



COLLEGE OF LAW AND GOVERNANCE

**A THESIS SUBMITTED TO THE DEPARTMENT OF CIVICS AND ETHICAL
STUDIES**

**EXAMINING THE IMPLICATION OF POLITICAL INTERFERENCE ON THE
QUALITY OF EDUCATION IN ETHIOPIA: A CASE OF LAELAY QORARO
WEREDA, TIGRAY REGIONAL STATE**

BY

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AUGUST 2025

MEKELLE, ETHIOPIA

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STUDIES COLLEGE OF LAW AND GOVERNANCE MEKELLE UNIVERSITY IN
PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF
MASTER OF ARTS IN CIVICS AND ETHICAL STUDIES.**

BY

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DECLARATION

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ABBREVIATIONS AND ACRONYMS

BDHRL-----Bureau of democracy and human rights and labor

EPRDF-----Ethiopian People's Revolutionary Democratic Front

EU -----European Union

FDG -----Focus Group Discussion

FDRE-----Federal Democratic Republic of Ethiopia

GDP-----Gross Domestic Product

TPLF-----Tigrayan People Liberation Front

WWII-----World War Second

UNESCO-----United Nations for Economy and Socio-cultural
Organization

UNMDG-----United Nations Millennium Development Goals

ABSTRACT

This study aimed to examine the implication of political interference on the quality of education in Tigray Regional State; In the Case of Laelay Koraro Woreda''. To achieve this objective the study used descriptive survey design. Both probability and nonprobability sampling techniques were used to select the representative samples. From the 5,245 target population, 98 sample sizes for the questionnaire, 05 officials for the interview, and 08 respondents for the FGD were taken to collect pertinent data. And then, data were collected from primary and secondary sources. The collected data were presented and analyzed quantitatively and qualitatively. The data gathered through questionnaires were analyzed quantitatively and represented in percentage and graphs and the interviews and FGD data were interpreted qualitatively and presented in paragraph narrations. In case of the major findings one, 85.7% in different school positions is TPLF members. Second, from the total sample size 73.5% are TPLF members. Third, of the members 82% are being members out of their willingness. Fourth, 87.76% of teachers' performance evaluation is focused on political agenda rather than academic issues. Fifth, in case of academic freedom in the schools 85.71% teachers are not free to exercise their teaching profession. Sixth, 85.71% of the nonparty members are victimized during promotion, work place transfer and related issues. Finally, because of political intervention in the academic issues 51% of teachers in the study area hate their profession. Based on the major findings found the following recommendations were forwarded. Political membership should not be a criterion to be a school leadership. School leaders should be appointed by their knowledge, skill, and educational performance. Schools should free from any political intervention so that teachers could be evaluated, promoted or demoted by their performance rather than their political view.

Key words: politics, political party, membership, academic freedom, EPRDF, teachers, Influence

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

According to Mawcha and Ayele (2015), Education is one of the most important investments in building human capital in a country and makes a nation technologically innovative and a good path for economic growth. Guta (2009) also stated that education is one of the main instrument for fostering human capabilities and overall freedoms, so that individuals can lead the kind of lives they have reason to value. Education is the foundation for optimal utilization of resources through development of human capital. The socio-economic development of many countries has been strongly linked with education. It is the ultimate liberator, empowering people to make personal and social choices. Moreover, it is a tool to enable human being to make all rounded participation in development process by acquiring knowledge, skill and attitudinal change. More surprisingly, the teachers are most important resources in an education system in any society (Ayalew, 2009). According to Ayalew, the strength of any educational system, however largely depends on the quality and commitment of its teacher's and teachers also play a major role in the delivery of quality of education (corrales, 1999).

The relationship between politics and education stems from the very start of teaching and learning systems in human society. From the era of Aristotle and Confucius or Chanakya and even today amidst the politics of universities, academics have a strong relation and influence over politics and vice versa. Education and educational institutions have served to shape the society the way politicians have dreamed of or influenced politicians the way the society has aspired for. The debate over the relationship between politics and education in today's' world has become more destructive than constructive (Morris, 2012).

It is highly desirable for many school teachers to think about themselves as autonomous professionals and free from control exerted by colleagues, administrators, the institutions or the educational system and able to decide and take actions on their own (Romas, 2006). This is because of that academic freedom is a key issue in democracy. In some countries, it needs to be codified and written in to the law though this alone may not be enough. There are many places where, although this legal guarantee exists, academic freedom is still undermined in practice, combined with the political activities. It is necessary that academic freedom is exercised in

practice, so that citizens can be confident in the skill and impartiality of researchers and academic workers, and of their independence from any kind of political constraint, and political pressures (Elmore, 2010).

Globally, public debates over political interference in schools and school institutions were started in the context of the philosophical ideology of Mao Zedong (Dahal, 2012). The formation of the Children as Zone of Peace Coalition (CZOP) in August 2003 brought out a wider joint initiation, a national campaign to refrain children and schools from armed revolution and adverse effects of political actions (Chhetri, 2013).

Moreover, Education in Africa such as in Ghana over the past three decades, incentives for politicians to directly influence the education sector has been increased. The way of political interference manifested through incentives for political elites to load towards the use of public institutions (schools) in politicized manner (David, 2016). Political interference in educational institutions and high schools in Zimbabwe manifested in the curriculum of the country. Moreover, in a politically charged society, the task of curriculum development becomes more difficult with political manipulation through external pressure groups and organizations (Primrose & Alexander, 2013).

Since the introduction of modern education in Ethiopia, Ethiopians have recognized the need to improve the quality of education. The cycle of poor quality education and its ripple effects are looming dangers in Ethiopia. The problem is systemic and mainly intentionally induced (Negash, 2006). Furthermore, for political gains, the current regime in Ethiopia particularly in Tigray the way of educational system, willingly or unwillingly driving the quality of education down. The mystification of education is to produce party loyalists, to please the donor organizations and it is for political consumption. Moreover, party politics highly interfere in the teaching -learning process (Berihu, 2015).

1.2. Statement of the Problem

Politics and education are two different concepts. Of course, education has a great contribution on politics through generating good politicians and political institutions can help also education through providing materials and designing curriculum. However, interventions of politics on educational activities make schools to carry out wrong responsibility and to forget their mission (Berihu, 2015). As Allen argued, incorporating political interests in school decision making can

make the business of school difficult to manage. As an obvious consequence, the quality of education has gone down. High schools and primary school teachers in the country are openly required to be members of TPLF/EPRDF which is the current ruler party in Ethiopia. In addition to this, such systematic application of party's ideology has seriously undermined academic freedom and quality of education in the country and injected an atmosphere of fear in the education system (Allen, 2004). He further explained that unless the regime guarantees administrative autonomy to the school institutions and refrains from politicizing education, the quality of education in the country will further deteriorate in the coming years leading to a deeper social and political crisis (Ibid).

In the Ethiopian context, most of schools, colleges, and universities are funded and operated by the government. The Ethiopian Peoples' Revolutionary Democratic Front (EPRDF/TPLF) dictates how the school and university systems should be organized and administered. This Political oriented system of education create conducive environment for political interference. However, this currently applied teaching-learning process totally opposes the FDRE constitution; "education shall be provided in a manner that is free from any religious influences and political prejudice" (FDRE, 1995: Art, 90). Moreover, academic freedom has not guarantee and as in many other countries, governmental power has been used to turn the educational system in to an institution that largely serves the interests of state power holders (Berihu, 2015) .. There was lack of transparency in academic staffing decisions, with numerous complaints from individuals in the academic community of bias based on party membership (BDHRL, 2011).

In addition, in Ethiopia the quality of education is still within a problem. Therefore, all the aforementioned activities are hindrances to assure quality of education in the country. According to the actual situation and practices of the local government and politically affiliated individuals continuously forward political message to the educational systems and separate teachers being a members and nonmembers of the ruling party. And also teachers denied their freedoms and hence they become involuntary to invest their knowledge and spent their fulltime to the teaching learning process (Berihu, 2015).

As a result, this problem inspire the researcher to conduct this study and became interested to examine the implication of political interference in schools. in Tigray Regional state: A case of Laelay Koraro Woreda. Moreover, most of the prior academic researchers try to assess about

education and politics as well as politics on teachers, however the researcher did not find enough research studies on the implication of political interference on quality of education. Therefore, it is important conducting this research to fill the knowledge gap about the implication of political interference on quality of education in the study area

When we see the actual teaching -learning process in Laelay Koraro Woreda, most of teachers are engaged in different political activities such as becoming a member of the ruling party (TPLF), collecting political fees from students and participating in different political meeting during the teaching-learning process (Hakfen secondary school annual report; 2020). According to this report teachers are engaged on Wahyo and networks of the ruling party. Hence, that seriously affects the academic freedom of teachers. These and other problems inspire the researcher to conduct this study with a topic “Examining the Implication of Political Interference on the Quality of Education in Tigray Regional State; in the Case of Laelay Koraro Woreda”

1.3. Objectives of the study

1.3.1. General objective

The general objective of this study was to assess the implication of political interference on quality of education in Laelay Koraro Woreda of Tigray Regional state.

1.3.2. Specific objectives

Based on the general objective specific objectives of the study were to:

- ✓ Analyze the relationship between political and school authorities in Laelay Koraro Woreda Examine the freedom of high school teachers from political intervention in Laelay Koraro Woreda.
- ✓ Examine the freedom of high school teachers from political intervention in Laelay Koraro Woreda.
- ✓ Analyze the treatment differences made on the member or non-member teachers in ruling party in the study area

1.4. Research Questions

The fundamental research questions are;

1. What is the relationship between political and school authorities in Laelay Koraro Woreda?
2. Do high school teachers of Laelay Koraro Woreda are free from optical intervention of the ruling party?

3. Is there any different treatment made by the political leadership in between the party members and nonmembers?

1.5. Significance of the Study

The study may help provide a wider picture of political interference on the impact of educational system for the policy makers. It may also help introduce better perspectives that politicizing education has adverse impact on quality of education. Moreover, this may help to the concerned bodies of the study the area to integrate relevant objectives of problem solving based on the findings in the study. Finally, it may inspire future research activities over crucial factors focuses on the study in relation to politicizing education.

1.6. Scope of the Study

Basically, the scope of this study was delimited based on three categories: thematically, geographically and periodically. Thematically, the study of this paper was concentrated on the Examining the Implication of Political Interference on the Quality of Education in Tigray Regional State; in the Case of Laelay Koraro Woreda. Geographically, the study was delimited in Laelay Koraro Woreda. Periodically, this study was undertaken in 2025.

1.7. Limitation of the study

In the entire time of operating the study the process was full of challenges. One of the limitations was lack of accurate data. Because of the nature of the research title, getting transparent respondent was difficult. The second challenge was respondent's reluctance in taking and returning the questionnaires and limited participation of the respondents in the focus group discussion. Last, because of the financial limitation, the necessary materials were delayed to reach to the respondents timely

1.8. Organization of the Study

The research paper consists of five chapters. The first chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, and scope and limitation of the study. The second chapter is chapter two which deals with review of related literatures related to the study. The third chapter is chapter three that clearly specified the research methodology, research design, sampling design and method of data collection. The fourth chapter is chapter four that contains data analysis, result and discussion. The last chapter is chapter five that contains conclusions made based on the results of data

analysis and suggested recommendations based on the findings of the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Introduction

More or less, this chapter focuses on reviewing the literatures that related to the political interference on quality of education and its influences each other. The main purpose of literature review is to identify and synthesis of prior studies related to the researcher's study under investigation, then to fill the gap left from the previous studies. The sources of literatures for reviewing include; different research work, official reports, constitution, proclamations and online or printed journals. Furthermore, this was supported by preliminary informal interview and observation.

2.2. Theoretical Literature Review

2.2.1 Politics and Education

The relationship between politics and education stems from the very start of teaching and learning systems in human society. From the era of Aristotle and Confucius or Chanakya and even today amidst the politics of universities, academics have a strong relation and influence over politics and vice versa. Education and educational institutions have served to shape the society the way politicians have dreamed of or influenced politicians the way the society has aspired for. The debate over the relationship between politics and education in today's' world has become more destructive than constructive (Morris, 2012) in any context it is very important that people and pupils have a voice that is heard and respected. This demand for voice of pupils and people in education systems is in itself politics in education. In addition, education is an enabling right and a human right. In this context, claiming, use, and benefits of education can be very political rather than just simply a technical and a learning process alone. As a factor promoting political capability, education plays a significant role in shaping political ideas and involving individuals; hence, political forces attempt to take benefit of this aspect of education for their ideological expansion, strengthening of population base and reinforcing their strength. On the other side, an education system receives political patronage from the government as machinery for indoctrination of nation-state ideologies (Ibid).

School plays a significant role as a political institution in a modern society, and schools in a modern education system are the formally accepted and valid institutions for education. Massials (1970) identified at least four roles of school as political socializing institution: through

the political socialization of children and youth; through the selection, recruitment and training of political leaders; through politically integrating a community or society; through the organization of special interest groups that attempt to influence political decisions(Massials, 1970).

It is important for governments that their citizens are politically socialized, of course including children and youth as it is necessary to have a political orientation that is positive about retaining the political system. Therefore politics in education and in school is inevitable as modern day schools are institutions under government and they follow the political system of the government (White, 2012).

2.2.2 Curriculum and Public Policy

Curriculum is defined broadly as a plan to guide instruction or a written document with content and planned learning experiences for achieving desired goals or ends (Tyler & Hlebowitsh, 2013). However, a comprehensive view of curriculum must take into consideration not only the planned curriculum, but also the enacted or taught curriculum, the experienced curriculum, and the tested curriculum as well as the hidden curriculum (Kelly, 2004). But curriculum is also viewed as an arena for social engineering which takes into account all the experiences individuals are expected to have in order to become the kind of productive citizens they ought to be (Ibid)

Public policy generally refers to government action to address a public issue by instituting laws and regulations. Education is one such issue addressed by public policy. Levin supports the view that public policy is about the rules and procedures governing public sector activity. He argues that politics governs almost every aspect of education in relation to what schooling is provided, how, to whom, in what form, by whom, and with what resources. Indeed, policies shape the structure of higher education as well as the curriculum offered at those institutions. Therefore, the question of value for money is a major concern for taxpayers and politicians who increasingly hold education institutions accountable for public spending and the quality of education provided to citizens (Lawton, 2012).

2.2.3. Politics and Curriculum politics

Important policy decisions are made through political processes. Put another way, one can say that politics is the process used by any society to determine how power, wealth, opportunity, status and other social goods are distributed to members of that society (Young, Levin &

Wallin, 2007).

In this paper; discussions about politics are not limited to the formal processes of government. Rather, according to Levin (as cited in Connelly et. al.2008), they seek to embrace a broader view of politics as extending beyond formal processes to include a wide range of informal influences and larger social processes. Lasswell's (1958) definition of politics as "who gets what" can be applied to every setting including the classroom in higher education institutions. Tinder's (2003) description of a political system is equally apt. He describes a political system as a set of arrangements by which some people dominate others. In his study on curriculum policy, and what should be learned in schools, Levin posits (as cited in Connelly et. al., 2008), that since political influence is usually unequal, those persons who have the least status are also the ones with the least influence on political decision making (Levin, 2008)

Understanding the dynamics of curriculum politics is fundamental to understanding the nature of higher education in Trinidad and Tobago. Current issues in curriculum politics include discussions on the type of curriculum; what should be included or excluded in the content of the curriculum; the question of content versus pedagogy; tension in curriculum decision making between expert opinion and public opinion; competition among higher education institutions; and the expectations of government, employers, and students regarding the need for work-ready graduates to meet national and industry needs. These issues also form part of the curriculum politics that engage the attention of higher education institutions operating in the Trinidad and Tobago context.

2.2.4 Quality of Education

One cannot talk about quality of education without taking into account the ultimate and legitimate stakeholders of education and the problem that the education, system is established to solve. The stakeholders are those for whom the education sector is established to serve. Quality of education refers to the level of satisfaction of the stakeholders with the education provided. A quality of a product or service differs depending on the customers' or stakeholders' needs or demands. Schools and colleges can be seen as service providers. The quality goal is about why we do what we are supposed to be doing (concerned educators, 2015).

Therefore, it is the value added as a result of learning which creates satisfaction of the ultimate stakeholders or meets their needs or expectations. It is widely believed, in principle, that an education system in any country is designed to serve the learners, the parents of the students, the

employers of the school graduates, the public at large, and eventually the nation. The benefits of quality education also transcend national boundaries and help to make our world a better and peaceful place. In Ethiopia, however, there is deliberate mismatch between the needs of the stakeholders and what the government is accomplishing through the public education (Ibid).

For political gains, the current regime in Ethiopia is systematically and strategically driving the quality of education down. The massification of education is to produce party loyalists, to please the donor organizations and it is for political consumption. "A lot of the time the universities are merely shells. They do not function as universities as we would expect and are poorly resourced, and in some cases shoddily built. It would seem that they are built almost as a token where the EPRDF/TPLF can say to hostile regions 'look we are doing something for you, we've built a university'." The regime is only interested in increasing enrollment and count of institutions. These are the metrics of success for EPRDF (Negash, 2006).

Other quality indicators, such as preparation for career and further studies, and others like acquisition of critical skills that the students need for life, are not the focus of the regime. The metrics set by the regime drive what the students, the educational institutions and their leaders must focus on. As Dan Ariely put it, "if we want to change what they [leaders of organizations] care about, we should change what we measure Human beings adjust behavior based on the metrics they're held against. Anything you measure will impel a person to optimize his score on that metric. What you measure is what you'll get." The TPLF-led EPRDF is getting what it wants: mere increase in enrollment and count of educational institutions. The rhetoric about quality education by the regime is hypocrisy. The TPLF leaders have a double standard on quality of education (Ibid).

2.2.5 The Role of Government in Education

Education is to day largely paid for and almost entirely administered by governmental bodies or non-profit institutions. This situation has developed gradually and is now taken so much for granted that little explicit attention is any longer directed to the reasons for the special treatment of education even in countries that are predominantly free enterprise in organization and philosophy. The result has been an indiscriminate extension of governmental responsibilities (Friedman, 1982).

The role assigned to government in any particular field depends, of course on the principles accepted for the organization of society in general, in what follows, assume that a society that

takes freedom of the individual, or more realistically the family, as its ultimate objective by relying primarily on voluntary exchange among individuals for the organization of economic activity. In such a free private enterprise exchange economy, government's primary role is to preserve the rules of the game by enforcing contracts, preventing coercion, and keeping markets free (Ibid).

2.2.6 Political interference in Education

According Richard Harman(2015), decisions in education should be made on the basis of hard won experience in the classroom, not ideology' from above leaving aside whether it's a good in itself all parties seen to agree that education is a key driver of economic success and social mobility. This is why it is crucial that, however, the government that emerges the most successful in our schools, reverses the politicization the education system and encourages productive partnerships between state and independent schools we all what to bring the best education to every child. On the whole our politicians seem to understand that independent schools has a great deal to offer when it comes to educational opportunity. But there remains an implication that we are not pulling our weight in educational reform and must try harder (Richard Harman, 2015). Depoliticizing education would be very well come, if away can be found to do that allow recent changes to qualifications to bed in. More facilitation for independent school partnerships must be a good idea. Make entry to the profession much more accessible to good graduates and then leave teaching to the teachers and leadership to school leaders (Ibid).

The Ethiopian political system that prevailed in the country between 1974 and 1991 was the complete antithesis of the Imperial one. Ethiopia was declared a republic and ruled by a socialist/communist workers party. The economy was socialized; urban and rural lands were put under state control. The path of scientific socialism was deemed the most appropriate strategy to bring the country out of its backward stage of development. Socialist education stressed the inculcation of ideology as a prime objective with Marxism and the value of production as the main pillars. The United States of America, one of the main partners in the development of the Ethiopian education sector, was replaced by educational experts from Eastern Germany (Negash, 1990).

2.2.7. Political Theory of Education

According to seminar Boyum develops a distinction between moral and political theories of education. The main idea is that whereas amoral theory of education gives an account of an ideal education, apolitical theory gives an account of how to structure education in a democracy where there is deep disagreement on what constitute an ideal education. Unfortunately, we same times speak as though our moral theories can be un problematically translated in to the political realm, but in doing so, we are either being out right undemocratic or we underestimated the significance of the world-view pluralism in modern, liberal democracies. In order for apolitical theory of education to be democratically acceptable, it must fulfill the criterion of being capable of democratic translation in to a society characterized by deep pluralism.

Amy Gutmann has written extensively on both political philosophy and philosophy of education. Indeed, she has often written on both at the same time. These contributions are part of an extensive debate on the politics of education taking place above all in the USA. Of course political and pedagogical philosophy have been intertwined throughout history, at witnessed by Locke Rousseau, and Dewey, yet seldom more so than in modern America. One reason for that is a pluralism of world-views that so easily terms educational issues in to political and even philosophical issues. That pluralism is also the starting point for the late work of John Rawls, the most important political philosopher of the 20th century, to whom much of the current debate on the politics of education is indebted (Rawls, 1993). A focal feature of this debate is the idea that pluralism sets limits to any political theory that purports to be liberal and democratic, hence also to any liberal and democratic theory of education.

Unfortunately, Gutmann seems same times to obscure her own best insights by mixing moral and political arguments, just the things she wants to avoid or should have avoided. The rational for this strategy is that the importance of the distinction between the moral and the political reaches much wider than Gutmann work (Ibid).

2.3. Empirical Literature Review

The studies examined in this review were selected based on the political influence on quality of education because politics is an independent variable, based on these criteria able to identify a lot of quantitative studies that somehow treat the relationship between education and political violence through several literature searches. What became clear from this exercise was first of all that the literature on education and politics is quite a new idea (Sambanis, 2002).

Indian politics has different political issues. However these issues remain to be issues without any solutions for decades. Some issues are national level and some regional level. Some communities demand more economical and social rights for their communities, while others demand more autonomy for their cultures within the Indian states. Some demanded autonomous states within the Indian Union, while the others demanded to be independent from India. India IS the largest democracy In the world and has the largest number of political parties, which take part in election campaign. However, with all its problems India survives as a single state with democratic character. But a number of political problems still exist and remain unsolved in India (Sripati and Thiruvengadam, 2004).

Education system is undoubtedly the foundation of a nation. Education makes man civilized and therefore the country. It makes the mankind literate in ethics and moral values. If we have a well nurtured and balanced education system, then half the task of the country's development is done. But when we look into the Indian context in India education system, it is suffering with many issues that need to be addressed at the earliest, we have some very big problems and thus the challenges are tougher. The problem that we come across on a daily basis and in large scale is political corruption in the education system. Today is the age of innovation and specialization. And with this fast moving techno-age, the Indian educational system seems to go nowhere (Ibid).

National quality assurance systems were originally introduced in Sweden during the 1990's, and has then had a few different formats but in general been geared towards quality enhancement, not quality control. Political interference in higher education quality assurance is governmental offices including the ministries with overall political responsibilities of submitting legislative proposals to the Parliament and implementing the Parliament decisions. Tied to each ministry there are one or more Government agencies (competent authorities"). Government bills are produced at the ministries but normally based on the reports from government assignments produced at the competent authorities tied to the ministry or other external expertise (Adamson, 2011).

Education has always been considered a strong weapon in political struggle in Nepal, mainly in struggle for democracy. The Nepalese political parties have used the establishing of schools and libraries and teaching of poor and rural people as a way of organizing and building a democratic movement. These activities have been overly focused on strengthening parties

rather than empowering people or promoting a culture of democracy (Tiwari, 2013").

Historically, student's organizations and schools have served as political agents for democratic reformation in Nepal. During the Maoist civil war period, schools were used both politically and for armed purposes both by the state and the rebellion party. Despite political commitment to Education for All and commitment by some parties not to interfere politically, the use of schools for political action is rampant. Political parties and their sister organizations are competing to gain power in non-political activities such as in school management committees and teacher recruitment and also in decision-making regarding budgets and resources of schools (Asian Human Rights Commission, 2012).

In this context, realizing the lack of evidence of the effects of politics in school and in order to have a demarcation of good politics and bad politics in school, LooNiva Child Concern Group carried out a study on politics in school. It was suggested in a consultation meeting with political parties, a students' union, a teachers association and non-governmental organization (NGO) representatives. This study "Politics in Schools of Nepal" is an advocacy-focused descriptive study carried out to explain the adverse effects of negative political actions in school and also to highlight the positive aspects of political patronage in school education. With the information collected from 15 districts in Nepal, this study mainly provides information on the general scenario of educational problems, the forms and magnitude of political interferences in schools, the positive and adverse outcomes due to the political interference and possible alternatives for maintaining political patronages without adversely affecting Nepalese children's fundamental right to education. The study is anecdotal and mainly based on the experiences of parents, students, teachers, political parties and leaders of the students' union and also on the reporting of media. The study has also considered official views presented in the official policies of political parties, the students' union and teacher organizations (LooNiva, 2013).

The head teacher should plan for the facilities bearing in mind that school population keeps on changing, change in programs and modernization. Hence modern designers must make school plant highly flexible. However, head teacher face challenges in managing resources in their schools due to lack of adequate physical facilities which are due to lack of funds. Factors that contribute to student's poor performance in Kenya Certificate of Secondary Education in Kabartonjo Division of Baringo District found out that most schools lacked adequate resources like laboratory equipment's, laboratory, text books, maps and classrooms

among others. These facilities are part of the school plant and are essential; to facilitate instruction programmes (Amutabi, 2002).

According the Education Journalists Group (2013) have reported in Ghana the number of strikes and closures of schools was recorded at 55 (Paudel, 2013). In another survey conducted in three districts of Mid-Western part of the country, 40 percent reported political interferences and 56 percent reported engagement of teachers and students in political parties' programs (Education Journalists Group, 2013). With the initiation of Children as Zone of Peace Coalition (CZOP), major political parties have signed and committed to making school a zone of peace and refrain from political interferences; yet in many cases they have included a conditional statement that can easily justify political action in schools. In this debate about politics, education and school, it has been realized that there is a significant need for a strong study that could demonstrate what positive and negative effects political actions have in and on schools on children, school governance and school community relationships (Tiwari, 2013).

In the Ethiopian context, most of schools, colleges, and universities are funded and operated by the government. The Ethiopian Peoples' Revolutionary Democratic Front (EPRDF) dictates how the school and university systems should be organized and administered. The dictatorial regime assumes to be the sole stakeholder of the education sector in the country. Then the functions of the schools and colleges have become serving only the interests and accomplishing the goals of the single political party that has been in power since 1991. EPRDF/TPLF is using educational institutions to propagate its party ideology and to achieve narrowly focused and partisan goals. Getting what the despotic regime wants, however, does not necessarily mean getting what Ethiopians need (concerned educators, 2015).

Since the introduction of modern education in Ethiopia, Ethiopians have recognized the need to improve the quality of education. Ethiopians have never been, however, as concerned about the poor quality of education in Ethiopia as today. The cycle of poor quality education and its ripple effects are looming dangers for Ethiopia. The problem is systemic and mainly intentionally induced. Addressing this issue should be one of the top priorities for Ethiopians and those international organizations funding the education sector in Ethiopia. The crux of this analysis is to identify the root cause of the poor quality of education (Negash, 2006).

2.3.1. Education and development in Ethiopia

Since the 1940s Ethiopia experienced three systems of political governance, each distinguished by its education policy. The first system of governance was the Imperial system that started soon after WWII and lasted until 1974; the second was the military/socialist system that lasted until 1991. The third and current federal systems of governance become fully operational after 1994. In this section the salient aspects of the educational policies of the different systems of governance as they bear a great deal of importance for the future trajectories of the education sector (Negash, 1996).

The golden age of modern education in Ethiopia is usually dated to the years between 1944 and 1970. The education sector with his late majesty the Emperor as frontline minister was by far the best staffed and financed. With the Emperor at the helm of power the Ethiopian government believed strongly in the centrality of education as a vehicle of progress. It is debatable what the Emperor meant by education and progress but his numerous statements on the subject indicate that modern education was to enrich Ethiopian civilization. The beneficiaries of modern education were those who were born from the mid-1930s until the end of 1940s (Ibid).

The Emperor and his government might have believed that they were laying down the foundations for the modernization of the country but they did not pay enough attention to the communication gaps between the generations that modern schools were creating. In practice, the Ethiopian government had no coherent strategy. The curriculum was ad hoc and left to teachers who came from different countries with different backgrounds. The first primers for primary schools in the official language of the country were first developed in 1955, nearly 15 years after the demise of Italian colonial occupation. The curriculum might have been irrelevant but all those who went through the system could still count on finding public employment with good remuneration (UNESCO, 1996).

Between 1941 and 1970 the Ethiopian education sector was undoubtedly influenced by two major ideas about what education is good for. The first one was the Emperor's conviction that modern education, preferably carried out by Lutheran missionaries, was an excellent strategy to educate and train citizens who respected their king, country and region. The modernization process that the Emperor came to lead needed a considerable amount of young people to staff the growing sector of the state apparatus. Ethiopia's growing integration with the Western world in general and the African continent in particular was an additional factor that encouraged the

growth of the modern school in the urban and semi-urban areas of the country. The Emperor spoke on the role of education in the context of Ethiopian civilization. The subject of moral studies (that included civics and religion) was an important component. Moreover, with the exception of one technical school, the rest of the schools offered only academic programmes'. In the academic year of 1961/2 there were a total of 225,435 students in all primary schools in the country. The total number of secondary school students was, 695. And the only University College in Addis Ababa had a total number of 950 students 39 of whom were female students. By 1970 Ethiopia had an estimated population of about 30 million. Total enrolment was in the range of 1.1 million students out of a cohort of over ten million. The secondary school population amounted to four per cent of the age cohort out of which about 25 per cent were unemployed (Schultz, 1961).

The problem of widespread illiteracy and the anomalous situation of secondary school graduates roaming the streets in search of employment called for a series of education sector reviews. The modern economic sector was too small to accommodate the growing pool of secondary school graduates. There was a widespread dissatisfaction with the education sector from secondary school students who depicted the future in bleak terms. The conservative elements of the Ethiopian church and nobility argued that there was very little Ethiopian in the curriculum and that those young Ethiopians who passed through the school system were disrespectful of their society and its institutions. From abroad there was also a growing dissatisfaction at Ethiopia's lagging performance in its effort to achieve universal primary education (Education and training policy 1994).

The first Ethiopian education sector review took place in 1971-2 and was made up of an international group of experts. Its main mandate was to devise strategies for spreading universal primary education while at the same time resolving the acute problem of unemployment among secondary school graduates (Ibid). Here, it is important to note that the quality of teaching was far better during the Imperial system of governance than what came to prevail in the succeeding years. At the secondary level for instance most of the teachers were native speakers of English and the pupil-teacher ratio was below 40. It is another matter whether the subjects, especially those dealing with the human and social sciences were responsive to the history and culture of Ethiopia, which they were not. It is also important to note that most of those who currently hold political power received their training during the Imperial era (Woldegiorgis, 1989).

In 1983, the socialist government commissioned an evaluation of the education system with a view to devising strategies for the "implementation without delay of the objectives of education". The evaluating commission, financed heavily by UNICEF, World Bank and the Swedish International Development Authority summed up its work by the end of 1985. It is also possible that the committee perceived the decline in quality as of a largely technical nature that could be resolved with the infusion of additional funds geared to the upgrading of teacher competence in teaching methodology and subject matter. By the end of the 1980s, although the socialist government remained committed to its own brand of ideology on the aims of education, the instruments it used to create socialist citizens were extremely inadequate (International Labor Organization, 1986).

The ruling political cum military party (Ethiopian People's Revolutionary Democratic Front, EPRDF/TPLF) that came to power in 1991 reconfigured Ethiopia as a federal state. According to the constitution that came into effect in 1994, Ethiopia is composed of nations and nationalities that freely and voluntarily adhere to it. All member nations have the right to opt out of the federation. At present Ethiopia is made up of nine federal states and two chartered cities. A new era dawned on Ethiopia - that of the federal system of governance equipped with an appropriate educational policy that became operational in 1994. The educational policy of the new government is thus the third policy in the history of the country since 1945. The major feature of the new educational policy that became operational in 1994 is the introduction of ethnic languages as mediums of education for primary education.

Overnight more than a dozen languages were deemed fit to function as mediums of instruction. A similar feature related to the language issue is the choice by the Oromo Liberation organizations for the Latin script (to write the Oromo language) instead of the Geez script used to write Tigrigna and Amharic. Since 1994, Ethiopia has according to its constitution no official language; Amharic and English are considered as working languages (Negash, 1996).

The educational systems that functioned in Ethiopia until 1994 were not elitist. The rapid rise of gross enrolment in primary education hides a series of structural imbalances. Whereas enrolment in urban areas is nearly universal, it is only about 45 per cent among rural children. According to the data assembled by the World Bank, for the country as a whole, it is only about 30 per cent of the school age population who complete the first four years of primary education. And about 20 per cent complete eight years of schooling.

In spite of the continuous polemic, the current government has done very little to expand and consolidate primary education in the rural areas. Rural Ethiopia is still short-changed. Urban children irrespective of their economic status have a far greater chance of completing primary education than rural children. The disparity in schooling is much wider between children in urban and rural areas than between boys and girls or even between rich and poor. In other words, the urban/rural divide is far more decisive for the educational destiny of children than gender and class (World Bank, 2004).

However, the Ethiopian education sector is on the brink of collapse. The rapid expansion of primary education was achieved at a heavy price. By using experiences from other comparable countries the World Bank study appeared to argue that five years of primary education is enough to achieve permanent literacy. Moreover, the World Bank study argued that Ethiopia would not be able to provide a universal primary education of eight years duration even if it were to increase its budget up to 4.5 percent of GDP. An achievement study commissioned by USAID among fourth and eighth graders showed the average percentage of correct answers for all subjects (they were tested in Reading, English, Mathematics and Environmental Sciences) was 48 per cent among fourth graders and 4 percent among eighth graders. (Negash, 1996).

2.4. Conceptual framework

The political dynamics of educational changes involve political factories and complex operational mechanisms and process that influence educational development, including influential power players and sophisticated political process. Kingdon (2002), argued there are two categories of political players in a political system: governmental actors and non-governmental actors. In China, the former refers to actors inside government and outside adopted the open policy in 1978 (Kingdon, 2002).

Figure 1: The Correlation between Education, Politics, Policy, and Curriculum

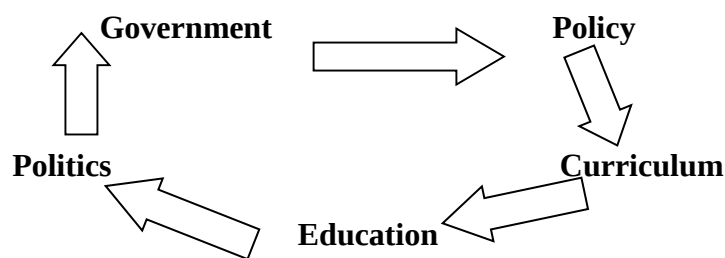
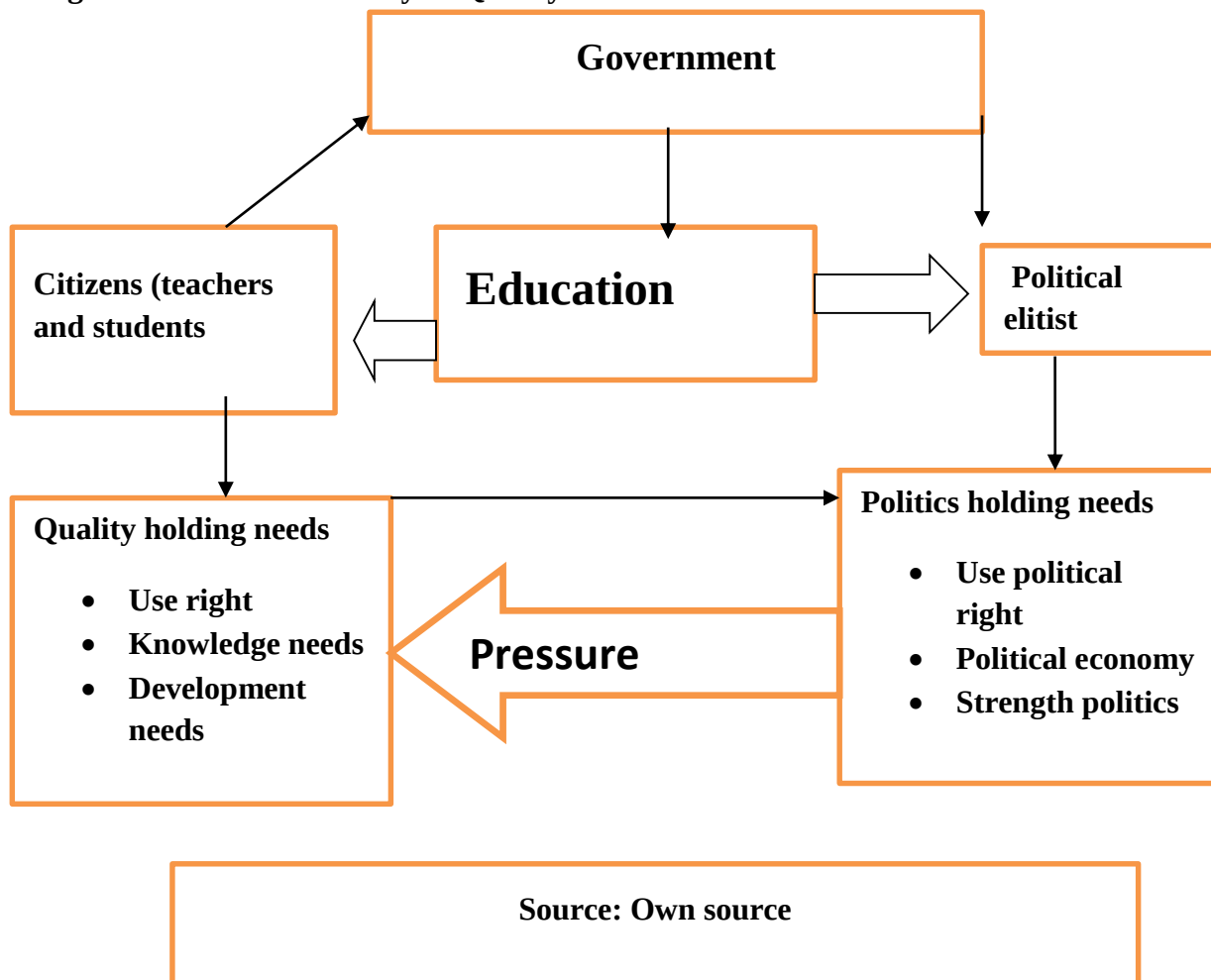


Figure 2: Political Economy vs Quality of Education



CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Description of the Study Area

The study was conducted in Tigray Regional State; South Western Zone; Laelay Koraro Woreda. Laelay Koraro Woreda is 1055 km far from the capital city of Addis Ababa and 271 km far from Mekelle city administration. In this Woreda there are 3 secondary schools, 188 teachers and 5,057 numbers of students. The study area is found in the northwest part of Tigray region bordered in the south *Zana*, Northwest *T/Koraro*, North *Laelay Adyabo* and by the East *Tahtay Maychew* which is 1055 km far from the capital city of Addis Ababa and 271 km far from Mekelle city. Furthermore, the area is located at 38°24' E and 14°00' N longitude and latitude respectively. This *Woreda* contains a fertile soil, different minerals and generally comfortable for living (laelay Koraro woreda *ICT* center, 2016 E.C). According to the 2007, Woreda census and estimated number of population, this Woreda has a total population 125,028. Of these 5,057 are high school students and 188, high school teachers with total numbers of population 5,245.

3.2. Research Design

Research design is a plan and structure of the investigation used to obtain evidence to answer research questions. And it can also be defined as a blueprint of the research. Thus, the researcher used descriptive survey design. It incorporated both quantitative and qualitative approaches during the study. The selection of the design was based on the nature of the problem or issues to be addressed.

3.3. Data Type and Sources of Data

The researcher used both primary and secondary sources of data. The primary data obtained from teachers and students of the secondary schools found in Laelay Koraro Woreda through questionnaires and interview respectively. The secondary data was also collected from documents review such as annual plans, minutes, teacher's performance, teachers' network discussion, team-charter, manuals and reports of the schools.

3.3.1. Primary Data Sources

Questionnaire: as a primary source of data collection instrument was properly prepared. The questionnaires were prepared in both structured and unstructured forms. Then, they were distributed to the 98 respondents and collected properly.

Interview: was applied both structured and unstructured in order to have more elaborated data from higher officials and to triangulate the questionnaires' data. Interview was prepared in unstructured form. Thus, 05 officials of school principals, TPLF, and education office of the woreda leaders were interviewed.

Focus group discussion: was held in addition to the interview as primary data collection instrument. This data collection instrument helped the researcher collect data from the study area. Thus, 08 teachers and students were incorporated in the focus group discussion.

3.3.2. Secondary Data Sources

Different documents related to the research were assessed to have more reliable information. Documents related to the research. The secondary data was collected from documents review such as annual plans, minutes, teacher's performance, teachers' network discussion, team-charter, manuals and reports of the schools.

3.4. Data Collection Techniques

Medium of communication with respondent during data collection was English Language. This was used because it is medium of communication in high schools. Questionnaires were distributed through hand-delivering way to respondents and collected them later. Interviews and focus group discussions were recorded. Pretesting was applied in order to check continuity flow of questions.

3.5. Sampling Size and Sampling Techniques

The populations of this study are teachers and students in the governmental secondary schools of the aforementioned area. There are 188 teachers and 5,057 students. Thus, the total target population of the study was 5,245. Additionally 03 school principals, 01 woreda education office head and 01 woreda TPLF office leader were incorporated in the interview. Furthermore, 08 other teachers and students were incorporated in the FGD. In the study both probability and nonprobability sampling techniques were used. From the probability sampling method simple random sampling was applied to select respondents of each school. Therefore, 84 students and 14 teachers were selected. From the nonprobability sampling, purposive sampling technique was applied to select the study area. From the 14 woredas of Northwest Zone of Tigray, Laelay Koraro Woreda was selected purposively due to the reasons of most of the time political activities are interfered in different socio-economic issues in that woreda; especially in education

because the students are matured enough. Then, teachers and students were selected by giving quota/ratio.

To get the representative sample size this paper used a formula developed by Yemane (1967). Using the formula the researcher obtained the following sample size to conduct the study. Level of precision is 10% (0.1).

$$n = \frac{N}{1+N(e)^2}$$

Where n= sample size, N= target population size and e= level of precision 10% (0.1)/90% confidence

$$n = \frac{5245}{1+5245(0.1)^2} \quad \text{Therefore, } n = 98$$

Based on the above result sample size of the study were 98 respondents.

Table 1: Sampling Frame Used to Identify Sample Respondents of Students

Name of high schools	Total No of students	Sampled	Remarks
Hakfen	2,375	39	
Selkleka	1,591	26	
Adibearej	1,091	19	
Total	5,057	84	

Table1 above reveals that from the total target population found in the study area of high schools, samples were taken first purposively and then through ratio. Thus, based on the ratio from Hakfen 39, from Selekleka 26, from Adibearej 19, total 84 respondents were taken from students respectively.

Table2: Sampling Frame Used to Identify Sample Respondents of Teachers

Name of high schools	Total No of teachers	Sampled	Rem s
Hakfen	120	8	
Selekleka	53	4	
Addibearej	15	2	
Total	188	14	

Table 2 above reveals that from the total target population found in the study area of high schools, samples were taken first purposively and then through ratio. Thus, based on the ratio from Hakfen 8, from Selekleka 4, from Adibearej 2, total 14 respondents were taken from teachers respectively.

3.6. Method of Data Analysis

Both qualitative and quantitative methods of data analysis were utilized based on the type of data gathered. The data obtained through open-ended questions of the questionnaire, interviews, focus group discussions and secondary data reviewed were analyzed using qualitative data analysis and the results were described in the form of paragraphs and narratives. The data that were gathered through the close-ended parts of the questionnaire were presented in tables, charts, graphs and percentage and were analyzed quantitatively. The quantitative data were analyzed using Statistical Package for Social Science (SPSS).

3.7. Ethical Considerations

The researcher respected all the research ethics. Since the purpose of research was for fact finding, all the data collected were interpreted being free from any bias. Confidentiality of respondents was kept and secured. Politeness and cultural respecting was applied for the respondents. Questions were prepared simply and easily understandable to the respondents

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1. Introduction

This chapter analyzed and discussed the major findings of the research based on the data collected in the study area. It presented using tables and percentages to show the influence of political interference on quality of education and freedom of teachers in the study area. Qualitative data from key informants of interview and FGD as well as personal field observation were analyzed and interpreted here and the final findings of the study were presented and discussed in relation to the specific objectives by categorizing in to four clusters, such as; demographic and backgrounds of sampled respondents, causes of political interference on quality of education, treatment difference between members and non-members of teachers and school freedom and the impacts political interference on quality of education in Laelay Koraro Woreda.

4.2. Responses on Background and Demographics of the Respondents

Table 3: Sex of Respondents

Sex Category of the Respondents				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	63	64.3	64.3	64.3
female	35	35.7	35.7	100.0
Total	98	100.0	100.0	

The above table shows that from the sampled respondents 63(64.3%) of the respondents were male whereas the rest 35(35.7 %) of them were female. However, these were as student's teacher's representative from the whole high schools. From the above data it is possible to conclude that majority of the school members are male.

Table4: Age of the Respondents

Age Category of the Respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 30 years old	62	63.3	63.3	63.3
	31-40 years old	21	21.4	21.4	84.7
	41-50 years old	15	15.3	15.3	100.0
	Total	98	100.0	100.0	

According to table 4.2, these who are aged <30 are ranged 62(63.3%), these who aged 31-40 are ranged 21(21.4%) these who are ranged 41-50 are 15(15.3%) respectively. From this data it is possible to infer that majority of the respondents are young in age.

Table 5: Working Experience of the Respondents

Working Experience of the respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 5 years	4	4.1	28.6	28.6
	5-10 years	4	4.1	28.6	57.1
	11-15 years	3	3.1	21.4	78.6
	above 16 years	3	3.1	21.4	100.0
	Total	14	14.3	100.0	
Missing	System	84	85.7		
Total		98	100.0		

Regarding to the respondents' working experience, table 4.3 showed 4(4,1%) were less than 05 years, 4(4.1%) 5-10 years, 3(3.1%) 11-115 years, and above 16 years working experience respectively. In the above table 84 respondents are missed by the system. This because working experience did not incorporate students. Therefore, from these data anyone can infer that more than half of the teachers found in the study area are less than 11 years working experience.

4.3. Respondents' Position in Different School Leadership

Table6: Respondents' Position in Different school leadership

Teachers' positions in different school Leadership					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	department head	42	42.9	42.9	42.9
	unit leader	22	22.4	22.4	65.3
	student parliament	20	20.4	20.4	85.7
	no position	14	14.3	14.3	100.0
	Total	98	100.0	100.0	

Table 4.4 above revealed that 42(42.9%) department head, 22(22.4%) unit leaders, 20(20.4%) student parliament and 14(14.3%) are with no position respectively. In addition to this the data gathered from the interview and focus group discussion indicated that these who are appointed in different positions in the school leadership majority are members of TPLF whereas, very few of them are nonmembers of the ruling party TPLF. Thus, it is possible to infer that school leadership positions are held by TPLF membership teachers and students.

4.4 Interest of Membership and Benefits they Gain and Problems

Table7: Responses on Political Membership Participation

Respondents Political Membership					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	member of TPLF party	72	73.5	73.5	73.5
	nonmember of any party	26	26.5	26.5	100.0
	Total	98	100.0	100.0	

Table 4.5 shows that 72(73.5%) of the respondents are TPLF members whereas the rest

26(26.6%) are nonmembers. The data gathered from the interview, FGD and documents written by the school and woreda education office leadership realized that almost 80% of teachers in the schools found in woreda Laelay Koraro are members of TPLF. As reports of the woreda education office indicates 100% school principals, 90.47% of department heads, and 95.45% unit leaders are TPLF members respectively. Therefore, it is possible to conclude that political intervention in these schools is high. And this can affect school secularism from party politics.

Table8: Respondents’ Interest to Join to Political Party Membership

Respondents Interest to Join in Political Party Membership					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes interested	17	17.3	17.3	17.3
	not interested	81	82.7	82.7	100.0
	Total	98	100.0	100.0	

Table 4.6 above revealed that 17(17.3%) of the respondents are interested to join to the membership whereas 81(82.7%) are not interested but joined to TPLF membership out of their interest. According to the data found in the interviews and focus group discussion and different documents evaluated by the researcher, teachers entered to the political membership for different reasons. The joined to get leadership positions in the school. Others joined in order to escape the nomination of enemy and others to get different benefits such as smooth transfer from one school to others, trainings and fear of nagging from their leaders.

Figure 3: Respondents Political Membership Participation

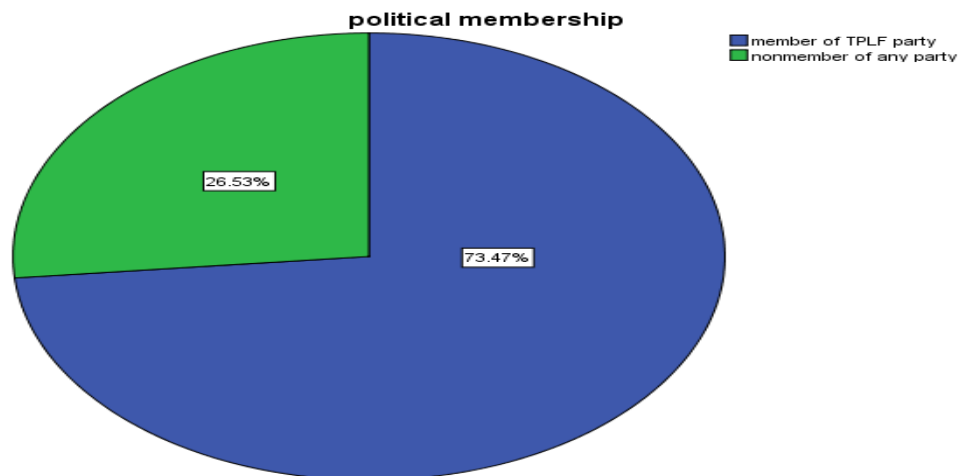


Figure 4.1 above indicated that 26(26.53%) of the respondents are nonmembers of TPLF whereas 74(74.47%) are members. According to this figure majority of teachers are members of the ruling party TPLF. As the interviews and FGDs discussed most of the teachers are not interested to be members to any political party but do not betray the questions forwarded from the cadres. They need freedom to speak what they see and observe in the school round but are forced to be members of the party.

Figure4: Interest of respondents to join Political Party membership to TPLF



Figure 4.2 revealed that 81(82.65%) of the respondents are not interested to join any political party membership whereas the rest 17(17.35%) are interested to join to political party membership. They joined to TPLF membership voluntarily not to seek different benefits. Thus, from the above data anyone can conclude that majority of teachers in the aforementioned area are forced to members of TPLF without their interest.

Furthermore, the data collected from the interviews, FGDs and different documents realized that most of the teachers are joined to the party membership in order to get different benefits gained being as membership. The reason why teachers forced to party membership is these who are members get priority in obtaining benefits from the school. From this it is possible to understand that nonmembers to the ruling political party do not get benefits like training, upgrading their education etc. Thus, they indirectly obligated to join the ruling political party in order to get advantages and benefits provided in the school. Therefore, this is an. influence on teachers' academic freedom and the right to choose.

4.5. Financial Influence of Teachers' Membership on Politics

Table9: Financial Influence political membership Fee for the members

Respondents on response on Party membership fee					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes pay membership fee	82	83.7	83.7	83.7
	no membership fee	16	16.3	16.3	100.0
	Total	98	100.0	100.0	

Table 4.7 indicates that 82(83.7%) of the respondents pay whereas the rest 16(16.3%) of the respondents did not pay their membership fee. These who did not pay their fee were asked the reason why they did not pay. Their response was the amount they paid is very high percent. This payment is big problem for high school teachers. Moreover, most of the teachers advocates that payment this amount of money to the ruling party from their salary has influence on their life and it is a big crisis to their economy.

4.6. School Freedom and Political Intervention of the Woreda leadership

Table10: Responses on Woreda TPLF Official Assessment on School Activities

Does TPLF assess school activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	77	78.6	78.6	78.6
	No	21	21.4	21.4	100.0
	Total	98	100.0	100.0	

Table 4.8 revealed that 77(78.6%) of the respondents said yes whereas 21(21.4%) said no about TPLF officials assessment on school activities during teaching and learning time in the schools. The data collected from the interviews, FGDs and different documents elaborated that TPLF officials assessed the school political activities every month. They prepare meeting stages to meet their members during class days. According to these respondents and the members minutes showed majority of the members are not interested to meet at class time. This indicates that political activities get due emphasis more than the academic issues. Many teachers agreed that they feel bad to attend it since they have no interest but are obligated to attend such kind of meetings undemocratically.

Figure5: Responses on school Freedom Political Intervention

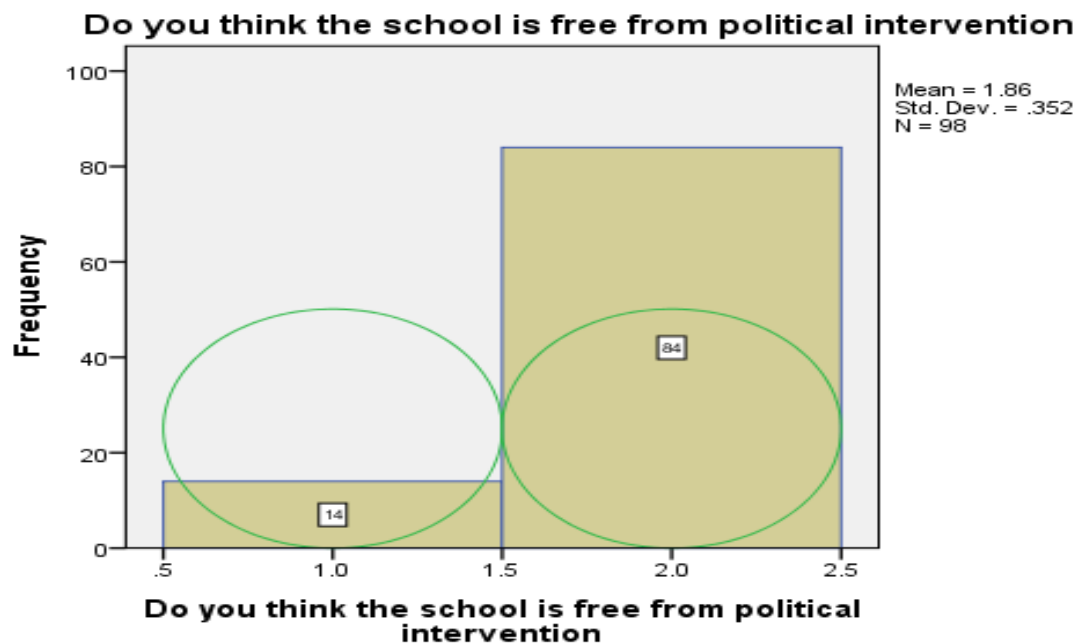


Figure 4.3 above shows that 14(14.3%) of the respondents said yes the schools are free from political intervention. 84(85.7%) of the respondents reversely said no. according to these respondents schools are not free from political intervention. Additionally, responses found from the interview and focus group discussion indicate that the school has problems to carry out its academic responsibility. Teachers mention some problems which indicate that the school is not free from political intervention. These are department heads and unit leaders need to be members of the ruling party, teachers are nagged to join the ruling party, nonmember teachers are discriminated to get benefits political activities are exercised in the school, evaluating of teachers' activity is based on political activities and frightening nonmember teachers which are contradicted with Ramos (2006).

Table11: Responses on Essentiality of Academic Freedom to Insure Quality Education

Do you think academic freedom is essential to insure quality education?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	95	96.9	96.9	96.9
	No	3	3.1	3.1	100.0
	Total	98	100.0	100.0	

Table 4.9 above shows that 95(96.9%) of the respondents said yes academic freedom is essential to assure quality of education. Inversely, only 3(3.1%) of the respondents said no academic freedom is not essential to assure quality education. These who said no had elaborated their assumptions on the issue of inessentiality of academic freedom for assurance of quality education are one, without intervention of the ruling party it is impossible to have stable teaching and learning environment. Second, if the ruling party involvement in the school is excluded, the school can be fertile ground to the enemies (enemies are said to the opposite parties). Those who said yes were asked to forward their assumption about the essentiality of academic freedom of schools from political intervention. They believe that education quality can be assured when teachers became free from any political interventions. When schools are free from political intervention, teachers can engage their full time in academic issues used to the school community. They explained that to teach effectively to have confidence, to use time appropriately on academic issues, to carry out responsibility transparently and to help students, teachers should be free from any political burdens. Thus, from the data and narrations forwarded above schools of Laelay Koraro Woreda are not free from political intervention.

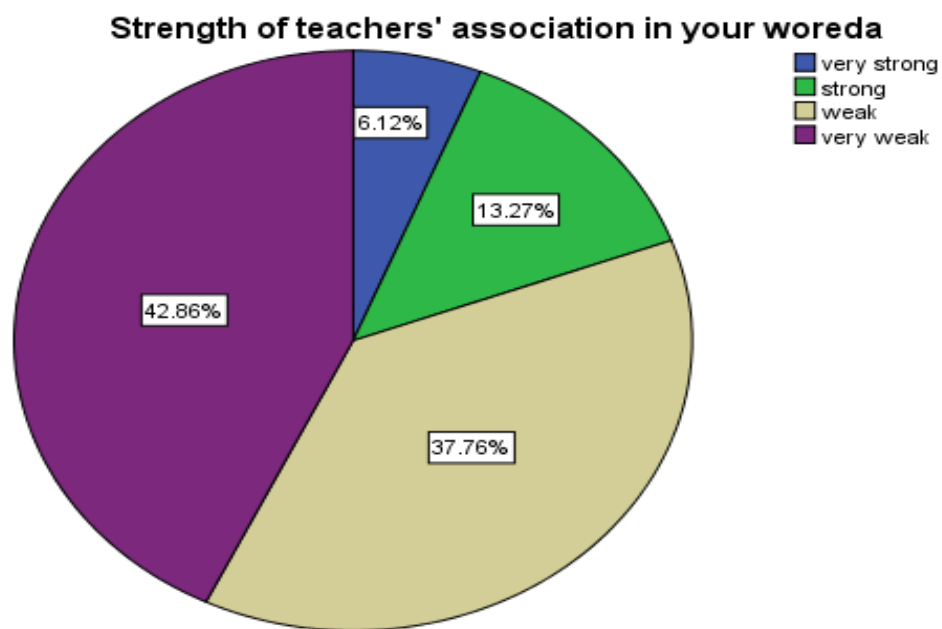
Table12: Responses on Position Appointments for Nonparty Members of TPLF

Are nonparty members of the TPLF appointed to positions?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	11.2	11.2	11.2
	No	87	88.8	88.8	100.0
	Total	98	100.0	100.0	

Table 4.10 above indicated that out of the respondents 11(11.2%) said yes there are non- TPLF members appointed in different school position. 87(88.8%) of the respondents said no. according to these who said no, teachers who are not members of TPLF cannot be appointed in different the schools hierarchical leadership positions. Hence, it is possible to conclude that school leadership positions are occupied not based on the teachers' leading ability and skills but based on political relation of the teachers. But this can affect school secularity and schools academic freedom.

4.7. Strength of the Woreda Teachers' Association

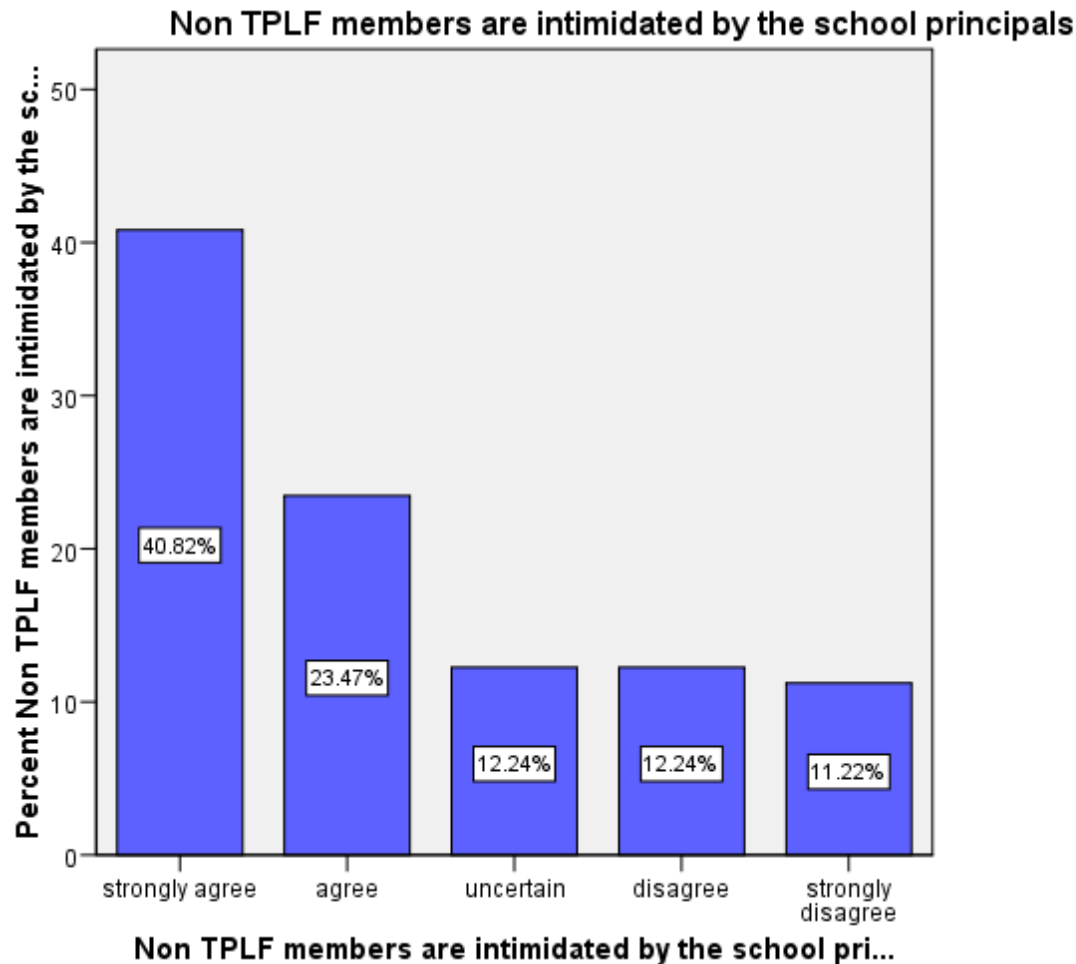
Figure6: Responses on the Strength of the Woreda Teachers' Association



According to figure 4.4, 6(6.12%) of the respondents said very strong, 13(13.27%) strong, 37(37.76%) weak and 42(42.86%) said very weak. When these four categories regrouped in to two categories like very strong and strong in one and weak and very weak in other categories, 19.39% said the woreda teachers' association is strong whereas the rest 80.61% of the respondents said the association is weak. Hence, it is possible to conclude that Teachers' Association of Laelay Koraro Woreda is incapable to establish politically free school environment. Members of the association have less confidence to rely on their association.

4.8. Influence Made on Teachers who are not Members of the Ruling Party

Figure7: Responses on Non TPLF Members Intimidation by School Principals



To analyze the data designed by strongly agree, agree, uncertain, disagree and strongly disagree are regrouped in to three categories. Thus, strongly and agree were grouped in one group. Uncertain in the second group and disagree and strongly disagree were grouped in to third group. Figure 4.5 shows from the 98 respondents, 40(40.82%) of the respondents strongly agreed and 23(23.47%) agreed, respectively. While, 12(12.24%) were uncertain with non-TPLF members intimidation by their school principals. Reversely, 12(12.24%) disagreed and 11(11.22%) strongly disagreed with the issue of intimidating non-TPLF members by the school principals. Majority of the respondents 63(64.29%) and 23(23.26%) responded strongly disagree and disagree respectively. Whereas, 12(12.24%) were not certain with this issue. Therefore, from the different responses

forwarded above it is possible to reveal that 64.29% of the respondents agreed on the issue of nonmember teachers' intimidation by the school principals.

Figure8: Responses on Non TPLF Members Intimidation by Woreda Officials

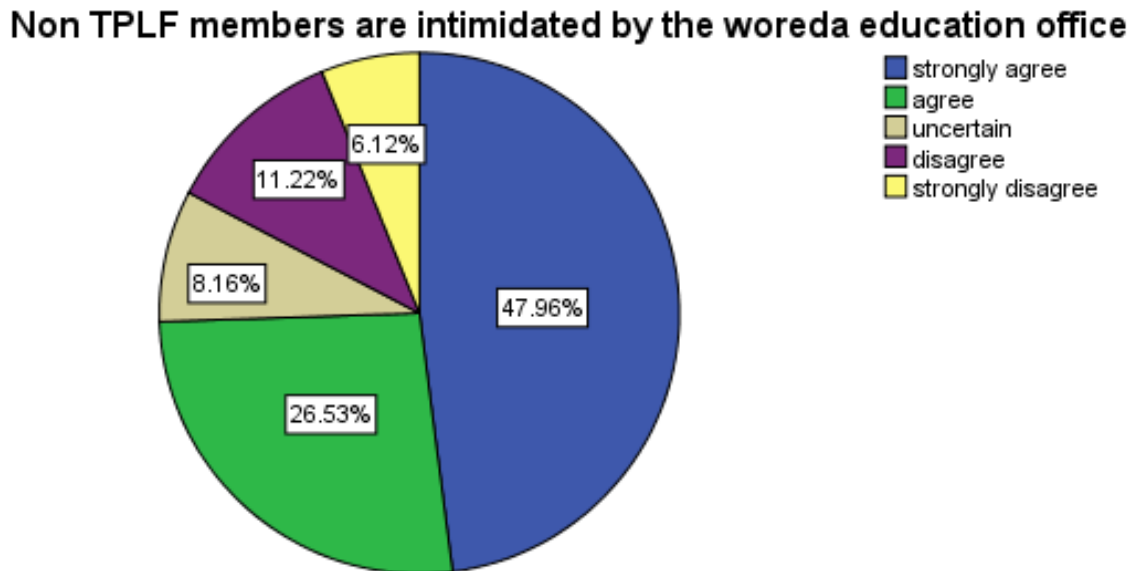


Figure 4.5 shows from the 98 respondents, 47(47.96%) of the respondents strongly agreed and 26(26.53%) agreed, respectively. While, 8(8.16%) were uncertain with non-TPLF members intimidation by their school principals. Reversely, 11(11.22%) disagreed and 6(6.12%) strongly disagreed with the issue of intimidating non-TPLF members by the woreda education officials. Majority of the respondents 73(74.49%) and 17(17.34%) responded strongly disagree and disagree respectively. Whereas, 8(8.16%) were not certain with this issue. Therefore, from the different responses forwarded above it is possible to reveal that 74.49% of the respondents agreed on the issue of nonmember teachers' intimidation by the woreda education officials.

Figure9: Responses on the Non-TPLF Member teachers Exclusion from Academic Trainings

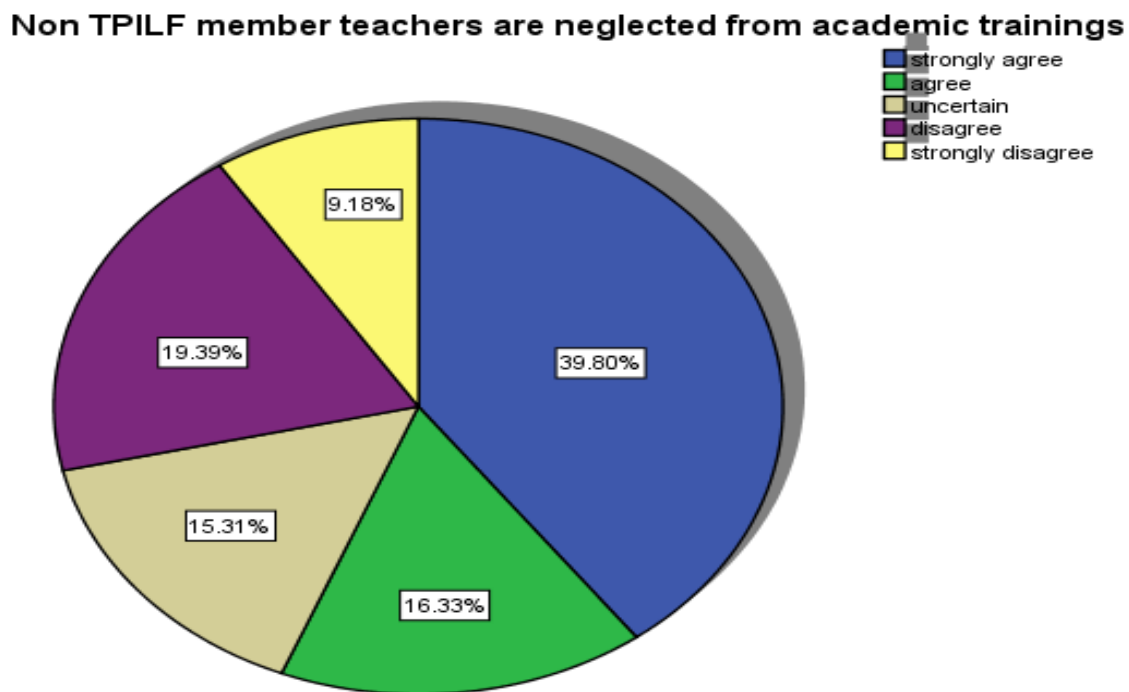


Figure 4.5 shows from the 98 respondents, 39(39.80%) of the respondents strongly agreed and 16(16.33%) agreed, respectively. While, 15(15.31%) were uncertain with non-TPLF members intimidation by their school principals. Reversely, 19(19.39%) disagreed and 9(9.18%) strongly disagreed with the issue of exclusion non-TPLF members from different academic trainings. Majority of the respondents 55(56.13%) and 28(28.57%) responded strongly disagree and disagree respectively. Whereas, 15(15.31%) were not certain with this issue. Therefore, from the different responses forwarded above it is possible to reveal that 56.13% of the respondents agreed on the issue of nonmember teachers' exclusion from different academic trainings.

Table13: responses on the Non-TPLF members considered as Enemies

Non TPLF member teachers are considered as enemy					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	25	25.5	25.5	25.5
	agree	39	39.8	39.8	65.3
	uncertain	14	14.3	14.3	79.6
	disagree	15	15.3	15.3	94.9
	strongly disagree	5	5.1	5.1	100.0
	Total	98	100.0	100.0	

Table 4.11 shows that from the 98 respondents, 25(25.5%) of the respondents strongly agreed and 39(39.8%) agreed, respectively. While, 14(14.3%) were uncertain with non-TPLF members intimidation by their school principals. Reversely, 15(15.3%) disagreed and 5(5.1%) strongly disagreed with the issue of taking as enemies the non-TPLF members by the woreda TPLF officials. Majority of the respondents 64(65.3%) and 20(20.4%) responded strongly disagree and disagree respectively. Whereas, 14(14.3%) were not certain with this issue. Therefore, from the different responses forwarded above it is possible to reveal that 65.3% of the respondents agreed on the issue of nonmember teachers are taken as enemies by the TPLF officials.

In addition to the above responses analyzed above, the data collected from interview and focus group discussion also realized that teachers who criticize the political intervention in the schools are taken as enemies of TPLF. Thus, it is possible to say that ideas forwarded that differ from the idea of TPLF officials have no room in these schools.

Table14: Responses on Forcing to Transfer to Unselected Places by the Non-TPLF Members

Non TPLF member teachers are forced to transfer to inappropriate places					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	38	38.8	38.8	38.8
	agree	30	30.6	30.6	69.4
	uncertain	5	5.1	5.1	74.5
	disagree	25	25.5	25.5	100.0
	Total	98	100.0	100.0	

Table 4.12 shows that from the 98 respondents, 38(38.8%) of the respondents strongly agreed and 30(30.6%) agreed, respectively. While, 5(5.1%) were uncertain with non-TPLF members intimidation by their school principals. Reversely 25(25.5%) disagreed with the issue of forcing to transfer to not selected work place by the nonmember teachers themselves. Majority of the respondents 68(69.4%) and 25(25.5%) responded strongly disagree and disagree respectively. Whereas, 5(5.1%) were not certain with this issue. Therefore, from the different responses forwarded above it is possible to reveal that 69.4% of the respondents agreed on the issue of nonmember teachers forcing to transfer to not selected work place by the nonmember teachers themselves.

In addition to the above responses analyzed above, the data collected from interview and focus group discussion also realized to the points discussed before. Thus, it is possible to say that ideas forwarded that differ from the idea of TPLF officials bear forcing to unwanted work place.

Table15: Responses on Promotion Victimization of the Non-TPLF members

Non TPLF member teachers are victimized during promotion					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	32	32.7	32.7	32.7
	agree	31	31.6	31.6	64.3
	uncertain	12	12.2	12.2	76.5
	disagree	13	13.3	13.3	89.8
	strongly disagree	10	10.2	10.2	100.0
	Total	98	100.0	100.0	

Table 4.13 shows that from the 98 respondents, 32(32.7%) of the respondents strongly agreed and 31(31.6%) agreed, respectively. While, 12(12.2%) were uncertain with non-TPLF members intimidation by their school principals. Reversely 13(13.3%) disagreed and 10(10.2%) strongly disagreed with the issue of victimization during promotion. Majority of the respondents 63(64.3%) and 23(23.5%) responded strongly disagree and disagree respectively. Whereas, 13(13.3%) were not certain with this issue. Therefore, from the different responses forwarded above it is possible to reveal that 64.3% of the respondents agreed on the issue of nonmember teachers are victimized during promotion.

In addition to the above responses analyzed above, the data collected from interview and focus group discussion also realized to the points discussed before. Most of the teachers explained that nonmember teachers suffered from document dalliance when they change their work place. This indicates that because of the political view teachers do not get the service appropriately from concerned body. Thus, it is possible to say that ideas forwarded that differ from the idea of TPLF officials bear to victimize in professional promotion. Nonmember teachers of Laelay Koraro Woreda are not free from party political intervention on their educational profession.

4.9. Pressures Made on TPLF Member Teachers

Table16: Responses on TPLF Member Teachers freedom to perform their Profession

TPLF member teachers have full freedom to perform their profession					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	17	17.3	17.3	17.3
	agree	14	14.3	14.3	31.6
	uncertain	11	11.2	11.2	42.9
	disagree	32	32.7	32.7	75.5
	strongly disagree	24	24.5	24.5	100.0
Total		98	100.0	100.0	

Table 4.14 shows that from the 98 respondents, 17(17.3%) of the respondents strongly agreed and 14(14.4%) agreed, respectively. While, 11(11.2%) were uncertain with non-TPLF members intimidation by their school principals. Reversely 32(32.7%) disagreed and 24(24.5%) strongly disagreed with the issue of TPLF member teachers freedom to perform their profession. Majority of the respondents 31(31.6%) and 56(57.2%) responded strongly disagree and disagree respectively. Whereas, 11(11.2%) were not certain with this issue. Therefore, from the different responses forwarded above it is possible to reveal that 57.2% of the respondents disagreed on the issue of TPLF member teachers are autonomous on their teaching profession.

Table17: Responses on TPLF Member Teachers in Spending their time on Political Agendas

TPLF member teachers spend their teaching time in political agendas					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	40	40.8	40.8	40.8
	agree	23	23.5	23.5	64.3
	uncertain	9	9.2	9.2	73.5
	disagree	11	11.2	11.2	84.7
	strongly disagree	15	15.3	15.3	100.0
	Total	98	100.0	100.0	

Table 4.15 shows that from the 98 respondents, 40(40.8%) of the respondents strongly agreed and 23(23.5%) agreed, respectively. While, 9(9.2%) were uncertain with non-TPLF members intimidation by their school principals. Reversely 11(11.2%) disagreed and 15(15.3%) strongly disagreed with the issue of TPLF member teachers spending their time on political agendas. Majority of the respondents 63(64.3%) and 26(26.5%) responded strongly disagree and disagree respectively. Whereas, 9(9.2%) were not certain with this issue. Therefore, from the different responses forwarded above it is possible to reveal that 64.3% of the respondents agreed on the issue of TPLF member teachers spending their time on political agendas.

In addition to the above responses analyzed above, the data collected from interview and focus group discussion also realized to the points discussed before. Most of the teachers explained that members to EPRDF/TPLF kill their time in doing things which have not relation with academics. Teachers opined that such kind of activities discouraged teachers to teach accurately and they feel reluctant to work in the school.

4.10: Teachers' Feeling Towards their Profession when Political Issues are exercised in the School

Table18: Responses on Teachers' Feeling about their Profession Related to Political Intervention

what is your feeling towards your profession in relation to political intervention in
the school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	good feeling	23	23.5	23.5	23.5
	uncertain	25	25.5	25.5	49.0
	bad feeling	50	51.0	51.0	100.0
	Total	98	100.0	100.0	

Table 4.16 shows that from the 98 respondents, 23(23.5%) of the respondents had good feeling on their profession. 25(25.5%) were responded uncertain. Whereas, 50(51%) had bad feelings on about their profession. Those who responded bad feeling on their teaching profession were asked to justify their reason. They justified that teachers' profession is not respected. Additionally, teachers are evaluated not by their academic performance. They are measured by their political activities perform in the school. Because of these and other related reasons most of teachers found in Laelay Koraro Woreda felt bad on about their teaching profession.

In addition to the above responses analyzed above, the data collected from interview and focus group discussion also realized to the points discussed before. Most of the teachers explained that members to EPRDF/TPLF kill their time in doing things which have not relation with academics. Teachers opined that such kind of activities discouraged teachers to teach accurately and they feel reluctant to work in the school. Ayalew (2009) argued that strength of any educational system largely depends on the quality and commitment of its teachers. The teacher also plays a major role in the delivery of quality education. Furthermore he explained that the teacher is the heart of the educational process and the main determinant of the quality and effectiveness of its results. Therefore, from the different responses forwarded above it is possible to reveal that majority of the respondents had bad feelings on their profession.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

5.1. Conclusion

This study assessed the implication of political interference on quality of education in Laelay Koraro Woreda of Tigray Regional state by analyzing the relationship between political and school authorities. Furthermore, the study examined the freedom of high school teachers from political intervention and analyzed the treatment differences made on the member or non-member teachers by the ruling party in Laelay Koraro Woreda.

Thus, based on the result and discussion presented in chapter four, the following major points are taken in to conclusion. One there is a significant correlation between political party membership and position in the study area. Department heads and unit leaders are more likely involved in to the political party membership while teachers who have not position are not more likely involved in to the political party. Therefore, teachers are used their political membership as a way to get position. From the teachers who joined to political party membership there is no one who joined to opposition parties rather all of them are members of EPRDF/TPLF. Thus, there is no room for teachers to enjoy their political rights guaranteed by the constitution. Second, teachers with opposite political views are exposed to different problems in the school. Moreover, they do not get benefits like trainings and upgrading their education. These benefits are deserved to members of the ruling party members. Nonmembers are indirectly obligated to join the ruling political party in order to get advantages and benefits provided in the school. Third, EPRDF/TPLF members are taken as good workers and model teachers in the school. This indicates that political activities get due emphasis more than the academic issues. Even though the main objective of the school is to achieve education quality and exercise academic issues, political activities are exercised frequently. Fourth, the school is not free from the woreda political intervention. Woreda political leaderships of the study area nag the school directors and department heads to make 90% and above of the teachers to be members of the party. Fifth, because of political interference in the academic issues majority of the teachers developed bad feeling on their profession.

As a result, teachers of the schools focused on the evaluation of their leaders rather than the academic issues. Thus, this is an influence on teachers' academic freedom and the right to choose. As a result, quality of education interred in to question marks.

5.2 Recommendation

Based on the findings concluded above, the following possible strategies are recommended to the school teachers, school leaders, the woreda education leaders, and to the government bodies

1. From the conclusion depicted above it is possible to say that teachers are used their political membership as a way to get leadership positions in different hierarchical school leaderships. Thus, Political membership should not be a criterion to be a school leadership. School principals and vice principals, department heads and unit leaders should be appointed by their knowledge, skill, and educational performance rather than political membership.
2. Comparing to other professionals, teachers try to exercise their freedom of speech, professional exercise and the like. They raise and evaluate to the government body which seems them are wrong practices. This is the nature of school teacher's strong side of self-confidence. Whereas this study indicated that because of political hegemony in schools, teachers are losing their nature of independence and freedom. Because of such frustration maladministration and poor professional exercises cannot be improved and then quality education cannot be assured. Thus, school teachers should free from any political intervention. Teachers should be evaluated, promoted or demoted by their performance rather than their political view. Professional trainings should be given fairly to fill the gap rather than for political membership purpose.
3. EPRDF/TPLF members are taken as good workers and model teachers in the school. This indicates that political activities get due emphasis more than the academic issues. This however may harm the academic freedom of the educational system. Thus, the woreda education leaders and political leadership of Laelay Koraro woreda should focus on the capacity, skill and ability of teachers for recognition rather than their political view.
4. Woreda political leaderships of the study area nag the school directors and department heads to make 90% and above of the teachers to be members of the party. School directors do not measured and evaluated by the total performance of school academy. Most of the time membership percentage took a lion share to measure the school performance. Thus, the woreda governmental body should measure school director's performance by the quality services delivered in the school.

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APPENDICES
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Appendix A: - Questionnaire for Sampled respondents

Dear respondent: The main aim of this questionnaire is to collect data as input for the study entitled as "Examining the implication of political interference on quality of education in Tigray regional state: the case of Laelay Qoraro woreda." its sole purpose is as partial fulfillment of the requirements for the degree of master of art in civics and ethical studies. And to obtain information that help in examining the implications, causes, actors and academic freedoms that practiced in Laelay Qoraro woreda and also it will help to assess the relationship between politics and education with its freedom of teachers in Laelay Qoraro woreda .Therefore, thanking in advance for your co-operation, the researcher want to assure you that each pieces of information collected via this tool will be purely used for academic purposes and will be treated with utmost confidence except for the purpose pointed out here above. Your kind assistance will be greatly appreciated.

Thank you in advance!

I. Background of sampled respondents

General Directions 1: Please put x mark in the box given for the answer that meets your choice

1. Name of school:_____
2. Sex: a, Male b. Female
3. Age: A. <30 B.31-40 C. 41-50 D. above 50 years old
4. Your position A. department head B. unit leader C. parliament D. No position
5. Working experience in years A. less than 5 B.5-10 C. 10-16 D. above 16

II. Specific causes of political interference on quality of education

Instruction II: please circle the letter for the answer that meets your choice and state on the blank space your extra answers.

- 1) Do you participate in Political membership
A. Yes B. No
- 2) Are you interested to join political party?
A. Yes B. No
- 3) Do you pay political membership fee

A. Yes B. No

4) Which party are you membership

A. TPLF B. Arena C. Baytona D. others

5) Does TPLF Assess school activities

A. Yes B. No

6) Do you think the school is free from political intervention?

A. Yes B. No

7) Are nonparty members of the TPLF appointed to positions?

A. Yes B. No

III. **General Direction** Please put X mark in the table given for the answer that meets your choice

SA= strongly agree A= Agree UN=Uncertain D= Disagree SD=strongly disagree

Table1: Non- TPLF member teachers exclusion

No	Variables	Respondents				
		SA	A	UC	D	SD
1	Intimidated by the school director					
2	Intimidated by the woreda education office					
3	Neglected from trainings					
4	Considered as enemy					
5	Forced to transfer to unwanted place					
6	Victimized during promotion, transfer And other service related issues					
7	Delayed documents in transferring from One to another work place					

Table 2: Pressure made on teachers who are members of the ruling party

Variables	Respondents				
	SA	A	UC	D	SD
Loose freedom					
Expend more time to political issues					

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Appendix B: Questions prepared for interview to the selected respondents from department heads, unit leaders and woreda education office workers.

Dear respondent:- The main aim of this questionnaire is to collect data as input for the study titled as "Examining the implication of political interference on quality of education in Tigray regional state: the case of Laelay Qoraro woreda ' Whose sole purpose is as partial fulfillment of the requirements for the degree of master of art in civics and ethical studies. And to obtain information that help in examining the implications, causes, actors and academic freedoms that practiced in Laelay Qoraro woreda and also it will help to assess the relationship between politics and education with its freedom of teachers In Laelay Qoraro woreda

Therefore, thanks in advance for your co-operation, the researcher want to assure you that each pieces of information collected via this tool will be purely used for academic purposes and will be treated with utmost confidence except for the purpose pointed out here above. Your kind assistance will be greatly appreciated.

- I. Name of school: _____
2. Level of education: _____
3. Work experience _____
4. Your position in the schools: _____
5. What is the actual feature of political interference on quality of education in in your school? _____

6. What are the main prospects and challenges of political interference on quality of education? _____

7. What are the real causes (factors) of political interference on quality of education? _____

8. Do you think that political meeting is more affected to the quality of education in your School? _____

9. What are the main difference of treatment among teachers who are the members of the ruling party and who are not?_____

10. What are mechanism(s) is/are used to avoid political interference on ensuring quality of education in your School?_____

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Appendix C: Guide lines and questions for FOCUS group discussion

Warm-up:- Someone considered as politics is a game that controlled every action of one's country

as a result when raising disagreement is nothing hence advocate it, on the other hand, however, others are strongly oppose and stand against it What about your position and why?

I. What are the impacts of political interference on quality of education in relation to?

A. Teachers freedom_____

B. Students right _____

C. Academic freedom _____

2. Discuss about the specific causes of political interference on quality of education in Laelay Koraro worda?_____

3. Do you think that the different political organizations such as meseretawi wudabe or wahiyo are affected to quality of education in your school?_____

4. Do you agree political fee in your school help to strengthening economically to the political party?_____

5. Discuss about the specific actors who participate in politically interfere on quality of education?_____

Thanks all!!!