9), encourages teachers research doing attempts through the provision of material incentives (ANRTA,1996:11,1999a:4), adjusts the provision of out of school learning by coordinating socially respected individuals, participates in educational supervision in collaboration with education professionals, in indicating gaps (problems)in the education tasks to those concerned with researches, in adjusting training opportunities for teachers, facilitates the provision of tutorial programs to academically weak students, and worked on teachers discipline(ANRTA,1998:15-16,1999a:10-11). In general, as it is reported in ANRTA (1999b:11), the Associations at school level by preparing their plan, they have been

working on education quality and participating in collaboration with the schools principals. Thus, maintaining partnership with such Association would seem important as the challenges facing the education system regarding its quality associated with teachers and students characteristics, management system... is concerned. MOE (1994E.C.) in its report titled "The problems and Solutions of our Education System Efficiency and Quality", for instance, regards teachers disciplinary (lack of respecting the profession, lack of moral imperativeness in the sense that teachers unwillingness to support especially academically weak students to perform well, and improper relationship with administration) as one among the major problems our education system has encountered with respect to its efficiency and quality.

It seems cognizant of this fact that, the government of Ethiopia also issued one major role to be played by this association. As indicated in article 3.4.2. of the education policy document of the country, the recruitment of trainees of the profession has to be carried out in collaboration with Teachers' Association (MOE, 1994:20). From this one can say that, there is a conviction about the contribution of the association in promoting educational accomplishments.

However, the existing reality in the level of education system under consideration does not seem to reveal an encouraging result as far as the expected contributions which can be made by the association is concerned. According to many educators creation of hospitable work environment for teachers and make them committed to their professional duties, among other things, are necessary to the provision of quality education they as the core components of the teaching-learning process. However, inadequate attention has been given for problems like improper relationship between teachers and administrations, inadaptability to work environment, lack of commitment to the profession, security owing to students' disciplinary defects which could be settled in collaboration with the Teachers' Associations. Besides, there is a situation that can impede the realization of the vision of elevating the character of the profession in the sense that majority of the students who have been joined the profession considered it as a way-out to other job. On account of this, what is going on today is that the prevalent of students (with or without fee) in the teacher training centers who lack access in other disciplines. This a situation would, in turn, not only has impacted the quality of the training (students as one among the inputs of the system) but also the lower level education system as they would be teachers of this level. This situation again requires an active participation of a special unit who are "much more concerned"

with the profession as TPA. It was explained that the Association rather does not activate as it is expected and embarks on trivial activities other than critical educational issues and its function does not go further from reporting on educational meetings (Aregash, personal communication, December 26, 2007). Besides, as Anteye (personal communication, November 15, 2007), the Association at college level has not been participated highly in critical education issues as it does at school level.

The malfunctioning of the association may be due to various factors associated with or external to it, like government approach related to the Association (work condition related to governance), the Association's orientation(concern) itself, the perception and level of cooperation of its stakeholders, economical condition of the association, level of unity and collaboration of the Association's with its affiliates.

The Ethiopian Teachers Association being under the umbrella of the world Teachers' Association it is expected that it is not free from such facts. Hedlund (1975:197-198),for example, while he describes the situation that the association encountered which in turn hinders its proper functioning, states that the association was not recognized, rather it was considered "as subversive organization" until 1955 and not trusted by government of the time and did not ensure reliable royal recognition until 1965. Besides, the researcher believes that the issue has not been investigated exhaustively especially in our cases.

This, then, calls the need for assessing the extent of the contributions which the association has been made to the education system in general to the promotion of quality education in particular and major impediments it has been confronting in doing so as the level required. Therefore, this study attempts to assess the actual practices of Teachers' Professional Association and problems hinder on the basis of the following basic questions:

1. To what extent is the Teachers' Association involved in the planning and implementation of activities to run quality education (Teacher quality, Professionalization, and research publications and curriculum/program evaluations) in the Region's teacher education colleges?
2. What are the main challenges which are impeding the Association from participating in

- activities to the promotion of quality in education?
3. Does the Association strike a balance between teachers' welfare, and educational and professional aspects? (Is it committed to educational and professional aspects along side teachers' welfare?)
 4. Does it wield adequate authority and backing exercise in the excursion of its expected contributions?
 5. How do the Association's stakeholders perceive the Association's roles and objectives?

1.3. Objectives of the Study

General objective

- To assess the extent to which Ethiopian Teachers' Association is contributing to the development of education system in the Region in general and the Region's Teacher Education Colleges in particular.

Specific objectives

- To identify the roles played by the association in the promotion of quality education.
- To describe how the roles contributed for quality educational provision.
- To identify the major factors that impedes the association from contributing for the enhancement of quality in education.
- To examine the factors that affects the association roles.

1.4. Significance of the Study

Based on the forgoing fundamental questions and discussion made, the study is expected to help in such ways as:

- The study would reveal the major factors which may impede the association from contributing as the level required and help those concerned bodies (members of the association, the sector's(Education)bodies at the various levels-MOE... and others in the education system like Non-Governmental Organizations(NGOs)to be aware of and stand to take remedies.
- The study would examine the contributions of the association and then it would help:
 - The association itself in a way that it can get much more recognition from the

authorized bodies and to contribute what is expected from it as it is intended.

- Professionals (teachers) to understand about the real role for which the association stands and initiated to be active member of the association.
 - Other institutions in which it is not yet established to be well informed about the contributions of the association with how it does and may be initiated to establish it.
- It would serve as a base for others who are interested to conduct further studies on the issue and other similar problems.

1.5. Delimitation of the Study

The study is delimited in Teacher Education Colleges of Amhara Region. This is because the student researcher noticed some problems related to teacher trainees, teachers work condition (due to students disciplinary, problem of adaptation of their work sites) which believed to be solved with the great collaboration of Teachers' Association while, it seemed inactive as compared with the situation where it is being existed (teachers training centers) in one of the institutions in the region and taking the region as a whole believed that the problem may prevail in other institutions of the region, as well.

As far as objective of such higher education is concerned (production of man power who would mold the new generation), provision of quality education is paramount importance. In doing so, there should be groups that feel and can take the responsibility of the important aspects of quality education: teachers and their work conditions and trainees of the profession. Thus, the existence and well functioning of associations like TPA is important. Having this in mind, however, there is no much contribution made by this union and in some of the colleges it was in its re-establishment. Thus, since the problem seemed serious at the level's education system, the student researcher decided to conduct the study on the issue at this level.

Besides, the study did not consider private institutions. On the one hand, they are not allowed to form professional association. On the other, recently MOE barred to employ teacher graduates of the private institutions.

1.6. Limitation of the Study

This study has its own limitations. The followings were some of the major factors that contributed to the limitation of the study:

1. Lack of relevant local research studies which could have supported the student researcher more to enrich her understanding on the issue investigated in evaluating the association contributions level and the associated problems. This consequently pushed the researcher to see the experiences of other countries and report of the Association, particularly of the Regional and Zonal level.
2. Since most of the respondents seemed to be hesitant to cooperate in filling the questionnaire, the researcher along with the Association representative (of DBTEVC) repeatedly remind them by announcing objective of the Association at least to get the filled questionnaire. Due to this, there is a doubt about the quality (appropriateness) of their responses. Thus, results of the study may not totally dependable.

1.7. Research Design and Methodology

Methodology of the Study

This study focuses on assessing the extent of contributions made by professional Teachers' Association in promoting effective education and precluding factors in Teacher Education Colleges of Amhara Region. Thus, descriptive survey method was used on the assumption it would help to gather large variety of data related to the problem under study. Strengthening this assumption, Choen and Manion (1994:83) assert that, it typically enables to gather data on a given issue at a particular time with the intention of describing the nature of existing situations, or identifying base line against which existing variable affect the other.

Sources of Data

In this study, primary as well as secondary sources of data were used. Data was gathered from the colleges teaching staff- instructors, cluster school coordinators (including the Association committee members), lab technicians and assistants, and educational administration personnel- grouped as members and non-members of the Association, the Association representatives at the Zones and Region, and Zones educational officials. Besides these primary sources, secondary sources such as documents of the association at federal, the region, the zones, and the colleges

level (regulatory guide lines, reports, plans) were consulted in order to support the data obtained from the primary sources.

Sampling Techniques

Since the study was intended to assess the contributions of TPA in promoting effective educational provision of Teacher Education Colleges in Amhara Region and some of the precluding factors in so doing, only those institutions in which the association does exist, is relatively earlier in its establishment and functioning were selected through purposive sampling procedure.

As the rules and regulation of the association to be a member of the association is on voluntary basis. Accordingly, in fitting with the rule and regulation all teaching staff of the institutions were not found as member of it. To take samples from these, therefore, stratified random sampling technique was employed by forming two sub-strata on the basis of being member or not of the association and then 50% of them were selected through this sampling technique according to their respective proportion. This procedure is planned to be used in order to get representative samples of member and non-member teaching staff of the association. This notion asserted by Gall; Walter and Joyce (1996: 226) they explain that "Stratified sampling involves selecting a sample so that certain sub groups in the population are adequately represented in the sample." Committee members of the associations were included in the sample through purposive sampling technique. This is made to get those who have close contact with the Association to get in-depth information and they are the main target group of the study from members of the Association. But, since two of the committee members of one of the institution were not willing to be included in the sample besides the one who participated in the pilot study, it was only seven out of ten were included in the sample. Similarly, colleges' administration personnel were selected through purposive sampling method. This is intended to do because they are in charge of the over all educational operation control task in their respective institutions and with the expectation that they are aware of different bodies' movement and can feed the required information for the study. Accordingly, out of the total research participants 184(118 members of which 83 in DCTE and 35 in DBTEVC, and 66 non-members all in DBTEVC), 60 members including the seven Association's committee members (50% of the total) and 33 non-members (50%) were selected as sample for the study.

Data Gathering Instruments

To collect data for the study, the following data collection tools were employed. A set of close-ended with few mixed and open-ended items questionnaire was prepared. The questionnaire items were prepared in English as it was believed that all of the respondents can understand it. Apart from questionnaire, semi-structured interview was held with leaders and secretaries of the association at the region, zones, and colleges level; deans and vice deans of the colleges as well as zones education personnel to triangulate data obtained from questionnaire. The interview items were first prepared in English and translated in to Amharic in order to facilitate communication then to get the required information for the study adequately.

Pilot-testing Procedures

The questionnaire was prepared on the basis of the literature reviewed and pre-tested in one of the college (DBTEVC) on 12 randomly selected respondents (6 and 6 from members (including the association committee members-head and college administrator-academic vice dean) and non-members of the association respectively) and essential corrections were made based on the feed back collected from the respondents to improve the quality of the instrument (validity) for the final study. Accordingly, some vague statements were made clear, some were excluded from the questionnaire and integrated in the interview to be answered by heads and secretaries of the association, and three unnecessary questions were rejected. Besides, its reliability was measured using Chronbac Alpha(α) method because the groups were asked to reflect their opinion on the current practice and problems of the association in the promotion of quality in education. The computed value of reliability (0.625) indicated that the instrument has reliability. It is an acceptable level in the sense that it enables to acquire 62.5% of relevant data for the study as it is not experimental and to made critical decisions(Yalew,1998E.C.:226-228). The interview was also given to colleagues in addition to my advisor and based on comments corrections related to inappropriateness of translation, irrelevance, vagueness, and bias were made.

Procedures of Data Collection

Before start to collect data, discussion was held with the colleges Teachers' Association representatives on ways of approaching respondents and applying the data gathering instrument (questionnaire) so as to get necessary collaboration there by relevant and adequate data for the

study. Like wise, prior contact was made with the representatives so as to know the existing reality as far as the issue is concerned. On top of this, prior contacts were made with respondents and objective of the study was explained to maximize the return of filled questionnaire.

The questionnaires was administered and collected from respondents during regular office and institutions hour time with the help of the Association representatives. The interview was held by the student researcher herself during time condition arranged by negotiating with interviewees.

Methods of Data Analysis

To analyze and interpreter data, relevant statistical tools such as percentage, weighted mean, and chi-square test were employed.

Percentage was used to compare the proportion of those groups of respondents on a matter. Weighted mean was computed to find out the average values against each item for each group of respondents to support results of analysis which was found through percentage interpretation on the level of the Association participation as well as the factors related to it. Accordingly, to identify level or state of TPA participation in issues of quality education (teacher quality, professionalization, and research studies and curriculum/program evaluation), mean score for each statement computed by converting the categorical replies-extremely high, high, medium, low, very low and not at all to three numerical scales as “high”, “medium”, and “low”, where values 3,2,1, are assigned to each of the scales respectively. The mean score of item greater than or equal to 2.5 was regarded as high, where as the mean value found with in $1.5 \leq \bar{X} < 2.5$ (around or equal to the average value $\bar{X}=2$) medium, but the mean score of item less to 1.5 was regarded as low. At the same time, there was a question prepared to identify major determinants of the association participation, where options were provided from “major reason”, “minor reason”, to “not applicable” where values 2,1,0 are assigned to “major reason”, “minor reason”, to “not applicable” respectively. In this case, the mean value grater than or equal to 1.5 shows the major reason or challenge, and the mean value of $0.5 \leq \bar{X} < 1.5$ indicates the less determinant of the factor, but if less to 0.5 indicates the inapplicability of the factor. In addition to this, in crosschecking the determinants the items rating in such a way, “very serious”, “serious”, “moderate”, “less serious”, and “not observed” were converted in to three numerical scales as “serious”, “moderate”, “less serious” where values 3,2,and 1 are assigned for each ratings

respectively. The mean value greater or equal to 2.5 shows the seriousness of the factor, the mean value ranges with in $1.5 \leq \bar{X} < 2.5$ indicates moderateness of the problem, and if less to 1.5 it was considered as less serious factor. A similar approach was followed in analyzing the items for assessing the respondents' perception towards the roles and purposes of the association as "agree", "no idea" and "disagree".

Chi-square was used to find whether there exist a significant differences between two groups of respondents- members and non-members of the association-as per the basic questions which were raised and to reach an acceptable conclusion regarding both the extent of the association's contributions as well as the possible causes of the problem. Information obtained from open-ended items, interview and documents were organized accordingly. Besides, data were organized and represented with tables. Finally, on the basis of the analysis conclusion was reached and recommendations were forwarded.

1.8. Operational Definition of Terms

Professional- "one who has acquired a learned skill and conforms to ethical standards of the profession in which he practice the skill" (Good, 1973:440). In the study, it means teachers including those at administration posts.

Professional association- special interest group formed by teachers or teachers' organization officially established primarily to ensure academic freedom and social welfare of teachers and to elevate the character and advance the interest of the profession and to promote cause of effective education, as well.

Quality of education- is described in this paper as the level of excellence in educational system evaluated against pre-set criteria and standards of input aspects (quality of student entrants, qualifications of academic staff, curriculum) and process aspects (motivated staff, amount and relationship of research and scholar ship to teaching and learning, the nature of intra institutional interaction of students and faculty). Accordingly, activities directed at promoting quality of education in this context would include:

- Maintaining appropriate standard for admission- to select quality student entrants having good academic background asides their entrance score and professional respect.
- Enhancing appropriateness of the program /curriculum/- periodic evaluation,

rearrangement of its components (courses) as it can be properly implemented.

- Enhancing the prevalence of motivated staff—by increase staff professional enrichment, and amount and relationship of research and scholarship opportunities; furnishing the learning-teaching environment as enhancing healthy relationship among staff and students, interpersonal regard with in the institution, team work; and maintaining justice decisions (recruitment, promotion, disciplinary)
- Enhancing high level of disciplinary among members of the profession

The indices in evaluating against these activities are related with the activities themselves including

- Admission of qualified students through proper selection schemes.
- The related out put and input measures of staff research activity, the amount of research income attracted by an institution and the staff publications out put, the number of faculty publications

Contribution TPA- For the study it defined as roles (involvement) of the Teachers' Association in the advancement of teacher education like by organizing and conducting (or cooperating others who stand accordingly) various professional enrichment programs for teachers; as a coordinating unit of teachers in performing the profession's duties; by providing an informative support to administrative decisions associated with teachers, curriculum development and educational packages implementations (improvement); by conducting an indicative educational and professional research studies; in recruiting students and teachers in the sense that status of the profession can be elevated.

Teaching Staff-All those who have responsibility related to the teaching task (actual, related one like school cluster coordinator, and administration possessions)

1.9. Organization of the Study

This study is divided in to four chapters. The first chapter is about the problem, objectives, significances, delimitation, limitation, methodology of the study, definition of technical terms and organization of the study; then the second one discusses the review of related literatures; the third chapter presents the analysis and presentation of the data and, finally, the fourth chapter provides the summary, conclusion and recommendations.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

2.1. An Overview of the Value of Education

Education is central to the development agenda and it is “a crucial part of a comprehensive development framework that requires many social and structural elements in addition to strong economic performance” (World Bank, 1999:vii;MOE,1999E.C.:1). According to Wolfensohn (1999:iii), “...the single most important key to development and to poverty alleviation is education...”

A society that is educated and informed is better able to make desired decisions for it self. Education prepares individuals to make such decisions in a more objectively manner and provides the situation that suites for social and cultural initiatives (Ransom, Khoo, & Selvaratnam, 1993:2).

Education affects how well citizens develop for their welfare. It helps them improve living standards and enhance the quality of life, and can provide essential opportunities for all. Specially, in a rapidly changing world of today associated with increasingly globalization, intensification of democratization, innovation of technology, changing of market system and public/ private roles in which countries need well educated citizens on the one hand and citizens are required to be competent on the other hand, education has become valuable and it helps to determine those who can fit with the situation (World Bank 1999:1).

The right to education which is articulated in Article 26 of the universal declaration of human rights (1948) even recognizes the intrinsic human value of education. From such point of view, education is as an indispensable means of unlocking and protecting human rights by providing the scaffolding that is geared to secure good health, liberty, economic well being security and involvement in social and political activities (UNESCO, 2002:14).

It has long been evidenced by many educators and researchers, in addition to its importance for economic and individual development, education also as a way to furnish societal democratic

right. Endalamaw (2006:13) by citing Cummings and Dall (1995) and UNESCO (2004) states that, "Education plays a key role in the democratic process by giving women and men the opportunity, the knowledge and commitment to influence the nature and direction of society." In line with this, World Bank explains that in a rapidly spread democratization citizens gaining of an increasing voice through civil society organizations, community groups, religious organization, etc and electing of their representatives is prevalent.

If the democratization is to survive and flourish, education will have a key contribution to make in helping citizens develop the capabilities required to be well informed, understand difficult issues, make wise choices, and hold elected officials accountable for delivering on their promises (World Bank, 1999:1).

Higher education has a very distinct and prominent role in the education system and in the knowledge acquisition system in general (Fergany, 2001:20). It has an important mission to generate new knowledge and prepare graduates for positions of leadership and responsibility in a rapidly changing and increasingly complex and competitive world (Ranson, Kahoo & Selvaratnam, 1993:1). They also argue that higher education would transcend more economic returns that are valuable ingredient of development and progress...(Ranson, Khoo, & Selvaratnam,1993:2). Supporting this view, Chocksi (1994:vii) states that higher education institutions educate future leaders and develop the higher level technical capacities that facilitate economic growth. Besides, the level of education is of paramount importance for economic as well as social development by equipping individuals with the advanced knowledge and skills required for various positions of responsibility; produce new knowledge through research; serve as a conduit for the transfer, adoption and dissemination of knowledge generated elsewhere, and through the provision of advice and consultancy service for those require (World Bank 1994:1). However, based on analysis related with developmental return on higher education of Arab countries, Fergany states that though there is a strong, dynamic relationship between the level of economic development on the one hand, and the expansion of the level of education (higher) on the other hand, the mere expansion in terms of students enrollment may not guarantee sustainable economic productivity and material prosperity while the issue of quality in education takes in to consideration (Fergany, 2001:21-23). Supporting this, World Bank (1999:vii) argues that "there is little point in expanding access unless there is a reasonable quality." Despite this Fergany (2001:23) believes the role played by higher education in developing different societies

yields a social return that far exceeds what is reflected in economic statement. He further discusses how higher education contributes for social return as follows:

- Higher education (HE) plays a paramount role in shaping the more sophisticated forms of human capital. For such contribution it grows in line with the progression of capital type... It is assumed that higher education institutions will play a decisive role in developing societies through knowledge acquisition on the basis of R and D (Research and Development) efforts.
- HE institutions bear the main burden of stimulating thought by developing intellectual capital and preserving a nation's culture. "They build up a nation cultural capital through research and intellectual activity."
- HE can contribute immensely for one's social status which is an important element in the scale of social value (p.23).

Ransom, Khoo and Selvaratnam also discuss a range of higher education benefits from individual's aspect to societies as a whole as follows:

- *HE enhances the quality of life including individual dignity, self-respect and command over one's own life, which are the true hallmark of individual freedom.*
- *Even though HE will not necessarily reduce inequalities of income, if effectively provide it serve to narrow differentials in skills and knowledge, there by opening up new horizons and opportunities to the recipients and giving them more choices.*
- *HE also aims to provide a country with a pool of trained and skilled manpower to meet the labor market's ever changing needs. Such a labor force has better absorptive capacity for technological changes and innovation while informed entrepreneurs can make better use of resources. (p.2).*

Since teachers play a major role in education of society, their education (among the higher level system) is the at most integral component of the education system, and hence is vital (*Curriculum Framework for Quality Teacher Education, n.d*).

It can be, therefore, said that make a proper level of investment particularly in higher education is part and parcel of a civilized nation and it is arguably the best form of investment for the year a head (Patel as in Ransom, Khoo, & Selvaratnam, 1993:2).

If this is to be a genuine experience rather than didactic imperative, educational institutions will need to assimilate the vocabulary and process of quality (West-Burnham, 1997:7). "Quality is the key to achieving the imperative for the new millennium-an educated, skilled population who can operate in democratic societies and meet changing labor market needs." (World Bank, 1999:vii). In other words, the more rapidly the world is changing and the more complex it becomes, the more important are the skills and knowledge that good quality education can provide.

2.2. Quality of Education

2.2.1. The Concept of Quality in Education

Although there is no one universally agreed definition for quality, it is worth while to discuss how it is perceived by citing some scholars' attempts.

How the word 'quality' is interpreted is always subjected to discussion as it is a subjective term (Deer, 1996:161). Strengthening this, Edward Sallis in his quest "what does quality mean in the further education context?", he sums up the difficulties in defining 'quality':

Quality is an extremely enigmatic concept. Describing and defining quality is not easy. ... Quality is a slippery idea with a variety of contrary meanings...To understand quality it is necessary to recognize that it does have contradictory meanings which can lead to different practical outcomes (Sallis, 1994:231).

He further indicates the contradictions, include:

- *Quality is both a strategic and an operational concept*
- *Quality is both an absolute and a relative concept. It can mean both high quality and fitness for purpose.*
- *Quality is about both ends and means*
- *Quality is about both people and system*
- *Quality has to be defined both by the institution and its customers. The views of each may be very different.*
- *Quality can not stand still. The definition is never static. Today's high quality may be tomorrow's poor quality (pp.231-232).*

Accordingly, there are many definitions of quality with a considerable consensus on the basic dimension of quality education.

Morphet, Jessor and Ludka (1972: 3-4) put quality education as it is an essential ingredient in the search for excellence- which is toward the full development of the human potential for all people at all levels- that can be approached only as there is movement away from low or mediocre to higher quality in any aspect of life. Doherty (1994:10) on the contrary concludes that except in the usage of quality as any attribute, it is synonymous with excellence and thus “quality educational experience should deliver some good value or value of goodness which is susceptible to measurement.”

Tribus (1994:104) defines quality in education as it “is what makes learning a pleasure or a joy” from the point of view of teachers quality (their approach and skills of teaching in line with the ever changing situation) as one of the aspects of quality in education.

World Bank (1999:47) regards quality as one of the pillars of a good education system- access, quality and delivery- which encompasses relevant curriculum (competencies to thrive in global economy, contributions to social development and richness, and flexible and adaptable to change), motivated staff (solid initial training with regular updating, adequate pay and professional opportunities), and teaching and learning process (well matched to the requirements result and out put oriented and monitoring with strong quality assurance).

Berhanu (2007:395) explains quality in education broadly from the three aspects- input- process- out put. Aspects of inputs include qualifications of student entrants, expenditure per student, qualifications and experience of academic staff, resources. Aspects of process as Berhanu encompasses progress rates (attrition and completion rates); student choice of elective courses within the institution; student appraisal of teaching staff; variety, effectiveness, and suitability of learning opportunities; amount and relationship of research and scholarship to teaching and learning; and effectiveness and validation of review. The other aspect is aspects of out put which include percentages of graduates with honors, destinations of graduates (student employability), employer satisfaction, and student satisfaction.

As stated in EFA Global monitoring report (2002:6), “Quality is a multifaceted concept. It encompasses how learning is organized and managed, what the content of learning is, what level of learning is achieved, what it leads to in terms of out comes, and what goes on in the learning

environment.” This explanation indicates that any attempt to look in to quality education requires a critical examination of the value and relevance of the education system in its all aspects-inputs, process, outputs, and out comes against with the ongoing situation.

Defining quality in education in the case of higher education as Barnett, however, varies in line with the different conception of higher education. He claims that, since there is no a single overarching concept of higher education rather it depends on what particular concept of higher education is favored based on its purpose, models of quality and their corresponding performance indicators will be various (Barnett, 1994:70-71). As him, the variation sought as follows:

1. Higher education as the production of highly qualified man power. On this view, higher education is seen as a process of filling particular slots in the labour market with individuals who are going to be ‘productive’. Here, quality is a measure of the ability of students to succeed in the world of work. Accordingly, the performance indicator (PI) adapted will be the percentage of graduates flowing in to employment and, more especially, their career earnings.
2. Higher education as a training for a research career. Quality on this view is measured in terms of the research profiles of the staff. The corresponding PI generated by this view of higher education are the related out put and input measures of staff’s research activity, the amount of research income attracted by an institutions and the staff’s publications out put.
3. Higher education as the efficient management of teaching provision. On this view of higher education, institutions regarded are of high quality if their throughput is high given the resource at their disposal. In other words, if they achieve an ever- higher level of teaching efficiency by harness the resources at their disposal. The PI on this conception of quality are sought which can capture its heightened sensitivity towards efficiency.
4. Higher education as a matter of extending life chances. This conception underlie on the idea that higher education as a means of social mobility-it becomes a civil good, valued for its ability to offer opportunities to all to participate in the dominant social institutions, and to enjoy the benefits of modern society. Quality in this sense is seen as open access

(equity) to the level of education. Consequently the main performance indicators (PIS) lie in the percentage growth of student number and in the range of institutions' entrants.

As stated in EFA Global monitoring report (2004:28), "Although opinions about quality in education are by no means unified, at the level of international debate and action three principles tend to be broadly shared." They are the need for more relevance, for greater equity of access and outcome and for proper observance of individual rights. These principles guide and inform educational content and process and represent more general social goals to which education itself should contribute.

Generally, "Good quality education requires efficient system that provides supportive learning environments, motivated staff with mastery of their subject matters, adequate access to resources, and students who are healthy and ready to learn." (World Bank 1999:vii).

2.2.2. Measurement of Quality of Education and Indicators

The discussion so far made depicts that the concept of quality is multi dimensional. As such defining and measuring education's quality is difficult. Concerning this, Goodland (1995:8) notes that "Rivers of ink and years of person time are currently being devoted to quality assurance mechanisms, often with out no reference to what exactly is to be measured." The same thing applies to quality indicators in a sense that there is no widely held consensus among educators dealing on the subject regarding constituents of quality indicators. "Indicators of quality are neither prescriptive nor static." (Yalokwu, 2001:112). Besides, Tegegn (1996:1) believes that indicators make general comments on the presence /absence/, nature, degree of something with more or less exactness (they are not an exact measurement). Despite this, indicators serve to as guide posts towards the achievement of goals that are relevant to the task and supra system of learning institutions (Yalokwu, 2001:112) and which guide the educational planners and decision makers in their tasks (Tegegn 1996:1). However in all cases, what looks important is the search for criteria that would describe what quality is.

By citing Nwagwu (1984) and Yalokwu (2000) reviews, Yalokwu (2001:112-113) identifies eleven indices of quality of education ranges from the inputs apt to out put aspects of quality education: curriculum that provides for a variety of learning experiences, innovations and

generation of new ideas, qualified teachers, admission of qualified students through proper selection schemes, qualitative graduates, individualization of instruction, healthy relationship among staff and students, high level of discipline among members, interpersonal regard with in the institution, efficient utilization of time and other resources and team work and group activity. These he identifies in the context of primary education but they are equally valid for higher education/the investigated level of education /.

Similarly, Gaither, Nedwek, and Neal (1994) as cited in Adane and Dawit (2001:322) point out three types of indicators to evaluate the quality of higher education from the point view of the three dimensions of quality education- measurement of results, quality of inputs, and process.

As to them, quality indicators related to results include percentage of students graduating, the number of degrees awarded, the percentage of students going on to graduate schools, and the number of faculty publications. With regard to inputs, the rank of faculty, admission standards, duration of training and curricula, and the score of students during entrance to institutions are included. Associated with the third indicators, how often students use library work, write papers, instructors preparation time for class, instructors assessment ability and how instructors validate the assessment of students are included.

Moreover, UNESCO (2003:96) identifies some indicators of educational quality as regards educational inputs and out puts. As it, there are two sets of 'proxies' for quality under the educational inputs: concerning teachers (how many of them are there in comparison with the total number of students and their qualifications) and concerning financial resources (i.e. the amount of public spending on the school system). Thus, pupil/teacher ratios, level of teachers' qualifications and public spending are educational quality indicators as regards educational inputs. Indicators of quality as regards educational out puts as UNESCO refers to "the cognitive out comes of education at least at educational achievement assessment that are growing in both numbers and size."

2.3. The Role of PTA in the Promotion of Quality Education

2.3.1. What is PTA?

Guthrie (1982) analysis of 'professional organization' assures that Teachers' Association as one branch of professional educational organization. Such organizations (Professional) have various functions, but in general such associations intend to "enhance the flow of information among members and to represent the interest of members with other organizations particularly governmental agencies." (P. 1456). Associated with this, Moore (1970:160) in a review of the utility of professional organization as "The United Front" argues that the major collective concern of professional organizations is precisely in dealing with various interests and publics outside the profession. Moreover,

professional bodies are concerned with the selection and training of new recruits; criteria of admission to professional practice; the economics, politics and ethics of dealing with clients and other employers; problems of competence, performance and prestige, in dealing with peers; and, above all, questions of jurisdiction over a field of knowledge and practice. (Moore, 1970:164).

Other authors have described the purpose of such organizations in almost a similar manner.

The initial purpose of a professional association is usually to protect and enhance the profession through (1) defining its boundaries and setting entrance criteria, (2) lobbying with local government for varying degrees of autonomy or self-governing by setting up and legalizing licensing procedures, and (3) conducting essential public relations activities on behalf of the profession. (Gilb(1966)in Engvall,1997:75).

Teachers' Association as one branch of professional organizations is not out of the aforementioned educators conceptions of professional associations.

Barber (1992:xi) while describes factors that contributed for the continuing influence of the UK's NUT (National Union of Teachers) during the 1990s, he argues that the shift in management style a cross industry and commerce elements towards flatter, more collaborative approaches affect government education policy which in turn "enable unions to achieve their objective of giving every teacher a voice in school level decision making." From this it is noted that, 'to give every teacher a voice in school level decision making' is one among the objectives of Teachers' Associations.

Dershimer and Bloland (1971:367) on the other hand describe that teachers associations are occupationally oriented associations which are “committed to the promotion of teaching as an occupation and concerned with wages, hours, conditions of work, and increasingly those aspects of educational policy which most directly affect the teaching environment and process.” In the same token, as Guthrie (1982:1455), Teachers’ Association is an association encompassing generic occupational functions.

Accordingly, they prioritize issues which relating to teachers conditions of work and the professional aspects that are perceived a significant determinants in the performance level of teachers and thus on the education system as many educators. Associated with this, Higginson (1996) writes “The teachers’ association priorities which appear common around the world are a) acceptable conditions of work which attract and retain high quality teachers; and b) the right and obligation to continuing professional education”.(New Challenges for Teachers: What Teachers can do section,para.8).

The Ethiopian Teachers Association in sharing this nature of teachers’ associations stands with the objectives that are related to the enhancement of the status of the profession (of teaching), and hence, the facilitation of successful educational operation. As pointed out in ETA (2000E.C.:4) document, the association’s objectives include:

1. Creating conducive situation where teachers /educational professionals can explain their common opinion on issues that may have an influence on the education system and their interest by organizing them under the national association. This is with the intention to adjust situation where personnel of the profession can announce their voice related to the indicated issues through various ways as publications, research studies, conferences...
2. Maintaining the right and benefits of members and social security. Maintaining the rights and benefits of teachers (members) includes the promotion of justices promotion, transfer, disciplinary, professional training opportunity decisions, salary paying system , and conducive work and living conditions (ETA,2000 E.C.:5; NSZTA,2000E.C.:13). The intention of maintaining members social security though can not be seen by separating totally from the above aspects, specially of furnishing hospitable living condition(housing) and disciplinary decisions, it may further gears other attempts , like facilitation

of a system where teachers can get a sort of cooperation and support at times of unexpected bankruptcy (death, accident, sickness,...) and be benefited economically (like accesses to lone, save, credit card services,...).(See .ITU initiatives review, P.43).

3. Elevating the character of the profession and maintaining academic freedom of professionals. This implies an intention towards maintaining the characteristics to which a profession characterized by, enhancing the profession's social respect, developing morale imperative of members of the occupation (commitment) and pride in the profession (See Shaw, 1939) or else professionalizing the teaching occupation (Engvall, 1997:58-59). As scholars, Moore (1970:6-19) and Stinnett (1968:54-55), for example, if a given occupation meets the criteria as distinct level of expertise, characterized with distinct task where by distinct labor assignment prevails, has a strong interest group, gears loyalty (service orientation), demand continuous in-service growth, has a set of ethics or standards of practice, and autonomy, it could accorded as a professional (profession). Accordingly, it needs a great deal on aspects of professionalization as:

- working for high standards of admission for training and job of the profession
- working for appropriateness of the profession's training:
 - for a reasonable training duration (allotment of enough time)
 - better balance between discipline- specific training, and training on the psycho- pedagogical and social aspects of education
 - clear outline (standards) of certification competency
- working for the prevalence of professional work environment by:
 - adjusting environment for on going professional development for professionals to enhance their competencies (qualifications). The enhancement of the profession, thus, requires continuing professional development asides its recognitions (Milken (2005) Quoted in Milken Foundation, n.d.) <http://www.mft.org/about\lmilken.taf?page=quotes>.
 - maintaining academic freedom of the professionals
 - enhancing justices compensation (tenure) and reward system or enhancing status of the teaching profession (Engvall, 1997:54).

Enhancement of the status of the profession aligned on appropriateness of salary as per the duties and responsibilities that the profession envisaged and other fringes, like eligibility for housing. These would raise the morale of the teachers, in turn, his/ her performance and will go along way to improve the education system (MOE, 1994, March, Enhancement of the performance and status of the teaching profession section).

4. Contribution for all aspects of country's development (peace, environmental protection, democratization...)
5. Instituting and leading various income generating institutions for the accomplishment of the association's objectives. The Association as an institution requires budget for its successful operation there by accomplishment of its objectives which can be acquired like by instituting and leading learning institutions (schools), other professional training centers , research publication and dissemination...
6. Creating a linkage and maintaining collaboration with other similar legal national, continental and international associations, organizations and institutions on the basis of common benefits and development; to be partner of other similar associations at national, international and continental level in such a way that does not counter act the country's benefits. Put it differently, it is with the concern to maintain contact and alliance with correspondent and similar professional Associations and organizations of various levels- national(like workers Association ...), continental and international (like WCOTP (World Confederation of the Profession of Teaching)...) as well as with civic Associations and/ or organizations, like Women's Association, Youth Association, HIV/AIDS secretariats (ETA, 2000E.C.:6). As pointed out in various documents of the Association, this is in order to share experiences on strategies from the similar professional associations and/ or organizations, and to strengthen its power in working on country issues in relation to teachers with others civic Associations and /or organizations.

These objectives entail the idea that the major intention of Teachers' Associations as in the Ethiopian is to bringing about improvement in the education system along with maintaining the social as well as economic welfare of teachers and elevating the professional status.

Practically, Ethiopian's TPA and its branches at various levels try to perform duties under the sub-sectors: administration, associations' organization and member's affair (Yemehaberat

maderajet ena abalate gudaye), women's affair, resorcinol service (Yemeredaja agelegelot), finance, and coordinator of public relation and forums (Yehizebe genugnet ena mederekoch mastebaberia zerfe). In each of the sub-sectors the Association performs various activities that are helpful to maintain teachers' welfare, contribute for country's issues, and promotion of quality education, and its well functioning. Accordingly, the following discussion was made as regards the extent of accomplishment of the aforementioned objectives of the Association with particular consideration of the Region's and zones' Association performance. But, to mention some of the significant achievements of the Association as a whole:

a) Related to quality promotion along with maintaining teachers' rights and benefits-contribution to Career structure reform implementation. Career structure is one of the way to improve education quality by enhancing teachers' work motivation, and hence proper performance of duties, and initiation to contribute to the system they engaged in (Amhara National Region's Education Bureau (ANREB), 1999E.C.:1;MOE,1999E.C.:1). For the successful implementation of such educational issue clear know how and involvements of such bodies as Teachers' Association is necessary, thus, the first task would be informing them the guide lines to do so and attempts to work in collaboration with it (ANREB,1999E.C.:3). Accordingly, the Association and its affiliates at various levels have been highly involved in putting the reform into practice as it was intended, like commenting on the guidelines with alternatives, by conducting awareness creation forum for teachers on it (the reform), and identifying those who deserve the benefit of the reform (ANRTA,1999a E.C.:4, 1996E.C.:8; ANREB,1999E.C.:7; North Shoa Zone's Teachers' Association (NSZTA),1999E.C.:2,2000E.C.:4). Besides, the association, through its representatives, was among the task force members in refining the reform in a way to be implemented as substantive to education quality improvement (MOE, 1999 E.C.: 2). Thus, it has been contributing a lot in this regard.

b) Related to country issues encompass:

-HIV/ADIS symposiums: "The impact of HIV/AIDS on the Education Sector " and "Women, Girls and HIV/AIDS" by Anteye(ETA president) and Destaye in Debre Birhan on June 1997E.C. respectively in collaboration with the National HIV/ADIS prevention and controlling office could be evidences of the association's roles in public awareness creation on such crucial country issue;

- Support for the democratization process through the provision of informal civic education to the society (NSZTA, 2000E.C.:7;ETA,1999E.C.:2).

The ANRTA(with the help of the National Teacher' Association)as its reports would seem safe to say that it has been accomplished a lot on issues related to rights and benefits and social security of teachers , country development , and to some extent in creating linkage with other organizations and /or associations. As its subsequent reports (ANRTA,1998:8-9,1999a:4-5,1999b:6-10), there are many accomplishments and attempts made under the sub-unit : associations' organization and member's affair in maintaining teachers rights and benefits through the facilitation of justices recruitments for training opportunities, transfer, deployment, and promotion; adjusting situations for teachers to improve their qualification in collaboration with the Region Education Bureau; and accepting complaints of teachers' and tries for their resolution by working with those concerned bodies including capacity building bureau, education bureau, civil service, and the Region's governmental bodies. With regard to the objective of maintaining members social security as has been explained above it is safe to say that the association attempts to reach it thorough the promotion of justice's desiplinary measures and helping teachers particularly of rural in alleviating problems of housing. Besides, through its special unit "Yemeredaja ageleglot", it is reported that the association has provided some support for members of the unit while they encountered problems (sickness or die) and to some how retired. However, its attempts did not go far beyond the above actions.

Similarly, it has been contributed for the accomplishment of issues related to country's developments as of House of Peoples' Representatives Election by arranging and coordinating awareness creation programs on election and law of election for public, adjusting situations for competent parties to introduce (announce) their stands on education policy, democracy, good governance, and human rights to public's so the society have clear vision of each parties stand and then to elect based on their willing (democratization), and looking over the election process (ANRTA, 1998:2-3,11,1999a:3,1999b:19); HIV/AIDS prevention and controlling through adjusting information and experience sharing forum and discussions for awareness creation, helping those victims by coordinating teachers, and provision of training to those socially respected individuals (religious leaders and elders) (ANRTA,1998:22,1999a:9,1999b:11); environmental protection through involvement in seedling programs by coordinating teachers

with the help of the Region rural development bureau and super governmental body(ANRTA, 1998:1,1999a:1,1999b:1). Its plan documents also indicate the concern of the association in contributing for accomplishments of the issues discussed above. It designs various activities to this end.

The Association affiliates at zone level also have been acted with in their jurisdictions inline with its intention. When we take the South wollo and North shoa zone's TPA, for instance, as it's observed in their reports it(the association) tried to perform valuable activities related to good governance, teachers' promotion , transfer, and deployment, housing , salary payment(facilitating on time and at work place payment) in maintaining teachers' right and benefits, and attempts in helping HIV/AIDS victim teachers to be transferred and assigned in and around hospitable or social service available sites through joint discussion with education officials in maintaining social security (South Wollo Zone's Teachers' Association (SWZTA), 1999a E.C.:1-3,5,1999b E.C.:1- 4; NSZTA, 1999 E.C.:3-4, 2000 E.C.:4-6,8). In the implementation of the promotion policy (Career Structure) it has been cooperated the sector officials by identifying those teachers who deserve the benefit and follow-upping its practicalization with a sense of ownership (NSZTA, 2000E.C.:4). On top of this , as the report tells, the women's affair sub-unit by being member of local women's Association it has been worked on girls sexual harassment, HIV/AIDS, and gender issues; it carried out training and symposium programs on HIV/AIDS for anti- HIV/AIDS clubs and socially respected individuals (elders and religious leaders); help teachers orphans with money to be self sufficient and materials with the support by HIV/AIDS secretariats (SWZTA,1999aE.C.:4-5); and it carried out significant seedling programs in collaboration with its affiliates at the woredas (SWZTA,1999bE.:1).

From the discussions made it can be understood that , the Association has been significantly accomplished in maintaining teachers' rights and benefits and to some how social security, country development issues , creating situations for teachers to express their opinions on educational issues, specially through publications, maintaining cooperation with other civic Associations. With regard to its performance in contributing for the promotion of quality in education, as it pointes out as one of its objectives along with maintaining teachers' rights and benefits, it would seem has a great concern for the realization. But, till this as it was noticed from its reports of various levels (the region's and zones') and representatives explanation, the

Association mostly tries to contribute for quality education promotion by indicating problems (gaps) which have direct impact on the issue even through conducting researches. With in this realm, however, there are some significant contributions made by it in relation with educational quality promotion:

- involves in mobilizing students, who are at the entry age level, in to the system in meeting the Millennium Development Goal(MDG)-Universal Primary Education- in collaboration with the sector officials
- involves in implementing the career structure reform
- cooperates the educational bodies for the implementation of the three educational packages(School Improvement Program (SIP),Continuing Professional Development (CPD),and Civic and ethical education)
- in introducing teachers on new methods,of teaching through cluster centers
- in initiating and encouraging researches by teachers , like provides research topics to them and incentives for their attempts
- in facilitating justice teachers' recruitment for professional development by involving in the process
- exerted efforts in improving teachers' employment system that would have impact on status of the profession there by quality of education , like employment of teachers for first cycle primary education in contractual system with salary level below the baseline contrasting the civil service guideline(NSZTA,1999E.C.:4-5,6,2000E.C.:6; See PP.4 at the Regions level). While its activities at the colleges is not as such encouraging.

Organizational structure of the Association arranged from learning institutions (school, college) as Basic Teachers' Association (Meseretawi yememeihran maheber) the way through woreda, zone, and region to national level. The Association at school level works with and directly accountable to woreda TPA. While the Association at college level considered as unique woreda and have direct contact with regional level TPA through the zone level (Kefile (General Secretary at SWZTA), personal communication , March 24, 2008; ANRTA, October, 1989E.C.:23;ETA,2000E.C.:9).(See also Appendix F & I).

The Association administrative arrangement is organized under different but substantive units which would facilitate its operation. Under the task administrative committee there are sub-units as administration, associations' organization and member's affair, women's affair, resoration service, finance, and coordinator of public relation and forums, each with distinctive duties inline with the Association objectives. To maintain teachers' social security, for example, tasks under the section "Yemeredaja ageleglot" are valuable. Like wise, to enhance the characteristics of the profession there by the education quality " Educational training and studies and researches" section tasks are importation, for other country issues " Anti HIV/ADIS" and " Women's affair" sectors are the sections highly accorded.(See Appendix G &H).

2.3.2. Contributions of Professional Teachers' Association in the Promotion of Quality Education

"Teacher unions, like other unions, have a much wider range of functions than simply engaging in collective bargaining on behalf of their members." (Barber,1992:98). They are one of the potential resources which can play significant role in identifying specific needs, promoting national priorities, articulating professional standards and enforcing codes of ethical conduct, even directly providing in-service professional development." (International Reading Association, 2008, in the Executive summary section: The role of professional associations).

Strengthening this view, American Corporation (1975:349) as express experiences of U.S.A's states that "professional organizations have played a major role in improving standards of teacher preparation and advocating better salaries for teachers and furthering public understanding and support of education in the United States." It continues in its explanation states that, for many years the NEA championed the causes of federal aid to education at all levels- local, state, and national- and it made efforts to improve education at the state and local levels through the affiliated associations of the levels often with materials support by the national office (p.350).

It has been suggested by many quality assurance organizations (Circles) that maintaining interaction with professional organizations as one mechanism to quality assurance. As Goodlad (1995:8), for example, a document prepared by HEQC (1993) (Higher Education Quality

Control) exemplifies that maintaining partnership with professional organizations as one of the policies and practices relating to quality assurance.

Sharing this view, in Education Sector Strategy (1999), which designed by putting a heavy emphasis on quality educational promotion approaches, World Bank explains that teachers groups is one among the various partners who have important roles to play too closely together with governments and other educational stakeholders in the attempts towards access to quality education (World Bank 1999:17). It further argues that teachers and teachers' organizations partnerships are among the many exemplary and the most could be strengthened further:

Teachers are the crucial determinant of what is being learned in their classrooms, and teachers' commitment to improvement is essential if change is to have a real impact on learning. Teachers and the local, national, and international organizations that represent them must therefore have the opportunity to participate not only in implementing reform, but also in developing new programs. (p. 19).

Accordingly, a forgoing discussion about the way how teachers associations can contribute in the educational quality promotion will be made under here:

2.3.2.1. Support for Teacher Quality

As has been discussed, education is the key for development. Likewise, the Federal Democratic Republic Government of Ethiopia gives primary attention to education. To render quality education for citizens teachers have key role (MOE, 1999:1). To enable them to play this key role properly there by to perform their responsibility teachers should have quality that could be assured along their developmental continuum.

A review by Baratz-Snowden (1999) about the contributions made by U.S.A.'s Teachers' Association for teacher quality support along the professional continuum- teachers' recruitment, preparation, licensure, induction, and professional development, and evaluation and compensation- indicates the success of the association in all its attempts. And based on the American's Federation of Teachers (AFT) believes- teachers unions have an important role to play in assuring teachers quality at all of the stages along the teacher development continuum by involve in developing and implementing quality pre- service education programs as well as

licensure standards and recruitment and hiring practices that assure the perpetuation of an excellent, diverse teachers work force; participation in the creation and support of strong induction and mentoring programs, high quality professional development efforts, meaningful evaluation process and when necessary fair and timely intervention and dismissal procedures for those teachers already in the classroom-many of its affiliates around the country have already adapted the roles and are trying to fulfill them aiming at assuring 21st century teacher quality along a developmental continuum (Baratz-Snowden, 1999:433).

Teacher education is of among strategies to improve the overall quality of education in a given country's education system (Tatto, 1997:213). As Baratz-Snowden (1999:433-434) discusses, the U.S.A.'s Teachers' Associations made significant contributions for the successful implementation of such program as in the following ways:

- By dealing with issues related to raising the standards for entry in to teacher education.
- By defining the core pedagogy curriculum for teacher trainees.
- By identifying the distinct features of excellent clinical preparation for the actual teaching and
- By maintaining partnerships with immediate teacher education institutions which was intended to create professional development schools and link practicing teachers to the training centers academic situation in addition to advocating policies and programs related to the education system (teacher), licensure, and continuous professional development.

He further indicates the involvement of the association in recruitment and hiring practice as the leaders are working with school district administrators to halt the practices of hiring uncertified staff and assigning current staff to teach in areas for which they do not have certification(p.4 35).

The first years of teaching often are difficult ones. The provision of an induction period during which beginning teachers or some one new to a school or system receives strategic collegial supports and guidance (mentoring) is of paramount importance. Mentoring is a form of coaching that tends to be short term where by a mentor provides the new comer with support, guidance, feedback, problem solving guidance (that help them to grow and reflect and produce different decisions) and a net work of colleagues who share resources, insights, practices and materials (Villegas-Reimers, 2003:116).

These programs are among the strategies “for easing new teachers’ transitions in to the profession, improving the quality of their instruction, and/or combating their high rates of attrition.” (Baratz-Snowde, 1999:436). As he indicates, U.S.A. is such a large state, the AFT and its affiliates in collaboration with local education authorities and other education stakeholders were striving to develop, implement and improve programs of mentoring and /or peer assistance and evaluation and it took the lead for the successful realization of the programs in many of the states (p. 436).

Similarly, the associations has been in the forefront in providing educators with quality professional development through Education, Research and Dissemination (ER&D) programs following the 1981 recognition that teachers need access to research- based knowledge in order for guide and improve professional practice that was in turn expected to affect teaching and learning in the nations’ public schools positively. Because, the program gives a room for participants to practice educational research through sustained and in-depth study (as opposed to traditional professional development initiatives) and it bridges the gap between the actual teaching – learning process and research by supporting the collaborative work of educators and researchers. The program “uses a trainer – of –trainers’ model”, that is, the association organizes special institutes that train highly proficient teachers usually one or tow from each participating local affiliates to initiate and coordinate local ER&D efforts (p.436). From this , it can be commented that the associations’ actions(concerning teachers qualification enhancement) is in responding to the nations’ education system requirements to improve teaching – learning. Further, the associations (AFT and its affiliates) play other roles in support of professional development, including provision of support programs for Prospective National Board for Professional Teaching Standard (NBPTS) candidates across the country through the provision of pre candidacy information programs to help teachers determine if the board certification process is right for them (to understand the nature of the board certification process) and provide guidance and support networks; and promotion of candidates chance of district sponsoring by negotiating with the district administration on the value of the credential for quality of the district teaching staff in case of Florida and Los Angeles respectively (pp.437-438).

Teacher evaluation is another dimension through which Teachers’ Associations can contribute in assuring teacher quality and educational improvement in general. Teacher evaluation becomes

the decisive of a number of strategies in ensuring that all students are instructed by quality teachers becomes the sine qua non of educational improvement (National Commission on Teaching for American's Future (1996) in Baratz-Snowden, 1999:438). According to Baratz-Snowden (1999), AFT contributes much in introducing a substantive system of evaluation as opposed to the more criticized one, i.e., 'common-law evaluations'-sorts of top-down assessment of teachers which are criticized as requiring little involvement of teachers, apply the same teaching standards and criteria to all teachers regardless of years of experience and are neither helpful in improving instruction nor good indicators of how much students are learning. He continues in his review, states that:

The AFT proposes a better system. ..., the AFT has endorsed the creation of peer assistance and peer review programs with in its local as one measure to assure quality teachers in every classroom. The AFT has been a pioneer in establishing systems of peer review in which teachers offer support and assistance and then evaluate the professional competence of their colleagues. (p. 439).

2.3.2.2. Support for Professionalization

Although it is more difficult to verify the term 'professionalization', as explanation of many scholars it generally centered on strategies used to secure high occupational status there by improve quality of education.

ILO (1996:96) points out, constituent of teachers professionalism have complex and multifaceted, including economic and social status, preparation for teaching and learning environment. In the same token, as Dove (1986:108):

The term 'professionalization' refers to two related but distinct phenomena. One is the pressure by teachers and their unions and associations for better pay, conditions of service, working environments and promotion prospects. The other is the process of professional development where by teachers as individuals improve their teaching competence and teaching 'profession' as a whole improves in quality (by citing Hoyle, 1980).

Moreover, as ILO (1996:97), from the point view of teacher education, aspects of professionalizaiton of teaching includes raising standards of qualification through the increment of in-service offering and staff development, and endowing prospective teachers with certain knowledge production authority (generating curriculum or pedagogical practices).

Thus, profesionalization is the social process by which any occupation transforms itself into a true profession of the highest integrity and competence. The process involves the filling out of some of the 'profesionalism' criteria such as service orientation provided a given adapted code, high admission standards to the profession, autonomy and educational qualification (Moore, 1970:51).

As Dove argues, full profesionalization is an important goal which government and teachers should work together in pursuing it as fast and far as is possible with in the cost constraints. "Failure to move forward is to prejudice the quality of teaching and learning process." (Dove, 1986:108). He further argues that greater profesionalization of teachers could do much to improve over all quality given that (when) effective planning and management of the teaching force in terms of recruitment, deployment and the provision of a positive work environment (p.117). In line with this, West-Burnham (1997:6-8) as expresses UK's experience, explains that the drive for quality includes 'the moral imperative' as one of the four driving force in addition to the 'The 1988 education reform act' of the country for introducing total quality management (TQM). The moral imperative is concerned with optimizing the opportunities for children to achieve their full potential so that their years of education culminate with appropriate outcomes and is very closely related to the professional imperative (p.7). Associated with this, profesionalism implies "Commitment to the needs of a client and an obligation to meet those needs by developing knowledge and skills to best effect. Being a profesional confers a moral imperative to deliver consistent high level of service."(p.7).

Moreover, Tatto (1999:259) while analyzing the context and design of Mexico's educational reform movement, he states that next to decentralization, the reform integrates the intention of "improving education to move the country toward a global economy and a growing democratic and technological society", i.e., enhancing quality of the state education, thus, the profesionalizaiton of the teaching force is an overriding component of the reform's vision. From this one can understand that, profesionalization is one pre-requisite for reforms intend to bring about educational improvement. "...grater "profesionalism" for teachers is legitimate means by which to improve the delivery of education, as well as the status of teachers ...", inconclusive (Engvall, 1997:13).

It is the stand of many scholars that professional associations including teachers associations have predominant roles in assuring professionalization- from involvement in establishing acceptable qualification for members of a profession, code of ethics, to oversee the conduct of members of the profession against the codes, and in the provision of various professional development opportunities. In line with this, Yulew (2007:166) in his study to explore the status of teaching in the context of profession and precluding factors of professionalization process of the teaching career through continuous professional education, he found out that lack of strong Teacher' Professional Association is one of the major factors which militate against the process. This indirectly means, the strong existence of such association can facilitate the professionalization process. Fullan (1993:30), for instance, while reviewing "The New Work of Teacher Unions" he indicates how such unions can contribute to increase teachers professionalism. Initiative of the U.S.A.'s NEA- "The school Renewal Network"- in which using electronic networking and periodic face-to-face meeting, dialogic network are designed to allow community of users to carry on a discussion or participate in a conference with all members of the community on particular topic over a period of time contributed for certain positive outcomes as "increased teacher professionalism, dialogue between researchers and practitioners, greater possibility of substantive change through the use of information, breaking down of institutional and hierarchical barriers, and eliminating barriers of time and place (Watts & Castle (1992) in Fullan, 1993:130). Further by citing OTF (1992) Fullan explains that a similar initiative of the Ontario Teachers' Federation (OTF) funded by the Ontario government called "creating a culture of change" emphasizes on teacher-driven changes represents another substantial new work of teacher unions to a more boundary free networking of teachers as learners. "The project is aimed at supporting and stimulating teachers to make changes in curriculum and teaching through in-service collaboration among teachers, and with other agencies." The OTF initiative is based on the assumption that "real educational change occurs when teachers understand the need for change and actively seek solutions to the problem of teaching and learning." (pp. 130-131).

The Networking strategies as discussed by Lieberman and Mc Laughlin (1992) have the following values:

“Networks offer away for teachers to experience growth in their careers through deepened and expanded classroom expertise and new leadership roles... (they) provide teachers with the motivation to challenge existing practice and to grow professionally” (in Fullan, 1993:131).

Professional development of teachers is one component in the professionalization process. In assuring this, as argued by many educators, give a room for teachers’ associations’ role, among other things, is of paramount importance. Villegas-Reimers (2003:119), for example, argues that among of the factors to consider when planning, implementing and /or assessing teachers professional development is the role of teacher unions. Based on his experience of American teachers’ unions actions, Villegas-Reimers states “Despite the common belief that unions are more concerned with the salary, compensation and benefits of its members than with their growth in the profession, several national and local teachers’ unions are working to change this perspective.” (p. 136).

As he continues in his description, teacher unions in America, (Canada and USA) have provided three different types of professional development for their members:

1. *Traditional staff development, that is unions provide resources for national conferences, local speakers and workshops*
2. *‘The new unionism.’ This consists of the development and support of new initiatives in order to help teachers to cope with new social and political realities. Examples of such initiative are projects that allow teachers to be more involved in educational decision making as well as in programs of induction, mentoring and action research and*
3. *‘Organizational involvement as professional development: This type is more individualized and teachers initiated. Teachers who identify a need of a professional nature usually contact their union for help and support. They tend to be informal opportunities to learn something about the administrative /political dimension of teaching and teacher and are usually of an organizational nature rather than classroom oriented. (p. 137).*

Further, As Finn (1985), Teachers’ Unions in America have supplied:

Advanced education (through journals, workshops, institutes, and conventions); codes of ethics and behavior concerning how members of the profession should act, and , especially, how they should expect others to act towards them; norms and qualifications for membership in to the profession itself; and leadership, representation, and “voice” in the innumerable gatherings, events, and decisions of the larger society that bear on the profession and its work.(in Engvall,1997:79).

Standards of competence, admission into the profession and ethical conduct through which professionalization of the members can be evaluated can not be designed and applied for such purpose except through professional organizations, and thus, "the organization becomes another key element in evaluating levels of professionalization." (Conrad, 1971:433). Besides these, as Michael Locke (1974), the British Teachers' Unions play roles that could enhance teachers motivation in such a way that they present the opinion of teachers on developments and by serving as an essential component in the process of consultation(in Adam, 1982:198).

Further, Dove (1986:115) concludes, teachers' unions and associations have a crucial role to play in pursuing greater teacher professionalization, through which they can fulfill their potential for leadership of a self-improving, self-regulating and self-confident teaching profession, although a great deal of skill, sensitivity, public relations and negotiation are requiring on their part. He further suggests that the association along side their traditional activities that pressing for improvement in the occupational status of teachers and resist attempts by authorities to take advantage of teachers' good will by paying them less than they are worth they should do the following in pursuing greater professionalization:

- *take the lead in pressing for greater professional autonomy*
- *propose ways in which the teaching profession could set its own standards of competence and conduct and enter in the partnership with the authorities in supervision, mentoring and evaluation.*
- *along side the aforementioned strategy they should consider pressing for salary and promotion reforms which could discriminate between the most competent and the average and below average teachers.*
- *welcome and if possible promote and sponsor research in to teaching and learning, based on teacher participation relevant to national and cultural considerations.(P.115).*

Experience from New South Wales(NSW) , Australia has been evidenced that , TPA in partnership with the education system contributes (works for) to the enhancement of the professional status of teachers and education by:

- Providing a significant proportion of professional development activities for teachers
- Providing curriculum support materials applied in schools
- Playing a vital role in the development and implementation of new syllabus and course.
(*Professional Teachers Council (PTC) NSW, n.d*).

More on this, the Associations ‘ play an important role in enriching and enhancing the quality of teaching, curriculum support, educative leadership, and school development in general.’(*Schools Renewal (n.d) in PTC, n.d: Background section, para.5*).

In Pakistan, education professional associations including Teachers’ Association from different sectors (government, private, and non-governmental schools) have been contributing to the improvement of education in the country by serving as a network of learning to encourage the continuing professional education of both pre-service and in-service teachers’. The Associations, with a support of a fund raising agency and the country’s leading institute encourages the enhancement of the quality of education “Aga Khan University Institute for Educational Development (AKU-IED)”, formed a network-“Professional Teachers Association Network (PTAN).” The aim of the network is “to promote an enabling environment for the professional growth and development of educators from diverse backgrounds ...” (Baber, 2005, under the section why are networks important in the context of Pakistan?, para.1).PTAN, through its representatives, furnished situation where teachers of the various sectors to discuss on professional matters in a more open manner and develop a holistic approach towards creating greater cooperation to deal on the matters attentively in a more sustained manner (In the same section,para.2).

Baber (2005) further presents a case of one of Pakistan’s Teachers’ Association (PTA) contributions as a networks to the enhancement of quality in education (particularly mathematics)-Mathematics Association of Pakistan (MAP). In so doing the association approaches as follows:

- It has created and adjusted programs like a regular workshop monthly on various topics of the subject for the subject teachers both pre-service and in-service to provide opportunities for them to interact freely with each other on professional matters
- It has been organized separate programs for students of different grade levels so they can work collaboratively, in turn, develop a positive attitude towards the subject
- It has been worked to create a strong support mechanism for teaching and learning process of particular the subject by actively participated in to the designing, production, and reviewing of learning materials (contribution to curriculum development) with those

concerned bodies. In this regard, MAP, with the support of the country's leading institute (AKU-IED), has played an active role in reviewing learning materials with its respective provinces Board of Education and by organized workshops for mathematics teachers where reviewers shared their experience of reviewing the materials.

- It has organized workshops for parents to aware them about the importance of learning the subject and facilitate their cooperation in enhancing students learning. "This work with their wider society enables MAP to create greater synergy and networking amongst different stakeholders to achieve quality mathematic education..."

The Israel Teachers' Union (ITU) achievements and initiatives would be also cited as valuable experience of TPA achievements and contributions for the education system.

The Union has achieved material achievements for its members and developed innovative initiatives for the advancement of the education –“designed to promote teachers professional capabilities.”(ITU,n.d.).

As has been reported by the Union, the following are some of its initiatives for the improvement of education through the promotion of teachers' professional advancement and welfare:

1. Prepare teachers as educational leaders and enhance their roles as professionals in education by established an association “The Association of Teachers for the Advancement of Teaching and Education.”

To achieve these, activities of the Association include:

- Week- ends of culture and study-meeting of colleagues for lecturing, discussion, entertainment and educational tours.
- Collegial workshops on a Variety of subjects in the field of education
- Educational tours, special tours (to various areas of the country, focused on a Variety of subjects)
- A passport to knowledge- short term and workshops scholarships abroad
- Education under the test of time- a convention of teachers and educators, participated by many well known academicians, who take part in the discussions of issues and innovations in education, and present initiatives and applied researches from the filed

- Conducting surveys and researches as well as assistance in preparing position paper, on subjects intended for the professional advancement of the teachers
 - The process of developing a code of ethics- based on results of discussions by teachers and principals from all stages and trends of the education system in the country
 - Development of a teachers knowledge set up- facilitate the creation of data base of knowledge developed and created by teachers in the field, who are willing to share it with their colleagues, and add guide lines for implementation.
2. Encourage and reinforce the welfare and continuing professional development of teachers by established “The Foundation for Professional Advancement.” For this, the Foundation implementing projects on the following issues :
- “The school Menu”- A program for the development and enrichment of educational staff on various education supplementary issues (art, democracy...) with a fund provision by the Foundation to learning institutions as per their preferences of the initiatives from a portfolio compiled by the Foundation.
 - Established an ITU site on the internet which provides information for teachers concerning performance status of the various departments, divisions, and General branches of the Union. Besides, information is available on course, conventions, and study days, special campaigns and salary agreements (from the Union secretary data base “Your Rights”).
 - Internet membership – operates a special internet campaign enabling connection to the network at special rates, designed to encourage the exposure of teachers to computerized environments.
 - Expanding the small groups of internet technology users, who receive internet packages trainings (e-mail, networking, data base,...)as well as contents of focused subjects and would serve as a bridge between teachers in the exchanging of professional issues with in the education system through education institution representatives.
 - Academicism- provision of academic training chances through grants and specific agreements with various institutions.

3. ITU has played a considerable role in assuring members welfare by:

- Establishing a company to obtain discount and better condition for its members when purchasing goods and services through credit card
- Establishing a banking company to provide a saving and loaning service for members for the improvement of their social and economic status
- Establishing a collective insurance fund with a contribution of members to provide support for them during times of unexpected crises (accident at task, sickness, retire,...)
- By run a program for teachers on the job extension studies on personal-professional development, for the deepening of insight and expanding horizons, to enrich teachers educational leadership capabilities and interpersonal skills, under the direction and participation of educators and experienced professionals
- Establishing an “In-Service Training Fund” for teachers in conjunction with the country’s Ministry of Education. Both teachers and their employer share in contributing to the fund. Funds are not accumulated as savings but for use during sabbatical years to finance extension studies so as teachers update themselves with the evolving educational changes, and pay or social security benefits and pensions

Further, ITU serves its members through publishing and disseminating various magazines dealing with a Variety of issues related to education, professional matters and experiences, teacher’s rights...

As regards Africa countries though there are no empirical evidences on the contribution of the association for the promotion of quality education as the advanced countries associations do, there are instances which indicate achievements of the association related to improving teachers’ conditions of service and work. The Ghanaian Teachers’ Union achievement, for example, is the one. It achieved the followings:

- *Improvement in salaries of all categories of teachers*
- *A unified teaching service with identical pension scheme for all certified teachers*
- *Longer holidays for pupils and teachers*
- *Some avenues for promotion such as senior teacher, principal teacher, and senior subject master and vice principal. (Bame,1991:61).*

2.3.2.3. Support for Educational Reform Implementation

Although their effectiveness lies on a willingness to undertake a critical analysis of the present obstacles which may arise from their priorities, vigorous professional teachers' associations are an essential component in any model of educational reform through affiliating and strengthening teachers to perform their mandates (Higginson, 1996, in the section *New challenges for teachers: What teachers can do?*, para.7). This is also noticed by many education policy specialists. Parsuramen (Mauritius's education policy specialist), for example, while commenting the approach of many Africa countries in implementing the special initiative-“Sector Investment Programs/SIPs” (the 1997/98 Education Sector Development Program is the case in Ethiopia) -to access basic quality education and boost low enrollment says “In addition to encouraging national leadership and a coordinated donor approach, strong partnerships with ‘all the key players’-including...teachers unions-need to be built in support of education.” (Cited by Novicki, n.d, under the section *partnerships needed*, para.1).

Fullan (1993:130) in the section “The New Work of Teacher Unions” of America explains that the unions were positively trust to reforming teaching. “The American Federation of teachers (AFT) has been active in forging reform alliances between unions and districts, and in its ‘educational research and dissemination’ program.” (Shanker (1990) in Fullan, 1993:130).

An extensive review made by Tatto (1999: 270-274) about the context and design of Mexico's educational reform of “The curriculum” which attempted to raise teaching to a more conceptual level (interactive as opposed to routine), to adjust situations where by the organization of schools become increasingly more organic as teachers are able to work together, develop a better understanding of their subjects, and see themselves as actors in and for school change, and to increase relevance by making teaching a more integral part of the community, then, its quality indicates the many contributions made by teachers associations in the implementation of the reform. As he states, “The implementation of a new curriculum and the enactment of a new kind of teaching and organization in schools are highly dependent on teachers' willingness to collaborate with the federal government's often conflicting mandates.” (P.272). To this end, the governments at various levels in collaboration with the teachers' union decided to implement “the Carrera Magisterial” (career structure) for the provision to improve teachers status and working conditions. However, since the evaluation of professional performance-one among the

five evaluation criteria of the promotional ladder- perceived as the most challenging in terms of the reform aims, the Ministry of Education along with SNTE (organization of the national teachers' union of Mexico) decided the areas to be monitored regarding professional performance. Accordingly, the evaluation of these four areas intended to be carried out by the school evaluation organization or its equivalent in different states formed by members including SNTE.

Further, in school-based decision making environment- relying more on the focusing of staff skill and knowledge in a constructive "Partnership" with teamwork-, more flexible and local labour relations are likely to follow. Accordingly, educational unions are perceived to have two major roles:

- the maintenance of broad agreement on working conditions or ensuring basic working conditions for their members through the collective bargaining mechanism while ensuring that minimal standards are met.
- assisting and promoting educational workers to develop skills and competencies perhaps through initial education and continual training scheme, professional development programs, school /external work place transition schemes and life long learning strategies (ILO, 2000:72).

Besides these roles, teachers associations can maintain a constrictive partnership with educational management through involvement in the measurement of professional skills and competencies and the exploration of alternative remuneration methods (ILO, 2000:72). With in these scenarios the existence and well functioning of Teachers' Association in learning institutions can be seen as an important thing for the promotion of quality in education.

2.3.3. Status of Teachers' Association in Ethiopia: Past and Present

As teachers in every where do, Ethiopian teachers have been organized and established their association based on the International Labour Organization (ILO) convention 'Freedom of Association and Protection of the Right to Organize, 1948 (No 87-99 Ratification).' However, their initial association got its legal recognition as an organization a decade latter its establishment (ETA, 1991 E.C.:10). Accordingly, the establishment of the association at national level was not as fast as possible, it was rather a decade latter since its inception and it was not

well known by all teachers (p.11). This would be similar to Hedlund's (1975) description of the organization "as subversive" during the first ten years of its inception (See p.6). Besides, ETA (1991:11) in its Golden Jubilee bulletin in the section "Short History of Ethiopia's Teachers' Association 1941-1966" affirms that since the association was untrusted by government of the time, from its independent establishment own wards (i.e., since 1957 E.C) the king, the prime and vice minister of education were assigned as super controller and respected members respectively so as to follow-up it closely. From this, it can be judged that the association did not have a recognized power to influence and actively involve in educational decision making, it was rather untrusted and its movement were highly confined by authoritarians of the time. As a result, as noted from the historical description, the association did not contribute what is expected from it for decisive issue of the education system beyond straggling for teachers' right and conditions of work.

As the association explains, these situations extended to the next regime (1966-1983 E.C) and since the association's establishment and organization was based on interest of the regime its activities did not far exceed as a way for propaganda (ETA, 1991:14). As compared to the previous periods, however, it does made some important contributions. Some of these are:

- Actively involved in non-formal education champion that was planned with the intention to access education for all
- Strongly struggled to abandon the employment of Para professionals which led a great problem on the formal educational quality.
- Open a way for the employed Para professionals to improve their education through the summer programs (p.14).

As stated in ETA document, currently the national teachers association and its affiliates at various levels based on their guiding principles establish committees in planning a yearly plan and performing different activities. Besides, by presenting their plans and accomplishment to their yearly (programmed) council they are scoring encouraging results in such a way that maintaining strong sides on the one hand, correcting weak sides on the other hand (ETA, 1999E.C.:1). Moreover, the national level association has been contributed a lot in strengthening the conception of democratization and enabling citizens to maintain their human and democratic rights by preparing informal civic education in and out of schools (ETA, 1999:2).

Regarding membership, in ETA (1991) publication it is indicated that during the time before the transitional government came in to power, membership was not on voluntary basis (ETA, 1991:15). On the contrary, as pointed out in ETA (2000:9) now it is carried out on voluntary basis. However, as noted from the discussion made in ETA's (1991:16-17) document since 1985 E.C. the association desegregated into two groups may be due to internal disagreements- the one which regarded as legally established and the other which considered as opposer group by the former one.

From the discussion so far made, there is an improvement regarding the right to form an association and maintaining forum for their discussion. As a result, currently it is in its re-establishment even in many of the country's higher education institutions (colleges and universities) with the institutions initiation (Anteye, personal communication, November 16,2008; Mengistu, personal communication, March 12,2008 NSZTA, 2000 E.C.:2). Their contributions which of course not highly aligned on quality promotion activities (indeed it is one of the underlying objective of the association) also relatively improved. In affirming this, based on the information gained from discussion with teachers of eight cities in 1999 ETA (1999:8) reported that "Although many inputs are required to ensure educational quality, it can be understood that our association is at infantile stage with regard to its activity to educational quality and success asides its attempts in maintaining teachers' right."

2.3.4. Problems Confronting TPA

The determinants of Teachers' Association involvement and activeness in the education processes could be associated with factors: government legislation or its status (recognition), unity among its membership and initiation (concern), level of support and cooperation from its stakeholders, economic status of the association, public demand for education and their confidence on it.

Relationships between Government and the Association

The kind of relationship between Government and Teachers' Unions may be one factor which precludes unions from performing roles that are helpful to the education system as well as to the profession's status (Gaynor, 1998:41-42; ANRTA, 1989E.C.).As he explains, in some cases the associations may be affiliated with government. ideology and lack the concern for the educational

aspects or they may be constrained in their operations by government legislation in the sense that it may limit their operation. Prawda (1990) in Gaynor (1998:42) found that “many educational policies and strategies in Latin America were designed specifically to placate teachers unions or other powerful stakeholders.” This is to mean that in situation where the education policies and strategies or governments approach is designed in favor of unions or other stakeholders other than majorities.

In some cases even if state officials may realize that the Teachers’ Associations have major man power resources and that their work is of considerable importance in the improvement of education, they may establish loose relationship with them unintentionally due to their economic incapability in responding to the demands of the association especially in developing countries (Natarajan,1969:128).

Such associations’ power may not only limit by Government approaches, it rather could also by other situational trends related to the education’s system. As Barber (1992:118-119) expresses experiences of UK’s NUT, and perhaps other teachers organizations, during the 1990s there are trends which open up room for teacher unions for maneuver and opportunities to exploit at least, though whether they will do so depends on decision taken by members and their representatives. They include:

- the growing demand of the economy for a highly skilled, flexible work force made up of individual able to think innovatively and to work collaboratively in teams, will increasingly require an education system which is seen as an investment and which concentrates on ensuring achievement for all pupils.
- the change in understanding of management structure, with participative, flatter model increasingly being seen as more effective. As this trend begins to influence the education service, there will be opportunities for teachers influence in school management.

As remedies for the source of trouble related to lack of power of the association to influence educational decisions, as recommended by Harris (1986), the association should:

- adjust avenue to gain support from those who engaged and concerned for the education system

- encourage its members to be active participants in various community agencies and/or associations
- involve in implementing professional developments programs
- co-operate closely with its Branches or maintain strong unity and collaboration, and
- use the media to disseminate information to the community on educational progress, trends and issues, and on the association direction.(P.196).

On top of this, TPA, as associations of professionals, would not have been playing such a constructive role towards the elevation of character of the profession as well as advancement of the education without some of the important characteristics of an institution. These characteristics include: partnering with other similar and correspondent associations and/or organizations, maintaining appropriate collaboration with its affiliates at various levels, and becoming strategic in its approaches.

State of Collaboration and Partnering

It is believed that the Association can enhance its capacity to perform tasks if it maintains appropriate relation and communication with its affiliates and educational bodies at various levels (NSZTA, 1999E.C:5, 2000E.C:7). Put it differently, approach of the association in forming alliances with other organizations and / or associations interested in education (operates in the education arena), like communities and other general organizations and response of such groups towards the association can determine how it operates (Adam, 1982:200). It is commented that maintaining a close tie, with in the realm of the professional identity, with other similar associations and / or originations is vital to the Teachers' Association in the sense that it helps both to gain power and to secure information on strategies (Zawdenh, 1975:188). Along with, the importance of working with various education stakeholders (parents, education boards, policy level bodies,...) to such professional association in contributing to achieve quality education has been indicated by Baber(2005)(See P.41).

Besides this, the state of collaboration amongst branches of the association might have an impact on its operation's. As Adam (1982:197) has said, attacks on teachers unions may arise from their own membership when they are unable to agree on the objectives of unions. "In the United States, England and Australia, there have been break away from major teachers' organizations

and the formation of more militant unions which have sought closer ties with industrial trade unions (Bessant & Spaul in Adam, 1982:197).

Further evidence of the impact of lack of unity among members of the profession (various division of such Association) on their effectiveness in playing role on the education system is illustrated by Robert P. Engvall. An examination of his review indicates that the failure of Teachers' Union movement to made valuable influence on the educational reform was due to lack of unity among teachers to form themselves in to one union (1997:76). The Associations (the AFT & NEA), rather focused on "their bitter rivalry and away from total concentration up on educational reform"(Berube(1988) in Engvall,1997:76). The situation could "heightening a lack of understanding of the interrelationship between school administrators and teachers, and there by stifling cooperation" (Nelson & Besag (1970) in Engvall, 1997:77).

Due to lack of their integration, as a result, variation may exist in functions of TPA at local level. As Lambert et al. (1996:181) argue the local stances taken by teachers associations (unions) vary not induced from the national level, where professional development and school improvement are important agendas rather associated with the local union practices as other institutions with in the system. They review the variation with instances: "Union in New York and Michiggan all are supporting small schools professional time, and alternative evaluation measures, where as in California local unions often oppose restructuring efforts and support in competent teachers."

Approach of the Association

Another determinant quality of the association as an institution is its ways of approaching situations appealing to it. As Barber (1992:120) suggests, teachers unions to succeed in negotiations particularly in a period of uncertainty and fluid power relationship they will need a long term vision of the changes they would like to see brought about and an appropriate strategy for moving towards this vision which must be based on critical examination of opportunities /possibilities/ and it must generate the support and commitment of the unions members and its staff (p. 120). This indirectly may imply that lack of influence (opportunities) of Teachers' Associations in educational decision-making may be associated with drawbacks of the associations themselves as of weakness in formulating clear, appropriate and feasible visions and the corresponding strategies in reaching the visions. In strengthening this, by citing a Swedish

trade unionist expression quoted in NUT (1990 b) Barber further states that:

“To a visiting delegation recently ‘Unions must have a long range strategy based on careful analysis. With out such a strategy unions are confined to being reactive to the national agenda nor can they even adequately pursue the interests of the wider community. The overall strategy needs to be widely debated, widely understood and widely supported by the membership’” (p. 120).

Further, Henderson(1969:256) as expresses the Nigerian Teachers’ Union experience as reported by E.E.Esua(1963)(General Secretary of the Union) sates that although the Nigerian Teachers’ Union was rapidly grown in terms of its membership, its Branches were inactive which was attributable to failure to appoint the appropriate people on significant positions in the Branch offices, failure in the Branches to introduce activities in the consideration of members interests, and members inability to appreciate the value of the Association. This implies that characteristics of the association personnel would have an influence on the association participation in all its aspects it accounts for alongside other factors. Accordingly, these personnel are required to be effortful and committed to get all people involved, hear each voice, and have the competency to analyze experiences and ideas and draft as theory in such away as it is relevant to the practice of learning institutions, epecially while the association stands in contributing to the enhancement of the education, like in serving as learning network, Veuglers and Zijlstra(2002) in Baber(2005 in the section Activities and Organization of MAP)commented. Interpretation by Natarajan about the decline of strengthen and effectiveness of the Association (All-Indian Federation of Educational Association) also discloses the impact that lack to have full time officers and location of their resident from centers of the association in such a way that representatives would be in problem to meet together frequently and to discuses on the association’ operation (1969:126). According to Adam (1982:202), public confidence in schooling (their initiation to education) and economic condition of the association itself could impose whether Teachers’ Organizations are influential in education decision-making. Besides these, orientation of the Association itself may be a possible factor which can affect the level of its contribution for the promotion of quality in education efforts. But, it does not addressed by educators. Thus, in this study attempts will be made to assess its effects.

CHAPTER THREE

3. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of the data obtained from two groups of respondents through questionnaire: members and non-members teaching staffs of the association.

Interpretation on the status and problems of Teachers' Association participation in the promotion of quality education activities was made on the basis of comparison of total mean responses of the groups with the determined scaling and the responses of these subjects through chi-square test results at a 0.05 level of significance. Interview was also conducted with the colleges' administrators and zones education officials (with personnel on the education side on the one hand) and heads and secretaries of the Region, zones, and colleges Teachers' Association (on the Association side on the other hand). Besides, information was gathered through document analysis of the Region's, zones', and colleges' TPA plans and reports. The information collected through interview and document analysis was also qualitatively described in words in order to give answer for the basic research questions raised in the study.

Out of the total sample population 93 (60 members and 33 non- members), 90 were participated in filling out the questionnaire, but during data pre-analysis task (response screening) 2 questionnaire from non-members group were discarded from the actual analysis since they seem filled out carelessly or other wise like "I have no idea about the Association", totally un related responses in the open-ended items ,one sided ("tsienfegna") and with the fear that may lead improper interpretation of the problem there by conclusion. Besides, 3 questionnaires given to the non-member respondents were not returned. In general, out of the total population on which the study was conducted 88 respondents (60 members and 28 non-members) were considered in the study.

Thus, based on the responses obtained from the sample respondents, the analysis and interpretation of the data are presented below following each table.

3.1. Demographic Characteristics of Participants

Table 1. Demographic Characteristics of Respondents (Sex, Educational status and Years of experience in the institutions)

No.	Items	Member N=60		Non-member N=28		Total N=88	
		No	%	No	%	No	%
1.	Sex						
	a. Male	54	90	24	85.71	78	88.64
	b. Female	6	10	4	14.29	10	11.36
	Total	60	100	28	100	88	100
2	Educational status						
	a. MA/MSc	25	43.10	14	51.85	39	45.88
	b. BA/BSc	31	53.45	9	33.33	40	47.06
	c. Diploma	2	3.45	4	14.82	6	7.06
	Total	58	100	27	100	85	100
3.	Experience in the institution						
	a. 5 years & below	33	55	17	60.71	50	56.82
	b. 6 to 10 years	15	25	9	32.14	24	27.27
	c. 11 to 15 years	2	3.33	2	7.14	4	4.55
	d. Above 15	10	16.67	0	.0	10	11.36
	Total	60	100	28	100	88	100

As can be seen from table 1 item 1 above, 54 (90 percent) of member and 24 (85.71 percent) of non-member participants were male. It was only 6 (10 percent) and 4 (14.29 percent) of the association members and non-members were female respectively. This account a sum of 78 (88.64 percent) of the respondents were male and only 11 (11.36 percent) were females. Thus, there is by far, grater discrepancy in gender balance between male and female teachers respondents in which females are about 10 times less in number than that of male teachers. This figure of respondents was based on the total proportion of 166 male and 18 female teachers at the moment in the two colleges included in the study.

Concerning the respondents' qualification, 39 (45.88 percent), where 25 (43.10 percent) and 14 (51.85 percent) of members and non-members respectively were MA/M.Sc holders, 40 (47.06 percent) of them where 31 (53.45 percent) and 9 (33.3 percent) in each of the groups respectively were BA/BSc, and 6 (7.06 percent) of the total respondents were diploma holders. The diploma holders include laboratory technicians and assistant. In principle, the more qualified teaching staff a system has, among other things, the more it could provide quality service. While considering the current teaching staff in the two observed CTE in Amhara Region, the number of

BA/BSC holders out weight those of MA/MSc holders. Besides, there were considerable diploma holders. However, some of the teachers from the colleges are attending the post graduate studies at AAU this year (during the year).

With regard to years of work experience in the colleges, as indicated in table 1 page 53, 55 and 60.71 percent of members and non-members of the association respectively replied that they had served for about one to five years in the colleges, which shows relatively high proportion of all the rest years of experiences categories given above. About 25 and 32.14 percent of members and non-member respondents respectively lie in the work experience years of six to ten years. While the 11 to 15 years range of work experience in the institution comprises 3.33 and 7.14 percent for each group respectively. Respondents with years of experience above 15 constitute a little over 11 percent of the total respondents (in fact ten respondents in the whole sample). But, as 6 years is not an easy years of experience to say something (indicate the facts) about the level of the association participation in the promotion of issues of quality education in their respective institutions as well as the assumed factors which hinder it in so doing, after all “it is established primary to liaisons on behalf of them...”, the total proportion of respondents with the experience of 6 and above were combined together and it comprise 43.18 percent of the total respondents. This implies that the study is inclusive in the sense that it integrates respondents from various level of work experience (from the two extremes years of experience ranges).

Table 2. Characteristics of TPA Committee Members by Years of Experience in the Position they Held and Work load?

No.	Items	Committee members	
		No	%
1.	Experience in the association position		
	a. 2 years & below	5	71.4
	b. 3 to 5	2	28.6
	c. 6 to 8	0	.0
	d. Above 8	0	.0
	Total	7	100
2	Additional responsibilities held		
	a. yes	2	28.6
	b. No	5	71.4
	Total	7	100

As depicted on table 2 page 54, considerable number of the respondents 5(71.4 percent) responded that they had two years and below work experience in the association position they held. This proportion shows that sizeable number of the association committee members (around three–fourth) had two years and below experience in the position they held in the association which, in turn, means most of the association representatives in the CTE under consideration had not a reasonable work experience required for the association task. About 28.6 percent of the committee members lie in the experience of three to five years.

The respondents were further asked whether or not they have additional responsibilities other than teaching and the association position. Accordingly, 28.6 percent of the respondents answered that they had responsibilities other than their obvious (teaching) duties and the association position but 71.4 percent (a large number of the respondents) answered ‘No’ to the question “Do you have any responsibilities in addition to the position you held in the association?” But this as it is, result of the interview and actual witness of the student researcher revealed that majority (three out of four) of heads and secretaries of the association at the two colleges were back up with additional decisive educational responsibilities-cluster coordinator and supervisor, and coordinator of center of excellence asides the normal teaching task in Dessie and Debre Birhan CTE respectively. This clearly indicates that, the major representatives (heads and secretaries) of the association were expected to under take responsibilities /tasks/ of the association with in this load. Hence, it may be possible to suggest that those representatives at the significant position of the association need to be relatively free from other additional responsibilities other than the normal teaching or made others who do not have such significant additional responsibilities.

To sum up, from the data collected and analyzed the following significant characteristics of the association task committee teams have been obtained.

According to the personal details shown in table 2 page 54, most of the association representatives in the sample areas had least experience in the association position they held and the at most personnel (General and vice secretary) were back up with other significant educational responsibilities in both colleges. On top of this, it was the indication of the entire sample respondents that most of the personnel were less committed in carrying out the

association's tasks. Hence, this significantly might affect their competencies, in turn, level of the Association involvements in activities directed at the improvement of the education system along with maintaining teachers' rights and benefits.

3.2. The Level of TPA Participation in Quality Education Promotion Issues at CTE in Amhara Region

An attempt was made to assess the state of TPA involvement in issues of quality education promotion in two Colleges of Teacher Education of Amhara region. This was estimated or assumed based on the level of participation of the Association (through rating scale showing scales from extremely high to not at all which latter converted as high-medium-low scaling for the purpose of analysis) in issues related to quality education- teacher quality, professionalization, and other related issues (curriculum evaluation and research). In this case, participation is said to be high when the association found to have involvement/take a part/ in each of the issues from initial planning to implementation either in collaboration with the learning institutions or it alone. But, as policies of recruitment of both teachers' and student entrants' and promotion, and code of ethics are assumed to be formulated at national level, its participation at learning institutions considered to be high if it is found to have involvement in the planning of each issues in line with the actual context like disciplinary issues, man power requirement of learning institutions up to assuring their proper implementation (weather they are carried out inline with the polices); medium if it is found to have involvement but might not in all steps of the activities for the promotion of quality in education like on the actual implementation (assure whether the policies are maintained) and/or rarely take an active part for the implementation asides following the process like situations adjustment. And low if it is not found to have any involvement in any of the steps of the activities or (rare involvement in the practicalizatton or following their justice accomplishment).

Table 3. TPA Support for Teacher Quality

No	Items	Members N=60		Non-Members N=28		Total		d.f	X ² _{cal}	P-Value
		No	%	No	%	No	%			
1	In recruiting teachers							2	4.931	.085
	High	12	20	6	21.4	18	20.5			
	Medium	29	48.3	7	25	36	40.9			
	Low	19	31.7	15	53.6	34	38.6			
	Total	60	100	28	100	88	100			
	Weighted Mean	1.88		1.68		1.82				
2	Teacher promotion							2	.520	.771
	High	15	25	9	32.1	24	27.3			
	Medium	25	41.7	11	39.3	36	40.9			
	Low	20	33.3	8	28.6	28	31.8			
	Total	60	100	28	100	88	100			
	Weighted Mean	1.92		2.04		1.96				
3	In recreating students in to the profession							2	.910	.635
	High	5	8.8	4	14.8	9	10.7			
	Medium	9	15.8	3	11.1	12	14.3			
	Low	43	75.4	20	74.1	63	75			
	Total	57	100	27	100	84	100			
	Weighted Mean	1.3		1.41		1.36				
4	In teacher professional development							2	2.312	.315
	High	3	5	4	14.3	7	8			
	Medium	6	10	3	10.7	9	10.2			
	Low	51	85	21	75	72	81.8			
	Total	60	100	28	100	88	100			
	Weighted Mean	1.2		1.39		1.26				
5	In encouraging and facilitating research attempts of teachers							2	1.862	.394
	High	2	3.3	1	3.7	3	3.4			
	Medium	1	1.7	2	7.4	3	3.4			
	Low	57	95	24	88.9	81	93.1			
	Total	60	100	27	100	87	100			
	Weighted Mean	1.08		1.15		1.10				
6	In teacher evaluation and appraisal							2	.657	.720
	High	2	3.4	2	7.1	4	4.7			
	Medium	10	17.2	4	14.3	14	16.3			
	Low	46	79.3	22	78.6	68	79.1			
	Total	58	100	28	100	86	100			
	Weighted Mean	1.24		1.28		1.26				
7	In providing supervisory service for teachers							2	1.801	.406
	High	1	1.7	2	7.1	3	3.5			
	Medium	5	8.6	3	10.7	8	9.3			
	Low	52	89.7	23	82.1	75	87.2			
	Total	58	100	28	100	86	100			
	Weighted Mean	1.12		1.25		1.16				

Table value of X² at df(degree of freedom) = 2 is 7.3778 Significant at p<0.05 level

As can be observed from table (3) page 57, 12 (20 percent) of members and 6 (21.4 percent) of non-members replied that, the degree of TPA participation in recruiting teachers was high. In relation to this, 29 (48.3 percent) and 7(25 percent) of member and non-member respondents respectively confirmed that its commitment and involvement in recruiting teachers was average. While 34 (38.6 percent) of the two group respondents, where 19(31.7 percent) of members and 15 (53.6 percent) of non-members replied as it was low.

In the same token, considerable number of respondents 25 (41.7 percent) and 11(39.3 percent) of members and non-members respectively confirmed that, participation of the association in teachers promotion tasks was average; and 15 (25 percent) and 9 (32.1 percent) in each groups respectively revealed as it was highly participated. It was 28 (31.8 percent) of the total respondents where 20(33.3 percent) of members and 8 (28.6 percent) of non-members replied that its concern and participation in the accomplishment of such management task was considered to be low.

Further more, from the interview with the colleges administrators and the association representatives, it was found out that the association has a room in such management task committees and its representatives have been involved in the implementation of the tasks by being member of the committees. That is, as the Association primary existence is to serve teachers by liaison with others and attempting for their rights to be maintained, its representatives on behalf of it follow these teachers' related processes in assuring whether they are carried out inline with the policies with out violating their (teachers) rights. The interviewees further affirmed the role that the association played in assuring the career structure reform and for its successful implementation in collaboration with its general branches. In strengthening this, from the document analysis of report of the association (of Dessie CTE) it was found out that the association played significant roles for the successful realization of the reform by re-organizing the task committee, selecting teachers who deserve the benefit on the basis of the civil service reform guideline and reporting complains of teachers' in this regard to the Zone and Region TPA.

This shows that, the association at the level of education under consideration as its affiliates at the other levels has been participated in and contributed for the successful implementation of such educational quality issues, particularly of the teachers' promotion.

The calculated mean values of groups of respondents were within the moderate range. Which indicated that the association participation in the issues raised was in its average level. This especially capitalizes when comparison made on the level of involvement of the association on all of the issue raised. The associated p-values of the chi-square test were greater than 0.05 levels of significance (.085 and .771 for each of the items respectively). This shows that there was no statistically significant difference among the opinions of the two groups regarding the level of the association participation in the issues raised. It can therefore be conclude that the Association has been contributed /participated/ for the successful implementation of teachers recruitment and promotion in that by following the processes in assuring their justice accomplishment (whether the policies are maintained) and also in the planning (adjustment of situations) for teachers' promotion that is by reorganizing the task committee.

As regards item 3 of the same table the respondents were requested to point out their views regarding TPA participation in decision making related to recruitment of students for the profession. Accordingly, nearly most of members 43 (75.4 percent) and non-members 20 (74.1 percent) revealed that as it was low. Nine (15.8 percent) and 3 (11.1 percent) of members and non-members respectively confirmed as the association involvement (attempts) to facilitate fair and proper accomplishment of such decisive task of the profession's training was average. On the other hand, 9 (10.7 percent) where 5 (8.8 percent) and 4(14.8 percent) of member and non-member respondents respectively argued as it was high.

From the interview with zone's TPA representative(General Secretary) (south wollo), it was found out that the association at colleges rarely carried out an informal supervision over the recruitment process as it directs by them (the zone's TPA personnel). This, as to him, is with the concern to halt the action of admitting all competent without critical consideration of fulfillment of the standards, particularly of those who would pay fees.

This shows that the association was not participated or attempted in facilitating effective entrants (in to the profession) recruitment as expected, especially when the education environment where it has been found in is taken into consideration in accordance with one of its objectives-elevating the character of the profession of teaching (Engvall,1997:54). Accordingly, from this it is possible to understand that the expected cooperation of the association in assuring proper planning and implementation of activities related to the issue raised was not as the level desired (MOE, 1994:20).

The mean values were found within the low range ($\bar{X} < 1.5$). This means that the two groups agreed that the association participation in this regard found to be low. The associated p-value is .635, which is greater than 0.05 levels of significance. This shows that there was no statically significant difference between the opinions of the two groups.

Similarly, in item 4 of the table (3 page 57), the respondents were asked whether or not the Association was actively involved in organizing and conducting professional development programs in the colleges. Accordingly, most of the respondents: 51(85 percent) of member and 21 (75 percent) of non-member respondents confirmed as it was low. It was even only 9(10.2 percent) out of the total respondents (88) where 6(10 percent) of members and 3(10.7 percent) of non-members argued as its participation was medium.

Further from the interview result with college administrators and representatives of the Association, although it has been participated in recruiting teachers to the training programs and tried its best in supporting them to get the chance, it did not carry out any activities related to the issue self initiatively or in collaboration with the colleges' personnel in the education institutions.

Teachers could be enriched professionally either by participate in experience sharing forums, conferences, research activities and /or attend formal trainings. Regarding this, under table 4 on page 66 of item 4&5 the efforts of the Association in arranging educational and professional workshops and forums, and experience sharing situations for teachers was found to be low. Besides, in table 3 of item 5 about 95 and 88.9 percent of member and non-member respondents respectively indicated that the Association participation in encouraging and facilitating research

attempt of teachers in the colleges was low. Where as, it was only 3.4 percent where 1.7 of members and 7.4 percent non-members; and 3.4 percent where 3.3 and 3.7 percent of respondents in each groups respectively argued that its participation was average and high respectively.

The interview with the colleges research and development vice deans reveled that the non-participation of the association in this regard. The dean at one of the college (Debre Birhan) further commented that the association can contribute for the education system by cooperates in teachers professional capability enhancement, like by adjusting situations where by they (teachers) can participate in research activities which on the one hand help them to be promoted, on the other hand they would make contributions for the well functioning of the education system by in dictating problems and the corresponding solutions . Associated with this, he suggested that the association should activate by plan properly on such issues that could pave a way for its success not only in maintaining rights and benefits of teachers but also contributing to the education advancement.

The mean values of both groups: members ($\bar{X}= 1.08$) and non-members ($\bar{X}=1.15$) have been showed the low (insignificant) level of involvement of the association in encouraging and facilitating research attempts of teachers in the colleges under consideration. The chi-square test result showed that there was no statically significant difference among the opinion of respondents since the P-value was greater than 0.05.

Based on the above data, it is possible to conclude that the participation of TPA in organizing and conducting professional development programs in the colleges was low.

The mean value of groups were found with the low range ($\bar{X} < 1.5$). This means all of the groups agreed that the association participation in this regard found to be low. The associated p-value was greater than 0.05 levels of significance indicated that there was no statistically significant difference among the opinion of the two groups of respondents in the issue raised in item 4 of table 3.

Further more, the respondents were asked series of two questions in the attempt to find out the level of participation of the association in relation to teacher quality enhancement. As shown in the table of item 6 and 7, a large proportion of the respondents confirmed that the association participation in teachers' evaluation and appraisal, and supervision was low.

The weighted mean values of the groups for both of the items also disclosed the low participation of the association. Thus, considering the highest rated responses and mean values, it is possible to conclude that participation of the association in the issues raised was low.

Generally, from table 3 on page 57, it is possible to conclude that, the participation (contribution) of the association in supporting for teacher quality was low. Its involvement rather did not go far beyond in participating and facilitating accomplishment of teachers related administrative tasks (recruitment and promotion). Where as experiences of other countries TPA show the grate roles it plays in this regard. The extensive literature reviewed by Baratz-Snowden (1999) of U.S.A., for example, gives an empirical evidence of such a contribution. The review reveled that the support that AFT and its affiliates made for teacher quality through facilitating pre-service teacher preparation (pp.433-434), justice recruitment and hiring practice with the consideration of both teachers and educational aspects (p.435), designing ,implementation and refinements of monitoring programs (p. 436) teachers professional development by searching chance of sponsors and institute some sort of research doing training for teachers (pp. 436-438), and by introducing new educational initiatives like a more substantive system of teacher evaluation (Peer evaluation) (p.439).Similarly, the review of Israel Teachers' Union (ITU) initiatives for the advancement of the education through the promotion of teachers professional capabilities (ITU,n.d); and Villegas-Reimers (2003:137) through the provision of different types of professional development for their members(to participate in workshops, national conferences, training on various professional and educational issues in enabling them to cope up the changing realties of the issue).

Table 4. TPA Support for Professionalization

No	Item	Members		Non- Members		Total		X ² cal.	P-Value	
		No	%	No	%	No	%			
1	In maintaining professional discipline							2	1.067	.587
	High	8	13.3	3	10.7	11	12.5			
	Medium	29	48.3	11	39.3	40	45.5			
	Low	23	38.3	14	50	37	42			
	Total	60	100	28	100	88	100			
	Weighed Mean	1.75		1.61		1.71				
2	In creating a mutual respecting & cooperative environment							2	.557	.757
	High	4	6.7	2	7.4	6	6.9			
	Medium	13	21.7	4	14.8	17	19.5			
	Low	43	71.7	21	77.8	64	73.6			
	Total	60	100	27	100	87	100			
	Weighed Mean	1.35		1.30		1.33				
3	In maintaining the culture of professional support							2	.836	.658
	High	3	5	2	7.1	5	5.7			
	Medium	8	13.3	2	7.7	10	11.4			
	Low	49	81.7	24	85.7	73	83			
	Total	60	100	28	100	88	100			
	Weighed Mean	1.23		1.21		1.23				
4	In arrange educational & professional workshops & forums							2	1.839	.399
	High	4	6.9	2	7.1	6	7			
	Medium	2	3.4	3	10.7	5	5.8			
	Low	52	89.7	23	82.1	75	87.2			
	Total	58	100	28	100	86	100			
	Weighed Mean	1.17		1.25		1.2				
5	In experience sharing among teachers							2	4.130	.127
	High	2	3.3	3	10.7	5	5.7			
	Medium	2	3.3	3	10.7	5	5.7			
	Low	56	93.3	22	78.6	78	88.6			
	Total	60	100	28	100	88	100			
	Weighed Mean	1.1		1.32		1.17				

Teachers' Association is one of the potential resources that can play significant role in articulating professional standards and enforcing codes of ethical conduct (International Reading Association, 2008). Item 1 of the table above (4); therefore, reveals whether there was TPA efforts to enhance the adherence of the profession's codes of ethics by teachers to make contribution for the smooth operation of the training by being role model for students, and performing their professional and citizenry duties appropriately. Accordingly, 8(13.3 percent) of members and 3(10.7 percent) of non-members replied that it exerted high effort in this regard. In relation to

this, considerable proportion of the respondents: 29 (48.3 percent) and 11 (39.3 percent) of members and non-members respectively confirmed that its participation in settling disciplinary matters associated with teachers was average. Where as 37(42 percent) where 23(38.3 percent) and 14(50 percent) of members and non-members respectively argued that its effort in dealing with disciplinary matters in the colleges was low. As it is clearly shown in the table considerable proportion of respondents in the non-member group responded as the association involvement in dealing with the issue was low. This might be due to awareness lack or attitudinal problem towards the association.

Responses to the questions of the interview with college deans and vice academic deans, and representatives of the Association, revealed that the association (as of recruitment, and promotion and transfer) has room in disciplinary committee and its representatives have been participated in the task as member of the committee. As to most of the colleges' deans, and the Association's representatives, the association has been contributed in such task by facilitating appropriate and educative decisions (remedies or penalties) on teachers in supporting the colleges' administration. The academic dean and Association's representative at Debre Birhan Teacher Education and Vocational college in the interview noted that the link between the association and the college discipline committee is fair and it supports the college administration in such a way by following teachers disciplinary (like the course of their teaching or if cases presented by students associated with teachers teaching or otherwise to the academic dean), by facilitating justice decision on the issue, and providing some corrected comments (advisement) to mistaken teachers as a way out from it.

From this it is possible to say that TPA participation in dealing on disciplinary issues associated with teachers there by facilitating smooth operation of the education system (training program) was at a good level. The weighted mean value of members ($\bar{X}= 1.75$) and non-members ($\bar{X}=1.61$) are with in the moderate range. This means the two groups of respondents agreed that the association participation in this regard found to be moderate. The associated P-value also showed the absence of statistically significant difference among the opinions of the groups as it was greater than 0.05 levels of significance. This indicated that both groups (members and non-members) agreed that the Association has been played roles in the resolution of teachers' disciplinary issues by being member of the task committee. Thus, it is possible to infer that the

Association has been contributed for the education system administration process through its participation in dealing with teachers disciplinary (identifying cases associated with teachers conduct in the teaching-learning environment, suggesting informative ideas for justice decision, and following the decision making process of the aspect in assuring whether it is carried out in line with the guide lines) which is valuable to the promotion of quality of the system.

In item 2 of the same table, respondents were asked to rate the efforts of TPA in the prevalence of mutual respect and cooperative environment among themselves. Accordingly, only 6(6.9 percent) of the total respondents (87) rated that there was high attempts made by it in the creation of such environment. While 17 (19.5 percent) of them, where 13(21.7percent) of members and 4(14.8 percent) of non-members responded as the Association participation was moderate. Most of the respondents, on the other hand, confirmed that the effort of the Association to the issues raised was in its low state.

The proportion of TPA members who rated the association's attempts in so doing to the issue as it was moderate was a little bit higher than of the other rating. This might be due to bias. But, even with in this group (members) as the proportion of respondents to the level of rating below the moderate was much higher than the moderate, it leads the mean value that disclosed the low attempts made by the association.

From the above data, it is possible to understand that the attempts made by the TPA in contributing for teachers professionalization through the creation of mutual respect and cooperative environment like by coordinating teachers to carry out professional and educational activities in team or cooperation of those who stands for this situation was low. The chi-square test result showed that there was no statically significant difference among the opinion of respondents since p-value was greater than 0.05.

In item 3 of table 4 page 63, the respondents were requested to point out their view regarding the participation of TPA in maintaining the culture of professional support, like advisory services, induction,....Accordingly, 5(5.7 percent) and 10 (11.4 percent) of the total respondents confirmed as it was high and medium respectively. On the other hand, a large proportion of the

respondents: 49(81.7 percent) and 24(85.7 percents) of members and non-members respectively replied that it was low.

From this it is possible to understand that provision of professional supports were left to the education institutions or the association did not take active part in this regard. This could be due to absence of well delineated work time for its representatives as regards the tasks of the association there by facilitation of the provision of such service on behalf of the association with in its independent office. In relation to this, as some respondents commented that since there was no specified associations owned office (incase of one of the college- DCTE), they could not contact as they want freely. Hence, in order to make TPA take part in the provision of such professional service, the learning institutions need to adjust environment conducive for it.

The weighted mean values of members ($\bar{X}=1.23$) and non-members ($\bar{X}=1.21$) have indicated that the level of TPA participation in maintaining the culture of professional support in the educational institutions was found to be low. The associated p-value was greater than 0.05 levels of significance; implying that there was no statistically significant difference among the opinions of the two groups in considering the Association participation in the issue raised as it was low. It would then be conclude that the association in the respective colleges did not help teachers in such a way as introducing aspects of the learning institution (staffs...) in their initial assignments and providing advisory service as they needed that could contribute for easy adaptation of their work environment and perform properly.

As regards TPA participation in arranging educational and professional forums for discussion, and experience sharing among teachers, most of the respondents tend to have the same opinion across continuum of the "low" rating. That is, 52(89.7 percent) of members and 23(82.1 percent) of non-members, and 56(93.3 percent) of members and 22(78.6 percent) of non-members for each of the items respectively rated the Association participation in the issues as if it was low. Accordingly, mean values of the groups fall with in the low range. Thus, taking majority of the respondents and total mean values the efforts of TPA to such issues was considered to be low.

Further more, from the interview with both the colleges administrators and the association representatives, it was noted that there was no any workshops, conferences, and experience sharing happenings arranged in the name of the association in the education institutions.

The document observation (plans) of the association (of DCTE) showed the intention of the association to such issues. In the plans, panel discussions and educational trips were planned to be carried out, but nothing indicated in the corresponding report about their practicalization. In affirming this, the association's representatives noted that there were attempts to integrate such issues in the association plans, but there was always a doubt about their implementation.

From the above data, it is possible to conclude that the association has not played any meaningful roles to the implementation of the issues raised.

The chi-square test of significance come out with a p-value of .399 and .127 for each of the items respectively, which are greater than 0.05 levels of significance; showing that there was no statistically significant difference among the opinion of groups in considering the Association participation in the promotion of quality in education through arranging educational and professional workshops for them and experience sharing among themselves as it was low. It, thus, follows that the Association did not make any contribution in promoting quality of education by taking a part in carrying out these issue. Accordingly, it could be possible to say that teachers might be in deficient of benefits out of such professional enrichment opportunities (workshops and experience sharing) as the activities were not carried out or coordinated by those teachers' 'concerned' unit.

Generally, from table 4 it is possible to conclude that the support made by TPA for profesionalization was low or safe to say there were no meaningful contributions made in so doing except thorough its involvement in the resolution of disciplinary matters. The experience of other countries, however, shows that there is grate efforts have been made by such association. The contributions of TPA in Britain, U.S.A and Pakistan, for instance, can be cited in this regard. TPA in Britain plays roles by providing consultation service for teachers (Locke (1974) in Adam ,1982 :198), U.S.A.'s NEA and OTF initiatives-a more boundary free net working of teachers as learners by which teachers participate in confreres, face- to- face

meetings , dialogic network with experts, and in-service collaboration among them selves (Fullan, 1993 : 130 -131), and in Pakistan regular workshops for discussion on professional matters has been arranged by one of the TPA (MAP) (Baber, 2005).

Table 5. TPA Participation in other Issues of Educational Quality Promotion

No	Items	Members		Non – Members		Total		d.f.	X ²	P-Value
		No	%	No	%	No	%			
1	In research publication							2	.369	.832
	High	2	3.4	1	4	3	3.6			
	Medium	10	17.2	3	12	13	15.7			
	Low	46	79.3	21	84	67	80.7			
	Total	58	100	25	100	83	100			
	Weighted Mean	1.24		1.2		1.23				
2	In curriculum /program evaluation							2	3.64 6	.162
	High	1	1.7	3	10.7	4	4.5			
	Medium	3	5	1	3.6	4	4.5			
	Low	56	93.3	24	85.7	80	90.9			
	Total	60	100	28	100	88	100			
	Weighted Mean	1.08		1.25		1.14				

As depicted on table 5 above, 79.3 and 84 percent of members and non-members respectively replied that the association participation in publishing educational and professional researches studies in the colleges was low. This accounts a sum of 67 that is slightly above eighty percent of the total respondents. A little above seventeen and 12 percent of the respondents in each groups respectively rated as it was medium. It were only 3(3.6percent) of the total respondents (83) replied that the participation of the association in the issue raised was high.

Further more, from the interview with the colleges research and development vice deans, it was found that the association did not participate in conducting research studies at least in collaboration with such unit of the colleges .

But, as quality of education system (teaching and learning), among other things, would be determined by the extent to which research out puts and their application by it, the participation

of the association in this regard can add something positive in reaching this concern (*Curriculum Frame Work for Quality Teacher Education*, n.d.). Besides, it could be possible to suggest that its concern and participation on such issue in collaboration with educational institutions research and development unit would facilitate not only opportunities for teachers to participate in the task but also justice recruitment of individual for the task.

The calculated mean values of both members ($\bar{X}= 1.24$) and non-members ($\bar{X}=1.2$) disclosed the low participation of the association. Thus, considering the mean values along with the highest rated category in the scaling continuum, it could be conclude that the association involvement on the issue raised was low. Apart from this, the associated p-value, as it was greater than 0.05 levels of significance, indicated that there was no statistical significant difference among the opinions of the two groups. It can therefore infer that the Association did not make any contributions(low) in the promotion of quality in education in the colleges under consideration in terms of increasing their research outputs and applications either in collaboration with other concerned units of the education institutions and /or alone.

Similarly, as it can be seen from the table to item 2, majority of the respondents 80 (90.9 percent) where 93.3 and 85.7 percent in each groups respectively indicated that the efforts of the colleges TPA in looking in to the training program was low. On contrary to this, it was only 4(4.5 percent) where 1(1.7 percent) of members and 3(10.7 percent) of non-members of the total respondents replied as it was high. The responses given to medium 4(4.5 percent) also reveals the participation in the issue raised was low.

The weighted mean values of responses of the two groups to see at which level of the ratings where the association state of participation lies on were computed. Accordingly, all of them found with in the range of ($\bar{X} < 1.5$). This means, the level of TPA participation in commenting on the operating programs was low. The associated p-value was greater than 0.05 levels of significance .This indicated that there was no statically significant difference between the opinions of the two groups. *New South Wales Professional Teachers Council (NSWPTC)*(n.d.); Baber (2005); Baratz-snowden (1995:433-434) reviews, to which we referred earlier, such association in their contribution to the enhancement of education quality, however, actively cooperatives the respected task forces in the development and implementation of new

syllabuses and courses, designing and reviewing of learning materials, and in defining the core pedagogy(professional) courses respectively.

Most of the respondents in their further comments conform that, generally, the Association in their institutions did not make any meaningful contribution to the promotion of quality of the level's education system except its involvement in various management committees of the institutions (colleges) as member that are even intends to maintain teachers' rights. And its existence even identified to them mostly while it requests the monthly grant from its members. Some of them further commented as the Association did not even comment on determinant ingredients of the training program like course scopes. As they explained, there were problems in some units of the training in that they lack a specified scope of courses for students and the corresponding well organized modules and manuals. On top of this, they (the staffs) did not stand for their cooperation to settle such problem. The Teachers' Association in their campus being a concerned unit for such aspects, however, did not give any comment as well as attempts to coordinate them to do so. But, one thing which should not be passed overlook is that their affirmation of the great role played by the association in their colleges during the implementation of the career structure reform.

Reviews of experiences of other countries, for example, by Bratz- Snowden (1999:433-434) of U.S.A., however, has been evidenced the contribution of Teachers' Professional Association in enhancing the smooth operation of the profession's training by partnering (stand in its collaborations) not only the training center community but also policy makers in defining the core pedagogy curriculum for teacher candidates, identifying issues related to raising the standards for entry in to teacher education and feature of excellent preparation for the real work situation.

Their justification for the existed level of the Association's participation was due to problems, like lack of awareness of members for the association works, low perceived value of the association by and support from its stakeholders (problems of taking it as their association) it, in turn, due to the believe that it is victim of political environment that help the Government to handle them, leadership problem ,i.e., the leaders of the association were not committed enough to serve teachers rather they use it for their personal development(they use it to get political

attention from the Government) and hence TPA is not well trusted by its members across the nation, lack of support from officials, lack of concern on the side of the association itself to promote education (or thinking that promoting education quality is not also its concern), budget constraints, lack of planning.

Responses to the questions of the interview with college administrators and the association's representatives also revealed that the involvement of the association in quality enhancement activities other than maintaining teachers' rights by being member of various management committees as the system invites, was low. As the college dean (Dessie) in the interview explained that, the level of the association participation in the college was even up to the point that its existence is in doubt and they mostly alarmed when letters send to them from the zone's TPA on various issues. Associated with this, the college's TPA general secretary reported that, it may be impossible to say that the Association has been working for educational advancement as it has not been activated by opening its independent office with well organized administration as others woreda TPAs and there has not been attempts with special concern to contribute in such a way other than to maintaining written contacts with others concerned bodies and participating in some issues as of teachers promotion in collaboration with the education administration system. But, all of the interviewees confirmed that the greater contribution it made while the career structure policy was under implementation by identifying those teachers who fulfilled the requirements for the benefit and who are not. Besides, all they noted that the importance that the association has and the way it can do so in promoting education quality: as a supporting unit for the implementation of educational packages directed at quality improvement, adjusting situations for teachers qualification enhancement and professionalization of the profession by facilitating where teachers can access professional training opportunities, experience sharing among them and with professional experts, research doings; initiating research studies in indicating defects associated with the training program (education policy) and solutions for its improvement.

From the above responses of the interviewees and results of the investigation it seems that involvement of TPA in the educational institutions under consideration on significant issues of quality educational promotion (CPD, research, commenting the training program...) was low, except in issues as of teachers disciplinary, recruitment, and promotion as the colleges'

management system invites it. As has been noted by many educators, the role of professionalization and quality teacher on quality education enhancement is not easy. Hence, less involvement in such two issues made TPA to be far from contributing for the promotion of quality in education.

The zones' and region's TPA representatives on their part explained that the performance of the association at the college level was not as the level required, particularly as it is compared with activities of its affiliates at other levels. The Region's TPA president in the interview ascertained that, as the law of the association, the lower branches are expected to bring about significant change for the education system and are expected to carry out conferences twice a year at the end of the academic terms/semester/ on what is going on their respective institutions and discuss on professional as well as teachers right aspects. But, mostly this is not the case in the learning institutions. This might be due to lack of initiation on the part of the association as well as learning institutions bureaucratic complexity in the sense that they consider the association's tasks as can be carried out along with others rather than in dependently with due attention, and the conferences as waste of time. Accordingly, the associations at the concerned colleges under investigation do not involve in issues they are concerned on. Their performance rather does not far beyond reporting associated with other programs, he indicated. On contrary to this, as to them, the association at zones and the Regional level did activate as it can.

Maintaining and enhancing quality of education requires a cooperative effort of all those concerned bodies. As explained, taking the notion under consideration though do not with special concern, the association at these levels with the believe that it should contribute what is expected from it by outlined it as one of its objectives and has been performed activities related to quality enhancement along side maintaining teachers rights and benefits including:

- Awareness creation on teachers so they perform their professional as well as citizenry duties as they are egger to their rights and benefits, and do not take the required level right and benefits un fulfillment as a base line for their professional and citizenry duties performance compromisional.

- Encouraging those teachers who conduct research studies financially within the jurisdiction of its capacity.
- Facilitating implementation of the “career structure” reform. On top of this, as to them, it is with the great effort of the association that “tiyeyue yederja ediget” has been implemented from 1997 E.C. onwards for the first time in the history of the reform in the region.
- Conducting some researches on issues related to educational quality.
- Contributing an educative ideas about the implementation of educational packages (on practical strategies), like in mobilizing students participation in meeting one of the Millennium Development Goals- Achieve Universal Primary Education. The association, through its representatives, proposes ideas on how teachers can facilitate this task (they are considered among the responsible body in the packages) without being encountered challenges.
- Facilitating in-service professional training of teachers in such away that by standing for on time learning material distribution, and adjustment and dissemination of information to trainees about tutorial schedules.
- Facilitating justice promotion, disciplinary, and recruitment decisions.
- Indicating the existing situations concerning the standard of the system to those concerned.

The interview result with educational personnel (the zones educational programs coordinator (of south wollo), teachers and educational professionals’ training expert, and the zone education general director(North shoa)) showed the following as regards the status of the association involvement.(contribution) in the zones education system which complements what has been explained by the association personnel above. As to these education personnel, currently the association, through its representatives, participates in some administrative tasks related to teachers: promotion and transfer, recruitment for short-term and long-term trainings and implementation of career structure. Besides, its representatives have been played a role as coordinating body by receiving some training to the implementation of the three educational improvement packages -CPD, SIP, and Civic and Ethical Education. Likewise, there have been attempts in doing action researchers and case studies on issues related to quality of education in

the name of the association at schools of the zones. Despite all these, as to them, the association mostly tends towards teachers benefits than to act in consideration with both teachers rights and benefits, and the education's problem.

3.3. Reasons for the Current (Low) Participation Level and Problems of TPA

Table 6. Reasons for the low Participation of TPA in the Promotion of Quality in Education.

No	Items	Members		Non-members		Total		df	X ² cal.	P-value
		No	%	No	%	No	%			
1	Economic constraints of the association							2	.463	.793
	Major	21	38.9	8	32	29	36.7			
	Minor	21	38.9	10	40	31	39.2			
	Not applicable	12	22.2	7	28	19	24.1			
	Total	54	100	25	100	79	100			
	Weighted Mean	1.17		1.12		1.13				
2	Bureaucratic complexity of the education institutions							2	.015	.992
	Major	24	43.6	11	42.3	35	43.2			
	Minor	25	45.5	12	46.2	37	45.7			
	Not applicable	6	10.9	3	11.5	9	11.1			
	Total	55	100	26	100	81	100			
	Weighted Mean	1.33		1.31		1.32				
3	Lack of concern on the side of the association							2	1.160	.560
	Major	36	62.1	19	73.1	55	65.5			
	Minor	17	29.3	6	23.1	23	27.4			
	Not applicable	5	8.6	1	3.8	6	7.1			
	Total	58	100	26	100	84	100			
	Weighted Mean	1.53		1.69		1.58				
4	Lack of support from other educational stakeholders							2	.370	.831
	Major	26	46.4	10	41.7	36	45			
	Minor	24	42.9	12	50	36	45			
	Not applicable	6	10.7	2	8.3	8	10			
	Total	56	100	24	100	80	100			
	Weighted Mean	1.36		1.33		1.35				
5	Lack of support and commitment of its stakeholders							2	.941	.625
	Major	43	74.1	18	72	61	73.5			
	Minor	10	17.2	6	24	16	19.3			
	Not applicable	5	8.6	1	4	6	7.2			
	Total	58	100	25	100	83	100			
	Weighted Mean	1.66		1.68		1.66				

The respondents were asked to indicate from the suggested reasons as “major”, “minor”, or “not applicable” related to the current status of the Teachers’ Association participation in the enhancement of education quality with particular reference to their colleges.

In this table, items with the value of highest weighted mean in addition to the level of their percentage frequencies were those reasons regarded as major causes for the low participation, as opposed to items with values of lower weighted mean and percentage frequencies which ever taken as minor factors or not applicable at all. As a result, items with weighted mean value of greater than or equal to 1.5 were considered as a major reasons, items with weighted mean value of $0.5 \leq \bar{X} < 1.5$ as minor, while if less to 0.5 it were considered as not applicable at all to the situation. Thus, as indicated in the table (6) page 74, the two major reasons constraint TPA from contributing as expected (it can) in promoting quality of education were lack of cooperation and commitment on the part of its stakeholders, and lack of concern and initiation on its part. The rest of them (economic constraint, bureaucratic complexity of the education institutions, and lack of support from other educational stakeholders) as the base line explained above were under the other category (minor reason). But, unfortunately non-of the proposed factors fall under the third category (not applicable).

From the above data it could be observed that the low participation of the Association in the promotion of quality education along side maintaining teachers’ right and benefits is attributable to factors associated with the association itself and external to it with varying degree of influence (seriousness).

A Chi-square test of significance was done to see if there was significant difference in the perception of the respondents regarding their indication of the suggested factors as major or minor or not applicable reason for the low participation of the association. Since the associated p-value were .793, .992, .560, .831, and .625 for the assumed problems-economic constraint, bureaucratic complexity, lack of concern and initiation on the side of the association, lack of support form other education stakeholders, and lack of support and commitment on the association stakeholders respectively, which are greater than 0.05 levels of significance, indicate that there was no statistically significant difference in the perception of the two groups of respondents regarding the issues under consideration. Thus, we can conclude that lack of

cooperation and commitment on the part of the Association stakeholders, and lack of concern and initiation on its part were the major problems of the Association, where as the rest were minor attributes.

Problems of TPA that Hinders it from Participating in Maintaining and Enhancing Quality of Education in CTE.

Among the challenges that could be assumed to stand against the contribution (participation) of TPA, the following were presented to the respondents to be rated by five point scales (very serious=4, serious=3, moderate=2, less serious=1, and not observed =0) which latter converted as three points of scaling (serious-moderate-less serious) for the purpose of analysis. Accordingly, these obtained results were interpreted as ≥ 2.5 = serious, $1.5 \leq \bar{X} < 2.5$ = moderate and < 1.5 = less serious. Serious in the context of this study has been taken to imply absence (rare prevalence) of determinant approaches on the side of the association and situations external to it which assumed have significant impact on its participation or the prevailed situations (approaches) are found not in a way allow the Association to activate properly (considered as major reasons). Moderate- the approaches and situations are existed but might not be in a way as such favorable (adequate) for its proper operation. Less serious- if the approaches and situations are prevailed at the same time adequate or their existed levels do not assumed have considerable impact (reason) for the Association participation.

Table 7. Problems Related With the Association

No	Items	Members		Non-members		Total		df	X ²	p-value
		No	%	No	%	No	%			
1	Lack of commitment on its part							2	5.474	.065
	Serious	36	60	23	85.2	59	67.8			
	Moderate	16	26.7	3	11.1	19	21.8			
	Less serious	8	13.3	1	3.7	9	10.3			
	Total	60	100	27	100	87	100			
	Weighted Mean	2.47		2.81		2.57				
2	Lack of clearly defined duties and responsibilities							2	3.510	.173
	Serious	26	44.1	18	64.3	44	50.6			
	Moderate	14	23.7	3	10.7	17	19.5			
	Less serious	19	32.2	7	25	26	29.9			
	Total	59	100	28	100	87	100			
	Weighted Mean	2.12		2.39		2.21				
3	Lack of appropriate strategies and programs							2	1.574	.455
	Serious	35	61.4	17	65.4	52	62.7			
	Moderate	7	12.3	5	19.2	12	14.5			
	Less serious	15	26.3	4	15.4	19	22.9			
	Total	57	100	26	100	83	100			
	Weighted Mean	2.35		2.5		2.4				
4	Lack of collaboration with its affiliates							2	2.989	.224
	Serious	31	52.5	16	59.3	47	54.7			
	Moderate	12	20.3	8	29.6	20	23.3			
	Less serious	16	27.1	3	11.1	19	22.1			
	Total	59	100	27	100	86	100			
	Weighted Mean	2.25		2.48		2.32				
5	Lack of partnership with other stakeholders							2	2.298	.317
	Serious	35	61.4	21	77.8	56	66.7			
	Moderate	13	22.8	4	14.8	17	20.2			
	Less serious	9	15.8	2	7.4	11	13.1			
	Total	57	100	27	100	84	100			
	Weighted Mean	2.46		2.70		2.54				

In the first item of the above table (7), the respondents were requested to point out their views regarding whether the lack of commitment for educational and professional aspects associated with the association is a serious problem that impacted the participation of the association in educational advancement attempts. Accordingly, more than half of the total respondents 59(67.8 percent), where 36(60 percent) and 23(85.2 percent) of member and non-member respondents respectively confirmed that it was a serious problem associated with the association which seems affected its participation in educational improvement activities as required. In line with this, 16 (26.7 percent) and 3 (11.1 percent per cent) of respondents in each groups respectively replied as the problem was moderate. On the other hand, it was only 9 (10.3 percent) where 8 (13.3

percent) and 1 (3.7 percent) of TPA member and non-member respondents respectively indicated that it was a less serious problem. This indicates that the problem was serious. This factor also indicated as a major reason for the low participation of the association in education quality enhancement under table 6.

In line with this, as to some of the colleges' administrators in the interview, no one blocks the association if it is initiated to do something to the educational advancement through issues of educational as well as professional, but it seemed uninitiated to act accordingly except involving in various teachers related management committees of the colleges as it invites. They noted that if it is initiated to do so it can contribute a lot by arranging experience sharing among teachers and with other experts, by conducting researches on the program and suggests for its smooth operation (improvement), by facilitating teachers professional enrichment opportunities.... For this situation they considered the association economic limitation, lack of committed representatives and cooperation from its stakeholders as causes. Across the continuum, there was no significant variation among groups in rating their responses. Accordingly, the mean value of members ($\bar{X}= 2.47$) and non-members ($\bar{X}=2.81$) were found out that made mean value of the total respondents to be greater than the serious value ($\bar{X}\geq 2.5$). This indicates that lack of commitment for educational and professional aspects of the association as serious problem. The associated p-value of the chi-square test was greater than 0.05 levels of significance; implying that there was no statistical significant difference among the opinions of the two groups. Therefore, it would possible to conclude that the Association at the respective colleges was not committed enough to take active positions in activities for the promotion of quality in education other than its involvement in the three administrative tasks which might be due to its economic background, lack of support from its stakeholders and others (learning institutions).

With regard to item 2 of the same table, 26 (44.1 percent) and 18 (64.3 percent) of members and non-members respectively responded that lack of clearly defined duties and responsibilities was a serious problem associated with the association. This means 44 (50.6 percent) (about half) of the total respondents agreed that lack of clearly defined duties and responsibilities as per the objective to contribute to educational improvement contributed negatively for the low participation of the association in issues of quality educational promotion. On contrary to this, a considerable number of the association's member respondents 19(32.2 percent) argued that the

problem was a less serious one. This might be due to TPA members may not be that much comfortable with the idea that the association to have a specified duties and responsibilities to contribute to the improvement of the education system (Teacher Education in particular) or they do not want to tell the truth due to bias.

The respondents further asked how far lack of appropriate strategies and programs of the association was a problem attributable to its low involvement in educational advancement issues. Accordingly, nearly most of the total respondents 52(62.7 percent), where 35(61.4 percent) and 17(65.4 percent) of members and non-members respectively replied as if it was a serious problem; and 7 (12.3 percent) and 5(19.2 percent) of respondents in each groups respectively confirmed that it was a moderate one. While as the case in the previous item (item 2 of the same table) considerable members respondents 15 (26.3 percent) argued as if the problem was less serious. This might be again due to bias towards the association.

Responses to the question of the interview with college TPA representatives revealed that, the association has not been a well identified vision, responsibilities, and strategies in line with the way to contribute to the promotion of quality education.

The association general representative at DCTE in the interview explained that issues related to quality promotion were considered and tried to be integrated in activities plans of the association as “Leloche tezamagi serawochen makenawen” (Performing others related tasks). That is, activities related to quality education alongside maintaining teachers’ benefits (professionally) like panels discussion. While as it was assured practically and interview result with its general representative (head), the association in Debre-Birhan College did not guided its activities with plan at all. As he explained, they on behalf of the Association tried to involve in teachers’ recruitment, promotion, and disciplinary tasks as member of the tasks committee with out preparing the Association’s activities and roles implying plan.

Based on the above responses it is safe to conclude that failure to lead activities (tasks) with vision of the changing situation with the corresponding well designed and planned strategies (aired out with members) make the association not only reactive to educational initiatives and

passive in contributing to educational advancement but also unable to pursue the interest of its stakeholders (Barber, 1992:120).

The total mean values $\bar{X}=2.21$ and 2.4 for each subsequent items respectively along side the calculated percentage values of the respondents revealed the moderate to seriousness of the problems. The p-value of the chi-square test of significance in the rating among the two groups of respondents at a 0.05 level of significance was found .173 and .455 for the two subsequent items respectively. Which means, no statistically significant variations among the responses of the two groups of respondents in their perception of lack of clearly defined duties and responsibilities in accordance with the way to contribute to the education system, and of appropriate strategies and programs accordingly as problems at moderate to serious level.

To improve way of approaching situations and to meet objectives associated with teachers' welfare as well as educational enhancement, the association efforts of maintaining collaboration with its local and national affiliates, and partnering with other similar organizations and/or associations (other educational stakeholders) is quite important (Zawdenh, 1975:188; Baber, 2005). Item 4 and 5 of table 7 page 77, there fore, reveal whether the TPA at colleges' level tries to collaborate with branches and the general Teachers' Association, and partnering with other educational stakeholders with particular intention to enhance its involvement in the educational and professional aspects along side maintaining teachers' welfare. Accordingly, for item 4 considerable proportion of the respondents: members 31 (52.5 percent) and non-members 16(59.3 percent) replied as lack of the association's collaboration with its affiliates was a serious problem. In relation with this, 12(20.3 percent) of members and 8(29.6 percent) of non-members believed that it was average. On contrary to this, 16(27.1 percent) of member and 3(11.1 percent) of non-member respondents argued as it was a less serious problem.

In the interview made with the vice academic dean of Debre Birhan College, there was no follow-up of the Association operation by its general branches (zone, the region as well as National level). Thus, if to facilitate implementation of what has been formulated at the grass root level, the lower level branches operation, and their administration and economic condition should be regularly supervised by the upper ones and stand in their cooperation for the creation of conducive work environment for it, he suggested. Beside, as the interview with the higher

branches representatives (Zones' and Region's) there was no any program arranged in maintaining discussion with representatives of the colleges, especially on ways to strengthening the association capacity there by contribution to the education system, as to SWZTA general representative, except calling its representatives (TPA at colleges) during the regular meetings (Congregational and General). This shows that there was a gap in the interaction between the association in the level of education under investigation and its affiliates.

The calculated mean value of the groups (members ($\bar{X}=2.25$) and non-members ($\bar{X}=2.48$)) indicate the moderateness of the problem. The associated p-value of .224 indicates there was no statistically significant difference on the opinion of the groups on the investigated degree of seriousness of the assumed factor. From the finding it seems that there existed weakness on both the Association Branches in that reluctance of the Association at the level of education under consideration to maintain strong linkage with its affiliates at the upper level and the upper in that following the lower one. Therefore, its possible to conclude that although the attempt of the Association at the higher level in knowing progresses of the learning institution branches through the two meetings (Congregational and General) is undeniable, it was inadequate to contribute for the proper operation of the Association at the colleges like by improving its approaches and working conditions.

Likewise, as it is clearly shown in the table for item 5 most of the respondents 35(61.4 percent) of members and 21(77.8 percent) of non-members replied as lack of partnering of the association with others was a serious problem. It was only 11(13.1 percent) where 9 (15.8 percent) and 2(7.4 percent) of respondents in each of the groups respectively revealed that it was a less serious problem.

From the interview with the association representatives, it was found out that there was nothing done to maintain partnership with other educational stakeholders (organizations and/or associations) in its efforts to maintain teacher welfare and with the intention to take part in educational advancement attempts, as well.

From this it is possible to say that the association commitment to contribute to the education system along with maintaining teachers' rights by mobilizing funds, other forms of support or by

acting as cooperative unit through partnership with other stakeholders involved in (concerned for) the education system was not as the level required. The mean values of both groups: members($\bar{X}=2.46$) and non-members($\bar{X}=2.7$) disclosed the seriousness of the problem.

A chi-square test of significance was done to see if there was significant difference in the perception of the respondents regarding lack of partnership of the association with other stakeholders involved in the education system creates a problem for it to contribute to the education system. Since the associated p-value was .317, which is greater than 0.05 levels of significance, we can conclude that there was no statistically significant difference in the perception of the two groups of respondents regarding the issue under consideration as serious problem. Thus, lack of maintaining partnerships with other stakeholders on the part of the Association itself was one of the problems contributed for its low participation by limiting opportunities through which the Association can strengthen its economic condition like getting funds and improving its approach by sharing experiences of the others.

As regard factors external to the association the following discussion was made under three inclusive titles: lack of recognition, cooperation and support, and economic.

Table 8. Lack of Recognition

No	Items	Members		Non- members		Total		d.f	X^2_{cat}	p-value
		No	%	No	%	No	%			
1	Administrative complexity of the learning institutions							2	.698	.705
	Serious	22	37.3	10	37	32	37.2			
	Moderate	24	40.7	9	33.3	33	38.4			
	Less serious	13	22	8	29.6	21	24.4			
	Total	59	100	27	100	86	100			
	Weighted Mean	2.15		2.07		2.13				
2	Time Shortage of its representatives							2	.632	.729
	Serious	29	48.3	15	53.6	44	50			
	Moderate	11	18.3	6	21.4	17	19.3			
	Less serious	20	33.3	7	25	27	30.7			
	Total	60	100	28	100	88	100			
	Weighted Mean	2.15		2.28		2.19				
3	Lack of conducive physical work environment							2	.075	.963
	Serious	28	47.5	12	44.4	40	46.5			
	Moderate	12	20.3	6	22.2	18	20.9			
	Less serious	19	32.2	9	33.3	28	32.6			
	Total	59	100	27	100	86	100			
	Weighted Mean	2.15		2.11		2.14				

A brief look at the data in table 8 above (page 82) item one depicts the following results: 22(37.3 percent) of members and 10(37 percent) of non-members replied that administrative complexity of the educational institution where the association has been existed was a serious problem that constraints the association from participating in quality related issues. Twenty four (40.7 percent) and 9(33.3 percent) of members and non-members respectively affirmed as it was a moderate problem. That is, a sum of 33(38.4 percent) of the total respondents (above the rest rating levels respondents) believed as it was a moderate problem. In contrast to the above explanation, the remaining respondents indicated as it was a less serious problem related to TPA participation.

The calculated percentage value 33 (38.4 percent) showed that the problem was moderate. Along with this, the corresponding mean values of groups as well as the total one fall with in the domain of the average range. These together (the percentage and total weighted mean value of respondents) indicated that the problem was moderate.

The associated p-value was greater than 0.05 levels of significance. This indicated there was no statistical significant difference between the opinions of the two groups in indicating at least the factor is existed.

In addition to this, from the interview with the colleges TPA representatives, it was found out that the college legislation does not allow the association to participate in all possessions. As they explained, the legislation, for instance, does not permit the association at least to be member of the colleges higher decision making unit-the Academic Commission through which various important issues related to teachers that have implication in quality of education are decided.

However, since the participation of TPA in issues related quality education carry out in the management system-teacher promotion, recruitment, and disciplinary is by the good willing of the management system (table 3 and 4) we may not able to reaching the conclusion that the problem was highly sensed (serious). Rather, it would be possible to say that the management system of the educational institutions is not as such participatory as far as TPA is concerned.

Like wise 29 (48.3 percent) and 15(53.6 percent) of the respondents in each of the groups respectively rated the problem associated with shortage of time as was serious. While 11(18.3 percent) and 6(21.4 percent) of them respectively replied as it was a moderate problem. The remaining 30.7 percent of the total respondents of the two groups replied as it was a less serious factor.

From the interview with the association representatives, the institution communities as a whole were busy in that they were performing the educational duties (teaching). This is aggravated particularly as the association leaders are taken into account. As to them, they were assigned not only to lead the association (or at least with minimum task loads) but also to teach and coordinating other determinant educational units. The item related to the level of task load of the association committee members (table 2) reveals that most of its general representatives were entangled with other correspondent tasks of the institution besides teaching that support this finding. Different from the percentage values, the mean responses of both groups disclosed the moderateness of the problem. But, considering both values it would then possible to conclude that the problem was sensed or moderate to serious, if not possible to say serious totally. The associated p-value was greater than 0.05 showed that there was no statistical significant difference between the opinions of the two groups.

The respondents were further asked whether “lack of conducive physical work environment” is a problem or not considerable in attributing explanatory factors of recognition related to TPA level of involvement in issues of quality educational promotion. Accordingly, 28 (47.5 percent) and 12(44.4 percent) of members and non-members respectively indicated that it was a serious problem. Twelve (20.3 percent) and 6(22.2 percent) of respondents in each groups respectively rated the assumed problem as it was moderate. On contrary, the remaining 28(32.6 percent) of the total respondents argued that the factor was less serious as far as TPA participation is concerned.

As in the case of the item above, the percentage proportion of respondents indicated the seriousness of the problem. However, the mean values of the groups were found with in the domain of the moderate range ($1.5 \leq \bar{X} < 2.5$). This indicates there was an agreement between the groups regarding the factor as a problem at moderate level. The chi-square test result showed

that there was no statistical significant difference among the opinion of respondents since the p-value was greater than 0.05.

The interview with the colleges association's representatives (DCTE) supported the responses for the questionnaire. While interviewing the representatives the investigator observed that the association at one of the colleges (Dessie) has not its own independent office facilitating for its full fledged operation and system of documentation. The representatives carried out tasks of the association at cluster training unit office. Where as head of the association at the other college (DBTEVC) explained that the learning institution supported the association materially (office with some furniture like shelf, chair and table, and stationeries). But, as the researcher practical observation, though there was a discrepancy between the two colleges TPA with regard to having and do not have an independent office for Debre Birhan and Dessie colleges respectively, the existing office of Debre Birhan TPA was not also well furnished with sound infrastructures (computer, record keeping mechanisms...).

As it was noticed from the report of one of the colleges TPA (Dessie), the association as others woreda level TPA had not leaders who assigned only to coordinate its task. As a result, tasks of the association considered as additional and tended to be carried out in spare time of those assigned to represent it, and hence it did not perform as expected. Besides, absence of association's owned office was indicated as among the problems that the association faced.

Based on analysis of the data gathered, the opinion of the interviewees, and observation of documents, it seems possible to conclude that the association has not been wield with adequate power /recognition/ in the sense that it did not to get allowance to involve in decisive educational institutions units , have task lode free representatives who would coordinate its activities with commitment, and expose to conducive physical work environment which has its own impact on its level of performance by making its leaders uncommitted in acting on behalf of the Association.

Table 9. Lack of Cooperation

No	Items	Members		Non-members		Total		d.f	X ²	p- value
		No	%	No	%	No	%			
1	Learning institutions							2	2.027	.363
	Serious	28	47.5	16	59.3	44	51.2			
	Moderate	14	23.7	7	25.9	21	24.4			
	Less serious	17	28.8	4	14.8	21	24.4			
	Total	59	100	27	100	86	100			
Weighted Mean	2.19		2.44		2.27					
2	Of its stakeholders							2	1.200	.549
	Serious	34	56.7	18	66.7	52	59.8			
	Moderate	17	28.3	7	25.9	24	27.6			
	Less serious	9	15	2	7.4	11	12.6			
	Total	60	100	27	100	87	100			
Weighted Mean	2.42		2.6		2.5					

As can be observed from table 9 above of item 1, 47.5 and 59.3 percent of members and non-members respectively responded that the problem was serious. In relation to this, 23.7 and 25.9 percent of respondents in each groups respectively believed that lack of commitment and cooperation of the learning institutions was a problem at a moderate level. It was only 21(24.4 percent) from the two groups of respondents who believed that the problem was less serious related to the association level of activeness in participating on issues of quality education in the colleges.

From the interview with the colleges TPA representatives (table 8) and Region TPA representatives (see on p. 72), it was found that lack of collaboration like by allotting time with special respect (by giving value for it) in arranging discussions with members, providing an independent and a well furnished office, making the association's general representatives relatively free from additional task loads... was one of the factors which can be attributable to the low participation of the association along with other reasons. Besides, in the document (report of DCTE) it was pointed out that though the association, through its representatives, repeatedly proposed the question of getting an independent office to the college administration, till that time it did not get any office.

The computed mean value of the item for the groups as a whole was 2.27. Thus, based on this and the percentage values it is possible to conclude that lack of commitment and cooperation of the learning institutions was a moderate to serious problem of the association. A chi-square test of significance among the responses of the two groups of respondents at a 0.05 level of significance was made and resulted in a p-value of .363. Since this value is greater than the level of significance, it would be found to conclude that there was no statistically significant difference among the responses of the two groups of respondents in their perception of lack of learning institution cooperation as a problem for the association at a moderate to serious level. Therefore, it is logical to infer that the association did not secure the expected support from the learning institutions for its active operation in terms of moral (time adjustment for its activities, to have relatively task load free representatives) in both of the colleges and materially (self owned office) in one of the colleges (DCTE).

With respect to item 2 of the same table, more than half of members 34(56.7 percent) and 18(66.7 percent) of non-members indicated that lack of commitment and support on their part was a serious problem. The response given to moderate 24 (27.6 percent) also reveals that their commitment and support to the association was not as such encouraging (the problem seems serious). On the other hand, only 9 (15 percent) and 2(7.4 percent) of respondents in each groups respectively confirmed that it was a less serious one.

Taking responses of the majority and the major reasons identification for the existed levels of the association's participation (table 6), it is possible to assume that the association could face lack of appropriate cooperation of its stakeholders.

Responses to the questions of the interview with colleges TPA representatives, revealed that the cooperation of the stakeholders to the association was very low. The representative at one of the college (Debre Birhan) noted that, as the number of members of the association clearly indicates, the stakeholders in the college did not cooperate the association at least by being member of it with the believe that its operation is not free from political influence. According to him, this might be because of lack of committed activation of the association's administrators in pursuing answers of teacher questions. Representatives of the other college TPA further said that, the stakeholders try to contact the association when they want to maintain their rights and benefits,

while they never tried to evaluate it for its improvement and initiated for the arrangement of forum for discussion on the way to contribute for the education system. More on this, observation of the association document (report) of one of the colleges (Dessie) assured the prevalence of such problem. In the document, lack of collaboration of members to the association administrators as well as reluctance to provide information while they are requested is indicated as one of the problems that the association has been confronting with. It, in turn, affects the administrators work motivation, as explained in the document.

The total mean response (2.5) was found slightly greater than the moderate value. This indicated the agreement of the groups on the seriousness of the problem. The chi-square test with a p-value result .549 shows that there was no statistical significant difference among the responses of the two groups since it is greater than 0.05 levels of significance.

From this it is possible to conclude that lack of cooperation of its stakeholders was practical problem of the TPA to strength it self and take active participation in educational quality maintenance and improvement. Thus, challenges to the association may arise from its members (stakeholders) (Adam, 1982:197).

Table 10. Financial Constraints

No.	Item	Members		Non-members		Total		d.f	X ² cal	p-value
		No	%	No	%	No	%			
1	Lack of budget							2	2.187	.335
	Serious	28	47.5	10	35.7	38	43.7			
	Moderate	15	25.4	6	21.4	21	24.5			
	Less serious	16	27.1	12	42.9	28	32.2			
	Total	59	100	28	100	87	100			
	Weighted Mean	2.20		1.93		2.12				

As can be seen from the table 10 above, 28(47.5 percent) and 10(35.7 percent) of member and non-member respondents respectively replied that budget constraint was a serious problem. Similarly, 15(25.4 percent) and 6(21.4 percent) in each groups respectively rated the factor as it a moderate problem. This means, number of respondents from both groups agreed by the issue raised as it was either “serious” or “moderate”. Along side with this, the mean values of the groups were with in the range of the moderate category. On account of this, the mean response

value of the total respondents was 2.12 (with in the moderate range). This indicates that budget constraint was a moderate problem for the well functioning of the association. The associated p-value of the chi-square test was .335 which is greater than 0.05 levels of significance. This shows that there was no statistical significant difference between opinions of the two groups in regarding the problem as moderate.

As it was pointed out in table 6 page 74 also, this factor has an applicability (might be attributable to the case under study), but as “minor” one. From the interview with representatives of the association at the Region, zones and colleges level it was found out that the source of finance for the association is entirely from members’ monthly contribution (two birr from each) which is believed inadequate. The colleges Teachers’ Association representatives explained that out of the total monthly contribution, 45 percent send to zone TPA and the rest 55 percent to the college TPA tasks accomplishment. The representative at one of the colleges (DCTE) in affirming the inadequateness of the source in particular and the economic condition of the association in general she forwarded that if the association is economically strong, it can play a role of distributing basic goods for its members so they can cope with the current livelihood condition (social security).

Besides, the association (at National, the Regional and Zonal level) in its reports indicated that the source of finance is not adequate and does not allow it to participate actively and contributes a lot for educational issues and also maintaining teachers’ welfare. From this it is possible to understand that the members’ monthly contribution as the only source of income does not allow the association to activate as required, thus, the amount needs to be increased with in the members agreement (ANRTA, 2000:14). Thus, from the data, it can be infer that the association was entirely based on its members’ monthly contribution which was assumed inadequate (one among its problems) not only in taking an active part in activities for the promotion of quality in education, but also in maintaining the members’ welfares (social and economical). The literature reviewed by Adam (1982:202) also shows a similar idea in that the association economic condition can determine the extent of its influence in educational activities. Hence, it may be possible to suggest that asides members contribution, there should be an attempt to mobilize other sources of income either through searching funds or instituting income generating centers.

Table 11. Perception towards the Association Roles and Purposes

No	Items	Members		Non-member		Total		df	X ²	p-value
		No	%	No	%	No	%			
1	Mobilize funds to support education programs							2	3.628	.163
	Agree	16	26.7	12	46.2	28	32.6			
	No idea	17	28.3	7	26.9	24	27.9			
	Disagree	27	45	7	26.9	34	39.5			
	Total	60	100	26	100	86	100			
	Weighted Mean value	1.82		2.19		1.93				
2	Improve teachers' instructional performance							2	5.219	.074
	Agree	20	33.9	12	46.2	32	37.6			
	No idea	6	10.2	6	23.1	12	14.1			
	Disagree	33	55.9	8	30.8	41	48.2			
	Total	59	100	26	100	85	100			
	Weighted Mean value	1.78		2.15		1.89				
3	Promote teachers' voices indecision making							2	.819	.664
	Agree	28	46.7	12	48	40	47.1			
	No idea	8	13.3	5	20	13	15.3			
	Disagree	24	40	8	32	32	37.6			
	Total	60	100	25	100	85	100			
	Weighted Mean	2.07		2.16		2.09				
4	Improve teachers' pay, conditions of work and morale							2	.216	.898
	Agree	30	50	13	50	43	50			
	No idea	9	15	3	11.5	12	14			
	Disagree	21	35	10	38.5	31	36			
	Total	60	100	26	100	86	100			
	Weighted Mean	2.15		2.12		2.14				

Significant at $p < 0.05$ level

Respondents were asked to reflect their perception towards the roles and purposes of the association. And following interpretation centered on this issue. As can be seen from table 11 of item 1 above, 45 and 26.9 percent of members and non-members respectively responded as they “disagree” to the item. While 28.3 and 26.9 percent or 27.9 of the whole had no idea on the issue raised. Further, it was 28 (32.6 percent) of respondents from the two groups who agreed on the issue. The total mean value (1.93) since is slightly less than the average value, it indicates that the respondents tend to disagreed on the issue.

Similarly, to item 2 of the same table, 55.9 and 30.8 percent of member and non-member respondents respectively responded that they disagreed to the issue raised. This means, 41 (48.2

percent) of the total respondents answered negatively that improve teachers' instructional performance is not the role and purpose of TPA. Thirty two (37.6 percent) of respondents from the two groups replied positively, while only 12(14.1 percent) of the total respondents reserved themselves from responding either positively or negatively.

On the contrary, to item 3, 8(13.3 percent) and 5 (20 percent) of respondents in each groups respectively did not cite their preference either positively or negatively. While considerable number of the respondents 28(46.7 percent) and 12 (48 percent) of TPA members and non-members respectively agreed that promote teachers' voices in decision making is one of the roles and purposes of the association. It was 32 (37.6 percent) of the total respondents negate that promote teachers' voices in decision making is not the role and purpose of the association. Taking considerable proportion of the respondents 40 (47.1 percent) it is possible to say that they agreed on the issue raised. The calculated weighted mean values of groups of respondents as they were slightly greater than the moderate ($\bar{X}=2$) ,also indicated that the respondents tend to agreed on the idea "promote teachers' voice in decision making" as one of the roles and purposes of the association than otherwise. The associated p-value was .664 which is greater than 0.05 levels of significance. This shows that there was no statistically significant difference between the opinions of the two groups.

Like wise, considerable number of the respondents expressed their agreement to the idea that improves teachers' pay, conditions of work, and morale is the role and purpose of TPA. The calculated mean values of the groups were slightly greater than the average value. On account of this, the total mean value was greater than the average value. Thus, there was an agreement between the groups on the issue raised. Further more, from the interview with TPA representatives of various levels(the colleges', Zones', and Region's), teachers mostly perceive that the role and purpose of the association is only to maintain their rights and benefits through the promotion of their voices, conducive conditions of work, pay... They mostly do not perceive the purpose and role that the association would have in the advancement of the education system in such away by: enhancing their instructional performance, enriching them professionally, commenting educational programs and cooperating for successful implementation of the programs, and facilitating justice decisions with the consideration of both teachers as well as educational aspects.

The analysis of variance of the two groups to see whether there was statistically significant difference in their opinion on their responses was made. Accordingly, the associated p-values of all of the items were greater than 0.05 level of significance and the calculated values of the test were less than the table value. This indicated that there was no statistically significant difference on the responses of the two groups in their response for each of the items.

As it is revealed in the analysis of the 4 items of the table (11) page 90, responses of considerable proportion of the respondents' (especially of the members group) aligned towards the "disagree" category in the assumed roles and purposes of the association-mobilize funds to support education programs and improving teachers' instructional performance. On contrary to this, considerable number of the respondents expressed their agreement on the perceived roles and purposes of the association-promote teachers' voice in decision making, and improve teachers' conditions of work, pay and moral. As it was indicated, the opinion of the interviewees also confirmed that the perception of most teachers regarding the roles and purposes of TPA is entirely associated to their welfare. There is an attitudinal problem on the part of teachers in the sense that as the association is established by their good willing and its representatives are appointee of them, they want the association only to stand their rights even at the expense of the education system and mostly tend to pose its representatives so as to act as they required (Head of North Shoa Zone's Education Office, personal communication, April 4, 2008). But, a considerate teacher should have a stand that there should be an administrator who concern both for his duties and welfare, he said. Associated with this, he suggested that greater task should be done on teachers to aware them to think in this way. Some of the association representatives in the interview also noted that, there are also some teachers who believe that the association must guarantee them while they mistaken and stand only to maintain their right with out the consideration of their duties.

This kind of perception may determine the level of cooperation that teachers in supporting the association for its proper operation in line with both teachers and educational issues and problems. The above cited responses of the interviewee's also affirm this as their (teachers) approach towards the association is among the major determinants of its operation.

Although it is only by few of the total respondents 3(3.41 percent), makes others understand importance of teacher (education), influences the acceptance of educational and governmental polices, gives ethical protection for education, mobilizes teachers towards their professional development and cooperative development of all aspects, and advocates and stands for the rights of teachers on job and for retired were indicted as perceived roles and purposes of the TPA asides the suggested lists.

Besides this, the respondents were asked to list down the problems (factors) which have been made the association lagging behind from contributing (participating in) to the enhancement of educational quality with the corresponding solutions in the open-ended part of the questionnaire. Accordingly, 63(71.59 percent) of the total respondents, where 46(76.67 percent) of members and 17 (60.71 percent) of non-members were jotted down the problems, most of the factors associated with:

- Lack of interest on the part of its stakeholders to cooperate it at least by being member of it as they believe that the Association is not free from politics (17 or 26.98 percent of the total respondents). As some respondents of one of the colleges (Debere Birhan) explained, since teachers in their institution did not believe that the Nation's level TPA is working independently with out the influence of political parties, most of them did not participate at least by being member of the association at the college. On account of this, the Association at that particular college had not ample members so it can acquire the required cooperation it to be strong and activate as expected.
- Lack of teachers' awareness about the Association mission, objectives, progress (9 or 14.29 percent of the total respondents).

From the above two indicated factors we can infer that the Association has not been assured the required cooperation from its stakeholders either due to lack of their interest and/or awareness towards it. Thus, it would be possible to say that 26(41.27 per cent) of the total respondents indicated as this was one of the major problem of the association to activate as the level required.

- Lack of initiation of the association to activate as expected in the educational and professional aspects alongside maintaining teachers' rights and benefits (or lack of professional commonalty) (16 or 25.40percent). In affirming this, some suggested that

inability to lead itself with plan was one major reason. Besides, absence of regular contact with its stakeholders in discussing and planning on its matters, progress, and objectives, and lack of partnering with other fund raising organizations can be indication of the Association's lack of commitment.

- Lack of committed representatives in that they did not mobilize stakeholders of the association (or teachers) for tasks of the Association by adjusting regular contact time with them so they enhance the realization of the stakeholders on mission, objectives, and progress of the association, and to plan and discuss together on the association's matters, and other aspects that it concerns; in that they have seen the roles they have in the association as secondary (16 or 25.40 percent). This implies that, there was no regular meeting time (distinct schedule for forum) in maintaining contact with its (the association) stakeholders as it functions through its representatives.
- Lack of appropriate recognition (clearly defined power) at the colleges in that it did not acquire the required support from the learning institution, considered as supportive body, and get permission to be member of the higher administrative unit of the colleges (Academic Commission) as its roles in the elevation of education quality is ignored by higher level educational officials. Lack of support from the learning institution as to some is due to if the Association is strong, it confronts to administrators of colleges by mobilizing teachers if any unjust against teachers is prevailed. In the same token, as one of the respondents indicated the main reason for the ineffectiveness of the Association explains "...the Association position or in simple terminology it is toothless dog which simple [sic] represent the name and the body, yet with no functional and objectives of its base."
- Budget constraint
- The association's major representatives were in deficient of time in that they were busy in performing duties of the learning institution (teaching) and other correspondent tasks to coordinate its stakeholders for its tasks or to carry out the association's tasks with due attention(5 or 7.94 percent).
- Some reported that there was a disorganized channel with its higher affiliates (at the Zones, Region's, and National).
- Lack of partnerships with other organizations, especially NGOs.

Political factors are pointed out as problem by some of the respondents in that there was an interference while teachers selecting the Association's representatives and the Association seemed lack neutral position to serve as "Civic Association" both for teachers, and professional and educational aspects, it rather, as to them, seemed a working instrument for the Government political power. From this, it would be possible to say that interference on the Association to act as civic association has been prevailed in that it can not make decision by itself mostly. This as to some is a major reason that hinders the association to unify teachers professionally, and for the loose of interest to cooperate the Association for its success in contributing to the education system asides maintaining their rights.

The corresponding suggestions forwarded by them include:

- Attempts should be made to encourage members (stakeholders as a whole) to support and cooperate the Association by:
 - increasing their awareness about the Association (objectives, stand, progress, and achievements) through regular contact time, workshops, and publications.
 - crating system that can arose the interest of the stakeholders, like by organizing timely workshops and seminars to plan and discusses on its objectives and strategies together or cerate cooperative work environment that initiates a feeling of owning-ship on the part of those stakeholders; and by being role model in facilitating members benefits as of searching scholarship opportunities, aware of their medication and housing problems.
- The association should stand also to contribute to education enhancement (professional commitment ethical enthusiasms). This as to some helps it to get cooperation from other stakeholders. And it should have a clear mission, vision, objectives with the corresponding strategies with the role to contributing to quality in education and revision of these aspects national as well as regional level. Besides, the association at colleges should direct its activities with well designed plans.
- Create awareness of administration members of the association to make them committed enough for the association duties and responsibilities.
- It should be provided with favorable emotional and physical work environment, like should be considered as cooperative unit, and hence get the permission to participate in

decisive educational units (Academic Commission) and cooperate it in the creation of well furnished physical environment.

- In solving the problems related to economic constraints, they suggested that the association should create income generating activities, organizing various fund raising programmes, and the monthly contribution from members should be increased by some amount.
- The association should be lead by those who are at least with minimum work load or the association's responsibility should not give for those as an additional task.
- Appropriate collaboration with local, regional and national affiliates (TPA) and partnering with other organizations and/ or associations (stakeholders) should be maintained.
- The association should be free from any external bodies influence, like there should be a situation where by teachers can select the association's representatives with out others interest imposition.

Similarly, results of the interview with the Region and Zones TPA representatives revealed the following results which highly substantiate the results obtained from the data analysis collected at the colleges level respondents (the college level association as part and parcel of these levels association), specially of the problems of the association which include:

Problems associate with finance. It is beyond the capability of the association to institute by itself to train teachers, identifying problems and gaps among teachers and support accordingly due to financial constraints. The association has been operated with its members' monthly contribution which is not as such enough even to maintain social security as well as professional enrichment of teachers. Even the monthly salary of the association at these levels has been paid by the Government, as they explained. This indicates that the association can not stand by itself at least in paying its major representatives. As they continued in their explanation, except such kind of Government support there is no other body or NGOs provision for it.

Lack of appropriate contact with its members. The state of contact between the association and its members at various levels was not good. This situation, as to them, is attributable to the aforementioned problem. Maintaining contact, and hence enhancing awareness of members

about the association stand, objectives, and its operational status gear such adjustments as discussion forum, preparation and dissemination of publications which are mostly beyond the association capability.

Problems on the side of its stakeholders /members/

The problems explained as:

- They mostly do not feel a sense of responsibility in taking part to the well being of the association at least by informing what are happening on time, they rather kept silent until the association, thorough its representatives, contact them.
- They most of the time simply criticizing it, rather than commenting on its ways of operation and alternatives with a sense of ownership.
- Lack of compromising rights and duties rather focus on their rights. In other words, they mostly consider the association as it stands only to maintain their rights even at the expense of the educational and professional aspects. (See table 11).

Lack of strong linkage among the Branches. As the exited situation the contact between the various divisions of the association is not at the state to do much, especially with the colleges associations in particular with the intention to discuss on ways through which it can contribute to the educational improvement or strength its capacity in doing so. This, as the zones association's representatives might be due to teachers at colleges do not face serious problems that detach their rights as the lower level ones, they mostly even the Association's representatives seem uninterested on it and to maintain strong contact with the higher Branches. Besides, except calling at zonal TPA parelamental congregation of those general and vice secretaries, women's sector representatives of the colleges' as well as woredas' TPAs, and general congregation of all the five representatives (including the treasurers and accountants in addition to the former three), there never been any forums arranged to discuss with the colleges' TPA representatives or follow-up its progress with special consideration of the location where the association is being existed-teacher training centers. This problem has been prevailed not only at this level but also at national level. That is, there were no much attempts made in arranging forums for discussion among its representatives, as a whole. Their justification for this associated with economic problems as well as lack of good governance. Activities to maintain

regular conferences, discussion forums require much expenses like for hall rent and other logistics which could not be afford at the existed economic condition of the association. Besides, as there are problems has been faced by teachers due to lack of good governance, especially at the lower education system, they cannot turn their (the association representatives) attention to discuss properly and deal on quality education promotion. In supporting this, observation of its documents indicated that, problem of teachers rights and benefits un fulfillment, and hence complains associated with lack of good governance and/or budget constraints of the sector bureau, like halting some teachers from accessing benefits out of the career structure reform for some with unknown reason though they out perform the requirements as per the previous criteria and for others the reason that they did not approved twice and made them out of the domain in competing for that, lack of parallel promotion of those teachers who upgrade their professional qualifications, lack of willingness of some woredas in letting those teachers who are transferred in other places and the tendency to employee others transferred to them (the woredas) in a contractual system rather than as if they are transferred, teacher problems of accessing benefits related to their professional development as directed by MOE to universities and regional education bureaus. Besides, frequently reassignment of its representatives that, in turn, contributes to the economic problems of the association while it rearranges its administration asides creating additional tasks loads to the existed ones is the frequently cited problem of the association along sides those revealed thorough the interview.

Absence of conducive work environment for the association administrative bodies.

- Firstly, their number was not compatible with those of the members.
- Secondly, most of the representatives at other levels and all of them at colleges were assigned and worked for the association in addition to their normal professional duties. In other words, they were lacking time to discuss on progress as well as ways to the association better operation.
- On top of this, the association mostly has not been considered as supportive institution and got much recognition by the sector bodies. It rather mostly perceived as faultfinder while attempts to comment on what is going on the education system.

As one of the Region's association representatives explains the problem of the association as a whole, he said, "Yememeihran maheber mallet batekalaye yegen dabo mallet newue..." This as to him mean that, if it tries to maintain teachers rights and benefits it blamed as if a "trade union", on the one hand; and complaints of teachers while as their rights detached, on the other hand.

Lack of revision /up dating / of the association documents (including mission, objectives, guiding principles, strategies). It was explained that, such important aspects of the associations have never been revised since their formulation alongside the educational programs, packages and strategies.

Lack of competency in leading. Most of the time the lower lever TPA representatives at the education institutions questioned to the upper branch representatives, rather than making an on time decision as situation appealing the association.

Further, the Zone's education personnel (North Shoa) indicated the following as major impediments of the association:

Lack of attention to the educational tasks. For most of the representatives activities of the association are not their day-to-day tasks, they rather assigned to lead it in their spare time. In accordance with this, they mostly stand to represent it (the association activation mostly sensed) when issues related to teachers prevailed and by initiation of the educational bodies through the various committees (teachers' promotion, recruitment, transfer)indicated above, rather than initiate something new to the education through teachers' empowerment and the like.

Absence of distinct and sustained linkage system with the educational bodies or clear out lines on how it (the Association) can participate in various education enhancement activities.

Accordingly, as they asked what they could suggest for the well functioning of the Association they forwarded the following:

- Strengthen the economic status of the Association. For this, as to them since it has been based on members' monthly contribution, which considered not enough, they are required to increase it by some amount.
- Strengthen the contact between the Association, through its representatives, and its members.
- The Association, through its representatives, should work on teachers in capitalizing their realization on its objectives, strategies so that it can facilitate their cooperation.
- The relationship between the Association and the education sector units should be improved. That is, the sector's bodies should consider the Association as one stakeholder and supportive institution, and stand in their cooperation in enhancing its involvement in the education system as required; in both side (the educational bodies and the Association), the way through which the Association can participate in various quality promotion activities should be clearly outlined; and the association should also operates with the concern to contribute to the advancement of the education system alongside its attempts in maintaining teachers' rights and benefits, like by commenting the curriculum relevance with alternatives. On top of these, as the association is collaborator of the education policy implementing body and is a group of the actual implementers of the policy (teachers), it should, thus, first aware of the country's education and training policy, strategies, and problems associated with the issue of quality along with packages in combating this, and design its plan with a relative consideration of these aspects and work on to enhance awareness of teachers accordingly, the education personnel commented.

CHAPTER FOUR

4. SUMMARY, CONCLUSION, AND RECOMMENDATIONS

The final chapter of the study deals with the summary of the findings, conclusion which are drawn on the bases of the findings to show the level of participation and some of the associated problems of TPA that are identified, and recommendations forwarded based on the findings.

4.1. Summary

The study was aimed at assessing the state of TPA participation in accordance with the promotion of quality in education and factors affecting it in so doing as expected at Colleges of Teacher Education in Amhara National Regional state.

In order to meet this purpose, the study was made to answer some basic questions regarding the extent of attempts made by the Association in taking part in the education system and factors that might hamper it to act accordingly. The basic question regarding state of the Association contribution was treated by crosschecking its efforts in the implementation of issues related to quality education: teacher quality, professionalization, and others (researches and curriculum/ educational programs evaluation). Basic question related to compromision of teachers' welfare, and educational and professional aspects was treated as the association initiation to contribute to the education system along side maintaining its primarily objective. Under external related factors, issues concerning level of its recognition (power), and perception and cooperation of its stakeholders were also raised as basic questions.

The study was carried out in two purposively selected CTE in the Region as the Association in the colleges does established earlier and relatively well activated. Accordingly, the colleges' teaching staffs: instructors, cluster school coordinators (including the association's management committee members), lab technician and assistants, and college academic administration personnel were target groups of the study. In fitting with the rule and regulation of the association all of the teaching staffs were not found as member of it. As a result, samples were taken from the two groups as members and non-members through stratified simple random sampling to get proportional respondents of the two types in avoiding the expected bias in

answering the items raised there by improper analysis and conclusion, associated with being member and non-member of the Association. But, the colleges' administrators and association's committee members were made to be included in the sample through availability purposive sampling technique as was believed can provide valuable and adequate information for the study.

The necessary information was collected using a set of questionnaire for all of the target groups. Besides, interview were conducted with the Association representatives at the colleges, zones, and Region, and with the colleges administrators and zones educational officials, and documents of TPA (plans, regulatory guidelines, reports) at the Region, zone, and college level were consulted. Accordingly, the data obtained from each sources with the instruments were organized and analyzed under certain themes pertinent to the analysis of state of TPA participation and factors identification using statistical tools such as percentage, weighted mean, and chi-square test values. The analysis made warrant the following major findings:

1. With respect to TPA participation on issues related to teachers quality enhancement, it was found out that the level of its involvement, with the exception of teachers' recruitment and promotion on which the participation was moderate ($1.5 \leq \bar{X} < 2.5$) or considerable number of the total respondents 36 (40.9 percent) and 36 (40.9percent) of each issues tend to reported as it was medium, was low ($\bar{X} < 1.5$) as per the different issues raised. That is, it was found out that the Association participation in the colleges limited to tasks, which are even more of teachers related though have implication on quality of the system, by being member of the tasks committees as the educational institutions management system invites it. But, it was found out that as it took the initiative in adjusting situations for the successful implementation of the promotion policy-career structure. While in recruiting students for the profession and teachers professional development, nearly most of the respondents 63(75 percent) and 72 (81.8 percent) respectively responded that the Association's participation in the issues was low. That is, it rarely tried to carry out informal follow-up of the process of students' recruitment with the concern to halt improper selection for the profession training. The association participation in teachers' professional development did not beyond its involvement in the recruitment process for trainings. There was nothing done self-initiatively in facilitating this situation. In the same way, majority 81(93.1percent), and most 68(79.1 percent) and 75(87.2 percent) of the total respondents responded that its participation in

encouraging research attempts, evaluation and appraisal, and supervision of teachers' was low. There was nothing indicated in the interview as well as documents of the association regarding its involvement inline with the issues at the level of education under study. Accordingly, the analysis revealed that the participation of the association in the latter three issues was considered as low.

2. With respect to TPA participation in issues of profesionalization, different results were also found inline with the different issues. That is, participation of he Teachers' Association in teachers disciplinary matters to enhance their professional and citizenry duties performance there by smooth operation of the system was found to be moderate, and hence, the representatives on behalf of the Association exerted efforts in identifying cases of students associated with teachers and in the resolution in collaboration with academic management system, and provision of some advisement service. On the other hand, its participation in the other issues of profesionalization-increasing a mutual respect and cooperative environment, maintaining professional supportive culture, arranging educational and professional workshops, panels, and experience sharing among teachers was found to be low ($\bar{X} < 1.5$). That is, the association, through its representatives, did not provide any professional support to teachers, it rather exposed in situations with out distinct self-owned and well equipped office, and leaders who assigned with a special consideration to run it there by provide the expected service. Besides, there was no any experience sharing happenings arranged in the learning institutions organized by it.

In the same way, in the status of the association participation in research activities (conducting and publishing), and commenting the curriculum/ education program the calculated percentage values along with the means revealed that it was low. That is, it was found out that the association did not exert efforts in enhancing research outputs and their application in the system at least in collaboration with the particular unit of the system (Research and Development), and in commenting the ongoing implementation of aspects of the training program at least by coordinating teachers.

3. Regarding the factors that have contribution for its existed state of contribution, the study revealed that the following:

Concerning factors associated with the Association, the study revealed that lack of concern and initiation on the side of the Association itself was the major reason ($\bar{X} \geq 1.5$) as well as a relatively serious problem ($\bar{X} \geq 2.5$). In relation to this, lack of appropriate strategies and programs, lack of clearly defined duties and responsibilities, and appropriate collaboration with its affiliates; and partnering with other stakeholders were found to be moderate and tend to be serious ($1.5 \leq \bar{X} < 2.5$), and serious problems respectively. That is, the association did not have a clear mission, objectives, responsibilities which it assumed to carry out in taking part in the education system with the corresponding strategies in doing so. It rather as invited by the education institutions management system, participated only on some teachers' related task committees. There were also instances where it does not guide its activities with plan (in case of one of the colleges). Besides, the data available assured that its linkage with its affiliates was not at the level fermented to its improvement (strength) there by contribution to the education system along sides maintaining its primary objective. That is, there was no follow-up from the higher branches and forum for discussion with the intention to enhance its role in the educational advancement and/or its some whole activities, except the normal congregation and general meetings participation of its representatives as called by the general branch of the association (at Zonal and Regional) level. In the same way, it was found out that the Association did not exert any effort at all in maintaining partnership with other education stakeholders which is assumed important in acquiring constructive experiences as well as other material supports for its successful operation.

Concerning factors external to it, the analysis of the data disclosed that all the assumed ones were problems of the association, but with different degree of seriousness. That is, lack of appropriate cooperation from its stakeholders was found to be the major reason as well as serious problem of the association. It was found out that it might be due to lack of awareness and/or the believe that the Association affiliates with politics, all of its stakeholders did not cooperate it as the level required in terms of membership that could facilitate the economic constraint that the association has been encountered as its major source granted from their monthly contribution, moral support through the provision of genuine information as requested by the Association management bodies, this in turn, has been contributed to the lack of its representatives commitment in carrying out its tasks accountably; and in terms of evaluating its operation

/progress/ with a sense of owning-ship for its improvement. While lack of cooperation of the learning institutions and appropriate recognition; and financial problem were found as moderated to serious , and moderate one respectively.

It has been asserted that the lack of recognition was assured while the association's work environment (office), status of its representatives (on what bases they are assigned to lead or their work load), level of support it secures from the educational institution in arranging time for its activities (like for discussions with members), and consideration as supportive unit, and hence, allowance to participate in the educational institution decisive administration units were considered. That is, the association did not provided with a well equipped office or not at all (in one of the colleges) favorable for its unique tasks, have been represented by those who entangled with other decisive responsibilities asides its tasks, and did not regarded as supportive unit in that it did not secure appropriate cooperation from the education system in the form of the former two aspects asides getting permission to be member of the higher academic unit. This, in turn, led to lack of its leaders commitment there by its (the association) initiation as a whole. Besides, of course, the Association is invited/has been provided a room in the management of the education system to participate in teachers related tasks as of recruitment, promotion and transfer, and disciplinary and its voice is sound. However, its representatives felt that the educational administration is not as such participatory as it does not allow the Association to take part in its decisive unit. That is, it was found out that the education legislation does not allow the Association to be member of the Academic commission through which critical academic and teachers related decisions are decided.

As far as economic status of the Association is concerned it was asserted that the source of income is from its members and was considered inadequate. As in table (10) page 88, the association did not exert any effort in maintaining partnership with other stakeholders and fund raising institutions, it was rather entirely depend on its members' monthly contribution. Besides, out of the total monthly contributed birr the association at the colleges has left only with 55percent which even did not enable it to maintain its member's social security properly. While the remaining 45 percent is send to their respective zone's TPA. Thus, it shows that the association was not at a good economic condition or it was one of the problems that contribute for the association low participation with particular in educational and professional aspects.

4. With regard to the measures that should be taken to resolve (combat) the problems attributed for the low involvement of the association in issues for the enhancement of the quality of the level's education system, the following major suggestions were forwarded:
- Arouses the interest of the association's stakeholders, like by maintaining a regular face-to-face contact with them or through publications to communicate on its intention, achievements, and progress, and by taking a lead in coordinating their activities there by facilitate their support and cooperation to the Association.
 - Commitment for professional and educational aspects on the side of the association, and hence, guides activities with a well designed plan integrates distinct vision, objective, and the corresponding strategies of the way to take part in the education improvement attempts.
 - Provision of favorable work environment that initiate its involvement.
 - Find other means of income earnings besides members contribution like funding sources.
 - Enhance the collaboration with its affiliates and maintains partnership with other stakeholders involved in the education system.

4.2. Conclusions

It is obvious that education is a social process that requires a collaborative effort of all those concerned stakeholders for its advancement. Consequently, TPA as one of the stakeholders certain contribution as it can at various level has been expected. As cited in the findings of this study, however, at Colleges of Teacher Education included in the study, its contribution in the system was not as such recognizable. That is, in the at most teachers' rights related issues including teachers recruitment, promotion, and disciplinary matters as the tasks management committees invite it, the participation of the association, through its representatives, was average. Where as in most educational and professional issues which can enable it to take part in the education system alongside maintaining teachers' rights and benefits as of evaluation and supervision of teachers, research activities, commenting the program, organizing educational and professional forums; and professional development trainings and students recruitment, the participation was low. This shows us that participation of the association in major educational and professional issues in taking part for the educational advancement was low. Therefore, the level of contribution made by the association in the promotion of quality in education in Colleges of Teacher Education of Amhara Region could be low or not as expected, maintaining its involvement in the indicated management tasks. Basing this, it would also be possible to conclude that teachers did not enjoy such opportunities as access to various beneficiary services (economical-saving, loaning, credit system; social-grantee for their security in their interaction with students, while encountered unexpected bankruptcies like sickness; professional- well coordinated educational and professional activities as of tours, workshops, team work, and special support at their initial assignments in their work environment (induction)).

A close observation of the finding revealed that there were multiple at the same time interrelated factors that contributed for the low contributions of the association in CTE concerned. The association as it is a collection of individuals, it needs their good will cooperation by being members of it and feeding information genuinely; and appropriate recognition /power/ as a unit in performing its corresponding tasks. It also needs to take the lead in initiating activities and let others in doing so. In this investigation, however, the findings of the study revealed that lack of cooperation of its stakeholders and initiation of the Association itself as explained by its attempts

to direct activities with plans that integrate vision, objectives, and corresponding strategies in a way to add something valuable to the education system along with maintaining its primary intention, and maintaining appropriate collaboration with its affiliates and with other educational bodies were the major factors that made the association to lag behind from taking part in the education advancement attempts. Lack of appropriate recognition that the association requires as institution and economic constraints, made the problem serious in CTE of Amhara Region. Thus, the problems affecting TPA participation as the level desired were related to both its approach and external to it.

4.3. Recommendations

On the basis of the findings obtained and conclusions drawn the following recommendations are forwarded to proper operation of TPA then secure its valuable contributions in maintaining and improving the quality of education.

Arose the Interest and Awareness of the Association's Stakeholders

One of the main reason why the association did not activate of particular in education quality enhancement issues as expected was because of lack of its stakeholders cooperation perceived as due to lack of awareness as well as their believes towards the association(considering as it is politically affiliated). Thus, in order to mobilize teachers support and cooperation:

- Tasks should be done on teachers so as to increase their awareness about mission, objectives, approach, progress, and achievements of the association, like thorough maintaining regular meetings and publications, and discussion forums.
- Attempts should be made to arose interest of teachers so as to facilitate their good approach towards the association, like by adjusting situations whereby to plan and discuss on objectives and strategies of the association together or facilitate the creation of situation that could enhance a feeling of ownership, by taking a lead in coordinating teachers activities (attempts) in their involvement in the education system as implementer and evaluator of programs as well as in facilitating various members benefits system-professional (searching scholarship opportunities in enhancing their qualification, arranging work shops), economical(save, loan, and credit system),and social (medication, housings).

Concern to Take a Part in Various Educational and Professional Aspects

As the study has revealed, lack of concern for professional and educational aspects of the Association itself has greatly contributed to its low participation in contributing to the advancement of the education system in CTE of Amahara Region. Therefore, it seems reasonable that the association also works with the consideration of educational problems, programs, packages, and professional issues. To this effect:

- It should have plans that encompass the educational and professional aspects with appropriate periodic revision in consideration of the changing educational and professional realities.
- Appropriate collaboration with its affiliates and partnering with other stakeholders in securing ways as to how contributes to the education system alongside pursuing its primary objective (maintaining teachers' rights and benefits) and strengthening its capacity to act accordingly should be maintained. In addition, the other factors related with its economic situation, stakeholders' cooperation, and power in the excursion of its expected roles should be solved so as to enhance its initiation in involving with a concern on the educational as well as professional issues.

Search for other Means of Income Earning

In solving problems associated with economic constraints the association should not only depend on members monthly contribution, it rather should follow other means of income earning like instituting social service render at the same time profit making (to it) institutions (for example, schools; professional training, and educational materials publications and dissemination centers), proposing to various fund raising organizations.

Maintain Regular Follow-up and Tight Linkage

What are formulated by the association at higher level (Regional and National) would not be met if the lower Branches, especially at learning institutions are not in a position for their (the formulations) practicalization. Thus, there should be regular follow-up from the higher levels in collaboration with the lower level association's representatives to make sure that whether the lower level association's trends, operations, and approaches are in line with and substantive to what is intended at the higher levels and its working condition is favorable starting from its

representatives (commitment, working load) to level of cooperation it gains, and hence, stand for their cooperation (materially as well as technically) in adjusting the situation as it would invite the level's association active involvement. Besides, as the study has indicated there was no distinct linkage between the Association at the level of education under study with its upper branches except calling of its representatives by the upper affiliates during their congregation and general meetings as to branches of the Association at the woredas. Thus, distinct link should be created among Branches of the association in that they can discuss and share experiences in accordance with its contribution for the education system like by extending the contact time with the colleges TPA representatives besides the usual two ways (congregation and general meetings).

Approach the Association with a Cooperative Spirit

In a situation where the association does not get the appropriate emotional as well as material cooperation, getting its substantial contribution to the education system would be difficult. That is, if it does not considered as supportive unit, and hence, gets a chance to participate in significant unit of the education system and supported in adjusting its work environment like office and sufficient time for its tasks, its representatives may become uncommitted in carrying out the tasks. Hence, it should be considered as a cooperative unit and one of the education stakeholders on the side of the education sector bodies and cooperate it in adjusting its work conditions (like to have a well furnished office and relatively task load free representatives), and permit its involvement in all educational possessions in which it assumed have roles like in Academic Commission, and hence, to have committed representatives.

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Appendixes

APPENDEX A

Addis Ababa University
School of Graduate Studies
Faculty of Education

Department of Educational Planning and Management

A Questionnaire for Higher Education Institution (Teacher Education College)
Teaching Staff

The aim of this research is to investigate on the contributions and problems of Teachers' Association for the promotion of quality education in Teachers' Education Institutions of Amhara Regional State. To this end, this questionnaire is prepared in order to gather information about the contributions and challenges of the association for the promotion of quality in education. Therefore, you are kindly requested to take your time and fill out this questionnaire carefully as the success of the study highly depends on your genuine and honest completion of it. You do not need to write your name on the questionnaire. It is treated as a group and will be kept confidential.

Thank you for your cooperation

General Instruction

- Put a mark "✓" in the box provided for rating scales against each statement.
- For questions with blank spaces, please write your responses in brief.
- Questions with marked "*" are to be answered by all other than representatives of the Teachers' Association.

Section One: Respondents Characteristics

1. Name of institution _____
2. Sex a. Male b. Female
3. Educational status _____
4. Your current position (responsibility) in the institution?

5. Total work experience in the institution?
a. 5 years & below b. 6-10 c. 11-15 d. Above 15
- * 6. Are you a member of the Teachers' association?
a. Yes b. No
- * 7. If "Yes", do you have any position in the Association?
a. Yes b. No
8. If you have a position in the association, as what?
a. Head /leader
b. Secretary If other, specify _____
9. Your experience in the post you held in the association?
a. 2 years & below b. 3-5 c. 6-8 d. Above 8
10. Do you have any responsibilities in addition to the position you held in the association?
a. Yes b. No

Section Two: Contributions of Teachers' Association to the Promotion of Quality Education

11. How far the Teachers' Association in your institution participates in the following issues related with the promotion of quality education? Please rate as: 5 = extremely high/excellent /, 4 = high (very good), 3 = medium (good), 2 = low (fair), 1 = very low (poor), and 0 = not at all (never)

No.	Issues related to the Promotion of Quality Education	Rating scales					
		0	1	2	3	4	5
11.1	In recruiting teachers						
11.2	In teachers promotion						
11.3	In recruiting student entrants in to the profession						
11.4	In organizing and conducting professional development training for teachers						
11.5	In encouraging and facilitating research attempts of teachers						
11.6	In evaluating and appraising teachers						
11.7	In providing supervisory service for teachers						
11.8	In monitoring the implementation/adherence/ of the codes of ethics (professional discipline).						
11.9	In creating a mutual respect and cooperative environment						
11.10	In maintaining the culture of professional support like induct newly deployed teachers, provide advisement service, peer evaluation...						
11.11	In arranging educational and professional workshops and forums						
11.12	In arranging experience sharing among teachers.						
11.13	In research publication						
11.14	In evaluating the curriculum relevance and implementing it						
	Other, please specify						

12 For the items listed below rate the seriousness of the causes for low participation (performance) of the association as 2= major reason, 1= minor reason, and 0=not applicable.

- Economic constraints associated with the association
- Bureaucratic complexity of the educational institutions
- Lack of concern and initiation on the side of the association for educational and professional aspects
- Lack cooperation from other education stakeholders (governmental and non-governmental organizations and/or associations (bodies))
- Lack of commitment on the part of the association's stakeholders (teachers, administrators)
- Other, please specify _____

Section Three: Challenges Confronting Teachers' Association

13 Below are problems assumed to affect the Teachers' Association readiness and capability to contribute for the promotion of quality education. Please rate the following problems according to the degree of seriousness in your institution. The numbers indicate:

- 4 = very serious
- 3 = Serious
- 2 = moderate
- 1 = less serious
- 0 = not observed

No	Problems related with Teachers' Association	Rating scales				
		0	1	2	3	4
13.1	Lack of commitment for educational and professional aspects					
13.2	Lack of clearly defined duties and responsibilities					
13.3	Lack of appropriate strategies and programs					
13.4	Lack of collaboration with local and national Teachers' Associations (unity)					
13.5	Lack of partnership with other stakeholders(governmental and non governmental associations and/organizations(bodies)like center for education quality enhancement and assurance, education boards...) involved in the education system					
	Problems external to the association					
13.6	Learning institutions administrative complexity like un participatory decision making					
13.7	Shortage of time as members taking additional responsibilities					
13.8	Lack of conducive physical work environment					
13.9	Lack of cooperation and commitment of learning institutions					
13.10	Lack of cooperation and commitment of learning institutions community (teachers, administrators)					
13.11	Lack of budget /financial constraints/					
	If others, please specify					

Section Four: Perceptions towards the Roles and Purposes of Teachers' Association

14. Please rate your perception towards the role and purposes of the Teachers Association in your institution as 5= strongly agree, 4= agree, 3= no idea, 2= disagree, 1= strongly disagree.

No	Roles and purposes of Teachers' Association	Rating scales				
		1	2	3	4	5
14.1	Mobilize funds to support education programs					
14.2	Improve teachers' instructional performance					
14.3	Promote teachers' voices in decision making					
14.4	Improve teachers' pay, conditions of work and morale					
	If others, please specify					

Section Five: General Comments

15. What do you comment about the level of contribution of the association in your institution in enhancing the quality of education? _____

16. If you believe there are problems which could curtail the general participation of the association, please list down the major ones. _____

17. Indicate the solutions for the problems you mentioned above. _____

APPENDIX B

Instrument Two: Interview Questions for Colleges Teachers' Association Representatives (heads and secretaries)

The objective of this interview is to gather information about the contributions of Teachers' Association in the promotion of quality education at colleges and major impediments in doing so.

1. What is your opinion on the importance of the Association for attempts aiming at educational improvement?
2. As representative of the Teachers' Association how do you evaluate the extent of the association contributions to maintain and enhance quality education in the institution? Please, express if there are problems that may influence the Association to contribute for.
3. Where do resources for the functions of the association granted from? How do you see the level of adequacy?
4. To what extent the Association's stakeholders participate actively in its programs? If "not", what do you think the reason (s) would be?
5. To what extent the Association works in collaboration with those educations concerned bodies or associations and /or organizations who are engaged in promoting quality of education, like education management system, NGOs...?
6. To what extent does the association incorporates quality promotion programs in its annual plan? What about its attempts for the successful implementation of the programs?
7. What is the extent of the association voice (to what extent it is being consulted) in the resolution of such matters as requirement, promotion, deployment and disciplinary of teachers ?
8. What could you suggest about things which should be improved in order for the association contributes significantly for the promotion of quality education?

APPENDIX D

Interview Questions for the Region & Zones Teachers' Association Representatives

The objective of this interview is to gather information about the contributions of Teachers' Association in the promotion of quality education in the Region (zones) education system as well as Colleges of Teachers' Education in the area and major impediments in doing so.

1. How do you see what is going on in the Teachers' Associations at the region (zone) as well as teachers' training colleges' level with respect to efforts to maintain and enhance education quality? Please, express those factors that may influence the Associations to contribute for as expected.
2. How do you evaluate the Associations' attempts at the colleges level with regard to maintaining a collaboration with the region's/zone's/ Teachers' Association? Please, express how the level of the Associations' collaboration affects their performance in the education institutions to contribute for quality enhancement efforts?
3. Have you ever arranged any forums for representatives of the level education system (college) Teachers' Associations? If "yes", on what issues do the forums arranged and if "not", what were/are the reasons?
4. On what aspects the association's activities focus in its attempts to meet its mission? Is it as trade union (or more concerned for teachers' welfare) or professional association (more concerned for educational and professional aspects) or concern for both (compromise the two)?
5. What is your general comment on the contributions of the association, problems faced the Association and measures that should be taken to alleviate the problems there by enhance contribution of the association?

APPENDEIX E

Interview Questions for Zones Educational Officials

The objective of this interview is to gather information about the contributions of Teachers' Association in the promotion of quality education in the zones education system and major impediments in doing so.

1. How do you see the importance of Teachers' Association in maintaining the quality of education?
2. What is the extent of the Association's contribution for efforts directed at the promotion of quality in education (in enhancing teachers work motivation and research activities,...)? Please, express those factors that may influence it to contribute as expected.
3. On what aspects the Association's activities focus in its attempts to meet its mission? Is it as trade union (or more concerned for teachers' welfare) or professional association (more concerned for educational and professional aspects) or concern for both (compromise the two)?
4. What is your general comment on the contributions of the association, problems faced the Association and measures that should be taken to alleviate the problems there by enhance contribution of the association?

ለተቋማት (ኮሌጆች) የመምህራን ማህበር አመራር አካላት (ዋና ስብሰቢ እና ፀሀፊ)

የተዘጋጀ መጠይቅ

የዚህ መጠይቅ አላማ በኮሌጆች ያለው የመምህራን ማህበር የትምህርትን ጥራት ለማሻሻል የሚያደርገውን አስተዋጽኦና ይህን እንዲያደርግ በዋናነት እየገቱት ያሉትን ነገሮች በተመለከተ መረጃ ለመሰብሰብ ነው።

1. የትምህርት አሰጣጥን ለማሻሻል ለሚደረጉ እንቅስቃሴዎች ስለማህበሩ ጠቀሜታ ያለዎት አስተያየት ምንድን ነው?
2. የማህበሩ ተወካይ እንደመሆኑም በተቋሙ የሚሠጠውን የትምህርት ጥራት ለመጠበቅ ማህበሩ እያደረገ ያለውን አስተዋጽኦ እንዴት ይገመግሙታል (ያዩታል)? ማህበሩ አስተዋጽኦ እንዳያደርግ ተፅእኖ የሚያሳድሩ ችግሮች ካሉ ቢገለጹልኝ።
3. ለማህበሩ ተግባራት ማስፈጸሚያ የሚውሉ ግባአቶች ከየት ነው የሚገኙት? በቂነታቸውን እንዴት ያዩታል?
4. ማህበሩ የሚመለከታቸው አካላት (ግለሰቦች) የማህበሩ መርሃ ግብሮች ላይ ምን ያህል ይሳተፋሉ? “አይሳተፉም” ከሆነ ለዚህ ምክንያቶቹ ምን ይሆናሉ ብለው ያሰባሉ?
5. ማህበሩ የትምህርቱ ሥራ ከሚመለከታቸው (ጥራትን ለማስጠበቅ ከሚሰሩ አካላት፣ ማህበራትና/ወይም ድርጅቶች) ለምሳሌ፡- ከኮሌጁ አስተዳደር፣ መንግስታዊ ካልሆኑ ድርጅቶች... ጋር ምን ያህል በቅንጅት ይሠራል።
6. ማህበሩ በአመታዊ እቅዱ ላይ የትምህርትን ጥራት ለማሻሻል የሚረዱ መርሃ ግብሮችን ምን ያህል ያካትታል? መርሃግብሮቹን በሚገባ ተግባራዊ እንዲሆኑ ለማድረግ የሚያደርገው እንቅስቃሴ (ጥረት) ምን ይመስላል?
7. ከመምህራን ምልመላ፣ እድገት፣ ምደባና ስነ-ምግባር ጋር የተያያዙ ችግሮችን ለመፍታት የማህበሩ ተሠማኝነት (ተግትፎ) ምን ያህል ነው?
8. የትምህርትን ጥራት ለማሻሻል (ለመጠበቅ) ማህበሩ ጉልህ አስተዋፅኦ እንዲያደርግ ምን ምን ነገሮች እንዲሻሻሉ ይመክራሉ?

ለክልል እና ዞን የመምህራን ማህበር ተወካዮች የተዘጋጀ መጠይቅ

የዚህ መጠይቅ አላማ በክልሉ (በዞኑ) ደረጃ ሆነ በክልሉ(በዞኑ) በሚገኙ የመምህራን ትምህርት ተቋማት (ኮሌጆች) ውስጥ ያለው የመምህራን ማህበር አጠቃላይ ሁኔታ፣ የትምህርትን ጥራት ለመጠበቅ ምን ያህል አስተዋጽኦ እንደሚያደርግና እንዳያደርግ እየገቱት ያሉትን ዋና ዋና ችግሮች በተመለከተ መረጃ ለመሠብሰብ ነው።

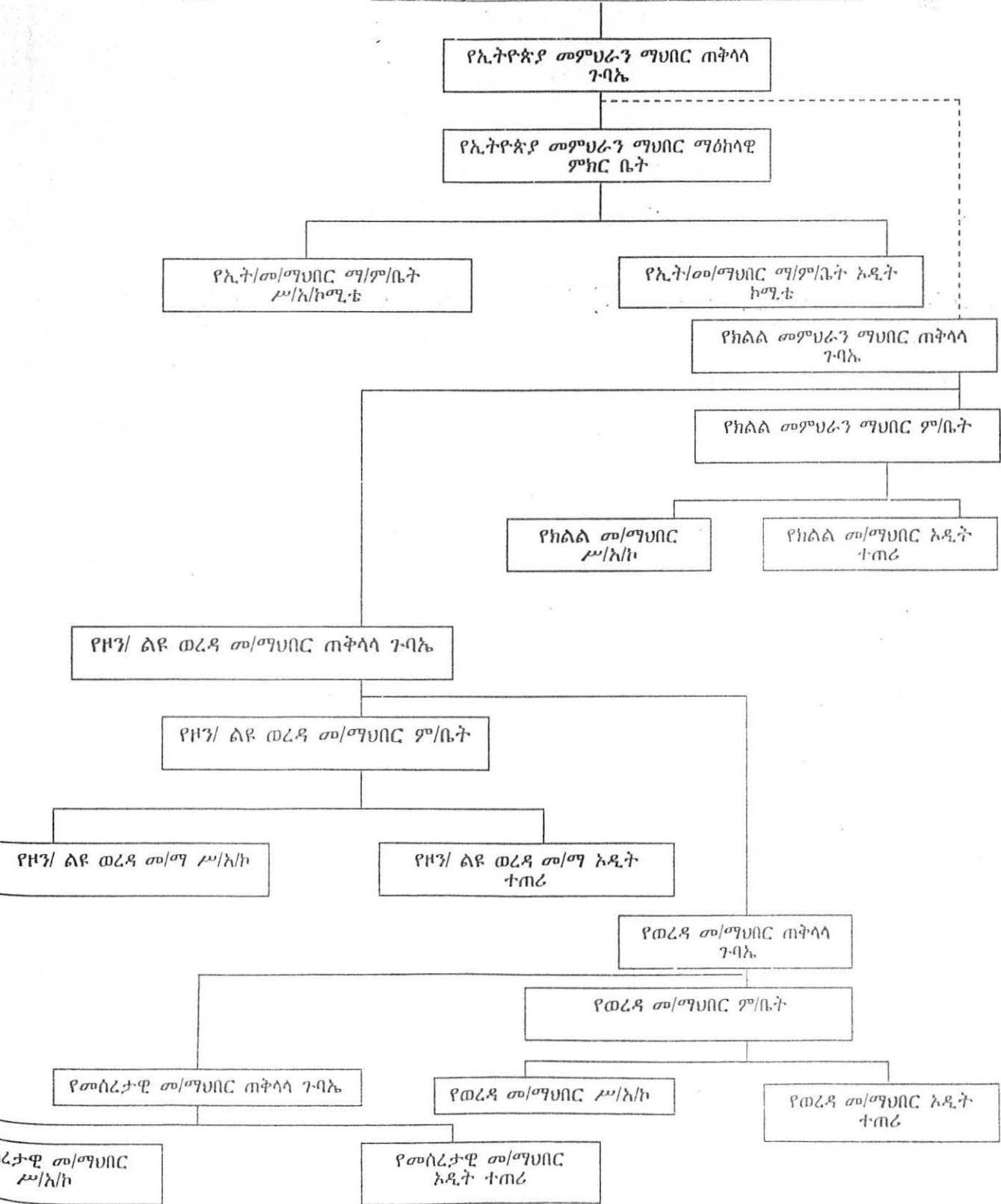
1. የትምህርትን ጥራት ለመጠበቅና ለማሻሻል ከሚደረጉ ጥረቶች አንጻር በክልሉም (በዞኑም) ሆነ በመምህራን ትምህርት ተቋማት ደረጃ በመምህራን ማህበራት እየተሰሩ ያሉ ስራዎችን እንዴት ያዩዋቸዋል? ማህበራት አስተዋጽኦ እንዳያደርጉ ተፅእኖ ሊኖራቸው ይችላል የሚሏቸውን ነገሮች ቢገልፁልኝ።
2. በተቋማት (በኮሌጆች) ደረጃ ያሉት የመምህራን ማህበራት ከክልሉ (ከዞኑ) የመምህራን ማህበር ጋር ህብረት (ትብብር) ለማድረግ በተመለከተ የሚያደርጉትን እንቅስቃሴ እንዴት ያዩታል? የትብብራቸው ደረጃ በኮሌጆቹ የሚያገኙትን የመምህራን ማህበራት የትምህርትን ጥራት ለማሻሻል በሚደረጉ ጥረቶች አስተዋጽኦ እንዳያደርጉ በምን መልኩ ሊጎትታቸው እንደሚችል ቢገልጹልኝ።
3. ለኮሌጆች የመምህራን ማህበራት ተወካዮች የመወያየ መድረክ አዘጋጅታችሁ ታውቃላችሁ? “አዎ” ከሆነ ውይይቶቹ የተካሄዱት በምን ጉዳዮች ዙሪያ ነው? ካልሆነስ ምክንያቶቹ ምንድን ናቸው?
4. ማህበሩ ተልዕኮውን ለመወጣት በሚያደርገው ጥረት የሚያከናውናቸው ተግባራት ምን ላይ ያተኮሩ ናቸው? የተግባራቱ የትኩረት እቅጣጫ የመምህራንን ደህንነት በማስጠበቅ ላይ ያመዝናል ወይስ ትምህርታዊና ሙያዊ ነገሮች ላይ ወይስ ሁለቱንም ያጣመረ (ያመዘዘነ) ነው ይላሉ?
5. በአጠቃላይ ስለማህበሩ አስተዋጽኦ፣ ስላጋጠሙት ችግሮችና፣ ችግሮቹን ለመፍታት ብሎም የማህበሩን አስተዋጽኦ ለማጎላት ሊወሰዱ ይገባቸዋል ስለሚሏቸው መፍትሄዎች (ርምጃዎች) አስተያየትዎ ምንድን ነው?

ምዕራፍ አራት

አንቀጽ 17 የኢ.መ.ማ ድርጅታዊ መዋቅር

17.1

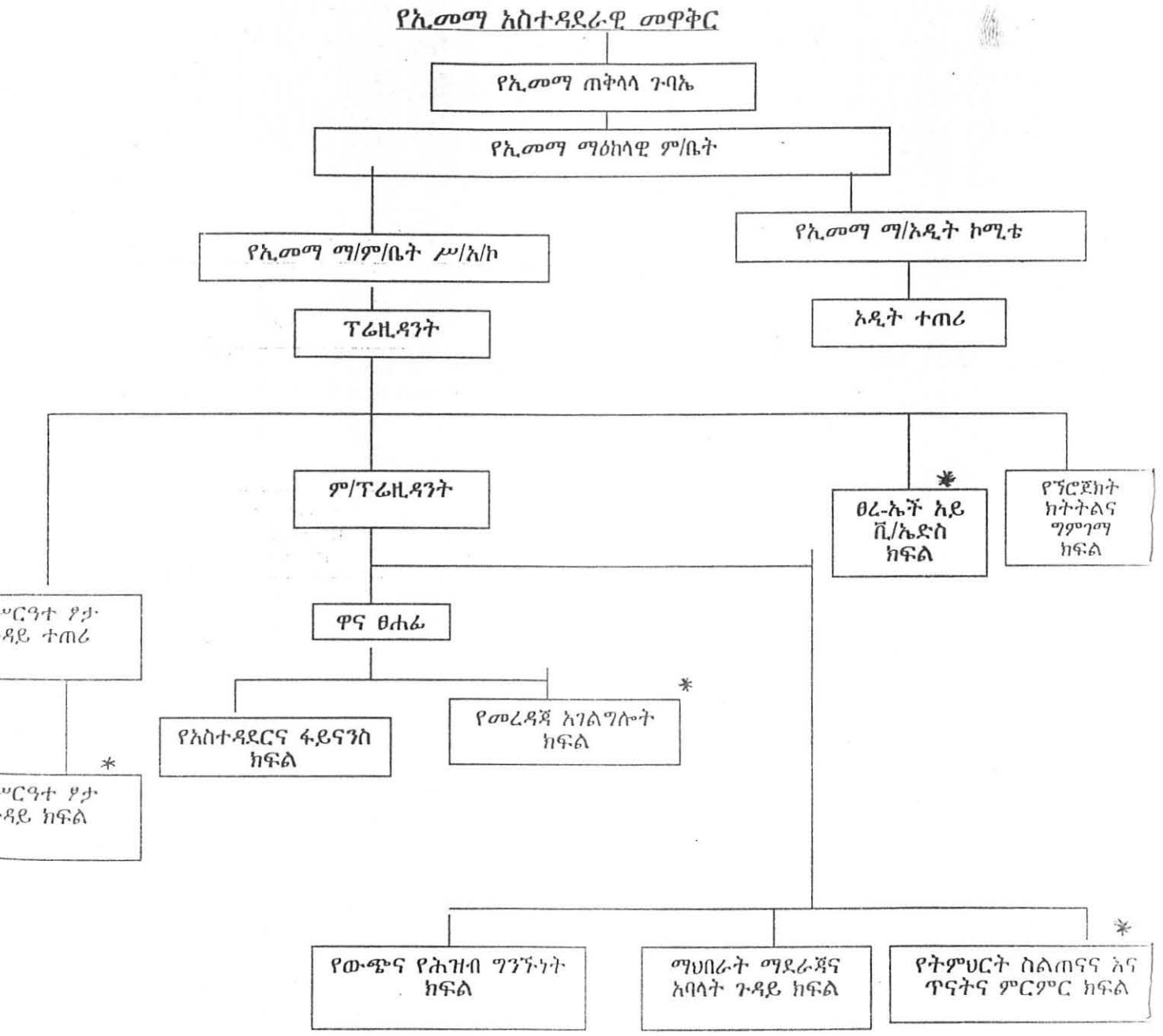
የኢትዮጵያ መምህራን ማህበር ድርጅታዊ መዋቅር



ኢ.መ.ማ. (2000): የኢትዮጵያ መምህራን ማህበር መተዳደርና ደንብ ለቋሚ ፡፡ አዲስ አበባ ፡፡

APPENDIX G

17.2 የኢ.መ.ማ አስተዳደራዊ መዋቅር



APPENDIX I

የአማራ ብሔራዊ ክልል ስርዓተ-ሥነ ምግባር ማኅበር

የአማራ ብሔራዊ ክልል መ/ማ ጠቅላላ ጉባኤ

የአማራ ብሔራዊ ክልል መ/ማ ም/ቤት

የአማራ ብሔራዊ ክልል መ/ማ ሥ/አ/ኮ

የዞን መምህራን ማኅበር ጠቅላላ ጉባኤ

የዞን መምህራን ማኅበር ም/ቤት

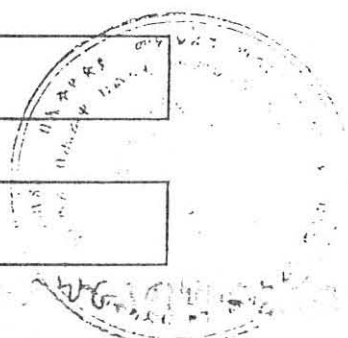
የዞን መ/ማ ሥ/አ/ኮ

የወረዳ መ/ማ ም/ቤት

የወረዳ መ/ማ ሥ/አ/ኮ

የመሠረታዊ መ/ማ ጠ/ጉባኤ

የመ/መም /ማ /ሥ/አ/ኮ



ኦ-ብሔራዊ (1989: ፕቅምፕ) :: የአማራ ብሔራዊ ብሔራዊ መምህራን ማኅበር ስርዓተ-ሥነ ምግባር ማኅበር :: ባህር ዳር::

Appendix J

የአብክ መምህራን ማህበር ራዕይ እና ተልዕኮ

ራዕይ /vision/

“በክልላችን የትምህርት ሙያ ባለቤትና የነገው ትውልድ ፈጣሪ ለሆኑ መምህራን ግዴታቸውን የሚወጡ ዘላቂ መብታቸውንና ጥቅማቸውን የሚያስከብርላቸው ማህበር እና፣ የአገሪቱን የትምህርት ሽፋንና ጥራት ለማሳደግ የሚጥር የዲሞክራሲ አሰራር ሙሉ በሙሉ የሰፈነበት ነፃ ማህበር ሆኖ ማየት”

ተልዕኮ /MISSION/

- የመምህሩ ሙያዊ መብትና ጥቅም የሚከበርበትን ግዴታውን የሚወጣበትን ሁኔታ ማመቻቸት
- በመላ አገሪቱ ዲሞክራሲያዊ አሰራር የሰፈነበትና ነጻ የሙያ ማህበር እንዲሆንና መምህራን በሙያቸውና በፍላጎታቸው ተደራጅተው ለመብቻቸው እንዲታገሉ ለማስቻል የበኩላችንን አስተዋጽኦ ማድረግ፣
- ትምህርት በስፋትና በጥራት በክልሉ እንዲዳረስ በሚደረገው ጥረት ግንባር ቀደም ሚና መጫወት፣
- መምህሩ በሥነ-ምግባር ታንጾ ሙያዊ ብቃቱ ጎልቶ ለትምህርት በስፋትና በጥራት መዳረስ፣ የበኩሉን አስተዋጽኦ እንዲያደርግ ሁኔታዎችን ማመቻቸት፣
- ሴት መምህራን ለሙያ እድገት የበኩላቸውን አስተዋጽኦ እንዲያደርጉ በHIV/AIDS የሚደርስባቸውን ጾታዊ ጭቆና ለመቋቋም የሚያደርጉትን ትግል ማገዝ፣ ናቸው።

አብክ መም /ማ/። (1998)። የአማራ ብሔራዊ ክልል መምህራን ማህበር (የአብክ መም/ማ) የ1998 ዓ.ም. እቅድ። ባሕር ዳር።

APPENDIX K

ራዕይ / VISSION/

« በክልላችን የትምህርት ሙያ ባለቤትና የነገው ትውልድ ፈጣሪ ለሆኑ መምህራን ግዴታቸውን ለሚወጡ ዘላቂ መብታቸውንና ጥቅማጥቅማቸውን የሚያስከብርላቸው ማህበር እና የሀገሪቱን የትምህርት ሽፋንና ጥራት ለማሳደግ የሚጥር የዲሞክራሲ አሠራር ሙሉ በሙሉ የሰፈነበት ነፃ ማህበር ሆኖ ማየት :: »

ተልዕኮ / MISSION /

የሰሜን ሸዋ ዞን መምህራን ማህበር ተልዕኮ / MISSION /

- የመምህሩ ሙያዊ መብትና ጥቅም የሚከበርበትን ግዴታውን የሚወጣበትን ሁኔታ ማመቻቸት
- በዞናችን እና በክልላችን ዲሞክራሲያዊ አሰራር የሰፈነበት ነፃ የሙያ ማህበር እንዲሆንና መምህራን በሙያቸውን በፍላጎታቸው ተደራጅተው ለመብታቸው እንዲታገሉ ለማስቻል የበኩላችንን አስተዋፅኦ ማበርከት
- ትምህርት በስፋትና በጥራት በዞናችን እንዲደርስ በሚደረገው ጥረት ግንባር ቀደም ሚና መጫወት
- መምህሩ በስነ-ምግባር ታንያ ሙያዊ ብቃቱ ጎልብቶ ለትምህርት በስፋትና በጥራት መዳረስ የበኩሉን አስተዋፅኦ እንዲያደርግ ሁኔታዎችን ማመቻቸት
- ሴት መምህራን ለሙያው እድገት የበኩላቸውን አስተዋፅኦ እንዲያደርጉ በ HIV/AIDS የሚደርስባቸውን የታዊ ጭቆና ለመቋቋም የሚያደርጉትን ትግል ማገዝ ናቸው

በኦገስት ፳፻፲፱ ዓ.ም. በሰሜን ሸዋ ዞን መምህራን ማህበር የ 2000 ዓ.ም. የሰፊ ዕቅድ :: ሰኔ 1999 ዓ.ም. :: ደብዳቤ ቁጥር 43



የኢትዮጵያ ጠቅላይ ልማት ተቋም
የትምህርት ቢሮ

ቁጥር ትቦ13770/ሰጠ13/1

ቀን 30/05/1999 ዓ.ም

- ለ _____ ወረዳ ትም/ጽ/ቤት
- ለ _____ ከተማ አስተዳደር ትም/ጽ/ቤት
- ለ _____ ከፍ/ትም/መሰናጽ 2ኛ ደረጃ ት/ቤት

የመምህራን ደረጃ ዕድገት ከህዳር 1995 ዓ.ም. ጀምሮ እንዲቋረጥ ተደርጎ ስለነበር በመምህራን የተነሱትን የመብትና የጥቅማጥቅም ጥያቄዎች ለመመለስና የመምህራንን የመብት ጥያቄ ምላሽ መስጠት በበርካታ ምክንያቶች ተፈላጊና ወቅታዊ መሆኑን በክልሉ መንግስት ታምናታል።

በመሆኑም ይህንን ተግባራዊ ለማድረግ የክልሉ ትምህርት ቢሮ አዘጋጅቶ ያቀረበውን የአፈጻጸም መመሪያ በማየት ከተቋረጠበት ከህዳር 1 ቀን 1995 ዓ.ም. ጀምሮ በመመሪያው መሠረት ለዕድገቱ መቅረብ የሚገባቸው መምህራን ተወዳድረው ተጠቃሚ እንዲሆኑ የክልሉ መንግስት መመሪያውን አዕድቆታል።

ስለዚህ ተቋርጦ ስለቆየው የመምህራን ደረጃ ዕድገት አፈጻጸም በሚመለከት ከርዕስ መስተዳድርና የክልል መስተዳድር ም/ቤት ጽ/ቤት ጥር 29 ቀን 1999 ዓ.ም. በቁጥር አብክ12/6311/መ/መ-1 የተጻፈውን ደብዳቤ 2 ገጽ እና በትምህርት ቢሮ ተዘጋጅቶ በክልሉ መንግስት የፀደቀውን የአፈጻጸም መመሪያና የመመሪያ ማስፈፀሚያ ዕቅድ አንድ ጥራዝ ከዚህ ጋር የተላከ ስለሆነ በመመሪያው መሠረት እጅግ ጥንቃቄ በተጥላው ሁኔታ ተግባራዊ እንዲሆንና ስለአፈጻጸሙም በየዓምንጩ ለዞን ትም/መምሪያዎች እንዲቀርብና በዕድገቱ ተጠቃሚ ሊሆኑ የሚገባቸውን መምህራንን በመለየትና የሚፈለገውን የገንዘብ መጠን በማጠቃለያ ክፍያው ፈጣን በሆነ መንገድ እንዲፈፀም እናሳስባለን።

ጋልባቂ፡

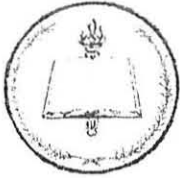
- > ለክልል መስተዳደር ም/ቤትና ለርዕስ መስተዳደር ጽ/ቤት
- > ለአቅም ግንባታ ቢሮ
- > ለገንዘብና ኢኮኖሚ ልማት ቢሮ
- > ለሲቪል ሰርቪስ ኮሚሽን
- > ለክልሉ መምህራን ማህበር ጽ/ቤት
- ባሕር ዳር፤
- > ለቢሮ ኃላፊ ጽ/ቤት
- > ለም/ቢሮ ኃላፊ (_____ ዘርፍ)
- > ለ _____ መምሪያ (አገልግሎት/ ክፍል)
- ትም/ቢሮ፤
- > ለ _____ ዞን አስተዳደር ጽ/ቤት
- > ለ _____ ዞን ትም/መምሪያ



ከመምሪያ ቤቱ
የአዲስ አበባ
ቢ.ዲ. ኃላፊ

3/2

(ለአያገዳገዱ ከ1 ጥራዝ መመሪያ ጋር)



የኢትዮጵያ መምህራን ማህበር
Ethiopian Teachers' Association

ቁጥር 4000425/01/157/99
Ref
ቀን 00 00 00
Date

**ለአማራ ብሔራዊ ክልል መምህራን ማህበር ጸ/ቤት
ባህርዳር**

ጉዳዩ:- ተቋርጦ የነበረውን የመምህራን የደረጃ ዕድገት ይመለከታል

በአንዳንድ ክልሎች ተቋርጦ የቆየው የመምህራን የደረጃ ዕድገት በሚቀጥልበት ሁኔታ መወሰን ይታወሳል።

ስለሆነም የደረጃ ዕድገቱን ለማስቀጠል የተዘጋጀውን የአፈፃፀም መመሪያ ከት/ሚኒስትር በቁጥር 13/1-3621/8297/35 በቀን 3-4-99 የደረሰንን 37 ገጽና ከመመሪያው ጋር ተያይዞ የተላከልንን ሸኚ ደብዳቤ 3 ገጽ በድምሩ 40 ገጽ ከዚህ ደብዳቤ ጋር አባሪ አድርገን የላክንላችሁ ስለሆነ መመሪያው ሥራ ላይ በሚውልበት ወቅት የማህበሩ የጎላ ተሳትፎ ተክሎበት በጥንቃቄና በጥራት ተግባራዊ እንዲደረግ እናሳስባለን።

ከሠላምታ ጋር
[Handwritten signature]

ግልባጭ

- ማህበራት ማደራጃና አባላት ጉዳይ
- አ.መማ ጸ/ቤት

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and all sources of materials used dually acknowledged.

NAME: Habtamnesh Abera
Signature HA.
Place: Addis Ababa university
Date of Submission: 28 June 2008

This thesis has been submitted for examination with my approval as university advisor.

NAME: Zenebe Baraki (Dr.)
Signature ZB
Date: 28 June 2008