POWER BLOCS: LEADERSHIP AND MANAGEMENT EXPERIENCES OF SCHOOL PRINCIPALS

by

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29 February 2016

Mr B Zibuse Mdlalose 215079549
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Dear Mr Mdlalose

Protocol reference number: HSS/0051/016M
Project Title: Power Blocs: Leadership and Management experiences of school principals

Full Approval – Expedited Application

In response to your application received 8 January 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Dr Shenuka Singh (Chair)
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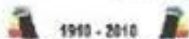
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This dissertation has been submitted with/without my approval.

Signature: Date:

Dr Inba Naicker

DECLARATION-PLAGIARISM

I, …………………………………………….……………………………………... declare that

1. The research report in this dissertation, except where otherwise indicated, is my original work.

2. This dissertation has not been submitted for any degree or examination at any other university.

3. This dissertation does not contain other persons' data, graphs or other information, unless specifically acknowledge.

4. This dissertation does not contain other persons' writing, unless specifically acknowledge as being sourced from other researchers. Where other written sources have been quoted, then:

a. their words have been re-written but the general information attributed to them has been referenced;

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Signed:

……………………………………………….

DEDICATION

This dissertation is dedicated to my Lord Jesus Christ for giving me such amasing strength to stand against all challenges that I faced during the course of doing this Masters degree. This would not happen without the intervention of my spiritual leaders, Pastor E.S. and N.T. Nogoni and our church, Soul Harvest Church.

ACKNOWLEDGEMENTS

ABSTRACT

Teacher unions presence in schools has seen a range of criticism from local educationists. SADTU, a South African leading teacher union has been highly criticized for their antagonist attitude towards other stakeholders in education system. Although they are the largest teacher union in the system, there are other teacher unions with significant numbers in the education system.

Thus the purpose of this study was to generate data about the experiences of school principals who lead and manage multiple teacher unions in their schools. By doing so, this study aimed at answering these following critical questions: who are the power blocs at school? what are the school principals experiences in leading and managing power blocs at school? and how do school principals manage challenges of leading and managing power blocs at school? The study was framed within power and political theory. The research design employed was qualitative with an exclusive use of a case study method. To uncover lived experiences of the participants, a case study method was chosen as it was believed to be suitable in generating data through word of mouth. Using semi-structured interviews, an audio tape recorder was used to record the interviews. Recorded data was later transcribed into study themes. Participants were chosen through purposive sampling. After selected, they were informed and asked to participate in this study. Other modes of enquiry employed were the use of relevant study documents and reflex records analysis. These documents were provided by the participants on the field, while reflex records were my small drafts that were drafted before and just after leaving the field. From these data sources, evidence was transcribed and analysed through thematic analysis. This study found that teacher unions' leaders are very helpful in assisting principals in leading and managing teachers at school. It appeared that participants were of the view that without teacher unions at school, their rights in education can be jeopardised.

Furthermore, findings also revealed that leading and managing multiple teacher unions impacted positively on principals' leadership and management of their schools. In contrast, this study also found that teacher unions embark more often on their unions' activities, sometimes influencing negatively the principals work routine. As a result, this study concluded that teacher union activities need to be strictly controlled at school by the principals, while also giving their leaders more responsibility on managing teachers belonging to their unions.

ACRONYMS

ANC	African National Congress
COSATU	Congress of South African Trade Unions
CTU	Chicago Teacher Unions
DBE	Department of Basic Education
DP	Deputy Principal
HOD	Head of Department
IC	Interviewing Committee
KZN	KwaZulu-Natal
NAPTOSA	National Professional Teachers Organisation of South Africa
NATU	National Teachers Union
PEWU	Professional Education Workers Union
RCL	Representative Council for Learners
SA	South Africa
SADTU	South African Democratic Teachers Union
SAOU	Suid-Afrikaanse Onderwysersunie
SC	Site Committee
SHOD	School Heads of Department
SS	Site Steward
UKZN	University of KwaZulu-Natal
USA	United State of America

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

Chapter One sets the scene for this study. It lays the background, outlining the problem and the purpose of the study. This chapter also seeks to articulate the study rationale, significance, objectives, critical questions and operational concepts. It later presents an overview of this dissertation and concludes the chapter.

Since 1994, South Africa (SA) was liberated from the apartheid regime when people elected their State President for the first time, leading to the freedom that we enjoy today (Badat & Sayed, 2014; Govender & Fataar, 2015; Kallaway, 2002). This freedom came with multiple human rights stipulated in the *Constitution of the Republic of South Africa Act, 108 of 1996* that guaranteed SA citizens with rights such as the right to equality, freedom of association and political rights (*Republic of South Africa 1996, Section.18 & 19*). Chapter 2 of the Constitution: The Bill of Rights in (*Section. 19*) provides that any person in SA has a right to form a political party, participate in its activities and recruit members for the party (Coetzee; Bray & Marias, 2008).

The above mentioned constitutional rights also accommodate teachers in SA. The public education sector has seen a rise of teachers' political freedom, particularly in township schools (Wills, 2014). Given these above mentioned proclamations in the Constitution, I contend that through teacher unions, teachers have taken these rights into practice in the SA education system (Deacon, 2014; Letseka, Bantwini & Mckenzie, 2012; Rossouw, 2012). Ensuring the feasibility of these rights, other teacher unions have established their political structures from the school level up to the provincial and national level of politics (Heystek, 2015; Pattillo, 2012). The major teacher union in education, the South African Democratic Teachers Union (SADTU) has Site Stewards (SS) in every school where their members work (Deacon, 2014; SADTU Constitution, 2014). Other represented teacher unions in schools can be the National Teachers' Union (NATU), National Professional Teachers' Union of South Africa (NAPTOSA), and Suid-Afrikaanse Onderwysersunie (SAOU), just to mention the most dominant in SA education (Chisholm, 2005;

Letseka et al., 2012). Thus power blocs are inevitable in schools, each with its own unique ideologies on how education should be practised (Wills, 2014).

Power blocs are different legitimate stakeholders working together in one institution (i.e. school) towards achieving the common set of goals but with different ideologies on how to achieve those goals (Apple, 1998). The problem with the teacher unions' power blocs is that the conflicts of political ideologies can arise among the interest groups within the school. When this happens, the onus rests with the school principal to remain neutral between the teacher unions' power blocs (Tamir, 1995). The education system of SA is mostly unionised (Letseka et al., 2012). This means that a school may have a teaching staff that is politically divided, posing a challenge to a formality of a school culture. However, different teacher unions' power blocs' political ideologies need to be maintained at whatever the cost may be to protect the teachers' political rights (Coetzee et al., 2008; Deacon, 2014).

Each power bloc of teachers at school has to act as the prime agents of change towards their union ideology (Heystek, 2015). At school, this may create challenges for the school leadership and management like the school principal and School Management Team (SMT) since all school stakeholders have to work towards the common goal (Naidu, Jourbert, Mestry, Mosege & Ngcobo, 2008; Weeks, 2012). Regardless of that, principals have a duty to lead the school, reporting to the Department of Basic Education (DBE), and protecting the best interests of all stakeholders involved in school (Coetzee et al, 2008).

Against this background, the purpose of this study is to generate data from the school principals about their experiences of leading and managing teacher unions' power blocs within their schools. This study focuses on school principals' leadership and management experiences of multiple teacher unions at school.

1.2 Rationale and motivation for the study

My motive to conduct this study is three fold. The three aspects are personal, practical, and theoretical. This is because my motive stems from all of these dimensions to conduct this study.

1.2.1 Personal

My personal rationale to conduct this study is explained from when I was doing Grade One in primary school. In 1995 I entered school very courageous. I was a very eloquent child. Leadership among us was seen and encouraged during soccer games where we played together with my fellow mates at school. Playing our soccer games, we used to have no referee on the field. I used to take this responsibility to rule on the match decisions. Also we watched professional soccer teams playing on television. I was good at noticing referees' decisions and rules of the game. Growing up to where I work now, I used to notice things as they happen. Sometimes teachers handling unions related matters at school ignore certain rules. The rules can pertain to unions' leadership elections at school. This arises because most teachers are not too keen for union leadership positions at school, because union leaders do not get paid for their leadership roles at school. I am very passionate about working by the rules. I used to challenge some union members' decisions if I detected that something has been done wrong in union leadership appointment process at school. Thus I asked myself, do teacher unions commit such and getaway with it at school? I wanted to understand, what are the principals' experiences relating to leading and managing teacher unions' power blocs at school?

1.2.2 Practical

In SA teachers' politics have been blamed for various reasons in schools (Masondo, 2015). Although there is a constant blame of teacher unions in schools, they are there and useful are to teachers. As a teacher you may come up against different problems that need the intervention of a teacher union to help you in resolving them. These problems may include the teacher displacement by the DBE like through Post Provisioning Norms (Shangase, 2016), salary disputes and teacher-learner conflict at school (Rossouw, 2012; Wills, 2014). Teacher unions really help with such issues. However, teacher unions in SA do certain things that can challenge the authority of the school principal. For example, having attended a number of union gatherings, I have noted that some songs they sing during their rallies send the clear message that teachers must not be submissive to their authorities in schools. It appears that teacher union members look at the school principal as the employer of teachers at school level. Usually conflicts arise between the employer (DBE) and the employee (teacher) in the SA education system (Rossouw, 2012). When this happens, as the DBE executive officer (ex-officio) at school, principals particularly in some township schools feel the pressure from teacher unions at school (Heystek, 2015; Pattillo, 2012).

Thus I was motivated to conduct the study about the influence that teacher unions' power blocs have on school principals' leadership and management practices in schools. Apart from school principals' experiences, I wanted to know other role players that may be affected by teacher unions' issues at school.

1.2.3 Theoretical

The local literature shows that there is a significant rise of teacher unions' political power over other stakeholders such as the SGB, DBE and the school principals (Deacon, 2014; Govender, 2015; Heystek, 2015; Lemmer & van Wyk, 2010). The dominance of teacher unions over school principals has often been mentioned in the literature as one of the causes why principals face many obstacles in addressing the poor academic results of their schools (Steyn, 2002). However, the existing literature has obtusely reported on how teacher unions' political power, dominate school principals, causing them to be unable to control their schools (Taylor, 2008; Weeks, 2012). By engaging school principals who have to face and work with a number of teacher unions in their schools, this study will generate data from them about the issues related to teacher unions and the school leadership and management. Although the local literature has reported on such issues, I have not found any yet that addresses the issues of principals' leadership and management of teacher unions power blocs at school. Thus this study aims at generating data from school principals on how do they address challenges of leading and managing teacher unions power blocs at school.

1.3 Significance of the study

Generating data from school principals' regarding leading and managing the school teacher unions power blocs was essential. The reason for this is that teacher unions have been linked with various negativities in education such as controlling schools over school principals and keeping teachers out of classrooms for various political reasons. As a result, principals' leadership and management have been destabilised particularly in township schools. Although there is a vast amount of literature on national education and politics of teacher unions, this has been obtusely researched at school level. The interest groups and other stakeholders involved in SA education need empirical knowledge to improve the political aspects in the basic education. This study serves as a ground for providing knowledge that can be used to improve teacher unions operations at school. Data

generated in this study can also assist the DBE policy makers as teacher unions' activities and operations changes from time to time in schools.

1.4 Objectives of the study

This study's objectives are:

1.4.1 To explore who are the power blocs at school.

1.4.2 To explore the principals' experiences in leading and managing teacher unions' power blocs at school.

1.4.3 To explore the strategies that school principals use to address challenges in leading and managing power blocs at school.

1.5 Research critical questions

I ask the following critical questions to achieve the above mentioned study objectives. Each question has its own motive that meant to contribute to the study's main purpose. For each question, the motive is articulated below.

1.5.1 Who are the power blocs at school?

I ask this question to know the different legitimate human groups that are involve at school. Specifically I wanted to understand teacher unions' power blocs involve at school although data generated did not limit to them. This knowledge helps me to understand the power blocs within the context of each school as my research site.

1.5.2 What are the principals' experiences in leading and managing teacher unions' power blocs at school?

This question aims to generate data about the daily experiences of school principals as leaders and the managers of teacher union power blocs at school. I wanted to understand their positive and negative experiences regarding this phenomenon. I also aimed at understanding the influence that this phenomenon had on their school leadership and management.

1.5.3 How do school principals address challenges (if any) in leading and managing power blocs at school?

I ask this question to know the strategies that school principals use in dealing with the challenges of leading and managing teacher union power blocs. This was going to help me in making some valid conclusions on the nature of the study problem, thus contributing knowledge on this topic.

1.6 Definition of operational concepts

The following are the study operational concepts. These concepts are called operational concepts because they form the bases in which the study is operated. They are defined from the context of the study.

1.6.1 Governance

Is the practice of decision-making and the process by which these decisions are executed or not (Bush, 2007). Governance has been used to describe policy making in the international, national and local level of the society (Krahmann, 2003). In this study, it is examined from the national perspective. The reason is that this study is located within the local governance, thus the intention is to compare this concept understandings at these two levels of society, so to understand it in a broader sense.

1.6.2 Leadership and Management

These terms can be explained as two sides of the same coin (Bush, 2008). Leadership is the process of influencing the behaviour of the individuals and groups towards the attainment of goal, while management is more pertaining to the administrative duties that the leader must carry out within the organisation (Hallinger & Heck, 2010). Leadership and management are intertwining terms, as one cannot lead without managing (Bush, 2007; Jones & Pound, 2008). In this study context, by these terms, leadership and management I mainly refer to the school principal and their SGB as core governors in any public school (*South African Schools Act 84 of 1996 (SASA)*).

1.6.3   Power

Refer to the ability to evoke a change in someone's behaviour to suit your purpose about a particular issue (Gaski, 1984). It is the ability to cause someone to do something he or she would not have done otherwise. In this study context, I main refer to the use of the political power that can be held by one power bloc over the other in school. School principals may have power over other power blocs within the school or vice-versa (Jones & Pound, 2008). Thus in this study context, the term power refer to a social power that is accrued through peoples' choices of leaders and their initiatives at school.

1.6.4   Power blocs

Refer to a number of legal parties and individuals working together in one setting (i.e. school) towards a common goal but each with own unique set of ideas about how the intended goals can be achieved (see Chapter 1. p, 2). In schools these parties can be the principal, SGB, teacher unions, and the learners. In SA school context, there are power blocs that are not always at school, but represented by delegated persons (Calitz, Fuglestad, & Lillejord, 2002; *SASA*). These power blocs can be the parents of learners at school (represented by the SGB), and the DBE (school principal).

1.7 Dissertation Overview

This section briefly explains the outline of chapters in this dissertation.

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

This chapter sets the scene for the study. In doing so, it introduces the study and lays its background. The background gives the study problem and the substantial theory for the study. The study rationale and motivation are articulated followed by the significance, objectives and the study critical questions. Operational concepts are defined before the conclusion of the chapter.

CHAPTER TWO: LITERATURE REVIEW, CONCEPTUAL AND THEORETICAL FRAMEWORKS

This chapter aimed to discuss two sections, Section A (Literature Review) and Section B (Conceptual and Theoretical Framework). Section A contain relevant topics and subtopics of the

study which emanated from the scope of the literature reviewed. The topics provide an insight on challenges that faces school leadership and management in township schools. In section B, this chapter presents the conceptual and theoretical frameworks that frame this study.

CHAPTER THREE: RESEARCH METHODOLOGY

In this chapter, I present the research methodology that was utilised in conducting this study. I mentioned the ways and strategies that I employed to view the study phenomenon under research. The chapter details the method of participants' selection, their summative profiles and the setting in which study was conducted. The ethical considerations and trustworthiness was stated which I also mentioned how they were catered for in this study. This is followed by the study limitations and delimitations before the chapter conclusion.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

The main purpose of this chapter is to presents data and analyse it. Writing this chapter, I transcribed data and analyse it in order to presents it in this chapter. The study was analysed through thematic analyisis method. Thus, the chapter presents data on three main themes. These themes are presented in a similar fashion to that of the study critical questions. Each theme is divided in subheadings as the study data findings, followed by analysis. Lastly, the chapter concludes leading to the last chapter as given below.

CHAPTER FIVE: SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

This is the last chapter of this dissertation. It serves to summaries the study. Starting by the introduction, the chapter headed to gives the summary of the study. The summary is a summative report on what emerged strong as a result of what was learnt from chapter 1 to 4. This is followed by the study conclusions, which are drawn around each of the study critical questions. Thereafter I gave my reflections of doing this study. The reflections emanated from my lessons learnt from doing the study, challenges and benefits and the methodological aspects of it. Lastly, I put forward my recommendations from what I found from the study data generated.

1.8 Conclusion

This study explored the experiences of school principals that led and managed teacher union power blocs at school. To achieve this purpose, this chapter aimed to introduce the study and give its background. It unpacked the rationale, significance, aims and study critical questions. It later gave the definition of operational concept and the dissertation overview. The following chapter will present the review of the related literature, and conceptual and theoretical frameworks. As stated above, it is divided into two sections, A and B. The prime aim of the following chapter is to report on the reviewed literature that speaks to this study topic.

MIND MAP CHAPTER TWO

CHAPTER TWO
LITERATURE REVIEW, CONCEPTUAL & THEORETICAL FRAMEWORKS

INTRODUCTION

SECTION A: LITERATURE REVIEW

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-TEACHERS AS UNION POWER BLOCS
- TEACHERS MULTLIPLE POWER BLOCS AT SCHOOL
- WORK RELATIONS AMONG TEACHER UNIONS POWER BLOCS
- WORK RELATIONS BETWEEN THE SCHOOL PRINCIALS, SGB & TEACHER UNIONS

THE THREAT TO THE INTERGRITY OF SCHOOL LEADERSHIP
-DEALING WITH THE UNRULY BEHAVIOUR OF HIGHLY UNIONISED TEACHERS AT SCHOOL
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-FURTHER UNIONS INVOLVEMENT IN SCHOOLS & DBE DECISION MAKING

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LEARNERS AS POWER BLOCS AT SCHOOL

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POLITICAL THEORY

POWER THEORY

CONCLUSION

CHAPTER TWO
LITERATURE REVIEW, CONCEPTUAL AND THEORETICAL FRAMEWORK

2.1 Introduction

The previous Chapter covered the study background, rationale and significance. It further gave the objectives, critical questions and study operational concepts. To recap on the study purpose, this study sought to explore the principals' experiences in leading and managing school teacher union power blocs.

This chapter consists of Section A and Section B. Section A provides an overview on the most relevant power blocs and the issues concerning this study. Afterwards, the chapter presents Section B. In Section B, I discuss the conceptual and the theoretical frameworks that underpinned the study. This is followed by the conclusion of the whole chapter.

Writing Section A, I read the related literature to this study. I took this endeavour to link the existing body of knowledge to the phenomenon under study. I also attempted to see where gaps exist in the literature on this topic, hoping to fill them in this study. Thus the literature review is presented as topics and subtopics that emerged from the key scholars around this topic.

2.2 Section A: Literature Review

The national and international body of knowledge focusing on teacher unions exists on this topic. Researchers mostly use both qualitative and quantitative methods in researching about the various topics related to teacher unions in the local and international education systems. Among the local proponents of this topic we have Letseka et al. (2012), Deacon (2014), Heystek (2015), Pattillo (2012), and Rossouw (2012) to mention just the few. Internationally, scholars like Brogan (2014), Cowen and Strunk (2014), Mausethagen and Granlund (2012), and Yu (2014) have researched on various topics related to this study. Having reviewed the international literature I wanted to acknowledge that there was a paucity of literature on the African continent related to this topic, thus this study presented mostly European literature.

In SA, although education power blocs are meant to work cordially at school, the scholarly literature shows that they struggle to work effectively together in many township schools (Steyn,

2002; Heystek, 2015). Problems arise either between the SGB and principal (Heystek, 2006), teacher unions and DBE (Letseka et al., 2012), or between teachers and principal in some schools (Mafora, 2013). This has been identified as one of the causes of weak education system in SA when compared to other international education systems (Wolhuter, 2014).

2.3 Understanding power blocs: The principal, SGB and the Teacher unions

There are many power blocs in SA schools. Among the legitimate power blocs, there are Learners, Teachers, Teacher unions, Parents, SGB, and the SMT (Heystek, 2008). However, the most prominent power blocs in school leadership are the SMT, SGB and teachers (Heystek, Nieman, Rooyen, Mosege & Bipath, 2008; Heystek, 2011). These power blocs are central in the functioning of the school (*SASA*). Including the school principal, the SMT supervise the daily work routine of the school, while the SGB and RCL have to adopt the school code of conduct for learners (Heystek, 2011).

In this study context, by the term '*power blocs*', I mainly refer but *not* limited to the school human groups and individuals mentioned above. I called them 'power blocs' to acknowledge their legal and political powers at school (Apple, 1998). They are one of the most important bodies at school regarding leadership and management. As the principal and SGB are tasked to lead, manage and govern the school, teachers lead and manage learners at school (Lemmer & van Wyk, 2010; Bush, Joubert, Kiggundu & van Rooyen, 2010). Teacher unions specifically look at the interest of their members at school (Coetzee et al., 2008).

The relationship between the school principal and SGB, as partners in management and governance of the school is reviewed below. I wanted to understand their professional relationship and responsibility regarding this study research problem. This is important to understand powers that each of these power blocs have on regulating teacher unions at school.

2.3.1 The principal and SGB as power blocs at school

Entrusted by *SASA*, the SGB shall govern the school. Working with the school principal, the SGB has an obligation to help the school principal in governance and management of the school (Coetzee et al., 2008). Subject to *Section 20(1)* of *SASA,* the SGB must work in the relationship of trust with the school principal. This relationship is believed to be the core value in bringing about

effective leadership, management and governance of the school (Heystek, 2011; Naidoo, Mncube & Potokri, 2015).

Therefore, *SASA* separates governance and administration as two different services at school (Mafora, 2013). The professional administrative duties are vested with the principal at school, while the SGB has a duty to govern the school (Heystek, 2006; Spaull, 2013). These two terms (governance and administration) are interrelated, as governors (SGB) have to report to the school principal and vise-versa (Coetzee et al., 2008). Thus, this relationship and legal powers qualifies the SGB to act and work with the school principal towards certain school leadership and management issues at school.

For example, the SGB can take part in disciplinary hearing and selection for appointments of teachers at school (Lemmer & van Wyk, 2010). However, the SGB cannot take disciplinary actions against the State employed teachers at school (Coetzee et al., 2008). Therefore, in such cases the SGB and the principal can work together in dealing with teachers' issues. Thereafter, the principal has a duty to report to the provincial Head of Department (HOD) for actions to be taken against the teachers if they had done something wrong at school (Coetzee et al., 2008). The problem is that the SGB also includes the elected teachers at school (*SASA*), thus in such cases, issues of power can prevail among these power blocs at school. Against this background it is clear that the SGB do not have enough political and legal powers to regulate teachers as union members at school. Since school principals are also legally titled to be unions' affiliates and managers of schools, they are the ones who have full responsibility to regulate teacher unions in their schools.

2.3.2 Teachers as union power blocs

As mentioned before, there are four major teacher unions in SA. These teacher unions are driven by different ideologies about the ways of practice in education (Wills, 2014). Teachers as union members at school have to conform to their unions' ethics and mandate (Wills, 2014). Furthermore, they are the most powerful political organisations in SA education (Lemmar & van Wyk, 2010). Letseka et al., (2012) argue that due to the strong influence that teacher unions have on education, it is impossible to negotiate changes in this profession. Teacher unions have a direct influence on the education statutory and policy implementations in schools (Chisholm & Motala, 2010; Wills, 2016). They engage with the DBE on critical issues such as policy making, teachers' benefits and

the appointment of teachers of all rankings in public schools (Chisholm, 2005; Letseka et al., 2012).

Brogan (2014, p. 146), studying "experiences of CTU (Chicago Teacher Unions) in fighting severe economic measures and neoliberal developments in public education argue that they had encouraged many workers in United states of America (USA) and Canada to form a unique type of social justice and popular unionism". Brogan (2014) affirms that such unionism is an important part of establishing another alternate politics of the working class. It is clear that teacher unions' activities are being seen as a critical part of education and schools of USA.

By contrast, teacher unions are not popular for good reasons in SA (Faulkner, 2015; Letseka et al., 2012; Wills, 2014). They are known for devastating strike actions (Wills, 2014), abuse of power in schools and in the education system (Letseka et al., 2012) and even bullying of women principals (Faulkner, 2015; Grobler, Moloi & Vermeulen, 2015). Bloch (2009) claims that teachers unions prevent principals from taking actions against the lazy teachers in schools. Grobler et al. (2015, p. 164) cited protest "actions of teacher unions against writing of ANA (Annual Assessments) exams in schools as a bullying action towards the Minister of education or vice-versa". Therefore, all such claims by various local scholars make teacher unions to be unpopular among the SA public and educationists. Thus it is clear that teacher unions are indeed a threat to various school power blocs.

However, teacher unions are thriving in schools (Msila, 2014). Every year when new teachers are hired at school from SA universities, teacher unions recruit new members (SADTU Constitution, 2014). Rightfully so, the belief is that power among teacher unions is determined by the number of teachers affiliated with that particular union in the education system (Govender, 2015; Letseka et al., 2012). Each teacher union strategises on how new members will be recruited (Tamir, 2006). For example in SADTU, Site Stewards (SS) have a duty to recruit new members at school (SADTU Constitution, 2014). Those are known as the political heads of this teacher union in schools. As such, SADTU by far is the largest and the most powerful teacher union in SA (Letseka et al., 2012).

Although the local literature reveals high teacher involvement in SA political discourse through their unions, SADTU is the center of the political arena in the SA education (Letseka et al., 2012; Masondo, 2015). SADTU had more than 240,000 members in 2013 which makes more than 70% of teachers in SA (Letseka et al., 2012). The other three major teacher unions shared only less than

30% of teachers in education (Heystek, 2015). This is believed to be the reason for less attention to other teacher unions in the system (Mafora, 2013).

Nonetheless, other teacher unions exist and they are influential in education (see Chapter One, p. 4). Although they have different ideologies, they are all working within the same education system and schools. This brings the diversity of ideologies in education which is usually contradictory to that of the DBE and probably of schools (Lemmar & van Wyk, 2010).

2.3.3 Teachers multiple power blocs at school

Besides being part of teacher unions' power blocs, teachers make individual or groups of power blocs at school. In these power blocs, teachers form the SMT, SHODs and various committees at school (Bush, Joubert, Kiggundu, & van Rooyen, 2009; Motseke, 2013). These teacher power blocs concern the professional and other mural activities at school (*SASA*).

As mentioned before, among the teacher power blocs, the SMT is the most important power at school. They form the management team of the school (Robinson, Hohepa, & Lloyd, 2007). They are responsible for overseeing the daily operations of the school. The SMT is formed by the school principal, deputy principal, the school heads of department (SHOD) and post level one (PL1) teachers although this can vary within schools (Wolhuter, 2014). School committees are also usually led by teachers at school. These committees may include the sports, planning and disciplinary actions while the SHODs are PL-2 teachers who lead various academic faculties at school (Bush & Glover, 2012).

Within these teacher power blocs, teachers can be engaged with many at school (*SASA*). However, having mentioned various teachers' power blocs, the focus of this study is on principals and their experiences of teachers as union power blocs at school.

2.3.4 Work relations among teacher unions power blocs

Despite the vast amount of literature on teacher unions activities and their impact on education and township schools in particular (Deacon, 2014; Mafora, 2013; Pattillo, 2012), teacher unions do not appear to be keen to work together in the education system. There is a dearth of literature on work relations among teacher unions in SA (Wills, 2014). In the literature, I found that teacher unions engage with the DBE on various educational matters, but do not work with each other (see Chapter 2, p. 11). In all education matters that unions discuss with the DBE, the literature does not present

cases where they work together, in an attempt to improve the SA education system and schools in particular.

The assumption that maybe can explain this lack of work relations among teacher unions is that of Coetzee et al. (2008). They asserted that the main difference between the teacher unions is that some (i.e. SADTU) are non-cooperative unions while others are cooperative unions (i.e. NAPTOSA). The cooperative union sometimes poses the same aims with the state professional teachers associations like the South African Council For Educators (SACE), whereas non-cooperative union have different aims with those of the professional teachers organisations. These differences are vital in understanding the reasons why teacher unions do not work together more often in education.

Internationally, Yu (2014) claims that in Australia, some unions view their work as an economic advancement and those unions tend to pay attention to objective gains to their work while those to whom their work is a calling tend to explain their career success objectively in terms of achieving their vision. Mausethagen and Grunland (2012) assert that there is a contested discourse of teacher professionalism between the scholars of Norwegian education policy and teacher unions. Mausethagen and Granlund (2012) argue in support of non-cooperative teacher unions, claiming that such unions take active steps in bringing about effective education in schools.

Likewise, in SA there are ideological differences between teacher unions with regards to beliefs about teachers' work. The contest between teacher unions is that others (cooperative unions) view teachers more as professionals, while some (non-cooperative unions) view teachers more as workers for the DBE, hence in schools. Coetzee at al., (2008) asserts that non-cooperative teacher unions consider teachers as responsible for learners learning through their professional career, but that duty is second from their political ideologies and financial considerations. They also believe that government has a duty to provide all needs for teaching and learning in schools, whereas cooperative unions have different views from that of non-cooperative unions (Coetzee et al., 2008).

Looking at these differences, it is clear that teacher unions may find it difficult to work together in schools. In SA, it is clear that many teachers hold the views of SADTU as a non-cooperative union, thus this leads to my contention that there is very little if *not nothing* that the majority of teachers can do to support the effective school leadership and management to achieve the best schools that the country can have with dominant ideologies such as that of non-cooperative unions. Power blocs

in education are very quiet in talking about the role that unions play in schools. Bloch (2009, p. 108) claims that "the people does not hear anything about teachers' plans and programs that will to contribute to teachers sharing of resources and adapting strategies".

2.4.5 Work relations between the principal, SGB, and teacher unions

Good work relations are important among the power blocs at school (Heystek, 2006). This is because SGB, principal and teacher unions need to work together in making a success of the school leadership and management (Heystek, 2011). However, the local literature presents the series of conflicts among these power blocs in schools (Pattillo, 2012; Smith & Oosthuizen, 2011; Steyn, 2002). The literature shows that these power blocs are commonly blaming each other for poor management and planning for schools (Deacon, 2014; Smith & Oostuizen, 2011).

For example, principals blame teacher unions for low levels of education in township schools (Heystek, 2015; Steyn, 2002). In Heystek's (2015) study, principals of poor performing schools complained that they cannot be able to change poor results in their school due to the influence of teacher unions in their schools. They claimed that teachers who do not want to work at school may not be held accountable for their actions since their unions protect them.

Many international and local scholars also blame teacher unions for various reasons in education (Coulson, 2010; Letseka et al., 2012; Pattillo, 2012). According to Pattillo (2012, p, 35) "teacher unions' presence in schools is the root cause of the education crisis". In similar vein, Heystek (2015, p. 9) contends that "SADTU's negative influence on principals needs to be discussed at national level to improve the quality of education in schools".

The problems are not only pointed to teacher unions, but also to the SGBs in rural and township schools. Mafora (2013) claimed that the SGB in most rural and township schools have a misconception of what democracy in schools is. In pursuit of the freedom of speech and participation as constitutionally democratic values, they often accuse principals of mismanaging the school funds, hence causing tensions between these power blocs. The SGB is also being said to be failing to perform their duties in schools (Dieltiens, 2011; Heystek, 2010). The duties can pertain to the handling of the school funds, drafting the school code of conduct and overseeing the whole functioning of the school (Heystek, 2010). This forces the school principal to perform these

duties in schools. In addition to that, they take this as principals' plans to misuse the school funds (Heystek, 2010).

Against this background, the literature reviewed shows that the school power blocs have been affected by the following challenges particularly in township school. Most of these challenges come as a result of the dubious interrelations between the teacher unions and other education stakeholders and severely affect schools leadership and management.

2.4 The threat to the integrity of school leadership

Internationally, the main focus in fixing dysfunctional schools has been put more on school leadership (Heystek, 2015; Moletsane, Prinsloo, & Ready, 2015). The local scholars and education activist believe that the quality of school leadership is very important in creating an effective school (Coetzee et al., 2008; Lemmer & van Wyk, 2010). Among all school leaders, the principal is a central figure at school. According to Fullan (2007, p, 101), "the principal set the tone for a school". Fullan (2007) asserts that in order for the school to accrue gains of the trusting school environment, the principal must form and maintain the relations of trust.

In contrast to this view, what the local literature present on township schools leadership is shocking (Letseka et al., 2012; Mafora, 2013; Masondo, 2015). In 2014, the SA media reported that teacher unions are selling post for principals, school HODs and post level-1 teachers in schools (Masondo, 2015). These suspicions grew and forced the Minister of DBE, Angelina Motshekga to appoint a team of investigators led by John Volmink as they became known as the Ministerial Task Team (MTT) probing these allegations (Volmink, 2016; Masondo, 2015). Such allegations could have had a negative effect on the integrity of the school leadership, principals in particular.

As teacher unions were first accused of selling of posts to teachers and principals at the beginning of the allegations, they were all acquitted of any wrong doing by the MTT final report after an investigation had been done (Masondo, 2016). However, the final report of the MTT implicated the few members of teacher unions and DBE officials (Mlambo, 2016). The problem is that these teacher union members and DBE officials have not yet been revealed to the public, thus creating a lack of trust among the education stakeholders and the public that these people will be ever held accountable for the corruption in schools.

Currently there is a growing belief among the public that some principals and teachers were corruptly appointed in schools (Mlambo, 2016; Masondo, 2016). This is directly threatening the integrity of school leadership (Volmink, 2016). As the MTT final report (2016) found that principals' positions were being sold by certain teacher union members and DBE officials. This is self-evidence that the integrity of the school principal-ship has been tarnished in SA township schools where this was commonly reported. Quan-Baffour and Arko-Achemfour (2013) asserts that qualified and deserving candidates are not getting hired for school leadership positions. According to Quan-Baffour and Arko-Achemfour (2013), competitive teachers have been leaving the education system, pointing the problem to lack of clarity on how the system promotes teachers to leadership positions at school. Similarly, Pattillo (2012, p. 58) challenged that "there is a lack of promotions to good leaders at school and there is inadequate motivations for leaders to be effective since the system promote only union members".

Having read about the undue influence of teacher unions members and DBE officials in the employment of principals, HODs and teachers, with many cases proven in KZN (Volmink, 2016), I argue that due to fear of people with information to these crimes, there is a lack of effort in fighting this negative effect and the transparency in prosecuting the wrongdoers (see Volmink, 2016, p. 6). Therefore I contend that this can seriously threatens the school leadership integrity to the involved stakeholders in schools and the public in general.

As a result of such inconsistences in school leadership appointments, particularly principals, I suggest that we may see a rise in the current problems in schools. These problems include, dealing with unruly behaviour of highly unionised teachers at school (Letseka et al., 2012), more weak leadership in schools and in the education system (Volmink, 2016) and further unions' involvement in schools and DBE decision making (Deacon, 2014). All such problems can threaten the school leadership in either of following ways.

2.4.1 Dealing with the unruly behaviour of highly unionised teachers at school

Talking about teachers in black schools and their records, Bloch (2009, p. 100) claims that "an inefficient and inexperienced set of officials and administrative practices also reinforced teachers perception that departments could not be left with authority and discipline over a unified teaching corps". Correspondingly, Letseka et al., (2012) observed that highly unionised teachers spent less time on teaching and learning activities in schools. Due to unions' commitments, unionised

teachers leave school early for reasons such as union meetings and other union official businesses (Letseka et al., 2012; Moon, 2013; Wills, 2014). Moreover, Lemmer and van Wyk (2010) asserts that some teachers are more involved in union activities than teaching and learning in township schools.

In my view, highly unionised teachers may have a number of reasons not to be at school. If they see that the DBE has lost control of schools in that province or district as the MTT final report (2016) claimed, this means that to be promoted at school, they must know and connect to the correct and corrupt DBE officials (Volmink, 2016). This can enable them to know which principal in the surrounding schools will soon retire, and how are they going to get that principal post. As the evidence proves that the DBE has lost control of schools (Volmink, 2016), teachers need to find alternative ways to develop themselves within the system. Therefore, controlling teachers who know chief union leaders and chief officials in the DBE can prove to be very difficult as they may exhibit a behaviour that is challenging for school principals to control in schools.

2.4.2 Weak leadership within the education system

Weak leadership traits are common within the DBE and in township schools (Pattillo, 2012; Smith & Oosthuizen, 2011). The local literature presents many cases where DBE authorities were practically found to be on the wrong side of the education law (Rossouw, 2012, p. 8). In many court cases involving the department officials, they were accused either of being lethargic to take effective decisions or not acting at all (Maphosa & Shumba, 2010; Rossouw, 2012). Furthermore, Beckmann and Prinsloo (2015) noted that education officials cause lot of disputes in education due to their wrong application of education law. Also the fact that the Volmink (2016) report implicated DBE officials in selling of school leadership and teachers post is an indication of weak leadership from the DBE officials and school leaders who pay for these posts. As Tschannen Moran in Fullan (2007, p. 99) mentions, "trustworthy leadership applies the five facets of trust such as benevolence, honesty, openness, reliability and competence". With such evidence based accusations against the DBE officials, it is clear that there is a problem of weak leadership within the education system, hence principals in schools.

The MTT report also claims in their investigation results that where leadership is weak, aggressive unions take control of schools (Volmink, 2016). They claimed that in 6 provinces, teacher unions control schools. Rating provinces according to the found cases of corruption involving DBE

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officials and teacher union members, the KZN province came second from the North West province. This means that in this province (KZN), we might be having a large number of corrupt officials in the DBE, and more weak 'union controlled' principals in schools. Therefore, it is self-evidence that such principals and DBE officials may not be confident enough to challenge any wrong doing from highly unionised teachers at school resulting in more weak leadership and poor management among many power blocs in schools.

2.4.3 Further union involvement in schools and DBE decision making

When the Minister of DBE (Hon. Motshekga) accused teacher unions on the debate over *jobs for sale scandal* on Africa News Network (ANN7, 2016), she caused outrage to teacher unions, particularly SADTU (Masondo, 2015). Teacher unions, SADTU in particular challenged the Minister on her negative comments about their involvement in selling of teachers posts in schools. Eventually, the Minister apologised to them for the comments she had made on ANN7. In contrast, the MTT final report implicated teacher union members (of SADTU in particular) and DBE officials in selling of school leadership and teaching post (Volmink, 2016). This showed the elements of confusion to the Minister as she is unable to control the large number of provincial education departments in SA. The fact that the report also implicated some DBE officials in selling of teachers posts, I contend that this calls for even more attention of teacher unions who can rightfully claim to be protecting the interest of their members within the education system that is failing to control corruption from its members and theirs too (Amstrong, 2015; Letseka et al., 2012; Pattillo, 2012).

As the literature (Coetzee et al., 2008) reveals that the teacher unions' ultimate goal is to protect the interest of their members in education. In order to do this, they protect their status in education (Maluleke, 2014). One thing that teacher unions may not want is the ruining of their legitimacy in education by their common opposition 'DBE', since they were also implicated in selling of school teachers and leadership posts (Wills, 2014; Volmink, 2016). Therefore, I contend that teacher unions will become more involved in the DBE and schools decision making, thus continue to threaten the integrity of the school leadership in rural and township schools because their members (DBE) were also being implicated in selling of leadership positions at school. As DBE ex-officio's, this does not also exclude the school principals, hence they too, may not be trusted by their teachers, leading to more commotion with regards to leadership promotions in schools.

2.5 The scramble for leadership positions at school

As the *Employment of Educators Act 76 of 1998* provides for transfers, promotions, and appointments of teachers in schools, there are many practical challenges regarding these provisions at school (Coetzee et al., 2008). According to Coetzee et al. (2008), the HOD (Head of Department) and the department Director General (DG) are entrusted with the responsibility to promote and appoint teachers in schools. These matters are subjected to the *Labour Relations Act 66 of 1995* while the employment mutual agreement may be reached by the *Education Labour Relations Council (ELRC)* (Coetzee et al., 2008).

From such selections and appointments, teacher union power blocs scramble for school leadership positions (Mafora, 2013). Teacher unions in township schools believe that holding leadership position at school is important (Pattillo, 2012). This is believed to bring about power to the union power bloc that has many members in the school leadership (Pattillo, 2012). So to makes things easier for union affiliate members during appointments for school leadership, the SMT, HODs and unions observers must be of the same union during appointments at school. To enable this, teacher unions use cadre deployment appointment strategy.

2.5.1 Cadre deployment

Cadre deployment is an old political strategy of employing the trusted members of the political group to a critical leadership position in order to gain powers and control of the intended institution (Pattillo, 2012). According to Gareth van Onselen in Maharaj (2016, p. 4), "it is the appointment of a person who is loyal to the political-party to an organisation or a government institution as a measure to avoid reporting ways and bringing the organisation to the control of the particular party involved as oppose to the state". This brings the common power to the constitution resulting in party affiliates to submit to the party first and second to the public. In such deployment, excellence is equivocated in the institution (Maharaj, 2016).

In township schools, teacher unions still practise this employment strategy. As Mafora (2013, p. 15) found, "our principal is the product of our union …, we support promotion of people from our union only and the principal makes sure it happens". Letseka et al. (2012) claimed that SADTU uses black education as a bargaining chip for their members in schools. This meant that this union rewards their members with school leadership positions regardless of their competency and qualifications required to lead the school. This concurs with Quan-Baffour and Arko

Achemofour's (2013) study findings which found that qualifications are not seriously considered in SA township schools when appointing leaders at school. Therefore, I argue that this is very unprofessional, especial considering the fact that it happens within the education system. It is rational that the education sector should highly prioritise academic qualifications in any appointments they make in private and public institutions.

2.5.2 Manipulation of SGB for school leadership positions

According to Pattillo (2012), it is suspected that union members manipulate the SGB who have an influence over which applicant is to be employed at school. SGB in rural and township school are known for their illiteracy problems, thus this is impacting their decision making about schools' leadership and management (Chisholm, 2010). The local literature reveals that SGBs are being manipulated and controlled by teacher unions in schools (Heystek, 2010). The SGB take part in selection processes of principals and HOD candidates (Heystek, 2010; Smith & Oosthuizen, 2011).

The problem is that most township and rural SGB members cannot even read and understand the official documents that stipulate how procedures of selection and appointments should happen during the leadership candidate interviews (Dieltiens, 2011; Hung, 1998). Thus teacher union members take the advantage to manipulate the SGB and ask them to recommend their members during the school leadership positions appointments at school (Faulkner, 2015). Influenced by teacher unions, SBG members come to interviews with the union member (teacher) in mind to be appointed in the school leadership position (Faulkner, 2015). Therefore, Weeks (2008) assertes that the SGB fails the learners and teachers of their deserving quality leadership and education in schools.

However, there in a gap in the local literature on how really the teacher unions members manipulates the SGBs, hence failure to provide quality education to learners. As such in this study, I was hoping to enquire on how the teacher union members manipulate the SGB for their benefit in school leadership positions.

2.6 Teacher unions' political power and leadership in education

There is a huge gap of political power among teacher unions in SA (see Chapter 2, p. 11). As a result, I have not found any local literature yet, reported on other teacher unions' political power

except about SADTU. SADTU is a predominantly black teachers union, formed in 1990 (SADTU Constitution, 2014). They are associated with major political groups (Deacon, 2014). According to Letseka et al. (2012), SADTU is known to be an affiliate in the political partnership with the African National Congress (ANC) through their political partnership with the Congress of the South African Trade Union (COSATU).

This partnership enables SADTU to be directly involved on critical state decisions in the education system (Govender, 2015; Letseka et al., 2012; Wills, 2014). Thus about 70% and more of teachers who are SADTU members in schools are empowered by their political partnership with the ANC through COSATU. Besides these above mentioned major political groups, SADTU is also enjoying affiliations with the Education International (IE), All Africa Teachers' Organisation (ATTO), SACP (South African Communist Party), COSAS (Congress of South African Students) and SATO (Southern Africa Teachers' Organisation) (SADTU Constitution, 2014). This shows that SADTU is not only powerful, but also connected with powerful political organisation, locally and internationally. As a result, there is a concern among scholars that SADTU is using this power excessively in the education system.

Letseka et al. (2012) asserts that SADTU is using their political powers to destabilise township schools. Similarly, Lemmer and van Wyk (2010) noted that SADTU has abandoned the legacy of their predecessors as they have turned education to be a political ground for groups and individuals who wants to pursue their interests in education. Even internationally, SADTU is known for their narrow-sighted trade union commitment with none towards teacher professionalism (Eidelberg, 2016).

They are not only a threat to the education system, but also to individuals and groups who do not comply with their mandate. Using their political powers in education, SADTU has punished pupil who attempted to control their members in the education system and in schools (Pattillo, 2012), ensuring success to their members who had remained loyal to them (Letseka et al., 2012).

2.6.1 Power against leaders in education

In USA, aiming to improve the public school education, they aimed at curbing teacher unions' power from the national level (Cowen & Strunk, 2014). Cowen and Strunk (2014) claims that as a

result of such aimed improvements, teachers job security have been weakened, incompetency legalised as grounds for dismissal in 20 states schools.

Contrary to SA, the literature presents a number of cases where controlling SADTU members had proved to be a challenge for leaders in education. Pattillo (2012) asserts that the education district manager who insisted to teacher unions to be professional in their approach to education matters was forced to leave the post. This action was seen as directly related to the political powers that this union had in education.

Similary, Faulkner (2016) found that SADTU members were abusive even to women school principals who did not comply with their rules. This study found that when one women principal tried to uphold her legal responsibilities in her school consisting predominantly of males with all teachers as SADTU members, she found these members disrespectful, bossy and one-track minded. As a result, she was forced to comply with what the union members wanted instead of her legal desires at school.

Therefore it is clear that SADTU members force their will upon people who do not approve them. As studies evidence agrees to this, it shows that this union is undemocratic and not afraid to bully any leaders who want to control them in schools (De Wet & Jacobs, 2014). De Wet and Jacobs (2014, p. 567) asserts that "bullying in a work place entails a constant threatening behaviour making someone unsafe at work". Therefore if union members' practices unduly influence on school principals' work and contravening education policies, they should be reported to the employer (DBE) so they can account for their members' misbehaviour in schools.

2.6.2 Power to prosper leaders from education

Arguable, there are many thrived politicians who are former teacher union leaders in SA, particularly SADTU. For example, former SADTU president Membathisi Mdladlane, became the longest serving minister from 1994 as the minister of labour, under the leadership of the late president Nelson Mandela, until he was removed under the leadership of president Zuma in 2010 (Cameron & Naidoo, 2016). The list also includes Duncan Hindle, Thulasi Nxesi, Ismail Vadi and Randall van den Heever as among the successful SADTU leaders who became the ANC MPs (Member of Parliaments) and some in various positions (Cameron & Naidoo, 2016; Letseka et al., 2012).

Also in 1994, former SADTU vice-president Thami Mseleku became the political advisor of the minister of education (Sbusiso Bhengu) and further promoted as the DG (Director General) of the DoE (Department of Education) (Cameron & Naidoo, 2016). According to Cameron and Naidoo (2016), former SADTU leaders like Reg Brijral and Dhaya Govender succeed to became the CEOs (Chief Executive Officers) of SACE and Education Labour Relations Council (ELRC) respectively after ANC elections into government.

The literature shows that the ruling party, the ANC has become the promotional platform for SADTU leaders into higher government positions (Chisholm & Motala, 2010). The relationship between the ANC and SADTU seems to be enabling them (SADTU) to have excessive power to propel their leaders to the government positions as they are political allies in SA politics (Chisholm & Motala, 2010; Pattillo, 2012). This seems to be a motivational factor to unionist teachers to become even extreme unionists rather than being professional in education. Their prime interest seems to be a pursuit of becoming government officials and earn lucrative salaries for their own gains.

This study focuses on school power blocs. The *SASA* put learners' first then anything in education (Deacon, 2014). As such, this Act also provides for learners in school leadership and management, providing that school register Grade 8 learners and above (Coetzee et al., 2008).

2.7 Learners as a power bloc at school

The *SASA* preamble provides that "parents, educators and *learners* should accept the co-responsibility for the governance, funding and organisation of schools'' (Naidu, Jourbert, Mastry, Mosege & Ngcobo, 2008, p. 148). As this Act provides, learners at school form a power bloc called a Representative Council of Learners (RCL) (Coetzee et al, 2008). It is compulsory for all schools that register learners in Grade 8 up to high grades to establish this Council. The council also represents learners in the SGB at school.

This Council is the only legal body that represents learners at school. The RCL members must be elected from each class (Coetzee et al., 2008). Their duty is to adopt the Constitution which consists of legal procedures that stipulate how they must work. Coetzee et al. (2008, p. 62) asserts that "public schools have an obligation to provide the RCL with the educational leadership program in

order to enable them to perform their duties effectively". These duties may include holding meetings, outlining the agendas, making the constitution, and forming a code of conduct at school.

Despite such abovementioned provisions and duties for learners' power bloc in the *SASA*, some factors still limits learners to fully participate in school leadership and management. For example, although a member of a RCL has full rights to vote as an active member in the SGB, if a learner is under age of 18 he or she may not be able to vote during decision making at school (Naidu et al., 2008). In primary schools where they do not register Grade 8 learners, the *SASA* do not provide for learners' power blocs.

Against this background it is clear that learners form an important power bloc at school, however there is a paucity of the literature that speaks about this power bloc in education. I have not found any literature yet that has been researched about learners' power blocs in schools, thus there is a limit of the literature about the existence and impact of learners as power blocs at school. Although it was understood that learners may not had a significant effect on teachers as union power blocs at school, this study aimed to enquire about them since they represent the most important stakeholders (learners) at school.

2.8 Parents as power blocs at school

Parents are very important in SA school leadership and management. *SASA* stipulates that they must form the majority in the SGB. The school community parents must elect each other to have members who represent them at school (Naidu et al., 2008; NAPTOSA, 2016). Furthermore, the chairperson of the SGB must be among the elected parents at school (*SASA*). This person must have a child or a legal guardian of a child at school. The term for a SGB should be 3 consecutive years before the school can elect other SGB (Coetzee et al., 2008).

Although non-elected parents also play an important role as learners' legal guardians at school, SGB is the only official board that represents parents in school (Coetzee et al., 2008). However, the parents SBG role in township school is plagued with limitations. As a result, parents generally in most black township school communities are distant from their learners schooling (Legotlo, Maaga & Sebego, 2002; Motseka, 2013). Motseke's (2013, p. 21) study listed this problem as one

of the top teacher stressors at school. This problem is also prevalent among the parent governors at school.

Internationally, particularly in developing countries, Mbiti (2016, p. 110) assert that schools are troubled by many problems including "poor parental involvement". Despite such findings, in SA the SGB 'parents' members' in particular *must* establish learners' code of conduct (Robinson, 2007). They need to adopt the State constitution in order to align their own formulated SGB code of conduct rules to those of the supreme constitution of the Republic of South Africa (Deilteins, 2011). Parents in the SGB also select teachers to be appointed in the school leadership and management positions (see Chapter, 2, p. 10). They are responsible for the funding of the school and handling the school funds (Naidu et al., 2008; Coetzee et al., 2008).

However, there are some concerns about the parent component in SGB (Heystek et al., 2008). Most of these criticisms stem from the problem of high ill-literacy among many parents in township schools (see Chapter 2, p. 20). Heystek et al. (2008) noted that even the SGB elected parents experience difficulties with reading and writing when intervening in critical school governing duties. As a result they focuses more on none professional issues at school.

Even during school leadership appointment processes, parents look at the person (teacher post candidate) who can establishes good human relations, fitting with the school and community culture (Heystek et al., 2008). Despite the complexity of their school governance duties and powers as stipulated in the *SASA*, parents' role in school leadership and management matters is highly contested.

Dieltiens (2011) found that parents as SGB members in rural and township areas usually resort to illegal measures when tackling their governance duties at school. Many SGBs when dealing with matters regarding the payment of school fees, sometimes they endorse that school authorities must not give learners their yearly final reports until their parents pay the school fees. Regarding measures of discipline for learners, many parents through SGB still support the use of corporal punish to learners at school (Dieltiens, 2011). All such actions are against the education law of SA, thus increasing the criticisms of parents as a power bloc at school.

Regarding teacher appointments at school, the MTT (2016) final report recommended that the SGBs should be limited in their involvement in school leadership selections. Recommendation 6

(see p. 136) of the MTT (2016) states that the SGB powers to recommend the PL-2 teachers should be removed and *SASA* and *Employment of Educators Act 76 of 1998* be amended to show this. In contrast to this, teacher unions opposed this view as they believe that SGBs need to be trained for this duty. For example, although NAPTOSA (2016) agreed to the MTT (2016) findings, however they maintained that they believe that if there is a will-power to challenge the issue of corrupt appointments in schools, we must stick to education laws, and where no one group dominates. NAPTOSA (2016) noted that SGB role in this regard shows democracy, and community empowerment.

Therefore, the role of parents as a power bloc (SGB) in school leadership and management matters is still going to be a long debate among the education power blocs and communities. In my view, since there is abundant evidence that parents lack capacity to govern their local schools (Heystek, 2006; Heystek, 2010; Heystek, 2011), their powers must be stripped in our education policies because evidence also shows that these powers and their position in the SGBs has been seriously used for corruption which will have severe consequences in the future of our learners (see Chapter 2, p. 18).

2.9 Section B: Conceptual and Theoretical Frameworks

This section presents the conceptual and theoretical frameworks that underpin this study. The aim is to give the framework in which my data lenses were viewed. Therefore, Heywood's (2013) political and Gaski's (1984) power theories were employed as respectively.

2.9.1 Political theory

Heywood (2013, p. 2) refers to politics as a process of conflict resolutions in which rival views or competing interest are reconciled with one another. In other words, politics involves actions where people draw, maintain and improve basic rules and regulations which control them. Heywood (2013) contends that any efforts to explain the connotations of politics should nonetheless deal with these two critical issues. One is the number of associations, and the second issue is that even authorities do not agree on what politics is all about. It is viewed in different dimensions (Samir & Stanley, 2008). These dimensions involve the use of power, making mass decisions or deceit and manipulation (Polsby, 1963). Therefore, politics can be understood as a contested concept because it has a number of legitimate meanings.

Heywood's (2013) political theory is located within the national level. Since there is an interrelation between the state governance and that of the public schools in SA, this theory was seen as relevant and employed through this interrelation (Coetzee et al., 2008). These two public organs are governed by the same constitution *(Constitution of the Republic of South African 108 of 1996)*. Furthermore, public schools are sub-organs of the state of the RSA (Republic of South Africa) (*SASA*). So the reason behind drawing from this theory was to view the school as a local governed public institution in a broader national political perspective. This was going to help me in understanding this phenomenon (education politics) in a broader context.

Also, Heywood's (2013) theory has relevant characteristics to the theory *for* my study. Myende and Naicker (2016) mentions that there are four levels of theory in the case study. These levels include the theory *above* the case, the theory *of* the case, theory *for* the case, and the theory *generated* from data. According to Myende and Naicker (2016), the theory *for* the case is a substantive theory to predict the case. My theory *for* this case study, suggested that different unions' power blocs may have political conflicts at school, causing challenges to the school leadership and governance (see Chapter 1, p. 2).

The political theory under this study is characterised by the phenomenon of conflict and cooperation (Heywood, 2013). Conflict is the competition between the opposing forces, reflecting a diversity of opinions, preferences, needs or interest (Heywood, 2004). Cooperation refers to the process of working together and achieving goals through collective action. On the other hand, the existence of rival opinions, different wants, competing needs and opposing interest guarantees disagreement about the rules under which people live. People recognise that in order to influence these rules or ensure that they are up-held, they must work with others (Heywood, 2013).

2.9.2 Power theory

Gaski (1984) explains power as the ability to evoke a change in someone's behaviour. Although his theory is based on marketing, it is relevant to SA education politics. It speaks of accounts of power manifestations in an organisation that are also prevalent in SA education systems like in school (Heystek, 2015). These accounts are the representative expression of position and ecological power. Ecological power is based on methods such as control of knowledge, restriction to alternatives, and ways of manipulating the environment. The essence of theory is that human

use political power to manipulate the independence of the formal leader in the organisation (i.e. school).

The theory of power is more associated with the word 'influence' (Barry, 1976). Power can have a potential influence on the attitude of people in accordance with the needs of the person who has power. In this context, by the word person(s) I refer to any power bloc within the school that through the person(s) powers can exert an ecological power over the other at school, thus restricting to alternatives, controlling knowledge and employing various ways to manipulate the environment to suit the powerful person(s) within the school.

In the context of SA township schools with teacher union power blocs, the employed theories fitted well in framing this study. For example, if power bloc one with its political activities in school-A forces power bloc two (i.e. school principal) or power bloc three (i.e. another union) to unduly change one's school plan, then power bloc one has political power over power bloc two or power bloc three (Rose, 1999). Also when power bloc one controls important aspects of the school management to an extent that new situation will cause a desired change in one power bloc behavior or another, in favour of power bloc one, then power bloc one has ecological power over other power blocs at school (Hahn, 1998).

The example above is a further illustration of the process towards achieving political power within an organisation (i.e. school). Therefore, these theories framed this study in a nutshell. School power blocs can strive towards gaining political power, making the political contest fierce, hence turning the school leadership and management to be more about politics and power struggle.

2.10 Conclusion

This study was determined to generate data from the school principals about their experiences in leading and managing the school power blocs. Among many power blocs at school, the focus of this study was on teacher unions' power blocs. To achieve this purpose, this chapter presented Section A and Section B.

In Section A, I presented scholars who had researched around this topic. The chapter proceeded by laying the literature background on the study of critical power blocs. The focus of the review was on work relations among the vital study power blocs. This was hoped to bring about the

understanding of the issues that the school principals maybe experiencing at school. Challenges that may threaten the school leadership and management were outlined before closing this section with the exclusive review of two other most important power blocs at school which is learners and parents. From this chapter review, I noted that power blocs are given power in education policy to participate in school decision makings. However, many of them do not execute their powers in schools due to various factors such as illiteracy and marginalisation by other powerful power blocs at school, thus leading to manipulation and power abuse by the most powerful power blocs at school.

In Section B, this chapter presented the theories that framed the study. These theories were from Heywood's (2013) political and Gaski's (1984) power theories. I explained the context of the theories, thus articulating their relevancy in this study. In reading these theories, I learnt that there is an inextricable attributes between the phenomenon of politics and power. They both involved with the concept 'influence' to those being led by the political leader or a person in power within an organisation.

The following chapter will present the methodology used to generate data in this study. The focus here will be on articulating methods of data generation used during the research process. Writing the following chapter, I was determined to presents my thought 'paradigm', approach and design of the study. Having reviewed the corpus of the literature around this study, chapter 3 is devoted to details the research activities that will be done by me and my participants to bring about the intended answers to the study critical questions.

MIND MAP CHAPTER THREE

CHAPTER THREE RESEARCH METHODOLOGY

INTRODUCTION

RESEARCH PARADIGM → RESEARCH APPROACH

RESEARCH DESIGN → RESEARCH METHODS

SELECTION OF SCHOOLS AND PARTICIPANTS → FIELD ENTRY (PARTICIPANTS AND SCHOOLS)

-MR MBEWU (NQEKETHO HIGH SCHOOL)

-MR MAHLOBO (ULAWULO INTERMEDIATE SCHOOL)

-MRS SIBALUKHULU (VOTANI PRIMARY SCHOOL)

-MRS MAKHAYA (ABASHA PRIMARY SCHOOL)

ACTIVITIES OF MY RESEARCH JOURNEY WITH PARTICIPANTS

DATA TRANSCRIPTIONS AND ANALYSIS → ETHICAL ISSUES

TRUSTWORTHINESS → LIMITATIONS AND DELIMITATIONS

CONCLUSION

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter first presented a review of relevant literature. Thereafter, it gave the conceptual and theoretical framework that underpinned the study. Key issues that emerged from the literature were presented as topics and subtopics. The conceptual frameworks as well as power and political theories that framed the study were discussed.

This chapter presents the research methodology, the paradigm and approach used. The research methods, selection of schools and participants, and field entry are discussed. Transcriptions and data analysis, ethical issues and trustworthiness are articulated as the study limitations and delimitations are also explained.

The purpose of my study is to uncover the experiences of school principals in leading and managing the teacher unions' power blocs at school. I aimed at generating data about the influence that the phenomenon under study poses to school principals' leadership and management at school.

3.2 Research paradigm

The term 'paradigm', coined by Thomas Kuhn, is a Greek word '*paradeigma'*, that implies a plan, model or pattern (Klenke, 2008, p. 1). It is a way of viewing the world (Cohen, Manion & Morrison, 2011). This view propels a researcher to study a phenomenon in a certain way (Cohen & Crabtree, 2006). Social science methodology relies much on research paradigms (Klenke, 2008).

There are many research paradigms that researchers employ in viewing their world when studying research phenomena (MacMillan & Schumacher, 2010). Among many, these are the most common paradigms, positivism and post positivism, feminism, and critical paradigm (MacMillan & Schumacher, 2010). Most of these paradigms would have not enabled me to generate the subjective interpretations of participants' experiences about the phenomena under study. After series of various paradigm reviews, I located this study within the interpretive paradigm.

Interpretive paradigm is the thinking that conceives that human beings form their subjective understanding from their interaction and context with the world (McMillan & Schumacher, 2010). Unlike positivist epistemology which asserts that science is the only way of understanding the world, I believe that there is no objective reality (De Gialdino, 2009). My assumption about the truth in this study was that there are many ways in which my participants can experience leading and managing power blocs (De Gialdino, 2009). Krauss (2005) asserts that qualitative researchers consider that the effective way to grasp any experiences is to view it from its context. Likewise in this study, I believed that each of my participant's experiences, from their own point of view can divulge their reality from their school context, thus creating multiple realities.

3.3 Research approach

The qualitative research approach was used during this study. Qualitative research is a kind of research that means an in-depth study using face-to-face or observation techniques to generate data from people in their natural setting (Balyer, 2012; McMillan & Schumacher, 2010). Qualitative methods are more responsive than that of experimental research, hence suitable to use in this study as I intended to study human experiences (Marczyk, De Matteo, & Festinger, 2005).

The draw backs of the qualitative approach are that researchers employing this approach cannot be totally objective and also their study results cannot replicate what was found in a particular time, again (Paulsen & Smart, 2013). In this study, I was detached from the field (McMillan & Schumacher, 2010). McMillan and Schumacher (2010) assert that a qualitative researcher can enter the filed, collect data and leave the field without being a participant in the research study. Furthermore, although I was a teacher in the field of education, I was not an affiliate of any union at a time of doing this study. This sought to set a strong rigor towards this study.

3.4 Research design

A research study design is a way that the researcher uses to study the phenomenon (Mackenzie & Knipe, 2006). In this study, a case study design was used. Case study design entails an in-depth exploration of a single case (Rule & John, 2011; Yin, 2013). The case must be bound in time and place (Yin, 2013). In this study, the case is of the school principal and teacher unions, bounded in one place (school) and time (within years 2009-2016). I looked within these years because this

time frame encompasses the historical mass teacher unions' strike action that took place in 2010 (Wills, 2014). Within year 2009 to 2016, the public has anticipated the unsettling issues around teacher unions in SA (see Chapter 2, p. 18). Studying this phenomenon, the case study design was more appropriate to use. Yin (2013) claims that in any discipline, the unique need to employ the case study design begins with the aspiration to grasp the intricate social phenomenon. Likewise in this study, I wanted to understand the social phenomenon under this study. However, the drawbacks of a case study are that the results cannot be generalised (Lincoln & Denzin, 2003; Yin, 2013). This means that this study's research findings cannot be generalised to other schools.

3.5 Research methods

The main method of generating data was through interviews. Interviews are planned discussions between the interviewer and the interviewee about the phenomenon under study in order to generate knowledge from the interviewee (Stake, 2010). Cohen et al. (2011) assert that interviews can be used as a main method of generating data if the researcher has adequate skills for interviews. Types of research interviews can consist of structured, semi-structured and unstructured interviews (McMillan & Schumacher, 2010).

In this study, I employed semi-structured interviews. The semi-structured interview schedule was developed with probing questions to be employed during the study (see Appendix 3). Semi-structured interviews provide no choices in which the participant chooses an answer (McMillan & Schumacher, 2010). Unlike structured interview questions with limited responses, semi-structured interviews allowed me to coherently direct questions to my participants from the interview schedule, and probing further to get clarity during the interview (Yin, 2013). According to Klenke (2008) such qualitative research methods are valuable to the study of leadership since they give extensive and thick descriptions of the phenomenon. I used the tape-recorder during my interviews. Stake (2010, p. 142) claims that "this helps researchers to not worry much about listening, writing and probing at the same time during the interviews".

However, semi-structured interviews have their own disadvantages. They can yield irrelevant data if the participants are not controlled during interviews (Yin, 2013). With my group of critical friends (GoCF), we talked about such challenges. Our supervisor advised us that as a researcher, you can tell your participants to pause if you have taken notes of the answer and ask another

question. I had a problem during one of my interview with one participant, so I employed this technique and successfully overcame this problem.

Stake (2010) assert that documents can be another method of data generation in a qualitative study. Similarly in this study, document analysis was another method of generating data thus relevant documents were collected from participants in the field. Another method of generating data was through reflex records. Reflex records entail that a researcher should make some comments, synthesise noticed prospects and make some exploratory analysis (McMillan & Schumacher, 2010, p. 354). What to observe when taking reflex records pertains to different attributes. The critical attributes are the theoretical framework, research problem, participants' behaviour and critical questions (McMillan & Schumacher, 2010; Merriam and Tisdell, 2015). Taking my reflex records, I considered all of the above attributes, so my reflex records were very valuable to this study.

3.6 Selection of schools and participants

In selecting participants I employed a method called purposive sampling. In purposive sampling, the researcher makes choices of who has to be selected for the study (McMillan & Schumacher, 2010; Yin, 2013). Kinds of purposeful sampling incudes snowballing, case type and convenience sampling (McMillan & Schumacher, 2010). I then employed a case type and convenience sampling. A convenience sampling is a nonprobability way of choosing participants based on their accessibility and availability (Cohen, Manion & Morrison, 2000). A case, typical of active teacher unions power blocs being led by the principals at school was targeted.

McMillan and Schumacher (2010) maintain that sample size is based on the purpose of the study, a research problem and participants available to give valuable knowledge on the topic. Therefore, this study sought to interview 4 principals in selected schools. This figure was estimated to be appropriate during my proposal presentation at the UKZN proposals defending occasion in October 2015. The supervisor, my GoCF and I saw this sample size to be appropriate for my study. Therefore, a maximum of four principals (one in each school) was recommended for this study.

Cohen at al. (2000), assert that qualitative researchers choose the key information rich participants when intending to generate rich data from the field. Likewise, I looked at the interested and experienced participants (in years) when selecting the information rich participants. Therefore, the following participants and schools were selected for this study.

Mr Mbewu was a 55 year old former **Nqeketho High School** principal. He retired at school in April 2016, thus in June 2016 (my period of data generation), he was no longer at school but my supervisor asserted that I can still use him in my study, so I did. His school is located in the township area. There are 38 teachers in his school including the support staff. **Mr Mbewu** was a NATU member at school, leading SADTU as the majority power bloc and PEWU as a new minority teacher union power bloc.

Mr Mahlobo was a 60 year old principal of **Ulawulo Intermediate School**. His school is in a township area. There are 30 teachers including the support staff. **Ulawulo** is highly dominated by SADTU. NATU was the only other teacher union power bloc at school. **Mr Mahlobo** is a known active member of SADTU at school and in the local area.

Mrs Sibakhulu was a 56 years old principal of **Votani Primary School**. She seemed to be very pessimistic about teacher unions at school, however I noted that her union calendar was hanging up on her office wall. **Mrs Sibakhulu** was affiliated with NATU. Her school staff is mostly affiliated with SADTU and there is no other teacher union power bloc in this school. There are 28 teachers including the support staff at **Votani Primary**. This school is located in a township area.

Mrs Makhaya was a 46 year old principal of **Abasha Primary School**. This school is located in a semi-rural area which is near to the other participants' schools. **Mrs Makhaya** was new as the principal at **Abasha Primary**, however her welcoming attitude and availability made me to select her in this study. She was a SADTU member at school. SADTU was a majority power bloc with very few NATU teacher members at school.

3.7 Field entry

In qualitative research, the researcher prepares to enter the research field, plans to generate data, generates data and analyses it to report results (Lincolin & Denzin, 2003; McMillan & Schumacher, 2010). Preparing to enter the field in October 2015, just after I had defended my research proposal, I conducted an informal pilot study with my mates who are teaching in schools where I wanted to conduct my study. My mates were doing Masters at the same university where I studied, so I used to meet with them and talk to them about the nature of politics in their schools. This process enabled me to identify the schools that were suitable for my study. Hence, I selected my research sites. After site selection, I went to schools to ask for permission to conduct my study.

I visited the school principals, introduced myself and informed them about my study. I asked them to participate in my study, giving them the letter of request and the consent letter to read and sign if the principal was willing to participate (see Appendix 2).

All schools were from Pinetown district in Durban. The rationale is the convenience of the location of the schools. Teachers and learners were mostly IsiZulu speaking. My participants were also speaking IsiZulu as their first language. This I believed to be advantageous, since I also speak the same language. I visited 7 schools in total. However, I only intended to generate data from four school principals. The reason is that participants warned me that they may not be available during the time of my data generation due to their busy work schedules in mid-year. Therefore, I selected more participants to delimit the effect of participants' attrition (Yin, 2013).

The following map (Figure 3.7.1) below shows the area where data was generated. Durban is the bigger city in the province of KwaZulu-Natal where Pinetown District (data site) is located. All selected schools were located in the south west of the Pinetown District as shown in the following map.
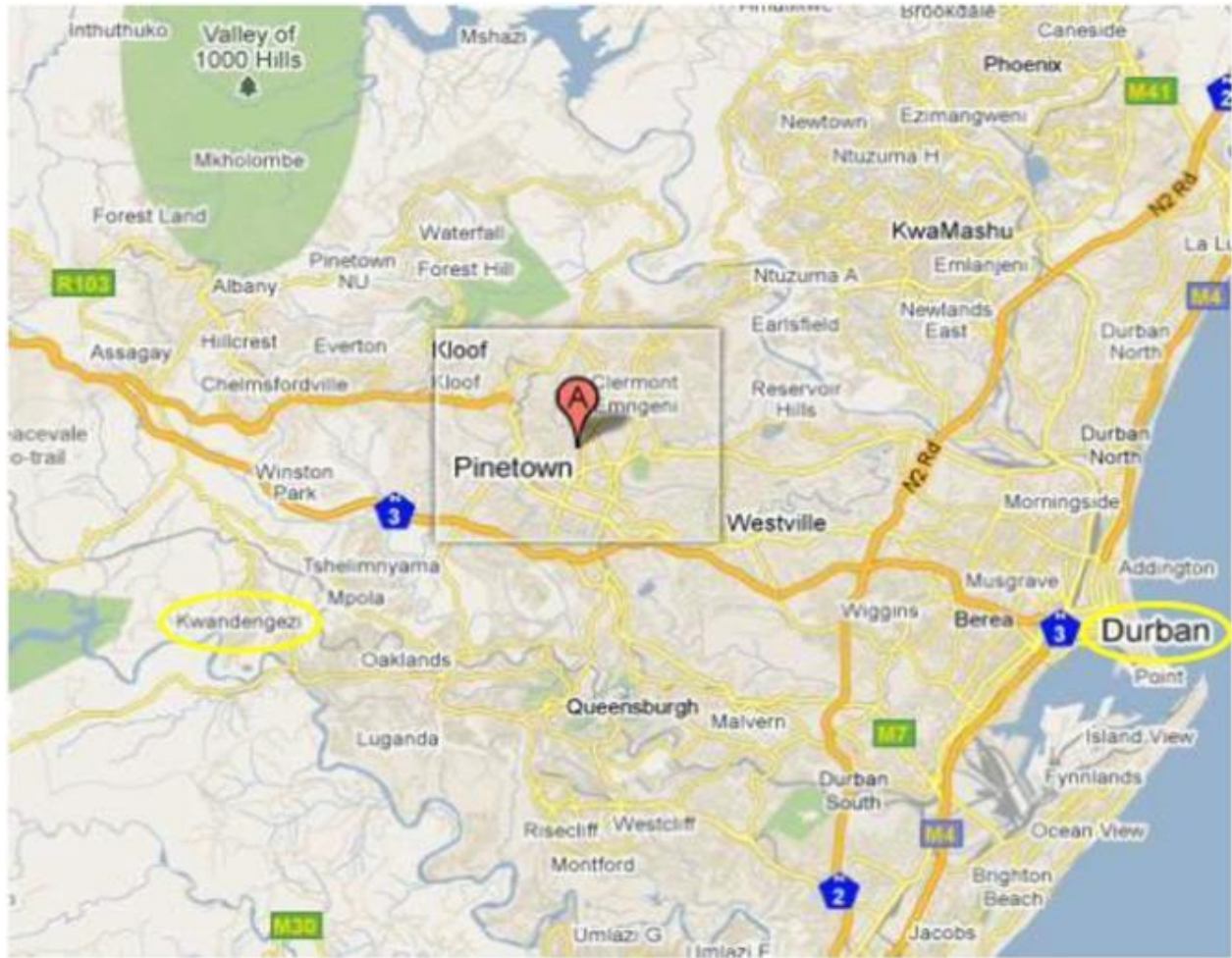
Figure 3.7.1: Map of Durban and surrounding areas showing Pinetown District

(Accessed: www.maps.com, 10/12/16)

The following (Table: 3.7.2) table below illustrates the processes of my research journey. The four columns show my research process. The first column on the left hand side (day one to day three), are the number of visits to school. The second column comprises of the activity that was done per day. The third and fourth column indicates mine and my participants' activities to be done per day.

Table: 3.7.2 My participants and I: the summary of activities on the research field

School visits	Topic / Content	My activity	Participant activity
Day one	Introduction (self-introduction and permission seeking)	Explain myself and request permission to conduct my study. Giving letters to participants.	**Reading letters (see Appendixes 2). Signing a consent letter (if agree)**
Day two	Answering the first and the second critical question and requesting the relevant documents.	Asking the questions during an interview and requesting access to relevant documents.	**Answering questions and providing relevant documents.**
Day three	Answering the third critical question and showing the transcribed work to participants of the study.	Asking the last study critical question and giving participants the transcribed data from day two.	**Answering the last study critical question and read the transcribed data.**

3.8 Transcriptions and data analysis

To analyse data, I employed both thematic and document analysis. Thematic data analysis requires specific look at the certain themes with similar ideas in analysing data (Cohen et al, 2011). Document analysis means reading and synthesising the relevant literature to the study topic (Yin, 2013). Documents like teacher unions' minutes of meetings and teacher unions' letters to principal were reviewed and analysed during a data transcription process. Informed by McMillan and Schumacher (2010. p. 369), I took the following steps in analysing and transcribing data.

After the process of generating data, I coded data in my critical questions order. Listening to the tape audio, I transcribed data into segments. I began by separating segments of data that stood alone. These data texts are called data segments (McMillan & Schumacher, 2010). The data segments were clauses that had a common idea and related knowledge. Reflex records and

documents were rigorously analysed as its texts were inculcated into interview themes. Yin (2013) asserts that a qualitative researcher can employ multiple data generation methods to crystalise data. In reporting data, I combined these kinds of data generated to crystalise it (Yin, 2013).

3.9 Ethical issues

Belmont (as cited in Marczyk et al., 2005) maintains that any report of empirical study should consider the rules of ethical research. These rules include anonymity, non-maleficence and non-beneficence. In this study, these rules were catered for as follows:

Regarding anonymity, the consent letter that assured participants of their rights to identity protection was given to them to sign before the commencement of the study (see Appendix 3). During transcription and data presentation, pseudonyms were given to my participants and their institutions (Yin, 2013).

Non-maleficence as Lincoln and Guba (1985) define it as meaning, no harm to participants in a research process. Before the commencement of interviews, I read my interview introductory remarks before the commencement of all interviews with my participants which assured them about this research ethical issue (see Appendix 3).

Adhering to the rules of my university (UKZN), I ensured that my study shall not benefit me at the expense of my participants by observing all university research ethical rules (see p. ii). I also applied for permission to conduct my study to KZN DBE who granted me permission to conduct my study in selected schools (see Appendix 1).

3.10 Trustworthiness

Trustworthiness is about correspondence between the study phenomenon results and the truth of it in real world context (Marczyk et al., 2005). The issues of study trustworthiness require the researchers' attention to the study credibility, transferability, dependability and confirmability (Cohen et al., 2000). These four issues are adaptations of the original categories of the internal and external validity, reliability and objectivity (Lincoln & Guba, 1985). However, in qualitative studies, scholars do not use terms such as validity and reliability (Yin, 2013). As this study employed qualitative methods, I used the concept of trustworthiness instead of validity or

reliability. Therefore, ensuring the study trustworthiness, I observed the following four-criterion as explained below.

The study *credibility* must "replace truth value" and most important technique for this is through member checks" (Lincoln & Guba, 1985). Aligning with this requirement, I gave my interview transcripts so they check if they agree to what I transcribed as really what they meant. Where discrepancy was found, I changed the transcript with them.

The study *transferability* must "replace applicability as conventionally conceived" (Lincoln & Guba, 1985, p. 172). Attending to these criteria I described the study context, the location, participants and methods of data generation used in this study (see Chapter 3, pp. 32-34).

The study *dependability* "shall replace consistency, or reliability as conventionally conceived, to be fulfilled by the peer auditing procedures" (Lincoln & Guba, p. 172). Every fourth night of the week, we met with my GoCF and presented each and every piece of our work done during the week. This is where my work was constantly questioned and advice provided as we engaged in that process with our supervisor.

The study *confirmability* can be also done through auditing. Auditing is an exercise in reflexivity, which involves the provision of a methodological self-critical account of how research was done (Lincoln & Guba, 1985). Therefore, *confirmability* must be replaced by the conventional criterion of neutrality or objectivity (Lincoln & Guba, 1985, p. 172). To address this issue, my role as a researcher was detached from the research field. I generated data and left the field, therefore there was no manipulation of the study phenomenon. Furthermore, I used three methods of data generation which allowed me to craystalise data during the data analysis.

3.11 Limitations and delimitations

The limitation of this study is that due to its small sample size, it findings cannot be generalised (Tierney & Clemens, 2011). Although there are many power blocs at school, this study focused on school principals, thus other power blocs were limited. To reduce this limitation, I enquired and reported about other power blocs that were not the main focus but important to this study. Secondly, there was no other means of analysing data except my interpretations of data, thus the theory of this research can be recognised as a limitation and also a strength given my experience

in the field of education, the topic and the study social context (Balyer, 2012). Delimiting this limitation, I used reflex records to examine my own bias (McMillan & Schumacher, 2010).

3.12 Conclusion

The function of this chapter was to prove the outline on how this study research was conducted. What transpired here is an exposition of the research paradigm, research method, approach and the selection of participants and the research sites. I also gave my entry to the field, thus explaining what I did with my participants on the field. This was followed by data transcription and analysis methods employed in this study. The chapter also sought to articulate the ethical issues and study trustworthiness, thus explaining how they were ensured during the research. I later gave the study limitations and delimitations.

The following chapter presents the generated data and analysis. Its focus is on providing the evidence generated on the field. Therefore, participants' experiences will be presented as data evidence together with documents and reflex records.

MIND MAP CHAPTER FOUR

**CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS**

INTRODUCTION

WHO ARE THE POWER BLOCS AT SCHOOL?

-LEARNERS POWER BLOCS AT SCHOOL
-TEACHERS MULTIPLE POWER BLOCS AT SCHOOL
-TEACHER UNIONS POWER BLOCS AT SCHOOL
-SGB POWER BLOC AT SCHOOL

WHAT ARE THE PRINCIPALS EXPERIENCES IN LEADING AND MANAGING POWER BLOCS AT SCHOOL?

POSITIVE EXPERIENCES

-ASSISTING IN MANAGING TEACHERS' ISSUES AT SCHOOL
-FIGHTING FOR TEACHERS' RIGHTS
-STRIKING THE BALANCE

NEGATIVE EXPERIENCES

-TEACHER UNIONS MEETINGS
-MEETINGS INVITATIONAL PROCEDURES
-IMPACT ON PRINCIPALS' WORK ROUTINE
-INTERFEERING WITH CRITICAL SCHOOL DECISION MAKING

HOW DO SCHOOL PRINCIPALS ADDRESS CHALLENGES OF LEADING & MANAGING POWER BLOCS AT SCHOOL?

-ADRESSING MATTERS AT MANAGEMENT LEVEL
-ADDRESSING MATTERS AT POLITICAL LEVEL
-INTERNAL NEGOTIATIONS AT SCHOOL
-PRINCIPALS STAMPING THEIR AUTHORITY

CONCLUSION

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The previous chapter outlined the study research methodology. It also gave the summary of activities done by me and the participants on the field. The limitations and delimitations of the study were stated before the conclusion of the chapter. Reminding the reader, the focus of this study is on principals experiences of leading and managing multiple teacher unions at school.

This chapter presents the qualitative data generated through semi-structured interviews, documents and reflex records. From these methods of data generation, data generated was categorised into themes and analysed. The interview transcripts, documents and reflex records were analysed for crystallisation of data. In this study, I aimed at generating data form school principals about their experiences in leading and managing the school teacher unions' power blocs. Therefore, I asks the following study critical questions.

Who are the power blocs at school?

What are the principals' experiences in leading and managing power blocs at school?

How do school principals address challenges of leading and managing power blocs at school?

4.2 Who are the power blocs at school?

From the participants' points of view, it was clear that there are many power blocs at school. They mentioned that school power blocs may include the RCL (intermediate and high schools), SGB, SMT, SHODs, Parents, the DBE, Subject advisors, Teachers and Teacher Unions. These power blocs serve different purposes, but all strive to attain effective teaching and learning at school (*SASA*).

4.2.1 Learners power blocs at school

During our conversation with Mr Mbewu I asked him to tell me about learners as power blocs in his school. He replies;

Yah (yes), there are two structures of learners at school, one is the learner representatives and two is the learner representatives in the SGB.

Conversing with Mr Mahlobo, he also alluded to this in his response as he asserts,

Since we enroll learners in grade 8, we have two learner representatives in the SGB.

Unlike Mrs Sibalukhulu who states,

No we don't have leaners power blocs in this school since we are a primary school.

Similary Mrs Makhaya also says:

No, we don't have learners' power blocs like in high schools, but we do have our class reps.

From the participants responses it appeared that learners' power blocs differ in primary schools when compared to high schools. Coetzee et al., (2008. p, 61) mention that the school can only have learners as learner representatives in SGB in high schools. The school has no choice in this regard, but if the school enroll grade 8 like an intermediate school, they must have learner representatives in the SGB (*SASA*).

From the study evidence it seems like other schools separate the learner power bloc (RCL). Other learners serve in the SGB while others serve learners at schools as Mr Mbewu explained. One document collected on the field (school) also affirmed this. This document, 'Policy Handbook for Educators of 2008, p, 38', shows that the school should have a learner component in the SGB. In my reflex records, I also noted in one school that some learners were wearing a uniform tag with their name written *learner representative*.

4.2.2 Teachers' multiple power blocs at school

After explaining about their schools learners' power blocs, with my participants we discussed teachers as power blocs at school. Data generated revealed that teachers are engage with many power blocs at school. Talking about this, Mrs Makhaya stated this as she says,

What can I says is that teachers are engaged with many power blocs at school. We have teacher unions here, SMT, the HODs and the principal.

So teachers can be in one, two or even more of these power blocs at school. As a principal I am also a union member, a SMT and the SGB members too. Also the HODs, they are also the SMT members, some SGB members and so on.

Mr Mbewu also mentions:

When specifically talking about teachers, we had the Principal, Deputy Principal (DP), SMT members, the HODs and PL-1 teachers at school. We also had committees that were also led by teachers at school. So to say, teachers were engaged with many power blocs at school.

Across all participants, it was clear that teachers formed part of many power blocs at school. The evidence shows that teachers can be part of professional, political and management power blocs at school (Hoadley, Levy, Shumane, & Wilburn, 2016; Motseke, 2013; Wills, 2014). According to Hoadley et al. (2016), a teacher can be an HOD and a union representative at school. Similarly, Moonsamy (2011) assert that teachers assume multiple identities at school. Therefore, this shows that one teacher can occupy multiple leadership positions at school.

At Ulawulo intermediate school, reflex records showed that teachers had a fundraising committee which was led by teachers. Also this appeared in the document, "Policy Handbook for Educators" (2008, p. 56) as it outlined the number of power blocs that teachers may occupy at school. Therefore, the study evidence shows that teachers are leaders who also form part of committees and boards such as the SMT, SHODs and teacher unions at school.

With this background, I directed our conversation towards the study focus power blocs, the teacher unions. Participants stated teacher union power blocs exist in their schools as our conversations proceeded as follows (see chapter 3, p. 33).

4.2.3 Teacher unions' power blocs in schools

I asked my participants to tell me about the teacher unions that were involved in their schools. Starting with Mr Mbewu, he mentions:

> *We have three teacher unions, we have NATU, SADTU and PEWU. SADTU is the largest and NATU is number two, and PEWU is the smallest.*

Mrs Sibalukhulu asserts this:

> *There are two teacher unions in this school which is NATU and SADTU. SADTU is the largest then NATU.*

Similarly Mr Mahlobo states:

> *We have two teacher unions in this school. We have NATU and SADTU as a leading union.*

Probing from participants, I asked about their schools unions' leadership structures. Schools teacher unions seemed to have similar leadership structures. Each union was led by the school union committee which was commonly referred to as a site committee. As Mr Mahlobo further explained about the unions' leadership structures at Ulawulo intermediate school,

> *There is a site committee for SADTU which consist of three members, the site steward, secretary, gender and education desk, whereas with NATU they had no committee, so they constitute the membership and committee at the same time because they were too small in numbers.*

Similarly, Mr Mbewu explains this:

> *They had three leaders each, the site steward, secretary, education and gender desk.*

Also Mrs Sibalukhulu echoed,

> *They do have their site committees. Their site committees are structured the same because even NATU, there is secretary, chair-person, education and gender desk. They are three in each group.*

Drawing from the participants' statements, the selected schools had SADTU, NATU, and PEWU as teacher unions' power blocs in schools. It was clear that SADTU was a leading power bloc, NATU second and PEWU the smallest in these schools. PEWU was the smallest union and only

establishing at Nqeketho high school. This suggested that SADTU was a ruling teacher union in this area.

A document namely SADTU Constitution (2014) collected on the field also confirmed this. SADTU is currently representing over 250 000 educators and workers in education which makes them the biggest educators' organisation in SA (SADTU Constitution as amended in 2014. p. 1). Wills (2016. p. 111), also asserted that SADTU is the dominant teacher union in SA.

The dominance of SADTU with the number of affiliates from NATU in selected schools was carefully matched with the attributes of political and power theories under this study (Mgenge, 2011). This was done to ascertain the impact they had on participants' leadership and management in the selected schools. This will be discussed further in this chapter.

Regarding teacher unions' leadership at school, evidence shows that they elect three teachers to lead in the site committees. SADTU Constitution (2014, p. 21) stipulates that the aim of site general meeting (SGM) is to vote for the SS, portfolio coordinator and the secretary. These people are responsible to do different but related political duties at school.

The political theory under this study alludes to this above SADTU Constitution stipulation. Heywood's (2013) political theory maintains that politics pertains to activities where people change the rules that govern them (see chapter, 2, p. 26). Teacher union members embark on political activities where they change their leaders and amend rules that govern them in schools.

4.2.4 SGB as a power bloc at school

The SGB is made up of the school principal, elected parents, teachers, learners, non-teaching staff and co-opted members in some school (Coetzee et al., 2008; Heystek et al., 2008). Participants mentioned different bodies and persons in their SGBs. When asked who are role players in your SGB? Mr Mahlobo explains,

> *Our SGB is formed by the parents' component, one non-teaching staff, 3 educators and the principal. So we have eight members in our SGB as the parents' component should be one times more than the others. Also we've got two learner reps because we have grade 8 in this school.*

Unlike Mrs Sibalukhulu of Votani primary, she responds:

> *The SGB is the made up of the school principal, non-educators, educators and parents.*

From the participants' response, it was clear that high schools' SGBs differ from those of primary schools. Both participants who led high schools, they mentioned that their SGBs include learners whereas in primary they were no learner representatives in their SGBs. Coetzee et al. (2008) mentioned that high schools must include learners in their SGBs and this is inapplicable in primary schools.

Having discussed about power blocs that were involved in my participants' schools I generated data about their experiences in leading and managing the school power blocs. As stated before, the motive was to understand the experiences in leading and managing teacher union power at school. Therefore, I posed the following critical questions to my participants:

4.3 What are the principals' experiences in leading and managing power blocs at school?

Participants stated that leading and managing teacher unions' power blocs had both positive and negative experiences to them. Furthermore, they mentioned that as they were union members themselves at school, It was an educative course indeed to lead such a politically segregated school.

4.3.1 Positive experiences

Among the positive experiences, participants mentioned that teacher unions' leaders were very helpful as they assist in managing teacher issues at school. They also mentioned that teacher unions fight for teachers' rights at school. Another good thing about leading and managing unions' power blocs was that this taught them to strike the balance between the unions at school.

4.3.1.1 Assisting in managing teachers' issues at school

Mr Mahlobo, explaining his experiences maintains:

> *It is nice because I refer the matters to the site committee and say guys please talk to this comrade because what he or she is doing is unprofessional and they will call that teacher and talk to him or her and come back to me and give that report.*

Mrs Sibakhulu also had this to say,

> *The positive thing is that there is a respect between me and them. We work hand in hand, let me say maybe I do have a problem concerning an educator who is belonging to the particular union, they do go to that teacher and try to resolve that problem.*

Also Mr Mbewu asserts this in his response

> *No, in fact I had a very good experience in the sense that the burden was not for me only but it was for all of us.*

The evidence shows that the main positive experience in leading teacher unions was that unions' leaders were assisting participants in leading and managing teacher issues at school. It appeared that sometimes teachers contravene the rules of education and schools (see chapter, negative experiences). When this happens, participants seemed to be satisfied by the way union committees manage teachers at school.

Although this appeared to be positive from participants' views, in contrast, it may have negatively supported power theory under this study. This theory speaks of the ecological control which entails controlling the formal leader using tactics such as limiting the leader to alternatives (see Chapter 2). Thus the presence of unions' leaders might have imposed restrictions to alternatives to the participants in this regard. They seemed to have no alternatives, but to report to union leaders at school. This also seemed to be manipulating the school leadership hierarchy, as unions leaders had to become the prime managers of teachers and their issues at school. Msila (2014, p. 266), noted that 7 in 10 principals were concerned that their leadership roles are being outshined as unions were ruling on how their schools should be managed. Likewise, Volmink's (2016) final report found that teacher unions control 'teacher critical issues' in 6 provincial education departments (see Chapter 2, p. 28).

4.3.1.2 Fighting for teachers' rights

In as much as teacher unions are important in fighting for teachers' rights, their presence in schools is marred with critics from scholars and education leaders. Considering the number of negative

experiences mentioned by participants I probed further from the participants, does teacher unions' presence at school vital?

Mrs Makhaya smiles and says,

> *Mmm (thinking), yah (yes)…they fight for our rights, for instance the salaries, rights of educators, it's a good thing because the system can treat us unfairly so we need a strong union to represent us.*

Mr Mahlobo also echoed this,

> *They are good because they look after workers interest. They facilitate the leveling of the playing field so that no one becomes exploited in the process.*

In contrast to these views, Mr Mbewu opposes as he asserts:

> *No they're not, if the management is not strong the school can become dysfunctional. The focus of the unions is when something wrong is or has happened. So that's how we survived. Teacher unions can only talk about what is bad at school they don't really help much, except if they are just teachers at school but as unions, no!*

There was a mixture of feelings from my participants about teacher unions regarding fighting for teachers rights. Two participants seemed to be convinced that without teacher unions representing them to the education system, their rights maybe violated, while one opposed this view as the other one was uncertain in this regard.

Wills (2014, p. 2) notes that usually problems related to teachers rights arises between the employer (DBE or principal) and the teachers in SA. In this regard, Rossouw (2012) and Deacon (2012) disagree on the role that teacher unions play in fighting for teachers rights in schools.
Deacon (2012) contends that teachers infringe learners' rights in fighting for their rights at school whereas Rossouw (2012) believes that teacher unions strike actions are inevitable when all options have been explored.

This concur with Heywood's (2013) theory, that speaks of conflicts as opposing forces showing a variety of views and aspirations in education. Thus political views of participants were also opposed in this regard.

4.3.1.3 Striking the balance

When asked to explain how leading and managing teacher unions' power blocs influenced their leadership and management of the school, some participants mentioned that this had a good influence to them:

> *I try to give no favour to teachers according to their unions. I try to strike the balance, because even when it comes to time of union activities, we agreed that we are going to treat each and every organisation members equally.*

This was also the case with Mrs Makhaya who proclaims

> *I think because I am a leader I treat them equally, therefore I don't have a problem really.*

Similarly, Mr Mbewu noted this as he claims:

> *Although I was a NATU member but I was not attending any meeting. When NATU was going out for a meeting, I remained behind. This is because I did not want to be seen as if now I belong to particular union, because now I'm leading these people, they must see me just as the principal.*

Leading and managing teacher unions' power blocs showed to have taught participants to be unbiased towards other teacher unions than theirs. They seemed to have gained the skill of treating all union affiliates as equal in their work place.

Evidence shows that leading unions' power blocs compelled Mr Mbewu to sacrifice his unions meetings for sake of striking the balance between unions. This concurs with the political theory under study (see Chapter 2). These participants noted that in order to influence teachers of other teacher unions, they had to gain their trust in order to work with them effectively.

Despite having positive experiences that leading and managing teacher unions had on participants, this had its own negative experiences too. Participants mentioned the following issues as their negative experiences in leading and managing teacher unions' power blocs at school.

4.3.2 Negative experiences

Among the most common negative experiences, participants cited a high number of teacher union meetings, procedures of invitations to meetings in or outside school and the disturbance of principals' work routine. Unions' interference with school critical decision making was another negative experience that participants mentioned.

4.3.2.1 Teacher unions' meetings

All participants complained about the number of meetings that teacher unions held in and outside schools. Explaining this problem, Mr Mahlobo notes,

> *It's my first time that I got the chairperson who is an activist, active in politics. You know, that in a way does have a bearing on decisions we take and how we operate and on the frequency of meetings we hold because of his activities. SADTU finds because they are lot of commitments that in a way gives us a problem.*

In similar vein, Mrs. Makhaya asserts this,

> *Especially because I am a SADTU member too, but there are things that we are not happy about, when it comes to amagetherings eh-SADTU (SADTU meetings). They just come to you at the morning and say there is a meeting there,… you see, they usually disrupt schools. Unlike NATU, NATU have right principles, usually they don't just come and disrupt everything. The most problems come with SADTU, because teaching and learning is disrupted.*

This was also echoed by Mrs Sibalukhulu who implicates all unions in her school.

The negative part of it is the meetings, both of them they used to call the educators during teaching hours or maybe they don't submit the invitation in time. Maybe I will get an invitation in the morning which says that they must go to attend the meeting at eleven, and that is a very bad part of it.

As he also complained about this problem, concluding the interview, Mr Mbewu explained this concern:

The main problem that is happening is, no one from the department who is informing the principal in a form of a circular that NATU or SADTU is going to have a meeting, and that meeting has been authorised. I know the rule of the law says, the Employment of Educators Act of 1996, (if I'm not mistaken),… teachers have only eight hours per annum to attend the union activities excerpt the SS who has ten days,… but it does not happen in that way.

Across all participants, there was a concern about teacher unions meetings at school. In a same way, Bloch (2009, p. 107) accused teacher unions of failing to correct antisocial statements of their leaders. He cited Ronald Nyathi 'a SADTU spokesman' who claimed that educators can hold unions meeting at school any time if they wanted too. According to Wills (2014) teacher unions wants to keep teachers out of the classroom.

Furthermore, field documents also concurred this; about 90% of collected documents were invites of teachers from the unions' branch leaders for various reasons (Cele, 2016; Gwacela, 2016; Mazibuko, 2016; Molebale, 2016; Molefe, 2013; Shezi, 2014). For example, the SADTU document signed by Gwacela (2016) invited teachers to participate in their sports which was organised by the union.

Local scholars like Christie and Jansen (2008) in Lemmer and van Wyk (2010) believe that teacher unions are directly responsible for poor education in SA. They assert that through teacher unions' commitments, teachers spend less time teaching in schools. Parallel to Heywood's (2013) political theory, it seems like teacher unions embark on processes of resolving conflicts within their organisations which may be including competing interest.

This forces union leaders to regularly meet to maintain and improve rules that govern them. Since unions have their local, regional and national structures, union leaders cannot be able to meet at school, thus are expected to meet outside the school to resolve their political matters.

Not only that participants were not happy about the high frequency of unions' meetings particularly outside school, but also the way they were informed about the meetings. They claimed that teacher unions SSs did not inform them either early or properly about their unions' meetings which resulted in disturbance of their work routine.

4.3.2.2 Meetings invitational procedures

Having heard about the issue of union meetings at school, I further probed from Mr Mahlobo, how do teacher unions' members inform you about meetings that will take place in or outside the school?

He replies:

> *Of late, they use what's up or sms(s), but some years back it was good because they used to have something in writing, now, ahy (no), ... SS would just show you a message he or she has received and the message is calling the SS at the meeting now. And you cannot say no, you can't leave, you will be seen to be a reactionary or maybe you stand on the way.*

Mr Mbewu echoed:

> *Yah (yes), it happened that reports for meetings will come late, but you cannot blame the SS. Because it is not the SS's meeting, but it happened for instance you come in the morning, knowing nothing and SS is coming to you and say, thishomkhulu (principal), here is an invitation.*

Mrs Makhaya also alluded to this before as she says:

> *they just come to you at the morning and say there is a meeting there ...*

(see, teacher unions' meetings above),

Mrs Sibalukhulu also shared the same sentiments:

They don't submit an invitation in time, and that is a very bad part of it.

Evidence shows that the number of meetings particularly outside school, and their procedure of invitation to teachers was one of the major concerns from participants. Teacher union leaders use the current social network "*whats-up*" to invite teachers for meetings. This seemed to be very convenient for them while concerning to participants.

This method of inviting teachers by teacher unions' leaders for meetings can be viewed in the light of power theory under this study. Teachers' invites through *whats-up* by unions' branch officials showed the use of ecological power in these schools. They seemed to be in control of teachers in these schools. Likewise, the Volmink's (2016, p. 45) report mentioned that principals "need to regain control of teachers and schools from teacher unions".

4.3.2.3 Impact on principals' work routine

Talking about their negative experiences, some participants mentioned that leading and managing teacher unions had a negative influence on their work in a way that their work routine was constantly disrupted by the unions meetings. Mrs Sibalukhulu noted this as she proclaims,

It does influence negatively, because let say I've got something to do on that day I have prepared something for a week or for that term, now it just disturb the routine of the school.

Mr Mbewu shared the same sentiments

Yah (yes) you see, it affected me in a sense that the school is disrupted. The normality of the school is disrupted, but I counteracted that by not letting the school to go out.

Even Mr Mahlobo 'a prominent SADTU comrade', due to his negative experiences, he claims,

You know, I always request that SADTU should have a standing program, so we can be able to plan our program at school. Sometimes you would find

that SSs are called to meetings anytime, and the SS would leave kids unattended or not comply with the timetable. So in that instance learners suffer. If we would have been informed in advance, we would be able to make an arrangement as to what should happen maybe if a certain teacher would have to leave.

Across all participants, due to unions' random invitational procedures to meetings, they claimed that leading and managing teacher unions' power blocs did influence negatively their work routine. They cited that unions meetings were inconvenience, thus their work plans were occasionally disrupted particularly by the ruling teacher union, SADTU.

In my reflex records, I noted that in Mr Mahlobo's office, there was a school meeting agenda written on the small board. This meeting had a SADTU initiative that was to be done at school. Cross and Ndofirepi (2015, p. 96) asserted that "the National Planning Commission (NPC) suggested that in order "to improve teacher professionalism and schools, the DBE may need to get rid of union dominance in schools". It is believed that the leadership of the school which is dominated by teacher unions can be dysfunctional (Msila, 2014).

4.3.2.4 Interfering with critical school decision making

Some participants were concerned that teacher unions interfere with school critical decision making. They mentioned that unions' members who participate in appointment processes of teachers at school unduly influence this processes. Discussing this concern, Mr Mahlobo asserts:

I think their influence is of concern because they have gone even to an extent of influencing the appointments of educators at school. This was a prerogative of the governing bodies. Sometimes they influence the SGB, meeting with the IC (interviewing committee) members privately to talk about school leadership positions. So you may find yourself appointing someone not in mind, but through unions' recommendations.

Mr Mbewu also proclaimed that there was an attempt by union members to put a member alleged to be connected to his SGB. They wanted to put this member in a DP position in his school. He proclaims this:

Yah (yes), it happened last year, unfortunately it did not succeed. Two members of the IC committee wanted to put a particular member as a deputy principal in our school. Although I cannot say it was a union member, because he was an outsider, not a member at school, but there were some efforts to put him as a DP. It didn't work because it became very clear to

other members at school, as a result it did not happen. So the IC members became divided on that one, so as a result it did not happen.

Participants alluded that they had experience unions' members unduly interference in their schools' appointments. Similarly, Beckmann and Prinsloo (2015, p. 5) affirms that "education officials having not held their positions for very long, also have to deal with corrupt political activities of teacher unions".

Defining corruption in education, Serfontein and De Waal (2015, p. 4) proposed that "it includes any wrongful or disgraceful conduct that is connected to the educators' employment position". Thus, the acts of meeting the SGB members and the IC by teacher union members to discuss appointments prior to teachers appointments perpetrated corruption.

Reporting on threats to the current teachers appointment process, the MTT (2016, p. 44), asserted that "the IC depends on principals or unions representatives for guidance when interviews are conducted for school leadership positions, thus leaving the process open to manipulation".

This concurred to Heywood's (2013) political theory. Heywood (2013) contends that politics is viewed in various dimensions. These dimensions include the use of power, deceit and manipulation (see Chapter 2). Therefore, teacher union members seemed to be manipulating appointment processes by using the SGB and IC and their union representatives to influence the appointments of their members at school.

4.4 How do school principals address challenges of leading and managing power blocs at school?

Addressing this question, participants stated that leading and managing teacher unions' challenges at school was not easy because teachers as union members get directives from their unions' hierarchical structures outside the school. However, participants used various strategies, such as

addressing matters at management level, at political level and using internal negotiations at school. When all strategies had been exhausted, some participants seemed to be resorted to stamping their authority against their own comrades at school.

4.4.1 Addressing matters at management level

At school, it appeared that teachers have their SHODs, management committees and also the SMT (see Chapter, 2, p. 16). So, participants use these power blocs to derail unions' related matters among their staff members at school. Discussing this strategy, Mr Mbewu states:

> *One strategy is to discuss the matter at management level. You see, to be the principal does not mean you know everything, but with the help of these people that you manage with, the SMT, there is a lot that you can achieve. I used to do that.*

Talking about his experiences, he further alluded to this as he mentions:

> *No, in fact I had a very good experience in the sense that the burden was not for me only, but it was for all of us..., When it comes to unions, before I talk to the unions I needed to call the members of the management because even among the SMT there are union members. But now I would be talking to the management not as the union members and says this is a situation, how do we handle it, so we discussed that.*

Likewise, Mrs Sibalukhulu had this to say, talking about her strategies:

> *I do manage them by let say calling the individual, talk to that individual if I fail, I do call the HOD of that particular teacher and ask him or her to talk with the teacher and inform the HOD that I did speak to the teacher but this thing is a recurring thing. Others do obey after that, but there are few who used to do it even after that.*

It appears that participants acknowledged the middle managers such as the SMT and SHODs in addressing teacher union issues at school. They seemed to sometimes ignore union leaders in favour of their school middle managers in solving teachers' problems at school.

Similarly, Naidoo, Mncube and Potokri (2015, p. 324), contend that some "principals trust the ability of their teachers in playing their leadership roles at schools". They maintained that these principals distribute leadership in schools, viewing it as a group responsibility, thus empowering teacher managers. The field document, 'Policy Handbook for educators of 2008' showed that in Nqeketho high school, SHODs were also responsible for addressing problems of teachers under their leadership at school.

Evidence from this study has made me to deduce that other participants used to address problems directly to the teacher involved in a problem. However, when a problem persisted, they addressed it with the teacher managers (SHODs). In most cases where many teachers were concerned, participants used to address matters at political level.

4.4.2 Addressing matters at political level

Another strategy commonly used by participants in leading and managing teacher unions' power blocs was to address matters at political level. This strategy entails calling on teachers' political heads (SS) and their union members in dealing with teacher related issues that affected the school. This strategy seemed to be very effective as it formed most of the participants' positive experiences of leading teacher unions' power blocs. Talking about this strategy, Mr Mahlobo mentioned: (also see positive experiences).

> *In my case, I think it is better because I also belong to the majority union. So our relationship with the SC (site committee) and teachers is cordial, 'good' as we treat one another as comrades. Where maybe I have done something out of line, it's easy for us to correct one another and when there are those who are out of line, it's easy for me to tell them and they don't take serious offence of that as they would if I was belonging to the other union.*

In the same way, Mrs Makhaya asserts this:

> *It is better for me because I am also a SADTU member. Even if sometimes they complain (SADTU teachers) that if it's NATU, I allow them to leave early during their union meetings, leaving learners unattended because we are here for them as they are few, but if it's us who supposed to leave at 10:00 we leave at 11: but we discussed that and they understood as we reached an agreement.*

Also when I probed from Mrs Sibalukhulu about her positive experiences, asking if teacher unions' SCs really do discipline their misbehaving members at school, she claims:

> *Yes I do report to the unions and they do deal with the person involved. I just give them time to deal with that person and come back and report to me. I really do report to them, as we were here (office) I was with one of the power blocs, reporting something and they promised that they are going to resolve that.*

Another thing that appeared from participants as helpful in addressing unions issues at political level is the personality of the unions SSs. Mr Mbewu alluded to this as he responds:

> *Normally when they will be such a thing like a union strike action, I used to talk to SSs, fortunately the person who was our major union SS was a very disciplined person. So he used to come to me and then we discuss what is going to happen and how it should be carried out in our school.*

Across all participants it was observed that this strategy was effective. It seemed to suit much to those who were affiliated with the majority teacher union at school. Since participants were known by their teachers as to which union they are affiliated with, this formed a cordial relationship between them, thus being able to manage their issues as union comrades in schools.

Mafora's (2013, p. 7) study found that some teachers call principals who affiliated to their union as 'our principal'. This study shows that this establishes good relationships between the school teachers and the principal. However, the challenge is that such relationships require the principal to protect the interest of the union members which can include leadership positions at school.

Furthermore, participants revealed that they lived harmoniously as teacher unions' power blocs in their schools. It appeared that this allows them to make some internal negotiations, reaching to certain agreements and arrangements beside the orders from the outside unions' leadership influence. This contradicted the theory *for* this study (see Chapter 1, p. 2). This was a common unexpected respond from my participants.

4.4.3 Internal negotiations at school

Due to numerous meetings that teacher unions had in and outside the school, participants had a challenge to adapt when unions SSs or committees had to leave the school. So when this happens, they had to embark on internal school negotiations.

Discussing this strategy, Mrs Makhaya states this:

> *We do negotiations with SADTU members at school to say ok, at this time these people or a person is going to represents us there, and others will be left behind. It's an internal arrangement, because even if SADTU can interfere and say it's everybody's right to attend meetings but we discussed that and reached an agreement.*

As a result of harmonious relationships among teacher unions' power blocs at school, some participants were able to negotiate with school remaining teachers regardless of their union affiliations to take some class monitoring duties for SSs or union committee members when they had left for a meeting outside school.

Mr Mahlobo shows this as he states:

> *Yah (yes)…, if one teacher has left we look at the composition of the time table and see those teachers who are free, we than make arrangements with one teacher who is free to be in that particular class.*

Using this strategy, Mr Mbewu remembered a particular case where he has to negotiate with unions members at school.

There was a time where SADTU members were at school but not working. You see we talked as the members of the staff then we agreed that we are going to work with that 'work but no rule', something like that, but we are not going to go extra miles as usual, but people from outside came and forced SADTU members to do what they were doing in other schools.

Internal negotiations sometimes with the whole staff or with a certain union power bloc appeared to be usually used by participants at school. Heywood's (2013) political theory argues that in politics, people embarked on actions of forming, keeping and changing procedures that guide them in organisations. Agreeing to this study evidence, participants and their teachers kept on negotiating issues that was affected by their school's political factors, thus forming new ways of working in their school.

Although participants were managing to convince teachers during internal school negotiations about union issues, their strategies sometimes were exhausted against the constant political activities of SSs outside school. As a result, some participants spoke about instances where they had to stamp their authority against union activities.

4.4.4 Principals stamping their authority

Speaking about the challenges and consequences that had been caused by their unions SSs' political commitments, some participants showed that sometimes they had no choice but were forced to stamp their authority as school principals. Discussing this issue, Mr Mahlobo remembered:

Last year I requested him (SS) to have extra-classes during weekends, because we spoke about the damage that has been caused by meetings and his absenteeism from work due to union activities. Yah (yes) because actually I wanted to see the work programe…, I mean you cannot in term two, you are still doing the work of the first term, I said catch-up, you need to catch-up, so that in this term you are in line with the work program. And he understood that and said, ok its fine I will try to catch-up.

Another participant who had to stamp her authority against teachers' early departure for union activities at school was Mrs Makhaya. Stamping her authority she explains this:

> *With SSs we sit down and agree that when the communiqué comes in this form, then you as educators cannot jump and go out, leaving learners unattended. We sat down and we had an agreement that let me say its 10:00,*
>
> *then you must first see the children if they have eaten, then you can go but you cannot jump and say ok now we leave the school.*

Mr Mbewu, not attending any union meeting outside the school (see Chapter 4, p. 55), he claimed that when one union power bloc had to leave at school, he gave them his conditions as the school principal. This is what he says, stamping his authority:

> *Sometimes I would stand in the middle in the staffroom and address the whole staff, and say before you leave you must give all class reps the work for learners to do in their classroom. By that time I will be looking at who leaves before doing that, and no one would leave before that happens. This helped me because it controlled learners after some teachers had left the school.*

Field documents shows that teacher unions sometimes invited their teachers more than once in a week for meetings outside schools (Cele, 2016; Molebale, 2016). So in addressing such cases, participants had to stand firm to dictate what should happen to combat the negative effect of union meetings at school.

In the same way, the MTT (2016) final report found that where leadership is weak, unions take control of the institutions (see Chapter 2). Likewise in this study, participants showed that sometimes they had to be tough against their teacher unions' members to keep the school running.

As reflex records entailed interpreting my personal accounts from what I observed on the field (see Chapter 3), I observed that sometimes participants seemed to be annoyed by the behaviour of their rampant union members, thus expressed their position as school principals. This concurred with what Gaski's (1984) power theory refers to as the 'representative expression of position'.
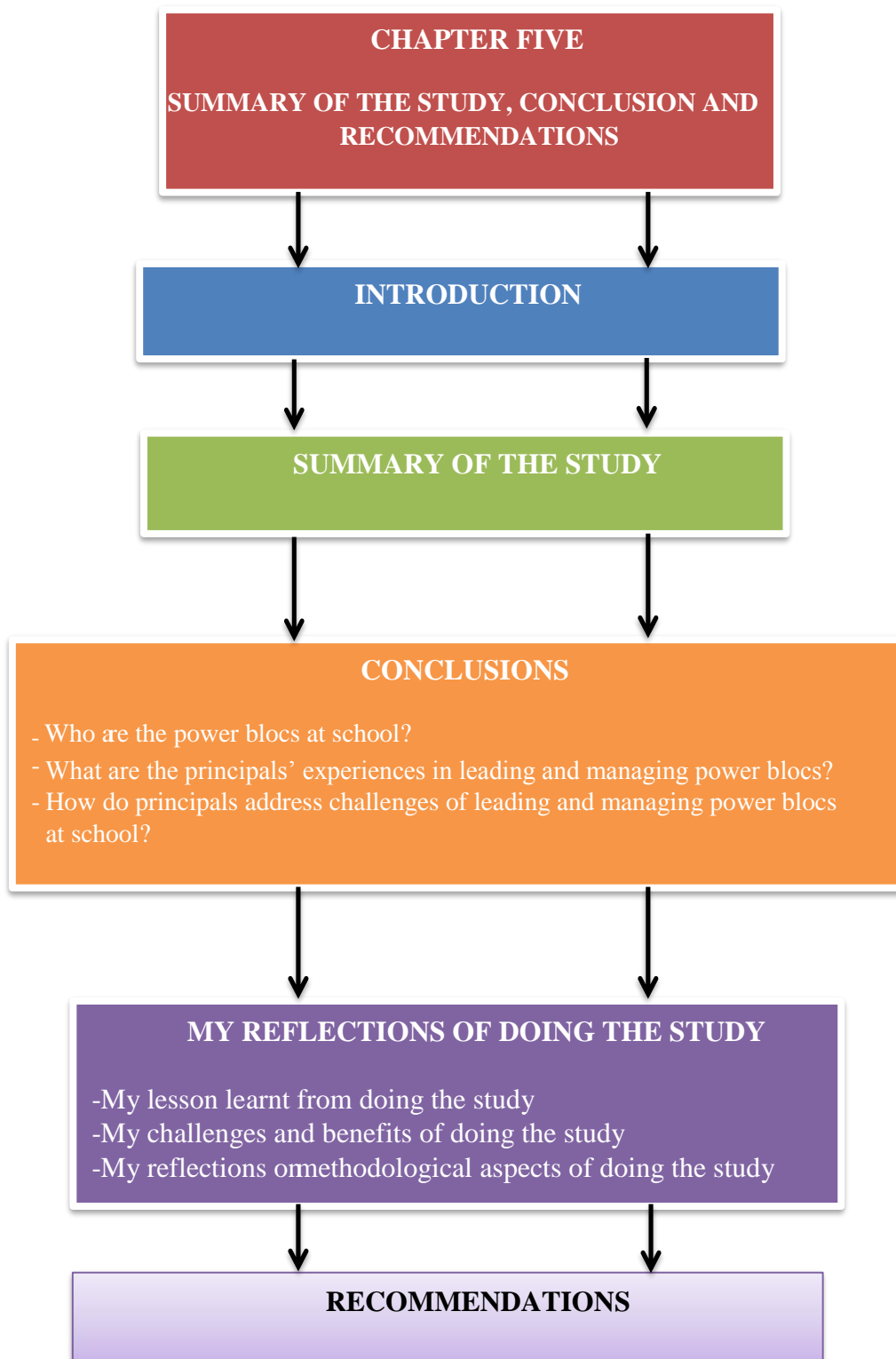
Participants' expressions sometimes had to show their position as when acting against their unions' members at school in addressing the challenges of leading and managing school power blocs.

4.5 Conclusion

The purpose of this chapter was to present and analyse data generated from the school principals about their experiences in leading and managing school power blocs. Documents and reflex records were analysed and presented with the semi-structured interview transcripts. Emerging themes were phrased as headings of the following questions. Who are the power blocs at school?, What are the principals' experiences in leading and managing power blocs at school? and How do school principals address challenges of leading and managing power blocs at school?. These main themes were subtitled to more detailing subthemes which were further analysed through documents and thematic analysis.

The following chapter presents the summary of the study, conclusions and recommendations. In Chapter 5, this study gives the summary of the study based on the Chapters of this dissertation. The study recommendations are also given based on the study findings. The next chapter is the last chapter for this study, as such, it states the need for further research on the critical aspect of this study topic.

MIND MAP CHAPTER FIVE

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSION AND RECOMMENDATIONS

INTRODUCTION

SUMMARY OF THE STUDY

CONCLUSIONS

- Who are the power blocs at school?
- What are the principals' experiences in leading and managing power blocs?
- How do principals address challenges of leading and managing power blocs at school?

MY REFLECTIONS OF DOING THE STUDY

-My lesson learnt from doing the study
-My challenges and benefits of doing the study
-My reflections omethodological aspects of doing the study

RECOMMENDATIONS

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In Chapter 4, I presented themes that emerged from the study's critical questions. As themes emanated from the study's critical questions, generated data provided answers to them as findings of the study. The chapter produced three major themes, which were further subdivided into subthemes which were analysed to give interpretation and meaning to the study data. Major themes were made up of the questions, Who are the power blocs at school? What are the principals' experiences in leading and managing power blocs at school?, How do school principals manage challenges of leading and managing power blocs at school?.

Alongside these abovementioned thematic questions, the main function of this chapter was to summarise the study, concluding it and making my recommendations. Starting with the introduction the chapter gives the summary of the study and thereafter the conclusions drawn from the whole study. This is followed by my reflections of doing this study, and lastly the study recommendations.

5.2 Summary of the study

In Chapter one, drawing from the background what we can learn here is that teachers having expected to be professional (*South African Council for Educators Act 31 of 2000*), are also expected to be political through their unions in education (*Constitution of the Republic of South Africa Act 108 of 1996*). Coetzee et al. (2008) maintains that teacher unions' codes of ethics are parallel to those of SACE but the SACE code of ethics is supreme in this regard. This means that SACE as a professional ruling body of teachers in education, their code can preside over unions if the two are in dispute.

However, in Chapter 2 the local literature shows that unions' politics seems to be dominating the profession and this causes a lot of commotion in education (see Chapter 2, p. 18). When teachers, through their unions engage in political issues in education, other stakeholders seem to be unable to control them. Local educationist such as Bloch, Lewis and Jansen (as cited in Lemmer & van Wyk, 2010, p. 85) are very critical of teacher unions' political power, particularly SADTU. Against

these scholars, the lesson which I learnt in Chapter 2 is that although local scholars present significant negative views about teacher unions, the problem is that they ignore unions' constitutional rights such as those highlighted in chapter 1 (see, p. 2).

Thus, in Chapter 2 it should be learnt that since the RSA Constitution is supreme and approves rights such political rights for teachers, scholars' voice against teacher unions will always fail to bring about the intended change in education leadership and management. As a result in Chapter two, we can learn that teacher unions are highly regarded as powerful, authoritative and corrupt in the SA basic education.

My view on this matter is that although teacher unions are powerful (i.e. SADTU), but they are not necessarily authoritative but rather they are argumentative, supported by the Constitution and also not particularly 'corrupt', but opportunistic in exploiting gaps within the Constitution and the *SASA*. For example, teachers spend a considerable amount of time studying towards their qualifications, whereas the *SASA* grants even non-educated people by virtue of being SGB members to decide (as selectors of teacher candidates for positions at school) on the future of their careers which is reasonable 'in view of democracy', but totally unfair to teachers.

In Chapter 3, I presented the details of how the study was to be carried out. I learnt to plan a research project, employing a case study design, using various methods of generating data. It allowed me to use complementary methods in accomplishing my study objectives. From this chapter it was significant that chosen methods of generating data complemented one another in generating the envisaged study data, thus making my research journey a wonderful learning experience. This appeared in chapter 4, where generated data was presented and analysed bringing all characteristics of qualitative research into this study. Qualitative research studies, observe the context of the study and emotions of participants to ensure the trustworthiness of the study (McMillan & Schumacher, 2010). In this research study, I observed and learnt all these qualitative research study characteristics in a real setting.

In Chapter 4, data was presented and analysed. Doing this Chapter I learnt to generate data through multiple methods of data generation. What can be learnt here is that non-verbal communicated data can be used to analyse and substantiate data generated in various ways. When analysing data from different sources, it appeared that this needed a careful analysis to observe if data really

complement each other or it has contradictions. As a result, in this chapter I successfully managed to use various methods in answering the critical questions of the study. Therefore, my key learning here was that qualitative researchers need to pay attention to even the non-spoken clues when analysing the generated data.

5.3 Conclusions

To examine if the objectives of this study were met, I drew these conclusions around my study critical questions. My conclusions were supplemented with possible implications given from my perspective of the study.

● Who are the power blocs at schools?

The first conclusion that emerged from this study is that there are many power blocs at school. Among many power blocs at school, my implications are that most of power blocs and individuals overlap in positions of power within their schools. For example, the school principal is a SGB member, a leading member of the SMT and a union affiliate at school. The same applies to teachers as well as one can be a SMT member, a union SS and a SGB member simultaneously at school. It seems like some power blocs like learners and parents have restricted powers at school.

This implies a challenge in school leadership. From there viewed literature, this enables corrupt individuals to control critical positions at school. For example, the SGB is given so much power in the education Act (*SASA*) whereas their leadership structure at school is not clearly bounded. Furthermore, other power blocs such as parents and learners in SGBs appear to have severe limitations in school leadership and management. As a result, their power is manipulated and used by other power blocs who want to benefit the individual political affiliates in schools.

● What are the principals' experiences in leading and managing power blocs at school?

The second conclusion that emerged around this critical question is that there is an imbalance between the positive and the negative things that teacher unions do at school. Of alarming concern is that teacher unions' actions in schools still pose a threat to school leadership. Principals seemed to lack control of teacher unions' negative actions that take place in schools. This seems to be having a creeping negative impact on education and the smooth running of schools, thus school

principals seem to be in a harmonious but compromising relationship with teacher unions who want to be in ecological control of schools (Gaski, 1984).

● How do school principals address challenges of leading and managing power blocs at school?

The third conclusion is that it is evident that teacher unions helped school principals in dealing with teacher issues at school. However, this implies a need for the school to develop their committees that will assume such duties since evidence also shows that union members perpetuate negative effects on school leadership and education of learners. This means that schools do not make enough amends to fill these gaps of teacher discipline and protecting teachers' rights at school, causing teachers and principals to totally rely on unions for such responsibilities.

School principals seem to have no formal methods of dealing with teacher union challenges at school. They rely much on their negotiation skills, political affiliations, school professional leadership structures and using their authority at school. These strategies are not effective since they cannot be used to argue when deciding on school critical matters like official education policies. They seemed to be only effective in certain individual leaders. For example, looking at the participants' biography I noted that more senior participants' strategies seemed to be more effective in dealing with teacher unions' power blocs than their junior counterparts. Senior participants seemed to rely more on strategies such as addressing issues with professional structures which I believe is good in dealing with teacher union challenges, whereas junior participants seemed to rely more on internal negotiations with teacher union which I think can lead to the total loss of control to the principal in school.

5.4 My reflections of doing the study

My reflections of doing the study comprises my lessons learnt from doing the study, the benefits and challenges and the methodological aspects of it.

5.4.1 My lesson learnt from doing the study

There was a lot that I learnt from doing this study. Embarking on doing this study was not a lonely journey because we always met after two weeks with my research group (GoCF) that comprised five of my fellow colleagues. When we met, we always put out our work in progress for criticism.

For me this was a very enriching experience because it helped me to grow as a person, opening up my thinking and also helped to elevate my study to a different level. This showed to me the power of the collaboration in the institutions of higher learning.

5.4.2 My benefits and challenges from doing the study

Doing this study has made me very aware of the power blocs that are in schools. This is because now in my own school where I work, whenever there is a dialogue taking place between the SMT, teachers and principal or with the SBG during various school meetings, I become very aware of the power relations that are at play. It is also interesting that I am now more noticing of who's interests are being served in such meetings. The challenge from doing this study now is that I feel the need to do more research on other important aspects of this topic that I could not cover in this study. So this compels me to be always alert around this topic to generate more knowledge about this topic in an attempt to change what is not desirable for our school.

5.4.3 My reflections on methodological aspects of doing the study

Using a case study methodology, I was very undecided about it as a good methodology for this study. This is because I did not know much about the case study methodology, thus I had to learn and read about case studies and qualitative research. However as I learnt, being groomed more in case study research and the study unfolded, I found this method very rich in generating data on social issues such as politics in education. Therefore, I took a decision to use a case study. As I used the method, I then realised how good the case study was, because the data that I was able to generate was quite rich.

As a teacher, this method contributed to my professional growth. Since this research method is easy and not time consuming, I now recommend it for my learners at Further Education and Training (FET) level when doing their assignments and projects. I can teach my learners how to do the research basics like sampling, posing study research questions and reporting on the research topic.

It has made me to be more cognizant of the importance of research in providing effective solutions to our daily problems.

5.5 Recommendations

Based on the study evidence emanated from the documents, reflex records and mainly data transcripts from the participants' experiences, this study makes the following recommendations.

The first recommendation maintains that schools must develop a policy that will force teachers who wants to engage in any teacher union activities during the school working days to apply prior to the day and receive a permission letter from the school principal that shows that he or she has authorised the teacher(s) to engage in a meeting. As the DBE ex-officio, principals must ensure that teachers get their permission to embark on unions activities either in or outside the school. Therefore, this policy must have been signed by all relevant power blocs including unions, so principals may have powers to take this responsibility in curbing the negative effects of unions meetings during teaching and learning time.

The second recommendation is that due to unions high commitments, union SS should be limited in teaching top classes during their union leadership terms at school. They must be given more responsibility for leading and controlling their union's teachers at school. Schools also must have their own teacher disciplinary committees that are not related to unions to minimise union control of teachers. This must reflect on the school policy, and also sanctions must be made available when certain union members contravene any such school rules pertaining to union matters at school.

The third recommendation that emerged from the study findings is that mainly professional people should be involved in employment of teachers at all levels in school. I recommend that further restrictions shall be imposed on the involvement of a non-professional school member to take part in this process. This means that mostly, people with higher education qualifications must be eligible to take part in this process and union members being strictly controlled by principals and other relevant power blocs not to have undue influence in this regard as vise-versa.

Lastly, further research should be done on how teacher unions manipulate the IC and the SGB members to gain control of teacher posts at school. This will help in laying rules that will combat unions' undue influence in teachers' appointments at school.

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APPENDIX 1: PERMISSION TO CONDUCT RESEARCH

education

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4037

Dear Mr Mdlalose

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"POWER BLOCS: LEADERSHIP AND MANAGEMENT EXPERIENCES OF PRINCIPALS"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 04 April 2016 to 30 June 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

(Please see list of schools attached)

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 04 April 2016

APPENDIX 2: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SCHOOL AND INFORMED CONSENT LETTER

Lott 116

Westrich

4037

15 November 2015

The Principal

Dear Sir/Madam

I, Mr B. Z. Mdlalose [student number 215079549], currently an educator at Ntee High School, kindly request your permission to conduct research at your highly respected school. As part of my professional development, I am presently enrolled for a Masters in Education degree at the University of KwaZulu-Natal. This program is a two year degree which involves course work and a dissertation. The dissertation would entail undertaking research in the area of Leadership and Management.

My topic is: Power blocs: Leadership and management experiences of principals. For me to understand this, my research will focus on interpretation and understanding the experiences of principals in leading and managing power blocs in schools. Principals are the primary source of data in this study, therefore I humbly ask you to take part in this study as a prime participant. My study entails interviewing the principal as my participant, so I humbly request you to participate in my study. **PLEASE TAKE NOTE THAT**: There will be no financial benefits that participants may accrue as a result of their participation in this research project.

Participant's identities will not be revealed under any circumstances during and after the reporting process. All responses will be treated with strict confidentiality. Fictitious names will be used to represent participants' names. Participation is voluntary which means participants are free to withdraw at any time as they wish without incurring any negative or undesirable consequences. The interviewers will be voice recorded to assist me in concentrating on the actual interview. Participants will be contacted in advance about the interview dates and times. Should you have any

concern about the study, kindly contact my supervisor or the research office whose contacts details are provided below. I hope that my request will be considered favourably and again grant me written consent to conduct my study at your school.

Thanking you Sir/Madam in advance.

Yours sincerely: BZ Mdlalose.

School of Education

College of Humanities

University of KwaZulu- Natal,

Edgewood Campus

Cnr Richmond and Mariannhill Rd

Pinetown Dear

Participant

<u>INFORMED CONSENT LETTER: Participant interview.</u>

My name is Bhekokwakhe. Z. Mdlalose from the School of Education, University of KwaZuluNatal, Edgewood Campus. I am the lead researcher in a research project titled: Power blocs: Leadership and Management experiences of school principals. The purpose of this study is to explore the experiences of school principals in leading and managing multiple teacher unions' power blocs at school.

You have been purposively selected to participate in this study. You are required to participate in an individual interview. The interview will be approximately 30 minutes in duration. Participation in this study is voluntary and you are free to withdraw from this study at any stage and for any reason. Should you decide not to participate, no disadvantage will result.

Kindly note that:
- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- Any information given by you cannot be used against you, and the collected data will be used for purpose of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- The interview will be audio-recorded.

I can be contacted at:

Email: 215079549@stu.ukzn.ac.za

Cell: 0792219145 or +27 728109778

You may also contact the Research Office through:

Ms. M. Ngcobo

HSSREC Research Office,

Tel: 031 2603436, Email: ngcobom4@ukzn.ac.za

Thanking you for your contribution to this research.

Mr B.Z Mdlalose

DECLARATION

I --- (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participate in this study interview.

I understand that I am at liberty to withdraw from the study at any time, should I so desire. I hereby provide consent to audio record the interview (circle which is applicable)

YES

NO

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SIGNATURE OF PARTICIPANT   **DATE**

APPENDIX 3: INTERVIEW SCHEDULE (FOR PRINCIPAL)

Semi-structured interview: critical questions and probes

Biographical information of the school principal

● Age

● Gender

● Educational qualifications

● Work experience (number of years involved in education, positions held in education, etc.)

Interview Introductory remarks; *My study shall not harm you, nor benefits me in any other way except for academic purposes only and I shall always observe the rules of anonymity (no institution or participant shall be recognizable from the study report findings)*

1.1 Who are the power blocs at school?

Tell me, who are the stakeholders (power blocs) within your school?

How are these power blocs structured in terms of leadership at school?

1.2 What are the principals' experiences in leading and managing power blocs at school?

What are your positive and negative experiences in leading and managing teacher unions power blocs at school?

How do leading and managing teacher union power blocs influence your leadership and management at school?

1.3 What are the challenges (if any) of leading and managing power blocs?

How do you address challenges of leading and managing power blocs at school?

1.4 General

What more would you like to add about leading and managing teacher unions power blocs at schools

APPENDIX 4: TURN-IT-IN REPORT

preferences

Originality Report

Processed on: 15-Dec-2016 8:01 PM CAT
ID: 753682036
Word Count: 23969
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Mr

By Bhekokwakhe Mdlalose

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CHAPTER ONE BACKGROUND AND ORIENTATION TO THIS
STUDY 1.1 Introduction Chapter **7**

one set the scene for this study. It lays the background, outlining the problem and
the purpose of the study. This chapter also sought to articulate the study rationale,
significance, objectives, critical questions and operational concepts. It later
presents an overview of this dissertation and concludes the chapter. 1.2
Background Since 1994, South Africa (SA) was liberated from the apartheid regime
when people elected their State President for the first time, leading to the freedom
that we enjoy today (Badat & Sayed, 2014; Govender & Fataar, 2015; Kallaway,
2002). This freedom came with multiple human

rights stipulated in the Constitution of the Republic of South
Africa Act, 108 of 1996 **2**

that guaranteed SA citizens with rights such as the right to equality, freedom of
association and political rights (Republic of South Africa 1996, sec.18 and 19).
Chapter 2 of the Constitution: The Bill of Rights in (sec. 19) provides that any
person in SA has a

92

APPENDIX 5: LANGUAGE CLEARENCE CERTIFICATE

25 Maple Crescent
Circle Park
KLOOF
3610

Phone 031 – 7075912
0823757722
Fax 031 - 7110458
E-mail:
wyebanksec@telkomsa.net
sathsgovender4@gmail.com

Dr Saths Govender

9 DECEMBER 2016
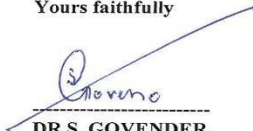
TO WHOM IT MAY CONCERN

LANGUAGE CLEARANCE CERTIFICATE

This serves to inform that I have read the final version of the dissertation titled:

POWER BLOCS: LEADERSHIP AND MANAGEMENT EXPERIENCES OF SCHOOL PRINCIPALS by B. Z. Mdlalose.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used is satisfactory.

Yours faithfully

DR S. GOVENDER
B Paed. (Arts), B.A. (Hons), B Ed.
Cambridge Certificate for English Medium Teachers
MPA, D Admin.