

# The Politics of Teachers' Associations and its Impact on Students' Learning Outcomes at Primary and Secondary Level in Balochistan

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**Abstract.** The purpose of the study was to investigate the politics of teachers' associations and its impact on students' learning outcomes at primary and secondary levels in Balochistan. The theoretical premise of this study was based on rent-seeking theory and used convergent parallel mixed-methods design. The empirical data was collected from 150 students, 150 teachers, and 150 association members through self-administrated close-ended questionnaires using a simple systematic random sampling method including 8 semi-structured interviews were conducted with district education officers. The findings revealed that teachers' associations are active with a huge membership, united and highly motivated to resolve teachers' problems. Furthermore, the findings of the study demonstrated that teachers are involved in politics and teachers' associations hurt students' learning outcomes due to strikes and protests. Additionally, findings suggested that teachers' associations are blocking educational reforms and do not allow new policies to be implemented. Qualitative findings of the study supported the quantitative findings, as well as made a theoretical contribution to rent-seeking theory. Further implications are discussed and suggestions for future research are suggested.

**Keywords:** Politics of Teachers; Associations; Education; Balochistan

## INTRODUCTION

Education is one of the foremost instruments for nurturing human abilities. Education is dynamic in the construction of democratic values and contributing to economic growth. Education is vital feature for the progress and development of the society. Teachers are the most important spring of change. Teachers play decisive role in the transformation process of education (Buyruk,2021). Teachers are a vibrant source of progress, including social, political, educational, economic, technological, and ideological expansion. A teacher is a gatekeeper, his key role is to benefit students, improve their skills knowledge (Butera et al., 2021). Teachers' associations are an integral part of education, which keeps teachers united. Teachers' associations participate in essential activities like negotiations for workers (Mand et al., 2018). Teachers' associations provide solutions to complications (Silman et al., 2021).

Teacher' associations are clusters of teachers for collective goals. Teachers' associations key objective is to make sure collective interests must be achieved. Moreover, teacher associations are collective groups to protect and defend teachers and other employees of the education sector. The teachers' associations are stakeholders in the reform process of education (Wendorf-Happel, 2020, p. 26). Collective bargaining is a process by teachers to regulate working conditions, welfare packages, and rules of business for better

educational outcomes. Teachers' associations ensure small size classes for teachers' assistance as teachers could teach and manage the class in better shape (Lyon, 2020).

Many educational researchers argue that teachers' voices lack in the decision-making process (Gozali et al., 2017). Teachers' associations are involved in teachers' training, legislative issues, and improvement of collective bargaining. Teachers' associations efforts for increase in salaries, the expansion of medical coverage, and improved working conditions. Teachers' associations are a political force which raise their voices for significant changes in education. There is consensus that associations have been destabilized, few association members and activists claim that these associations are weak, they need safety, mutual bargaining, and organizational development (Han and Maloney, 2019).

Teachers' associations are the authoritative features for raising or decaying of education structure. Teachers are extremely united and organized manpower which exercise a great influence on the whole education system (Mand et al., 2018). Teachers' associations are blamed for their activities such as protests, strikes, and participation in politics and due to protests and strikes the whole education structure is disturbed and destroyed. The basic idea of any teachers' association is to promote education, resolve teachers' problems, and make educational reforms and provide better working conditions for teachers. But actually, results are not as good on ground as expected. So such quarries are main source of worry to an opposite report on this important issue. Along these lines, this study aimed at investigating the politics of teachers' associations and its impact on students' learning outcomes at the primary and secondary level in district Jaffar Abad, Balochistan, Pakistan.

In worldwide, numerous researchers have worked upon teachers' associations (Baron, 2019; Crawford-Garrett and Riley, 2016; Lott and Kenny, 2013). Also, a few researchers have researched in Pakistan (Mand, 2016; Mand et al., 2018). However, some research has been conducted especially in Balochistan over the politics of education (Faiz, 2015; Faiz et al., 2017). But yet rare research has been done with regards to teachers' associations and its impact on students' learning outcomes at the primary and secondary levels in Jaffar Abad, Balochistan. In this context, the following reserach questions driven the study:

1. What is the current status of teachers' associations in district Jaffar Abad, Balochistan?
2. How do politics of teachers' associations affect the academic performance of students in the district?
3. What are the perceptions of various stockholders regarding politics of teachers' associations in district Jaffar Abad, Balochistan?

## **TEACHERS' ASSOCIATIONS IN BALOCHISTAN**

### **Government Teachers' Association (Balochistan)**

GTA was established in 1976 in District Sibi at Naseer Abad, Jaffar Abad was part of Sibi district at that time. Ghulam Sarwar khosa was elected president. GTA is presently active and well organized in Jaffar Abad, defending and protecting teachers' and their rights. GTA is the largest association in Jaffar Abad representing more than 1400 registered association members.

### ***Watan Teacher Association (WTA)***

Watan Teacher Association was established in 2000 in District Jaffar Abad to represent teachers and fight for basic rights like son quota and promotion of JVT, JET, PET and other cadres. Watan teacher association always struggled for teachers. This association has a small number of followers in Jaffar Abad in comparison to other teacher unions.

### ***Senior Educational Staff Association (SESA)***

Senior Educational staff association was established in 2001 in district Jaffar Abad. SESA represents 17th scale and above cadre teachers including Headmasters and Headmistress. SESA work as a bridge between teachers' and administration, especially whenever associations had any conflict or any issue, they played their vital role to resolve the issue.

### ***Jaffar Abad***

District Jaffar Abad is located in South East Balochistan.is one of the most fertile and populated districts of the Naseer Abad Division in Balochistan. Jaffar Abad comprises 2445 km. There are three Tehsils in Jaffar Abad, Dera Allah Yar is the district headquarter. Two other Tehsils are Usta Muhammad and Gandakha. The geographical location of Jaffar Abad is like in the north there is Naseer Abad District, in south Jaffar Abad

shares border with District Jacob Abad and Qambar Shahdadt, which are in Sindh province. In East of Jaffar Abad district Dera Bugti and west side Jhal Magsi (Shaikh et al., 2016).

### **LITERATURE REVIEW**

The fundamental motivation behind teachers' association is to encourage teaching occupation. Teacher associations ensure the teacher privileges, modifications in educational institutions, planning of educational policies in education system. The main purpose of teacher association is to gain great power by increasing their number to dominate the education sector (Mand et al., 2018). The union is strength and for this purpose, teachers' associations keep teachers united. Teachers' are extremely united and organized (Gomez, 2016, p. 96). Teacher associations desire better salaries (Biasi, 2018; Murphy, 2020). The majority of the teachers are members of teacher associations for mutual benefits and group objectives. These associations offer boundless help to teachers in collective issues such as social, legal, political, educational, professional, and economic (Baron, 2018).

Teachers' associations are the most vocal defenders of their members. The main motive is to get sophisticated salaries, improved working conditions, and additional benefits mainly for teachers (Matsudaira and Patterson, 2017). Teachers associations and schools are important for each other, neither they can be separated from each other nor anyone alone can survive (Maharaj, 2019, p. 7). Teachers' associations effect public education generally through the mutual negotiating practice (Baron, 2018; Lyon, 2020). The class size remained continues controversial concern for every teacher association. Overloaded classes produce huge difficulties for students alongside teachers as well. smaller classes are easy to supervise (Baron, 2019). Class size, teacher salary, teacher evaluation, and assignment and retention are all major components of collective bargaining (George et al., 2018). Teachers' associations perform an important part in ensuring teachers' access to qualified prospects individually incorporated with others. Mutual negotiation is a kind of contract between administration and teacher in which they settle a situation (Guthery, 2018). Fundamentally associations play the role of bargaining agent furthermore, collective bargaining is the strength of teacher association (Wills, 2016, p. 115).

Teachers' associations established various classifications, which are constructed upon positive and negative categories. Positive or progressive associations always inspire the progress of the education system. The non-progressive teaching groups work for the rise of salary, promotion through blackmailing, better working condition demands, and defend their unfertile absent members (Han and Keefe, 2020). Associations are structurally tied to political parties, in some parts of the world, associations openly associate with political parties (Ahlquist, 2017). This trust in teachers will bring sophisticated results in the education sector. Associations are professional and enthusiastic regarding teaching, they are regardless of pay increase and other benefits in the education sector (Lovenheim and Willén, 2019). The economic characteristics of collective negotiating are the most extensively known and agreed meaning of association. Such as salary and wage scales, reasonable working hours, promising working environment credentials, commonly mentioned benefits as bread and butter (Biasi, 2017; Han, 2020; Vachon and Ma, 2015).

Teacher' associations are under huge scrutiny in contemporary decades, due to the oppositional professional climate for teachers grown considerably (Jha et al., 2020). Compact and solid incentives for hard-working teachers encourage further effective individuals to enter into the teaching career. Most of the education scholars claimed a shortage of teachers' voice in decision making. The fact is important to understand, teachers are real representatives of teachers' and students and aware of problems of class and curriculum, teachers experience can help policymakers in processes. In addition, teachers' involvement in the policymaking procedure, makes sure improved implementation of the policy due to ownership and accountability of the policy results (Gozali et al., 2017). Teachers' associations are alleged for blocking revision initiatives in the modern era of education (Ghosn and Akkary, 2020).

Numerous scholarships discovered an encouraging link between teachers' associations and students' success on consistent test scores (Han & Maloney, 2019; Vachon and Ma, 2015). Teacher associations have neither a positive nor negative effect on students' performance. Different studies about teachers' associations proved negative results of collective bargaining. More students' scored lower in comparison to high scoring students (Lott and Kenny, 2013).

### **THEORETICAL FRAMEWORK**

The theoretical framework of this study is based on rent seeking theory which have direct phenomenon explained in this study. The purpose of rent seeking is to gain the share of resources which are dully not paid to the labor. The concept of rent seeking is the practice of possessions for the purpose of social value to gain more

power and strength. The theory of rent seeking does not condemn all types of profit-seeking (Tollison, 2012). Previous literature shows that different perceptions are made regarding role of teachers' association in education sector. To support the research, the rent seeking theory is helpful to understand the politics of teachers' associations and its impact on students learning outcomes.

Rent seeking could be done in different forms usually associated with politics, and utilization of power. Rent seeking incentives are continuously present. The literature on rent seeking theory focuses usage and measurement related with rent-seeking activities. Since organizations started providing incentives, approximately some institutions inspire encouraging environment meanwhile mostly discourage it. Furthermore, diverse structures of institutes offer rise to different kinds of rent seeking (Choi et al, 2019).

Teachers associations' collective bargaining has different affects upon educational outcomes; these must be measured seriously. Since teachers' association are functional, this is a focus of discussion. Collective bargaining helps teachers' association to discuss teachers' salaries class size, education policies, and workplace situation collectively with education decision makers. Teachers' associations participate in cooperative negotiations to extract rents in shape of salary increases, medical allowance, promotions of teachers and lesser class sizes (Lyon, 2020).

Moe, (2015) has supported this framework and engrossed the perception that collective bargaining rises teachers' wages which has a positive effect for teachers, furthermore students' achievement is not affected, similarly reducing the school efficiency. This aspect of the rent seeking theory discusses that teachers' associations increase school productivity by helping their teachers' to achieve desired goals which an individual teacher can't achieve. By using this framework, restricting labor laws would rise school efficiency either by reducing contributions and leaving student achievement the same, or by leaving inputs the same and increasing student achievement. The previous literature indicated that teachers' associations are powerful due to large membership, so they block every meaningful reform which attempts to improve education and make sure teachers' associations play positive role in their schools (DiSalvo, 2015). The teachers' associations in public sector are not education friendly, block education reform policies to put pressure upon management to with draw new policies (Anzia and Moe, 2015).

The rent seeking theory made a framework to understand the role of teachers' association and to know diverse perceptions about their politics in education sector. Weather the results are positive or negative or both possible outcomes of current study will add to literature through discussion and discourse. The rent seeking theory debates that teachers' associations follow teachers' professional interests and proved by the research empirical literature. Associations are institutions with a collective voice. Teachers' associations participate in collective actions and collective bargaining to extract rents such as wage increases and smaller class sizes. According to this perspective collective bargain is the emerged under political thoughts and actions of teachers' association. In the mediation process teachers' associations advocate for teachers' job interests, which regularly support teachers' union interests. Small size class offer not only better-quality working conditions for teachers but small classes are better for students too. The teachers' associations are capable to negotiate such conditions that provide help to teachers and their association (Cowen and Strunk, 2015).

## **METHODS**

The research method is an approach to determine answers to research queries. A carefully organized technique of determining problems and accomplishment of evidence, through the procedure of reliable problem resolving strategy and methodical facts and figures collection, investigation, and data analysis (Almalki, 2016; Rutberg and Bouikidis, 2018). The study used a convergent parallel research design. This method comprises of collection and analysis of quantitative and qualitative elements simultaneously to merge data to interpret final results and conclusions. Descriptive data are usually collected using close-ended questionnaires, through survey studies, personal interviews, and observations (Brierley, 2017). The scholars combine features of qualitative and quantitative approaches for the comprehensive purposes of broad and deep understanding and reasoning (Almalki, 2016; Hong et al., 2018).

### **Population and Sampling**

The population for this research included the entire administration, association members and teachers of entire district Jaffar Abad along with students. There are 566 schools, 1680 teachers and 48975 students in district Jaffar Abad (EMIS, 2020). The simple probability random technique was chosen for the research conducted (Taherdoost, 2016).

### **Data Collection Procedure and Analysis**

The close-ended questionnaires were used in this study (Appendix A, B, C) were adopted from (Mand et al., 2016). Face-to-face interviews allowed the researcher an opportunity to explore the role of teachers'

associations in District Jaffar Abad. The interviews lasted between 30 to 45 minutes. Furthermore, a qualitative interview questionnaire (Appendix D) was adopted from (Gomez, 2016). All interviews were held separately and digitally recorded. Mostly every interview lasted between 30-45 minutes. Every interview was transcribed word by word. Statistical package for social science (SPSS) was used to analyze quantitative data, data were associated to tie joint concepts, With the help of the frequency table data was analyzed (Creswell, 2014).

**Reliability**

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. The reliability of the responses was tested using the Cronbach alpha. Normally,  $\alpha$  should be between 0.7 – 0.9 (Bonett and Wright, 2015).

**Table 5. Reliability Statistics of Questionnaire for Students, Teachers and Members**

Cronbrash’s Alpha	No of Items
.721	20
.749	25
.732	25

First step is to check the reliability of the result. The decision can be made on the basis of Cronbrash’s alpha. The value of Cronbrash’s lies between 0 and 1. And it tells that how the responses of questions from the respondents are close. Since, the value of Cronbrash’s alpha in this study are 0.721, 0.749 and 0.732 as shown in Table 5. Which means the responses given by different individuals are close to each other and they are reliable.

**RESULTS**

Table 1 displays the demographic information of participants such as gender, age, and class. Among 150 students 106 were male and 44 were females participated in the study. 63 students were in the 15-16 years’ age category, 67 students 17-18 years, and 20 students were 19 years or above age respectively. 86 students were in the 9th class while 64 belong to the 10th class.

**Table 1. Demographic information of students**

Gender	M	Age	F	Class	F
Male	106	15-16 Years	63	9th	86
Female	44	17-18 Years	67	10th	64
Others	0	19 Years or above	20	---	---

Table 2 shows the demographic information of teachers’ participants such as gender, age, job description, qualification, and experience. Among 150 teachers 88 were male and 66 female teachers. 32 fall in 21-30 years’ age category, 36 in 31-40 years, 40 in 41-50 years, and 42 in 51-60 years’ age. The job description of 61 teachers were JVT, 37 JET, 21 PET/JDM and 31 were SST teachers. The qualification of teachers was 12 matric qualified, 17 Intermediate, 54 Graduate, 65 Masters, and 2 Master of Philosophy. The teaching experiences of teachers were 34 in 1-5 years, 23 in 6-10 years, 18 in 11-15 years, 29 in 16-20 years, and 46 in the category of 21 years or above experience.

**Table 2. Demographic Information of Teachers**

Gender	F	Age	F	Job Description	F	Qualification	F	Teaching Experience	F
Male	88	21-30 Years	32	JVT	61	Matric	12	1-5 Years	34
Female	66	31-40 Years	36	JET	37	Intermediate	17	6-10 Years	23
Others	0	41-50 Years	40	PET/JDM	21	BA/BSC	54	11-15 Years	18
		51-60 Years	42	SST	31	MA/MSC	65	16-20 Years	29
						M. Phil	2	21 Years or above	46

Table 3 shows the demographic information of teachers’ association participants such as gender, age, job description, qualification, and experience. Among 150 participants 110 were male and 40 female and others 0. 21 participants were 21-30 years of age, 31 participants 31-40, 43 in 41-50, and 48 in the 51-60 years’ age category. The job description of participants 37 JVT, 29 JET, 35 PET/JDM, and 49 SST teachers. 6 teachers were Matric, 18 Intermediate, 75 Graduate, 49 Masters, and 2 Master of Philosophy qualified. 27 teachers had

1-5 years teaching experience, 20 in 6-10 years, 25 in 11-15 years' experience, 30 participants in 16-20 years in majority 48 teachers were highly experienced 21 years or above.

**Table 3.** Demographic Information of Association's Member Participants

Gender	F	Age	F	Job Description	F	Qualification	F	Teaching Experience	F
Male	110	21-30 Years	21	JVT	37	Matric	6	1-5 Years	27
Female	40	31-40 Years	31	JET	29	Intermediate	18	6-10 Years	20
Others	0	41-50 Years	43	PET/JDM	35	BA/BSC	75	11-15 Years	25
		51-60 Years	48	SST	49	MA/MSC	49	16-20 Years	30
						M. Phil	2	21 Years or above	48

Table 4 displays the demographic information of participants who took part in interviews such as gender, age, job description, qualification, teaching experience, and administrative experience. Eight participants took part in the study (six males and two females) all were interviewed one by one in English. One Deputy District education officer, One Additional deputy district education officer and Six Head Master and Head Mistress were part of the study. One participant belongs to 31-40 years' age, one 41-50 years, and 6 participants were in 51-60 years. 7 participants were Masters qualified moreover, one Master of Philosophy qualified. 2 each have 1-10 years and 11-20 years and 4 have 21-30 years of teaching experience. 4 participants have 1-10 years, 2 have 11-20 years and 2 have 21-30 years of administrative experience.

**Table 4.** Demographic Information of Administrator Participants

	F	Age	F	Job Description	F	Qualification	F	Teaching Experience	F	Administrative Experience	F
Male	6	31-40 Years	1	DDO	1	BA/B.ED	0	1-10 Years	2	1-10 Years	4
Female	2	41-50 Years	1	ADO	1	MA/M.ED	7	11-20 Years	2	11-20 Years	2
Others	0	51-60	6	H/M	6	Master of Philosophy	1	21-30 Years	4	21-30 Years	2

Findings in Table 6 show that a sophisticated share of students 67.3% strongly agreed and 18% reported agree that several teacher associations are functional in district Jaffar Abad. The majority 56% of students strongly agreed with the statement, numerous teachers are participants of teachers' association respectively. Furthermore, a greater number of students reported that 28% strongly agreed while 37.3% agreed that teachers' association resolve problems of the school. Moreover, 30.7% students' strongly agreed and 37.3% agreed that teachers' engagement in associations activities affect their studies. However, results showed that 31.3% of students disagreed while 17.3% strongly disagreed with the statement, teachers' associations are beneficial for students. Teachers' associations never work in favour of students.

**Table 6.** Frequency Statistic for Students' Responses

S. N	Statements	SA	AG	N	DA	SDA
1	Many clusters of teachers' functional as teachers' associations in District Jaffar Abad.	67.3%	18%	7.3%	4.7%	2.7%
2	Several of your teachers' are participants of teachers' associations.	56%	19.3%	8%	11.3%	5.3%
3	Teachers' associations resolve problems of the school.	28%	37.3%	16.7%	14.7%	3.3%
4	Teachers' engagement in associations activities affects your study.	30.7%	37.3%	15.3%	12%	4.7%
5	Teachers' associations are beneficial for students.	10.7%	20%	20.7%	31.3%	17.3%

The majority of interviewed participants shared their opinions upon teachers' associations and teachers' participation as a member. Few highlighted the prominence and role of teachers' associations.

Different groups of teachers' are functional as teachers' associations in District Jaffar Abad. However, the basic motivations of teachers' associations are to protect teachers, to get teachers'

rights, and to resolve problems of teachers’ at the workplace. (Administrative interviewee 1, 2, 5, 8)

An interviewed participant highlighted the situation, teachers’ associations gatherings always take a long time which causes trouble for students, sometimes students’ are sent home early or they are allowed to play. This is a total wastage of their time. On the contrary teachers’ associations work for the promotion of teachers’ but not for students.

Teachers’ associations meetings waste students’ a lot of precious time. Similarly, teachers’ engagement in association assignments also brings negative results as teachers can’t teach wholeheartedly. Moreover, this is a cause of educations’ decline. Teachers’ associations are not beneficial for students. (Head Master Interviewee 7)

Another interviewed participant highlighted that teachers’ associations organize protests and strikes at the district level, most teachers gather in a strike, and schools are closed during strikes. The precious time of students is wasted by such activities. This indicates that teachers’ associations don’t promote education.

Teachers’ associations don’t open schools during strikes, boycott classes as well which affects the education of students so much. Moreover, teachers’ associations don’t promote competition in the education sector among teachers or students. (Interviewee 8)

**Table 7.** *Frequency Statistic for Teachers’ Responses*

S. N	Statements	SA	AG	N	DA	SDA
1	Teachers’ associations motivate teachers to stay united for succeeding in their rights.	50%	25.3%	12%	6.7%	6%
2	Teachers’ associations identify dilemmas of teachers.	45.3%	27.3%	13.3%	8.7%	5.3%
3	Teachers’ associations assist their followers throughout transfer and promotion.	33.3%	21.3%	22.7%	14.7%	8%
4	Teachers’ associations affect organizational activities if any penalizing action is engaged against teachers.	34%	28%	17.3%	13.3%	7.3%
5	Teachers associations are vigorously involved in mainstream politics.	34%	26%	20.7%	14%	5.3%

The results show 50% teachers strongly agreed and 25.3% of teachers agreed that, teachers’ association motivate teachers to stay united for succeeding their rights. Moreover, the majority of teachers 45.3% respectively strongly agreed and 27.3% reported agreed, teachers’ association identify dilemmas of teachers. However, teachers’ response results showed 33.3% strongly agreed and 22.7% agreed overwhelmingly, teachers’ association provide assistance to their followers throughout transfer and promotion. The results indicated 34% teachers strongly agreed and 28% of teachers agreed that, teachers’ association affects organizational activities, if any penalizing action is engaged against any teachers. Furthermore, results showed the majority of teachers 34% strongly agreed and 26% agreed that teachers’ associations are vigorously involved in mainstream politics.

Teachers are highly untied under the umbrella of teachers’ associations. Teachers’ associations are representatives of teachers, additionally, teachers’ associations identify dilemmas of teachers and motivate teachers’ to stay united to struggle and resolve problems (Interviewee 5). Teachers’ associations use a united platform to get their benefits, teachers’ associations don’t work for teachers anymore. (Interviewee 8)

A participant indicated that teachers’ provide assistance to teachers’ in transfer and posting. (Interviewee 3)

A higher portion of interviewed reported, teachers’ associations have a large amount of membership, they have a stronghold in the education sector. This is a fact, teachers’ associations are highly involved in mainstream politics due to a large number of teachers at the district, province, and national levels. Due to this teachers’ association threaten and blackmail the administration and take advantage of everything in their favour, not for purpose of education.

Teachers’ associations are involved in politics and have close relations with politicians, moreover, both help each other at different times especially in elections and transfer posting. Furthermore, teachers’ associations blackmail the administration by protesting strikes and lastly through political power, use pressure tactics. (Interviewee 3,6,8)

Teachers’ associations are stockholders in the education sector, due to large memberships. All teachers’ associations are not operational negatively, however, few are functioning for their members positively. (Interviewees 1, 5)

**Table 8.** *Frequency Statistic for Members’ Responses*

S. N	Statements	SA	AG	N	DA	SDA
1	Teachers’ associations offer a decent atmosphere for teaching in schools.	7.3%	16.7%	16%	38%	22%
2	Teachers’ associations effort solitarily for their followers.	44%	28%	13%	11%	4%
3	Teachers’ associations key objective is to gain respect and integrity for teachers.	36%	36%	11%	12%	5%
4	Teachers’ associations are supported by political parties.	22%	39%	21%	14%	4%
5	Teachers’ associations consultations are held during school time.	30%	21.7%	19%	11.3%	18%

The results indicate majority 38% of members’ disagreed and 22% strongly disagreed with the statement, teachers’ associations offer a decent atmosphere for teaching in schools. Moreover, the results showed 44% of members’ strongly agreed and 28% agreed teachers’ association effort solitarily for own followers. Furthermore, 36% of teachers’ members strongly agreed and 36% agreed that teachers’ association key objective is to gain respect and integrity for teachers. Furthermore, the results show in table 1.8, 22% teachers agreed and 39% strongly agreed that teachers’ associations are supported by political parties. Results showed that 30% of teachers’ members strongly agreed and 21.7% agreed with the statement, teachers’ association consultations are held during school time (Table 8).

**DISCUSSION and CONCLUSION**

The findings of this study showed that teachers’ associations are functional in district Jaffar Abad, the majority of teachers have membership. Furthermore, Teachers’ association motivates teachers to be united in addition to identifying dilemmas of teachers to resolve issues and problems. The majority of interviewed administrators also pointed out teachers are highly united, motivated, and helpful for the protection of teachers. The findings showed that the majority of students specified teachers’ association activities cause disturbance for students and affect their studies. The majority of students reported teachers’ associations are not beneficial for students. According to interviewed respondents’ teachers’ association gatherings always waste the time of students. Teachers’ associations always promote teachers and work for teachers, not for students. Teachers’ unions are associated with the decline in SAT scores and collective bargaining restrictiveness results in poor student performance (Lott and Kenny, 2013).

The findings indicated that teachers’ association effort to increase teachers’ wages and teachers’ association work for their members only and teachers’ associations raise voice for problems at the workplace and the absence of facilities. The majority of interviewed participants reported that teachers’ associations discuss problems of their teachers’ with district administration, however, teachers’ association raise voice for teachers and provide every kind of help to a teacher. Several studies have observed the influence of collective bargain from teachers’ associations increased salaries (Jha et al., 2020). Furthermore, the results of this study indicated, teachers’ associations are a hurdle in educational progress. The majority of interviewed participants highlighted the situation, teachers’ associations do not perform any productive activity. However, mostly they create hurdles if anything productive is introduced in the education sector. Also, most of the time teachers’ associations call for strikes and always protest. Teachers’ associations are blocking educational reforms, these are hurdles in the progress of education (Jha et al., 2020).

A higher portion of teachers agreed that teachers’ associations are involved in political activities. In comparison, most of the administration participants reported teachers’ association are involved in politics, political parties and teacher association has close relations (Lewis, 2020). Teacher associations use different tactics to blackmail education sector officers and use political pressure to get favors (Han, 2020). Teacher associations are a political strength and reality is well supported in existing literature (Gomez, 2016; Mand, 2016). The findings indicated that teachers’ associations held strikes for the basic demands of teachers and protest for their rights. Additionally, students reported that during strikes their teachers don’t teach take classes. In the light of district administration interviews response to teachers’ association block reforms and protest and held strikes to put pressure on management to act over their illegal demands. This research examined that student learning is lost as a teachers’ participation in protest and strike. There are diverse effects on student learning outcomes (Wills, 2016).



Teachers associations are supporting their members in transfer and postings. Teachers associations are using every option to get rights either through table talk or protection and strikes. The findings of the study showed that teachers are involved in politics and teachers' associations are supported by political parties at some level. Teachers associations are blackmailing management over different issues too. This study defines how teachers come into the union and the way teachers' associations vigorously chased demands through numerous protests and strikes and other actions, however, teachers have been effective in rising job security, improved working conditions, and salaries with other benefits (Biasi, 2017; Han, 2020; Vachon and Ma, 2015).

To conclude this study, teachers' associations are present in the education sector in Jaffar Abad and they have an important role in the education system. Teachers' associations are actively working in every part of the world, for the progress of the education system (Roth, 2017; Jabbar et al., 2020). Teachers' associations are resolving the teachers' problems, working for an increase in salaries and supporting their teachers in every kind of situation. They are active in politics and are supported by political parties (Lyon, 2020). Teachers' associations and political parties support each other for their mutual interest. Teachers' associations are not useful for students, they held strikes and protests, and this effect students' study. Teachers associations are blocking educational reforms which are the cause of the decline in education and it is a weakness of administration. They have the power and strength to successfully influence educational policies, they are solving the problems of teachers, and equally, they can join education administration for the betterment of the education system and the improvement of society (Lyon, 2020).

### **Policy Recommendations**

The following recommendations are suggested. Teachers' association adopt a positive code of conduct to gain respect and treat all members equally. Teachers' associations diagnose the real problems of teachers and resolve those. Teachers' associations should work for students' progress, furthermore, settle the tradition of protests and strikes. They follow the effective strategy negotiation for solving their problems. Teachers' associations should help higher authorities to introduce new educational reforms to improve the quality of education. They play an effective role in education policy-making. Finally, they should come out of political alliances to be responsible educators to organize extra-curricular activities, and promote a healthy and competitive educational environment.

### **Limitation of the Study**

The scope of the study was restricted to the administration, teachers, and associations members, furthermore, students were included. Teachers associations of private schools and colleges were not included in this study, due to budgetary issues and time restrictions.

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