UNIVERSITY OF KWAZULU-NATAL

PERCEPTIONS OF SCHOOL PRINCIPALS ON THE INVOLVEMENT OF TEACHER UNIONS IN FILLING PROMOTIONAL POSTS IN MAPHUNDU CIRCUIT, UMLAZI DISTRICT, KWAZULU-NATAL

by

Prince Lucky Ndlovu

A dissertation submitted in partial fulfilment of the requirements for the degree of
Master of Business Administration

Graduate School of Business and Leadership

College of Law and Management Studies

Supervisor: Dr W B Zondi

December 2016

DECLARATION

I, Prince Lucky Ndlovu, declare that

(i)   The research reported in this dissertation, except where otherwise indicated, is my original research.

(ii)   This dissertation has not been submitted for any degree or examination at any other university.

(iii)   This dissertation does not contain any other person's data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.

(iv)   This dissertation does not contain any other person's writing, unless specifically acknowledged 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;

        b)   where their exact words have been used, their writing has been placed inside quotation marks, and referenced.

(v)   This dissertation does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation and in the References section.

Signature:

Date:

ACKNOWLEDGEMENTS

My sincere appreciation is expressed to the following people who contributed directly or indirectly towards the completion of this dissertation:

- Almighty God for providing me with strength, perseverance and hope throughout my study.

- My supervisor, Dr W.B. Zondi for his expert guidance, patience, encouragement and empathy, all of which is greatly appreciated and valued. He believed in my capabilities and made my research an enjoyable experience.

- The KwaZulu-Natal Department of Education, and in particular Maphundu Circuit, Umlazi District for granting me permission to conduct this research.

- The ten School principals who participated in this study, without their involvement, this study would not have been possible.

- My inspirational wife, Sthabile (Mafungwase) and our loving children Ayanda, Ntokozo, Luhluthando and Uyasithabisa who were ever supportive to me throughout this study.

- My late mother (Ma Gigaba), who could not live to realize my dream come true as well as my father (Zingelwayo), who jointly gave me the right direction in life.

  Your contributions were immense, I salute you all.

ABSTRACT

This study is based on investigating the principals' perceptions on the involvement of teacher unions in filling promotional posts in schools within Maphundu Circuit, Umlazi District. The rationale behind it was to evaluate the teacher unions' involvement in the selection processes of educators on the quality of teaching and learning in the above mentioned schools. The study sought to establish the significance of involving teacher unions in filling promotional posts by assessing their roles and responsibilities and how these are executed during selection processes with a view to identify any hindrances and strategies to enhance the quality of teaching and learning in schools. A qualitative research approach and a purposive method of sampling was used in this study. The research was conducted in Maphundu Circuit in Umlazi District which comprises 30 schools. A convenient sample of 10 school principals was selected to participate in the study and an interview schedule was used to collect primary data. The researcher managed to interview all 10 school principals which constituted a 100 percent response rate. The findings of the study revealed that, while the involvement of teacher unions in the filling of promotional posts is required to ensure procedural fairness and to safeguard the interests of educators, it posed serious challenges that could destroy the quality of teaching and learning in schools if left unattended. The study recommends that the Department of Basic Education regain control of the entire education system by introspectively revisiting its legislation, policies and procedures with a view to redefine the roles and responsibilities of the department, school governing bodies and teacher unions.

TABLE OF CONTENTS

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

CHAPTER FIVE: DISCUSSION, RECOMMENDATIONS AND CONCLUSION

List of Figures

List of Tables

CHAPTER 1
BACKGROUNG AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

The implementation of policies in schools is primarily the responsibility of principals in order to ensure compliance and a conducive teaching environment. It is generally understood on the other hand that the role of unions should be to support and protect members against unfair redeployment and filling of promotional posts (Ntshangase, 2001). However, some teachers and principals are perceived to be over-committing themselves to union work in order to interfere with redeployment processes and also to better position themselves for promotion opportunities supported by the unions. The South African public perceive the teacher unions' participation in the appointment of teacher management staff as having a negative effect in the management of schools (Zengele and Coetzer, 2014). Furthermore, the unauthorized participation of teachers in union work in compliance with the Employment of Educators Act compromises on teaching and learning activities (Republic of South Africa, 1998).

The study seeks to investigate the perceptions of school principals on the involvement of teacher unions in the filling of promotional posts in Maphundu Circuit, Umlazi District, KwaZulu-Natal. This chapter will introduce the background, rationale and objectives of the study. The researcher will discuss the research design and methodology that the study will adopt including sampling, data collection and data analysis techniques. Furthermore, the chapter will briefly define key concepts that will be used throughout the study. Lastly, an overview is given of the content of each chapter.

1.2 BACKGROUND

The Native Educational Association became the first union ever to be established in 1879 for black teachers (Govender, 2004). It was primarily established to deal with educational, social and political challenges facing black teachers then. Amongst other issues it sought to address the effect of the pass laws on education provision as well as the discrimination of black teachers in relation to salary

anomalies when compared to white teachers with the same level of teacher qualifications.

In the later years the unions gradually began to target other unfair working conditions as a result of the introduction of the Bantu Education Act of 1953 and other related legislation by the apartheid regime (Unterhalter, 1991). The black teachers believed that a concerted effort would be more significant in fighting their discrimination by the apartheid government. The aforementioned circumstances led to the establishment of teacher trade unionism whose membership included teachers and other education staff in various teaching and support roles. Principals are responsible for creating and maintaining a good climate in schools by setting priorities and defining performance targets for effective teaching and learning environment (Mafora, 2013).

According to Amoako (2014), SADTU was not only established to address the working conditions for teachers, it was also mandated to politically contribute to the fight against apartheid by aligning its mission with the national democratic struggle. Previous research on teacher unionism in South Africa concentrated more on the active participation of teacher unions on policy and politics of the teaching profession (Govender, 2004). Consequently, an active involvement of school principals in teacher unions could have a negative effect in the management of schools.

The role of teacher unions in education is currently under debate with a considerable amount of differences in opinions between the school principals who have a responsibility to look after the interest of school communities in general including teachers and the teacher unions whose mandate is to protect the interest of educators as members of unions (Zengele and Coetzee, 2014). This study will focus on the perceptions of school principals on their involvement in teacher unions in filling promotional posts in schools.

1.3 PROBLEM STATEMENT
Mothata, Lemmer and Mda (2001) describe teacher unions as a collective group of workers who form a group recognized at national level to look after the interest

and conditions of service for its members. Teacher unions are required to play an observer role during the process of filling promotional posts. It is however alleged that they disregard their role by actively participating in the process (Zengele and Coetzee, 2014). The authors further illuminates that this gives a notion that active participation in union work by educators, even during school hours, benefit them in the form of getting special treatment and preference during the promotion process.

The active involvement of unions in the redeployment and promotion processes is inappropriate and non-compliant to their observer status during processes and could lead to the violation of educator's rights if the Department of Education leave it unattended (Heystek and Lethoko, 2001). Based on other studies such as the one conducted by Zengele and Coetzee (2014) this may result in a discriminated and unhappy workforce of poor-performing educators which could affect the quality of teaching and learning. On the other hand, the transparent and fair implementation of the redeployment and promotion processes will enhance the retention of quality educators (Zengele, 2009). It is with this notion that the study intends to investigate if these perceptions are true in Maphundu Circuit, Umlazi District, in KwaZulu-Natal.

1.4 AIM OF THE STUDY

The aim of the study is to investigate the perceptions of school principals on the involvement of teacher unions in filling promotional posts in Maphundu Circuit, Umlazi District, KwaZulu-Natal.

1.5 OBJECTIVES OF THE STUDY

The research objectives of the study are as follows:
- To analyse the involvement of teacher unions in filling promotional posts
- To analyse if teacher unions should be involved in filling promotional posts
- To explore the teacher unions involvement in the redeployment process
- To establish whether the involvement of teachers in the unions impact on the quality of learning in schools
- To investigate if there are factors that may be hindering the effective process of filling promotional posts

1.6 RESEARCH QUESTIONS

Based on the above objectives, the study seeks to answer the following questions:

- What is the involvement of teacher unions in filling promotional posts?
- Should teacher unions be involved in filling promotional posts?
- How should teacher unions be involved in the filling of promotional posts?
- How are teacher unions involved in the redeployment process?
- Does the involvement of teachers in the unions impacts on the quality of learning in schools?

1.7 RESEARCH DESIGN AND METHODOLOGY

Polit, Beck and Hungler (2001: 233) describes methodology as the process through which research data is sourced, presented and analysed. In context to the study, methodology outlines the plan that the researcher will employ to conduct the research based on the nature of the research question. The study will be conducted using a qualitative approach and will use semi-structured interviews to extract opinions, suggestions, and perceptions of school principals in teacher unions and their involvement in the filling of promotional posts in schools in Maphundu Circuit, Umlazi District.

The researcher will rely on secondary data and primary data to answer the research questions and to meet the objectives of the study. The secondary data will be obtained from books, journal articles, news articles and speeches, internet, annual reports and other sectoral documents relevant to construct the theoretical and contextual frameworks for the study. The researcher will also collect primary data by conducting individual interviews with the school principals within Maphundu Circuit in Umlazi District. The researcher will try to interview most principals within Maphundu Circuit on an individual basis to ensure reliability and validity of the information provided. The selected research participants will enable the researcher to explore and obtain rich data that can assist in answering the research questions as participants will be able to relate their knowledge and experiences in detail.

Finally, the researcher will analyse and compare the findings from the secondary data and primary data in order to generate recommendations and draw conclusions on the perceptions of school principals and their involvement in teacher unions in filling promotional posts in Maphundu Circuit, Umlazi District.

1.8 LIMITATIONS OF THE STUDY

The researcher acknowledges the fact that, despite proper project planning, there may be unforeseen challenges that might hinder progress and full perfection of the study. The collection of primary data is heavily dependent on the availability of suitable research participants. The school principals are school leaders entrusted with responsibilities of authority and strategic direction in the schools and as such they may not be easily available for interviews at earliest convenience due to their busy schedule. The researcher will have to make appointments and interview them according to their schedule. Furthermore, the researcher will take precaution to use a suitable recording device to record the interviews and is also mindful that technological inaccuracies may occur during recordings.

1.9 DEFINITION OF KEY CONCEPTS

The concepts and abbreviations that will be used throughout the study are briefly explained below in relation to the study and they will be further clarified as part of the literature review in Chapter Two:

1.9.1 Principal

The headmaster of the school who has a contractual obligation with the Department of Basic Education to lead the school and ensure a suitable teaching and learning environment.

1.9.2 Teacher

An educator who is permanently employed by the Department of Basic Education to teach in a school.

1.9.3 Teacher Union

A teacher union is a trade union movement which is organised to safeguard the interests and rights of teachers with specific focus on economic and political priorities.

1.9.4 Promotion

Promotion refers to an advancement of an employee within an organization in pursuit for a senior position or as an employer's way of acknowledging outstanding performance.

1.9.5 Redeployment

Redeployment is the process of moving employees from one job to the other or by deploying them in a different area of work.

1.9.6 DBE

Department of Basic Education is one of the South African government departments mandated to promote the South African education system.

1.9.7 SADTU

South African Democratic Teachers' Union (SADTU) is regarded as the largest teacher union is South Africa formed by the progressive teacher unions that support the concept of teachers as trade unionists.

1.9.8 NAPTOSA

National Association of Professional Teachers Organisation of South Africa (NAPTOSA) is the second largest teachers union in the education sector and a national association of unions whose teacher organisations believe in organising teachers into professional association.

1.10 OUTLINE OF THE CHAPTERS

This section describe the outline and purpose of each chapter:.

Chapter 1: Background and overview of the study

This chapter introduces the entire study and provides the background, rationale, the identification of the problem and objectives of the study. It provides a brief outline on the research design and methodology. It also highlight limitations to the study that might interfere with perfecting the research project. Lastly, the chapter provides a summary of what each of the five chapters will entail.

Chapter 2: Literature review

This chapter reviews literature, theoretical and contextual frameworks in relation to the study. Various legislation, models, strategies, policies and procedures, regulatory framework and other relevant documentation on teacher unions and teacher promotions in schools will be reviewed under this section.

Chapter 3: Research design and methodology

This chapter provides a detailed discussion on the overall research strategy including the research paradigm, research approach and design. The chapter will also elaborate on the location of the study and it will also describe and substantiate the sampling, data collection and data analysis techniques that the study will implement.

Chapter 4: Data analysis and discussion

This section will focus on the presentation, analysis and discussion of results from the primary data collected and in comparison with secondary data from the literature review.

Chapter 5: Discussion, Recommendation and Conclusions

This chapter will summarise all research chapters and will focus on the interpretation of the findings of the study and how they contribute to the current practices, systems and the existing body of knowledge. It will also explore and provide recommendations and possible solutions on any identified areas of improvements based on the outcomes of the study. Lastly, the chapter summarises the significant issues emanating from the study and reflections by the researcher on the whole study.

1.11 CONCLUSION

In summary, the purpose of Chapter one was to introduce the area of study by providing some background on the perceptions of principals on the involvement of teacher unions in filling promotional posts in schools. The chapter further defined the problem statement and identified the research objectives and questions which the study seek to achieve. The chapter also outlined the research design that will be adopted to conduct the study and defined key concepts that will be used throughout the study. Finally, the chapter outlined each of the five research chapters, providing a brief overview of what each chapter will focus on. The next chapter will interrogate literature on the subject matter. It will further provide theories that were deemed relevant in this study and will also provide some literature on the teaching profession in general.

CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION

Education has always been the most important enabler in dealing with global challenges such as economic growth, unemployment, crime, HIV and Aids and so forth. The role of basic education in particular is notably significant as it lays the foundation for societal development and as such adequate resources should be made available to ensure quality teaching and learning in schools. In this regard the employment of qualified and committed teachers and school leaders who can properly manage the schools cannot be over emphasized.

Djabatey and Nartey (2012) justifies the significance of human capital and the fact that organisations are increasingly putting more attention on human resources as one of the strategic pillars for organisational success. Having efficient, fair and transparent recruitment and selection processes in place and appropriate implementation thereof guarantees attraction of quality staff. Maintaining professionalism throughout the recruitment process boosts the organizational image and it leaves job applicants with a positive attitude towards the organization irrespective of the process.

In South African schools it is argued that during the recruitment and selection processes the role players interfere with the process with the aim of influencing the outcome of the process. The South African public perceive the teacher unions' participation in the appointment of teacher management staff as having a negative effect in the management of schools (Zengele and Coetzer, 2014). This study seeks to establish whether these views are valid and to evaluate the extent to which they compromise teaching and learning in schools by investigating the perceptions of school principals on the involvement of teacher unions in filling promotional posts in Maphundu Circuit, Umlazi District, KwaZulu-Natal with an aim of identifying existing gaps and recommendations.

2.2 TEACHER UNIONISM IN SOUTH AFRICA

The policies and systems of the apartheid government before the South African democracy in 1994 has been described by many researchers such as Zengele and Coetzer (2014) and others, racially bias and not inclusive on policy matters. This state of affairs led to the establishment of racially based teacher groups whereby only white teacher organisations were consulted predominantly excluding the rest. The four racially segregated organisations were the African Teachers' Association of South Africa, the Indian Teachers' Association of South Africa, the Coloured Union of Teachers' Association of South Africa and the White Teachers' Federal Council. They all, by default, advocated a professional approach driven by the government of the day which defied any militant action as part of their strategic implementation (Hyslop, 1990; Govender, 1996).

Later in the 1980s two major teacher organisations with unique philosophies several progressive teacher organisations were formed. The National Education Union of South Africa (NEUSA) became the first non-racial teacher union. Many other smaller unions established thereafter adopted a unionist approach and combined politics and education in dealing with the apartheid and educational policy changes. This is how the relationship between the progressive teacher unions and political organisations, and in particular the ANC began. NEUSA prioritised the interests of workers and anti-apartheid policy agenda and it became the South African Democratic Teachers Union (SADTU) in October 1990 after merging with the other smaller progressive unions (Govender, 1996). The racially based professional organisations merged into the National Professional Teachers Organisation of South Africa (NAPTOSA) in August 1991.

According to Zengele and Coetzer (2014) SADTU is currently the largest teachers' union in the country with approximately 254 000 members the majority of which are Black African. It is unionist in orientation and its main focus is on improving salaries, working conditions and professional development of educators. It is politically aligned to the African National Congress, the Congress of South African Trade Unions and the South African Communist Party. NAPTOSA on the other hand is the second biggest teacher organisation with approximately 45 000 members. While it also advocate for the improvement of salaries and better

working conditions for teachers, its main focus is on teacher professionalism and it does not promote union affiliation to political organisations.

According to Bascia (1998, 1999), Poole (1999, 2001) and the South African Labour Relations Act (Act 66 of 1995) the mandate of teacher unions is to look after the well-being of educators This study seeks to determine if this mandate is properly executed and does not affect the quality of teaching and learning in schools. The founder of the American Federation of Teachers in the United States Maggie Haley argue that looking after the interest of teachers motivates them to in turn prioritise the interest of learners (Johnson, 2004).

2.2.1 The role of teacher unions in promoting quality teaching and learning in schools

It is important that in looking after the interests of teachers, the unions 'mandate contribute meaningfully to enhance the quality of teaching and learning in schools and does not deteriorate the education system. Cooper, Ehrensal, and Bromme (2005: 114) assert the importance of understanding the role of teacher unions as a major stakeholder in advancing teaching and learning in schools. However the society hold conflicting views on teacher unionism whereby some are in favour and other are opposed to it for different reasons.

Brimelow (2003) argued that in carrying out their mandate, teacher unions do not separate between competent and underserving educators. In the North West Province SADTU defended the principals who the provincial MEC threatened to dismiss following poor matriculation results in 2007 (www.sadtu.org). SADTU believed that the MEC needed to first determine whether the department provided educational support to the schools and that the Educators Act prevailed. Bascia (1998) has done extensive research on teacher unionism and argue that teacher unions seek to promote the professional interests of educators. According to Bascia teacher unions play an important role in transforming the education systems and argue that their significant contribution on policy changes and implementation of societal and teacher development programmes has been tarnished by allegations of maladministration as constantly reported in the media.

Bascia (1998: 896) further argue on collaboration and the legitimacy of the stakeholder relationship between teacher unions and education departments in advancing the quality of teaching and learning in schools. In partnering with the education ministries on teacher development programmes, the unions in America and Canada used this opportunity to manipulate the system and influenced the decisions of the district officials to promote and dismiss educators based on their preferences. Ravitch (2012) blames the hiring of incompetent teachers on the unprofessional and unethical relationship between the unions and governance structures in schools (www.pbs.org/onlyateacher/timeline.html) and argue this has even led to the appointment of unsuitable school leaders who are unable to manage and make good decisions on behalf of the schools.

Professor Jonathan Jansen the previous Vice-Chancellor and Principal at the University of the Free State said "supporting the incompetent teachers is holding us back and that it is not only reflecting on the teaching profession but also on the politics around it" (Jansen, 2015).

2.3 EFFECTIVE LEADERSHIP AND ORGANIZATIONAL SUCCESS

Globally, the society we have is seen to be largely created in our schools through lifelong learning. Education has become the most important investment for prosperous societies. In this situation of high expectations those leading schools have an enormous responsibility to lead successfully. Leadership involves around influence, relationships, vision and values. In defining leadership, Munroe (2005) emphasises that a leader has a vision and is driven by purpose and passion to motivate, influence and convince. It is argued that there is no set of characteristics and skills to becoming a successful leader but it is rather a combination of different skills and the ability to use them effectively under different circumstances. In relevance to the study, this means that school leaders should primarily understand the concept of leadership and the various approaches.

2.3.1 Trait Theories

Trait theories of leadership focus on personality and suggest that personality is made up of a number of traits that can make a good leader. Lussier and Achua (2015) argue that effective leaders have common personality traits. Historically

trait theories referred to leadership as a native which cannot be learned. However, through many research studies conducted in the last three decades of the 20th century we can learn and cultivate leadership qualities within ourselves and others by referring to the set of core traits of successful leaders (Markowitz, 2013). These include honesty and integrity, empathy, assertiveness, good decision-making skills etc.

2.3.2 Behavioural theories

Behavioural theories focus on how leaders behave and what a good leader should do. They argue whether leaders should dictate or involve their teams in decision-making for organisational success. The leadership framework developed by Kurt Lewin in the 1930s is based on behaviour and distinguish between three types of leadership. Modise (2015) argues that authoritarian leaders do not consult to make decisions. This style of leadership is deemed appropriate to expedite decision-making whereby consultation is not necessarily required and does not affect the desired result (Lussier and Achua, 2015). The democratic leaders welcome input from the team to a certain degree before a decision is made. This style of leadership is appropriate when team agreement is required to influence the outcome. Osabiya (2015) argues that this style may not be easy to manage in big teams which may be characterised by different perspectives and ideas. Lastly the laissez-faire leadership is good for highly capable and motivated teams that can work independently and make their own decisions.

The McGregor's XY Theory suggest that there are two fundamental approaches to managing people at work and it distinguishes between the authoritarian and laissez-faire leadership styles (Christopher, 2015). Christopher describes Theory X as an authoritarian style of leadership whereby management believe that people dislike work and would avoid it where possible if not closely supervised. It imposes a management system of coercion, control and punishment in order to achieve organisational objectives. Theory Y advocate the opposite and assume that people are self-controlled and can exercise commitment and self-direction in the achievement of organisational objectives. It is clear that the different leadership behaviours are appropriate at different times and that the best leaders are those who can use them interchangeably according to the situation.

2.3.3 Contingency Theories

Contingency theories were influenced by the fact that there is no one correct style of leadership and their philosophy is that the best leadership style is influenced by the situation and prediction of a suitable style for a particular circumstance (Lussier and Achua, 2015). According to these theories leaders should know when and when not to involve their teams when making decisions. The most popular contingency theories include the House's Path-Goal Theory and Fiedler's Contingency Model both of which share similarities on matching leadership style to a situation and emphasising on help, support and motivation as sources of achieving organisational goals (Christopher, 2015).

2.3.4 Power and influence Theories

Power and influence theories seek to establish the source of the leader's power and they develop leadership styles based on how different leaders use power and influence to execute their strategies. The French and Raven's Five Forms of Power model is the most popular and it distinguish between positional power and personal power (Osabiya, 2015). The positional power is organizational and it give the leader authority over the team by virtue of the position level. It also give the leader power to reward good performance and to punish poor performance in order to meet organizational objectives. Personal power on the other hand is influence over others using personal appeal and charm and it is centred on confidence and trust that the team develop from the leader's level of competence and expertise (Modise, 2015). The model recommends personal power as the most effective and natural method to maintain a well-motivated and productive team and that leaders should focus on enhancing their expertise as the most legitimate source of personal power.

2.3.5 A summary of key attributes of an effective leader in an organization

The most important role of a leader in an organisation is to provide strategic direction by defining the organisational strategic objectives and the implementation plan thereof (Markowitz, 2013). The implementation plan consist of short term and long term plans and part of the executive function of a leader is to ensure that specific initiatives and resources are in place to support the plans accordingly. These includes amongst other things ensuring that there is a suitable staff

complement to execute the plan, adequate financial resources, appropriate processes, procedures and policies as well as contingency plans to properly execute the plans. A leader cannot run the organisation on his/her own and will always have to assign work accordingly and play an oversight role to ensure focus and proper execution. Furthermore, a leader should appoint a suitable executive team to delegate some of his or her powers and duties to.

Another strategic role of an effective leader is to establish, maintain and control good internal and external relations with and amongst stakeholders. Maintaining good relations with internal and external stakeholders at all levels including the members of staff, the various industry role players from governance structures to donors and customers can bear the organisation tremendous tangible and intangible benefits (Christopher, 2015).   In this regard a leader should be able to establish and maintain various communication channels to influence support and buy in from all role-players to successfully execute the strategy.

2.4 DEFINING AND UNDERSTANDING RECRUITMENT AND SELECTION

Opatha (2010) defines recruitment as the process of creating an opportunity for employment by inviting interested and suitably qualified candidates to apply for the job. Selection on the other hand is the process of making the choice of the most suitable applicant from the pool of applicants recruited for the job (Gamage, 2014). The aim of recruitment and selection is to appoint competent employees who have the necessary knowledge and skills to perform at reasonable cost (Ofori and Aryeetey, 2011). Gamage (2014) also argues that the effectiveness of the human resources function in an organisation is measured against the workforce competency and skills base.

2.4.1 Recruitment and selection and the Adam's Equity Theory

Adam's Equity Theory was developed by John Stacey Adams, a workplace and behavioural psychologist in 1963. It is a theory of motivation which calls for a fair balance to be struck between the amount of work an employee invest in terms of competence and attitude and the reward (Osabiya, 2015). The theory is built on the belief that employees become demotivated if they feel that the recognition they

receive is less than their inputs. Employees react differently to such imbalances including demotivation, reduced effort and they can even become disruptive.

As in Maslow's Hierarchy of Needs and Hertzbeg's Two-Factor Theory, Adam's Equity Theory considers the various factors that influence the workers' perceptions and their personal relationship with the job and the organisation (Zinyemba, 2013). It is important to consider these factors when striving to balance the employee effort as inputs and recognition as outputs to improve employee job satisfaction and motivation level. Adam's theory highlight many input factors including skill, loyalty, commitment and enthusiasm and hard work and team-orientation. The output factors include monetary and non-monetary recognition such as remuneration and incentives, job advancement and security and a sense of achievement. The theory argues that while many of these factors cannot be perfectly quantified, a fair balance of employee inputs and outputs should be upheld to sustain a happy workforce.

2.4.2 An outline of a good recruitment and selection policy

A recruitment and selection policy is a set of principles that define the organisational recruitment and selection process (Slezak, 2016). It seeks to ensure a transparent, unbiased and meaningful process based on principles such as procedural fairness and ethical decision making. Such a policy will not only guarantee fairness but it will also increase chances of attracting and retaining the best possible people for the organisation.

The legitimacy of the policy is measured against the following critical aspects:

i) A suitable job description

The recruitment and selection process start with the review of a job description which is used to guide the process of attracting suitable applicants with the necessary competencies for the job. An appropriate job description describes the key tasks and the required skills, knowledge and abilities to perform the job and it is used to develop a suitable job advertisement that will communicate the organisation's requirements and expectations to potential applicants.

ii) Consistency

A good policy should establish predetermined guidelines and criteria that will be consistently used throughout the recruitment and selection process to eliminate risks associated with discrimination and prejudice (Ceplenski, 2013). The set guidelines and criteria enable the recruiting officials to conduct the process procedurally and ensures that during the sifting process all job applicants receive due consideration to determine possible candidates for shortlisting and interviews. The policy should also be flexible and reliable to provide an opportunity for all and to accommodate applications from disadvantaged people who meets the job requirements.

iii) Legality

Salek (2009) attest that the existing legislation on labour issues such as the Labour Relations Act promote procedural fairness throughout the recruitment and selection processes which seek to protect applicants from discrimination and subjectivity. Legislation also make provision for organisations to maintain confidentially and to safeguard every applicant's personal information.   In developing recruitment and selection policies organisations should recognise the existing legislation requirements to ensure compliance and good management practices.

iv) Transparency and credibility

A transparent and credible recruitment and selection policy ensures that all role players understand the policy so that they are able to apply it in a manner that will influence positive outcomes throughout the process (Zinyemba, 2013). The credibility of the policy can be measured by the manner in which the recruitment and selection process unfolds. The proceedings of the selection processes and decisions made should be recorded in order to declare the process legitimate. This assist the selection committees to communicate the outcome of the process to applicants and to have the records available in case of disputes.

2.4.3 The recruitment plan

A recruitment plan is essential regardless of whether you are recruiting internally or externally to determine the amount of work involved and the duration of the

process so that the necessary continuity plans are put in place while the process of finding a suitable candidate unfold. It also reflects the principles identified in the policy and ensures a transparent and objective process (10 Recruitment Mistakes…2016). Sometimes organisations may find it tempting not to follow the recruitment process in the interest of saving time and money. However this may turn to be a costly exercise in a long term as organisations fail to appoint suitable candidates and in good time. The following section will look at the important steps which should not be neglected as part of the recruitment plan.

i) Job analysis

According to Gulathi and Smith (2009) job analysis refers to unpacking the job in terms of duties involved in order to ascertain its alignment and strategic fit to the organisation. The job analysis process evaluate the job and not the incumbent and its outcome determines the level of responsibility and remuneration and translate into a job description.

ii) Job description

A job description outlines the general tasks and responsibilities of a position. It often include lines of reporting, specifications such as the amount of experience required for the job, qualifications, as well as skills and competencies needed required for the job (Slezak, 2012). A job description is also a great tool for communicating expectations to employees because it clarifies what is expected of the employee and provides the direction to achieve successful job performance. Job descriptions can also be used to conduct performance reviews, for career development planning and to determine salary reviews.

iii) Job advertisement

According to Ceplenski (2013), a job advertisement is used to invite interested and potential candidates to apply for available job opportunities. A good job description represents the organisation and should articulate the job specifications and requirements. The job description should clearly distinguish the qualifying criteria including qualifications and the required job experience. It should also include information on preferential criteria if any, how to apply for the job or where to

submit job applications, the closing date for applications and the employer contact details.

iv) The selection committee

The formation of a selection committee is regarded as the most important stage following the sifting of qualifying applicants. Prendergast (2010) defines the selection panel as a valuable group of people who can use their knowledge and experience about the job to assess and recommend the best suitable candidate for appointment. Depending on the nature and level of the job, a selection panel is formed by internal stakeholders including line managers, interdepartmental representatives and human resources as well as external industry and job experts where required.

v) The screening of Curriculum Vitae

The human resources office usually do the initial sifting process by eliminating applications that do not meet the minimum job requirements based on the job advertisement (White, 2016). The sifted applications are presented to the selection panel to shortlist the best possible number of suitable applicants based on their skills, knowledge and abilities in relevance to the job and who can be invited to the interview process.

vi) The interview and psychometric testing

The interview meeting create an opportunity for the panel to get more information about the applicants' job knowledge based on past experience. Some applicants take a chance and submit good CVs, get shortlisted and also convince the panel during the interview process but eventually fail to do the job once appointed. The psychometric assessments are conducted to identify the applicant's areas of strength and weaknesses and the results play a crucial role in assisting the panel to appoint a suitable candidate (Orsbone, 2014). The psychometric assessment results can also be used to draw a development plan for the appointed candidate

vii) Verification of credentials

Completing reference checks and verifying credentials is important to ensure a well informed and confident decision-making before offering the job to the

successful candidate (Slezak, 2012). This process enables the employing organisation to obtain further information on the legitimacy of the applicant's qualifications and to ensure that the candidate has no adverse personal and work related history in relation to the job.

viii) Making a hiring decision

Making a hiring decision requires the panel to review all information gathered about the applicants. In making the decision, the panel should rate job-related skills and the candidate's fit with the organization by matching each applicant's data with the skills and qualities identified at the beginning of the selection process. Should it happen that two candidates are found equally suitable for the job issues of affirmative action should be considered (White, 2016).

ix) Induction and training

Previous research has highlighted the importance of inducting and training new staff and how this practice assist organisations to instil a sense of belonging by speedily having everyone on board and thereby maximizing productivity. A study conducted by Vijayabanu, Amudha and Sangeli (2013) revealed the importance of effective training programmes in organisations which enable new employees to receive the necessary training in order to perform their job satisfactorily.

2.5 LEGISLATIVE FRAMEWORK

The first white paper produced by the Ministry of Education under the new government of democracy laid foundation for a new non-racial education system in South Africa. The new system prioritised amongst other principles the primary responsibility given to parents and guardians in school governance and their right to consultation by the state on matters of education for their children.

The second white paper focused more on operation, governance and funding issues and it recommended that public schools should be governed by governing bodies. The current system was formed based on this second white paper through which the school governing bodies were formed. The government deemed parental involvement and consultation necessary on issues affecting the teaching and learning of their children and granted governing bodies extensive governance

responsibilities and powers to amongst other recommend the appointment of educators and principals to the department. The following section will look at the current policy framework governing recruitment and selection in basic education in relevance to the study.

2.5.1 The South African Schools Act (SASA)

The South African Schools Act (Act 84 of 1996) seeks to protect the interests of learners, parents and teachers and to encourage collaboration and accountability amongst the various role players in the education system. According to Section 16(1) of the Act school governing bodies are responsible for governance issues in public schools. Section 20(1) and section 20(8) attest that the SGB should, after ascertaining the candidate's ability to do the job and having concluded the selection process in line with the Educators Employment Act (EEA) and the Labour Relations Act, recommend the appointment of educators to the provincial Head of Department. The principal is delegated by the HOD to take responsibility for the professional management of the school and this is according to section 16(3) of the Act. This means that the HOD has powers to make decisions about the overall running of the school.

2.5.2 The Employment of Educators Act

According to the Employment of Educators Act (Act 76 of 1998), only the Director-General at national level and the HOD at provincial level shall make the appointment, promotion or transfer of educators within the Department of Education on recommendation of the SGB. Regarding educators in excess of the educator establishments in schools, SGBs can only make recommendations from candidates identified by the HOD as suitable for the post.

2.5.3 The Labour Relations Act

The Labour Relations Act (Act 66 of 1995) seeks to enable an organised collective bargaining process between workers, trade unions, employers and employer organisations on issues concerning conditions of employment, remuneration and labour disputes. The Act also promote the involvement of workers in organisational decision-making through workplace forums. The study seeks to establish whether

the involvement of teacher unions in filling promotional posts complies with the relevant sections of the Act.

2.5.4 The Education Labour Relations Council

The Education Labour Relations Council (ELRC) seeks to promote a peaceful labour environment in the public education sector by providing dispute resolution and putting preventative measures in place between trade unions and the. It also facilitate peaceful negotiations between trade unions and the department as party members to the Council (www.elrc.org.za).

2.5.5 The South African Council of Educators

The South African Council of Educators (SACE) is the professional council for educators which seeks to advance the development of the teaching profession and a culture of professional conduct amongst educators (www.sace.org.za). There seem to be sizeable concerns from different spheres of the profession who declare that SACE has failed to execute its mandate. The main concerns include amongst other a lack of communication and the inability to collaborate with the profession at provincial level. The council is seen as bias to the department by focusing more on the discipline of educators and less on educator development programmes. While there is criticism, some members of the profession commends SACE and its contribution to the development of the profession and acknowledge the fact that some of the work already done by SACE may have not reached the profession at great length (SACE, 2011).

SACE is regarded as one of the major stakeholders in the teaching profession charged with the responsibility to enhance the public image of teaching as a profession. This is according to the OECD report on reviews of national policies for education in South Africa released in 2008. The report highlighted the Professional Development Portfolio and the Code of Professional Ethics both developed by SACE to assist educators to uphold professionalism and to take responsibility of their own professional development.

2.5.6 Basic Education Laws Amendment Bill

The Department is currently reviewing all education legislation and as part of this reviewing exercise the draft Basic Education Laws Amendment Bill propose changes to the SASA and EEA. Clause 10 of the bill seeks to amend section 20 of SASA to reduce the SGB powers to only recommend to the HOD the appointment of level 1 post and to delegate the entire responsibility of the appointment of post level 2 to 4 to the HOD. Clause 12 seeks to delegate all powers of promotional appointments from post level 2 to 4 entirely to the HOD. The bill proposes that the HOD identifies and appoint candidates suitable for promotional posts.

2.5.7 The School Management Team in South African Public Schools
2.5.7.1 School governing bodies

The former education system only allowed principals and inspectors to make operational and governance decisions in schools and there was no involvement of teachers, parents and learners. The dispensation of the new system emphasise the importance of an all-inclusive stakeholder approach and brought about the establishment of school governing bodies to manage and govern public schools. The SGBs comprise the principal, parents, educators and non-teaching staff, leaners and members of the community. The SGB is responsible for the establishment and monitoring of the implementation of governance policies to promote the quality of teaching and learning in schools and to protect the interest of learners, teachers and the department (South African Schools Act, 1996).

2.5.7.2 The Principal as a school leader

In 2016 the department published a policy prescribing the standards for the principal role (Department of Basic Education, 2016). The policy describes the strategic roles and responsibilities of principals as school leaders and set the minimum standards of competencies and expertise required. The principal represents the Head of Department in the governing body when acting in an official capacity and can therefore perform functions delegated by the HOD in terms of SASA (South African Schools Act, 1996). The strategic function of the principal is to develop a school annual plan with proposed initiatives to improve teaching and learning for approval by the HOD. The approved plan is presented to

the SGB for implementation and the principal must prepare an annual report for presentation to the HOD at the end of the year.

Effective principals create and maintain a conducive environment for both teachers and students to put teaching and learning first. Such a school environment is characterised by basics like safety and orderliness and cooperation between school management, teachers and learners.

2.5.8 The teaching profession in South Africa

There has been a substantial amount of research work on whether teachers should be regarded as professionals or workers. This uncertainty also raises a question on whether teachers should embark on strikes or not. Scott (1969) argues that these uncertainties had been influenced by the underrated role of teachers and their salaries and attributes this to the history of the governance structure in schools controlled by school boards whose members did not understand teaching and could not contribute to the development of the profession.

A professional is someone who received thorough training to do a specialised job independently and does not rely on rules and supervision to perform accordingly Scott (1969: 82). This definition is in conflict with the competencies of most teachers educators the majority of which only received one or two year's training from colleges and require constant supervision to do their work. Bailey (1987:112) says that in the olden days there was no formal criteria for pursuing the teaching profession. The only requirement was the minimum knowledge and understanding of literacy and mathematics.

It is estimated that about 20 000 educators on average exit the teaching profession every year through resignations and dismissals (Human Sciences Research Council, 2005). The number of teachers who graduate from universities and colleges is estimated to be 8000 each year. This means that there is a replacement shortage and it is not guaranteed that these graduates will pursue the teaching profession given the unattractive remuneration and poor working conditions compared to other professions.

2.5.8.1 The challenges facing the teaching profession in South African public schools

(i) Dysfunctional School Governing Bodies

The ability of a school governing body to play its mandatory role has a significant impact on the overall performance of the school (John, 2012). The Mail and Guardian reported that the majority of SGBs in public schools are dysfunctional according to the National Association of School Governing Bodies (NASGB). The secretary general of the NASGB indicated that even though there has been no formal research conducted on the dysfunctionality of SGBs about 70%-80% are not functioning at the best level. The Federation of Governing Bodies of South African Schools also declared only 10% of the SGBs in the public schools as functional (John, 2012).

Over and above recommending the appointment of educators to the education department, SGBs are responsible for school governance processes including budgeting, admissions, language of teaching and setting the fees (South African Schools Act, 1996). The main challenge facing SGBs, especially in the township and rural areas, is the inability to identify problems and provide solutions in schools due to the lack of knowledge and understanding of governance issues. The SGB associations believe that the department is not providing enough resources to empower the capacity of SGBs whose membership is largely illiterate parents and community members (Taylor, 2011). The provincial departments are required by law to train SGBs on their roles and responsibilities and this function is delegated to district officials who find it challenging due to workloads and staff shortages (Modisaotsile, 2012). The chief executive of the Governing Body Foundation Tim Gordon also made a distinction between SGBs in rural and urban areas. In rural schools teachers dominate SGBs who are highly illiterate. Whereas the opposite happen in urban areas whereby SGBs consist of highly literate and powerful members who are not easily manipulated by educators.

(ii) The politics of the state-teacher union relationship

Today, while embracing the approach of professional unionism and the commitment to improve the quality of teaching and learning in schools, teacher unions are still rooted in their historical and political relationship with the

government. This means that SADTU will always have a relationship with the ANC both as the political party and as government of the day. However this relationship is characterised by a conflict of interests amongst both parties whereby instead of viewing each other as stakeholders with a common interest of advancing the interests of teachers and learners in so far as teaching and learning, both parties put their unique political interest first. It is worth noting that there has not been any significant challenges reported on the state's relationship with other teacher organisations other than SADTU and this forces the two parties to separate between business and politics and commit to a professional stakeholder relationship that prioritises the quality of basic education in the country.

(iii) Lack of discipline and effective leadership

Honourable Minister Angie Motshekga criticised the lack of focus and discipline amongst teachers in basic education (Saunders, 2011). The Minister alluded that there was evidence of schools which do not have enough resources and yet produced pleasing results. This she attributed to the committed school leaders who demote teacher absenteeism in schools and who instil a culture of discipline and commitment amongst educators. The Minister referred to constant incidence of misbehaviour by educators as seen in media reports and declare these as reflecting poor leadership in some of the public schools. There has been widespread concerns on safety and security of learners and their victimisation by teachers in schools. In some schools in Malawi, for example, it was reported that female learners were being harassed by male. School leaders should take charge of their leadership role by transforming and advocating for quality teaching and learning in their schools.

(iv) Teacher capacity

According to the Education Management Information Systems (EMIS) Report which was published in 2016, there were 12 932 565 learners in ordinary public and independent schools in South Africa who attended 25 574 schools and were taught by 418 611 educators in 2016. The table reflected on the next page suggests that nearly all provinces saw an increase in learner numbers over the past three years. Nationally the number of learners increased by 2.1% while the number of educators and schools decreased by 1.5% and 0.6% respectively. This

has a negative effect on the quality of teaching as it contribute to the high number of learners per teacher.

Table 2.1: Number of learners, educators and schools in South Africa from 2014-2016

Province	Learners			Educators			Schools		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Eastern Cape	1 946 885	1 953 397	1 961 547	64 258	64 256	61 629	5 732	5 727	5 676
Free State	672 290	682 704	688 349	24 552	23 661	23 523	1 376	1 332	1 282
Gauteng	2 191 475	2 262 319	2 326 584	77 265	79 354	82 078	2 721	2 780	2 813
KwaZulu-Natal	2 901 697	2 881 518	2 877 544	95 560	86 493	89 799	6 151	6 137	6 142
Limpopo	1 720 585	1 753 734	1 765 555	57 256	55 930	54 418	4 076	4 045	4 018
Mpumalanga	1 057 788	1 079 280	1 074 352	35 000	35 153	34 404	1 867	1 862	1 847
Northern Cape	289 004	290 139	292 595	9 182	9 162	9 179	577	581	575
North West	800 316	813 873	829 467	26 086	25 126	26 065	1 570	1 544	1 534
Western Cape	1 075 396	1 097 509	1 116 572	35 931	36 958	37 516	1 671	1 683	1 687
South Africa	12 655 436	12 814 473	12 932 565	425 090	416 093	418 611	25 741	25 691	25 574

Source: *EMIS Schools Realities Report 2016*

Another fundamental problem with the schooling system is that despite numerous training interventions by provincial departments teachers do not have sufficient knowledge of the subject they teach. This is according to a report by the National Education Evaluation and Development Unit (NEEDU) presented to Minister of Basic Education, Angie Motshekga in 2013.

The NEEDU report on the state of literacy teaching and learning in the foundation phase provided a detailed description of the South African quality of teaching in schools. The unit was mandated to identify factors influencing poor learner

performance in schools rather than how well they performed and it focused mainly on grades 1 to 3 which is the critical phase for learners to master reading, writing and calculating. Other than teacher capacity the report also revealed language as another barrier to teaching and learning in schools. The research sampled schools in two districts from each province and Ilembe and Umlazi Districts formed part of the study in KwaZulu-Natal. The report indicated that 75% of the teachers who undertook a language comprehension test in English did well in retrieving the information that was clearly stated but only 37%-40% could respond to interpretation and evaluation questions (www.education.gov.za).

The overall quality of the South African education system was rated 139 out of 143 countries by the World Economic Forum (WEF) in 2015. South Africa's performance in mathematics and physical science was reported amongst the poor performing countries. The country was rated second last behind Ghana according to a report by the Organization for Economic Co-operation and Development (OECD) based on test scores of 15-year old learners from 76 countries in 2015. Furthermore the 2015 WEF Global Information Technology report rated South Africa last in the quality of maths and science education. Locally, the report of the National School Effectiveness Study conducted in 2009 revealed that more than 80% of senior primary teachers covered at most 40% of the curriculum throughout the year (Taylor, 2011). In addition, the matriculants pass rate statistics on the table below for Mathematics, Physical Sciences, Life Sciences and Accounting remain of grave concern.

Table 2.2: National Senior Certificate examination results for selected subjects in 2013 and 2014

Subject	Year	≥40% pass rate
Mathematics	2013	40.5
	2014	35.1
Physical Sciences	2013	42.7
	2014	36.9
Life Sciences	2013	47.8
	2014	48.9
Accounting	2013	41.5
	2014	44.3

Source: *Report on the 2014 National Senior Certificate Examination Results, Department of Education*

(v) Teacher absenteeism and lack of commitment

Educators are one of the most important role-players in promoting the quality of teaching in schools. As such teacher absenteeism in schools negatively impact on curriculum coverage. In South Africa it is one of the major concerns and both President Zuma and Minister Motshekga have identified it as one of the priority areas in education (Nkosi, 2013). A study conducted by the HSRC in July 2010 found that almost 20 per cent of teachers are not at school particularly on Mondays and Fridays with increased absenteeism during month end. According to the report teachers in black schools spend three to four hours on average in class which is half the time compared to teaching time in former white schools and when combined these hours constitute a three years schooling difference. The report also indicated that 77% of teachers in black schools were absent on sick leave. Other factors contributing to the high prevalence of teacher absenteeism in schools included official attendance of union and cluster meetings, curriculum workshops and excursions during school hours.

2.5.9 The current appointment process of educators and school principals

According to the Employment of Educators Act (Act 76 of 1998) the appointment process starts with the advertising of vacancies in the bulleting. The provincial

department sift all qualifying applications and thereafter hand over the process to the school governing body. The SGB is responsible for convening a selection which should amongst other things ensure that all panel members are informed about logistical arrangements for the shortlisting and interview processes five days before schedule. The Unions and the Departments play observer roles during the selection process and the Department official serves as a Resource Person who guide and advises the committee on procedural matters. After completing the interviews the panel rank the candidates in order of preference and submit their motivation and recommendation provincial department. The department make the final decision provided that the process followed all procedures and legislative requirements by the EEA, SASA and LRA.

2.5.9.1 Threats to the current recruitment process

(i) Incapable governing bodies

The current system as set out in the legislative framework relies largely on functional SGBs who have the necessary skills to conduct the interviewing process with a broader understanding of school curriculum, school management processes and a fair amount of subjects' knowledge (Modisaotsile, 2012). However, when recruiting for management positions including principals, deputy principals and HODs the selection panel have less understanding if any of the position requirements and would rely on the presiding principal or union representatives for guidance leaving the process open to manipulation. As a result, there has been numerous allegations of nepotism and selling of posts during the appointment process as witnessed in the media (Masondo, 2015).

(i) Aging principals

The research by Wills (2016) suggested that South Africa is facing an increasing need to replace quite a number of aging principal. According to Wills (2016), South Africa will require to replace at least 1000 retiring principals per year for the next decade. While this is a serious challenge it does create an opportunity to review the system and close gaps leading to bias and unsuitable appointments and especially in light of the long ten-year tenure of principals particularly in provinces with strong SADTU representation (Wills, 2016).

(iii) Applicants minimum requirements

The current process for applications of a principal post requires applicants to have seven years of teaching experience and be in possession of a Relative Educational Qualifications Value (REQV) according to the department. However a rough estimate suggest that about 87% of all educators meet these requirements and this provide little to no value in sifting and appointing suitable candidates. Furthermore, Wills (2015) finds that there is no significant relationship between the experience of principals and their REQV ranking levels and learner performance in schools.

2.6 CONCLUSION

This chapter sought to explore the existing literature on the involvement of teacher unions in the recruitment and selection processes in South African Schools and its impact on the quality of teaching and learning. The chapter focused on the role of teacher unionism and societal perceptions on challenges faced by the teaching profession. Recruitment and selection and leadership concepts and theories were explored to compare and justify the legitimacy of the current legislation, policies and processes regulating the appointment of teachers in South African public schools. The next chapter will provide research design and methodology where amongst other things the research method used is identified. Furthermore, the next chapter will indicate the population of the study and how sampling was done.

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Research is largely based on theoretical expectations of what constitutes valid research and the methodology employed for a given study. The study seeks to evaluate the perceptions of school principals on the involvement of teacher unions and their involvement in filling promotional posts and its impact on the quality of teaching and learning. The research will employ a suitable strategy that will assist the researcher to answer the research questions. Collis and Hussey (2014) explained that a research design is an action plan developed and followed by the researcher to find answers to the research questions in a valid, objective and accurate manner.

This chapter focuses on the design that underpinned this research process, this amongst other things includes identification of the methodology employed, indication where the study was located, indication who the participants of the study were, how the data was collected and analysed and issues relating to reliability and validity of the study. The explanation for the research design and the philosophical assumptions that provided an outline for the methodology used was provided.

3.2 RESEARCH PARADIGMS, METHODOLOGIES AND DESIGN

Research regularly begins with a request for information in order to find a solution to a particular problem. The selection of a research strategy is informed by the type of research. Du Plooy-Cilliers, Davis and Bezuidenhout (2014: 48) defines a research paradigm as "a set of fundamental assumptions and beliefs as to how the world is perceived which then serves as a thinking framework that guides the behaviour of the researcher".

Collis and Hussey (2014: 55) defines paradigm as "the established research traditions in a particular discipline or a philosophical framework". It is best described as a whole system of thinking (Neuman, 2011). Furthermore, Babbie

(2010), Creswel (2013), Rubin and Babbie (2012) agree that a paradigm would include the accepted theories, traditions, approaches, models, frame of reference, body of research and methodologies; and it could be seen as a model or framework for observation and understanding. A paradigm is therefore a set of basic beliefs that guide actions.

The two common research paradigms are known as the ontological assumptions and epistemological assumptions. Ontology is based on the relationship between social realities, how they are and under what circumstances do they occur. (Babbie, 2010). Epistemology focuses on the manner in which people get to know what is happening around them (Babbie, 2010). They both reflect unique opinions of individual people and influences their perceptions (Rubin and Babbie, 2012).

3.2.1 Research Paradigm Employed

According to Du Plooy-Cilliers et al., (2014), a qualitative research approach seeks to understand the human behavior or experience on a particular observation. Understanding these concepts is important to this study as it required an investigation into the perceptions of high school principals on the involvement of teacher unions in the filling of promotional posts in Maphundu Circuit in Umlazi District, KwaZulu-Natal. This required the researcher to identify the way school principals understand, view and become aware of teacher unions through their experiences or implementation of new policies that bring about change in the South African basic education.

3.3 RESEARCH METHODOLOGY

Kumar (2014: 9) defined research as a planned investigation that uses scientific methods to find solutions and new knowledge on a particular problem. Kumar (2014: 10), continues defining research as "a systematic investigation to find answers to a problem". The inquiry can use one of the three research approaches namely quantitative, qualitative and a mixed methods. The simplest way to distinguish between quantitative and qualitative approaches is the different strategies each one uses for data collection, data analysis and presentation of results and the mixed methods approach. The mixed methods approach is a

combination of both qualitative and quantitative research (Du Plooy-Cilliers et al., 2014).

3.3.1 Quantitative research

Quantitative research uses logic, where the researcher strives for reliability of the data so that the findings can be simulated for other population groups (Henning et al., 2013). For quantitative research the researcher collects data by distributing questionnaires to research participants. Even though it is the simplest method, the researcher receives limited data since there is no opportunity for the participants to interrogate questions and the researcher is unable to prompt further questions. (Henning et al., 2013). Researchers using this method often strive for reliability and will ensure that their findings can be replicated.

3.3.2 Qualitative research

A qualitative study seeks to describe a situation or phenomenon whereby the information is gathered through the use of variables measured on nominal or ordinal scales and the analysis is done to establish unquantified variations (Kumar, 2014). Sekaran and Bougie (2013) argue that unlike quantitative research, qualitative research is more focused on participant's views and opinions with an aim to establish meaning. Henning (2013) recommends qualitative research as it create a platform for the researcher to gain more knowledge and understanding of the particular situation and to make observations from participants and their surroundings.

The qualitative research adopts an unstructured approach whereby the researcher conduct unstructured interviews to collect data (Kumar, 2014). This means that the researcher is not restricted to stick to the interview questions and can get more data from the leading questions. The qualitative research is flexible as the researcher can always make changes to the research design based on how the data collection process unfolds.

This study adopted a qualitative research approach to identify factors that shape the perceptions of principals on the involvement of teacher unions in the filling of

promotional posts. The researcher used a structured interview schedule as the data collection instrument.

3.3.3 Mixed approaches

A mixed research approach uses both quantitative and qualitative methods. It is argued that the answers to the research problem are not always accurate and this method is deemed more accurate as more than one method and strategy is used to provide an in depth understanding of the research problem (Henning et al., 2013).

3.4 DATA COLLECTION STRATEGY

3.4.1 Sampling

According to Du Plooy-Cilliers et al., (2014), a sample is a small group selected to represent the whole group. Many authors such as Coyne (1997) and Latham (2007) argue between the two sampling methods namely probability and non-probability sampling. Probability sampling method is usually used in quantitative research and means that each of the sampling units has an equal chance of being drawn. There are four types of probability sampling designs, i.e simple random sampling, systematic sampling, stratified sampling and cluster sampling (Du Plooy-Cilliers et al., 2014).

Non-probability sampling methods are used where random selection of participants is not possible and when the research is not seeking to generalize the results on the entire population. Sekaran and Bougie (2013) distinguish between six sampling designs, i.e quota sampling, accidental sampling, convenience sampling, purposive sampling, expert sampling and snowball sampling.

3.4.1.1 Sampling Technique Employed

The study used a purposive method of sampling to select research participants. Participants were chosen according to their level of occupation and experience in basic education and in engaging with the teacher unions. The main reason for choosing purposive sampling was based on the researcher's assessment of who could provide the best information that would help answer the research questions thus achieving the objectives of the study. The researcher approached potential

participants who were regarded best suited to provide the required information to answer the research questions. The researcher purposely chose to research Maphundu circuit which comprises of thirty schools. The circuit have twelve high schools and eighteen primary schools. Ten principals were chosen as respondents out of ten schools. The participants had experience in engaging with teacher unions and the employment of new teachers in schools and were thus in a better position to share their deep understanding and views and offered a detailed perspective on the problem statement. The researcher interviewed the principal of each school on an individual basis. The respondents profile consisted participants from different age groups and grade levels as indicated on the table below.

Table 3.1: List of Respondents	Demographic level	High/Primary School	Grade Level	Gender
R1	Principal	High	P4	Male
R2	Principal	High	P4	Male
R3	Principal	Primary	P4	Male
R4	Principal	High	P4	Male
R5	Principal	Primary	P3	Male
R6	Principal	Primary	P4	Male
R7	Principal	Primary	P3	Male
R8	Principal	High	P3	Male
R9	Principal	Primary	P4	Male
R10	Principal	Primary	P3	Male

Source: *Compiled by the researcher*

3.4.2 Pilot Study

Pre-testing was conducted by interviewing three school principals from another circuit. This was done to identify potential problems, to ensure that sensitive questions were avoided and also to obtain advice on other questions that could add value to the research. The reliability, validity, and practicality of the data

collection tools in relation to the objectives of the study were all confirmed during pretesting.

3.4.3 Primary data sources

Depending on the nature of the study, primary data can be obtained using questionnaires, interviews, observations, eye witness accounts or any other form of research conducted to meet the objectives of a particular study (Du Plooy-Cilliers et al., 2014). This study conducted interviews to collect primary data. The interviews can be conducted in different forms:

3.4.3.1 Focus group interviews

Focus group interviews are conducted to get insights from a group of respondents who may have common experiences and can share their opinions on the research problem. This type of interview requires a lot of preparation by the researcher to allow meaningful involvement of participants and to maximize the interview outcome (Kumar, 2014).

3.4.3.2 Unstructured interviews

Rubin and Babbie (2012) described an interview as a dialogue between two people. Unstructured interviews bring to the attention of the researcher a detailed view of the respondent's thoughts, feelings and opinions. (Rubin and Babbie, 2012). The decision to interview is determined by the nature of research and the research questions. Many researchers argue that the unstructured interviews have no restrictions on how the interview questions should be managed and thus enable the researcher to obtain valuable data.

3.4.3.3 Structured interviews

Structured interviews are used when the research objective is clear and the researcher uses specific research questions for a targeted response (Babbie, 2010). Structure interviews follow a set of structured questions and usually consist of closed questions (Creswell, 2013). The interview process is consistent and the asked the same questions are asked from all research participants.

3.4.3.4 Semi-structured interviews

Semi-structured interviews are a combination of both structured and unstuctured questions and uses open and closed questions to collect data. The researcher usually prepare a set of questions that guide the interview which can later be supplemented with follow up questions to enhance the interview. This allows the participants to expand their responses and to provide the researcher with meaningful data (Henning et al., 2013).

The researcher conducted structured interviews to explore the perceptions of school principals on the involvement of teacher unions in the filling of promotional posts. By choosing this method the researcher sought to give participants the liberty to answer without fear of deviating from the original questions (Appendix 2). The researcher also had the opportunity to probe for more information where appropriate and to keep the interview under control.

The researcher prepared a letter of introduction to schedule interviews with the principals. The introductory letter sought to provide the participant with the background information and the objectives of the study. The interviews took place in November 2016 and were scheduled at the convenience of participants. Each interview lasted between 30-45 minutes on average and these were conducted in the school principals' respective schools. The interviews were conducted over a period of three weeks as and when the principal was available. Sekaran and Bougie (2013) argue that the aim of open-ended questions is to source a wealth of information provided that participants feel comfortable to share the information. In this study the participants were keen to participate and were comfortable to share their experiences which assisted the researcher to obtain a variety of useful information. All interviews were recorded and none of the participants objected to the recording of the interviews.

3.4.4 Secondary data sources

Secondary data refers to existing data from previous research studies. Sometimes the researcher cannot guarantee the validity and reliability of such data in their research context based on the format that the data is presented and since some researchers can be less objective (Kumar, 2014).

3.4.4.1 Journal articles, policy documents and reports

Journal articles are written by specialists in a specific area of study and they provide extensive perspectives and credibility to research as they get peer reviewed (Jackson and Verberg, 2007). The researcher used various journal articles to get an in-depth knowledge of the basic education system and teacher unionism from local and international perspectives. Departmental policies and relevant legislation, such as the procedure to be followed when advertising a vacant post and more importantly a procedure to be followed during the recruitment and selection process, were also consulted using online resources.

3.5 DATA ANALYSIS

Data analysis is the process of interpreting data into a more meaningful information from which the researcher can derive answers to the research questions and objectives. Du Plooy-Cilliers et al., (2014) separates qualitative analysis from other research approaches by highlighting its distinctive characteristics as follows:

- It is narrative and uses verbal, written or graphic language to interpret results.
- The process is repetitive as the researcher strive to interpret results in a manner suitable to provide meaningful insight.
- Qualitative analysis involves thorough reading and analysis of the available data which could be presented in the form of conversations, written text or graphics.
- Qualitative analysis is subjective since it is the researcher's own interpretation of the results and the researcher can find it stressful and more challenging to validate the conclusions.
- Data collection and interpretation are construed as symbolic.

Collis and Hussey (2014) argues that qualitative analysis requires the researcher to have good organisational and interpretive skills so that the available data can be examined in a systematic and meaningful way. This will assist the researcher to identify the most suitable and relevant information for the study.

Maruyama and Ryan (2014) argues that the researcher starts by conceptualising the study during data collection and later focus on the meaning of the study during the analysis of data. The process of analysing data for this study was conducted in phases. The researcher started by transcribing the recordings which gave the researcher an opportunity to understand the information and views provided by respondents. Following the transcribing process the researcher began to scrutinise the information by reading it repeatedly to identify and categorise common views expressed by respondents. This culminated into a set of themes which assisted the researcher to compare and contrast the information (Maruyama and Ryan, 2014). The researcher then interpreted the identified themes in conjunction with the researcher's findings from the literature review to formulate a meaningful discussion. Finally the researcher evaluated the themes against the objectives of the study to draw conclusions and to establish correspondence between the assumptions and findings of the study. The researcher found a correlation between the findings of the study and the perceptions that prompted the undertaking of the research.

3.6 RESEARCH EVALUATION

The main objective of qualitative research is to give meaning to a particular phenomenon by ascertaining that the outcome of the study is not generalised through validity and reliability. The validity and reliability of qualitative research findings can be measured using the four strategies discussed below (Du Plooy-Cilliers et al., 2014):

Credibility

Credibility refers to the level of accuracy in which the data is presented for trustworthiness from a respondent's perspective (Creswell, 2013). The respondents can give judgement as to whether their perceptions were captured correctly and this can be used to measure the validity of the study. The findings of the study were distributed to all research participants for comments and the participants were in agreement with the findings as captured by the researcher.

Transferability

Transferability measures the extent to which the research outcomes can be generalised and used for other research settings (Kumar, 2014). This is one of the major challenges with qualitative research since the research outcome is subjective to the researcher's interpretation and conclusion. However transferability is possible if the researcher described the research setting accurately and employed suitable strategies to collect, analyse and interpret data. The researcher provided a detailed research background in chapter 1 and the researcher explored the area of the research problem in depth when formulating the theoretical framework in chapter two of the study.

Dependability

Dependability is more similar to the reliability concept which measures the degree to which the results of the study can be simulated with similar subjects under similar circumstances. The researcher thoroughly re-checked all transcriptions and further contacted the respondents to make sure that the opinions of the respondents were captured correctly especially in areas where the researcher experienced uncertainties (Maruyana and Ryan, 2014).

Confirmability

Confirmability is the extent to which the results can be verified by others (Kumar, 2014). The results of the study can be confirmable if the collected data is organised and appropriately stored in a manner that is easy to retrieve. It also confirms how best the results supports the data collected (Bezuidenhout, Davis and Du Plooy-Cilliers, 2013). The researcher managed to verify, organise and store transcriptions and secondary data such that the information is easily available as and when required.

The concept of triangulation was also employed during the study to maximise the accuracy of the results. Triangulation measures the validity of data from an external perspective whereby the research data is compared to different data sets and data collection methods to establish similarities (Maruyama and Ryan, 2014). The researcher compared the research findings to the findings from the literature review and from peer-reviewed journal articles.

3.7 ETHICAL CONSIDERATION

In research ethical consideration refers to a set of principles that govern how the research should be conducted and it is more concerned with the well-being of respondents and their participation in the study (Sekaran and Bougie, 2013). A research study is considered unethical if it does not seek consent and willingness from respondents to partake in the study and if it does not take into consideration and communicate the effects of circumstances under which the respondents will be participating. According to Collis and Hussey (2014), the researcher must ensure that all participants are fully aware of the background and the intended purpose of the study. The participants must acknowledge their voluntary participation and must be assured that their involvement and contribution will solely be used to achieve the objectives of the study and that the researcher will safeguard the information to protect the interests and integrity of participants and to uphold confidentiality. The researcher observed all ethical considerations in accordance with the UKZN's research ethics policy by providing the respondents with the required information and each participant acknowledged this information by signing consent forms to participate in a recorded interview (Appendix 1). Pretesting was also conducted to eliminate ambiguity and to verify the authenticity of interview questions (Kumar, 2014).

3.8 CONCLUSION

This chapter has outlined the research paradigm, methodology, strategy and design used to conduct the study. A detailed discussion on the research sampling strategy ensued including the selection of participants, the method of data collection used and the approach adopted by the researcher to analyse data. The researcher explored the various research design strategies and provided reasoning for the selected strategies. This chapter laid foundation on how the analysis of data collected from the interviews should unfold. The next chapter will present interpret the collected data. Some of the data is presented in the form of pie charts otherwise most of it is of a qualitative nature.

CHAPTER 4
DATA ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

The purpose of this chapter is to reveal the results of the study as described in Chapter 3. The study adopted a qualitative research strategy and the researcher interviewed a total of ten school principals who shared their views on the involvement of teacher unions in filling promotional posts in Maphundu Circuit in Umlazi District, KwaZulu-Natal. The interviews conducted by the researcher would assist in achieving the following research objectives:

- To analyse the involvement of teacher unions in filling promotional posts
- To analyse if teacher unions should be involved in filling promotional posts
- To explore the teacher unions involvement in the redeployment process
- To establish whether the involvement of teachers in the unions impact on the quality of learning in schools; and
- To investigate if there are factors that may be hindering the effective process of filling promotional posts

All interviews were recorded and the researcher started by listening to all the recorded interviews and later allocated each respondent an identification name, i.e Respondent 1-10. Thereafter a table consisting of all the interview questions was developed and responses from each of the respondents were plotted on the table per question. This allowed the researcher to easily collate all the information and identify similarities and disparities based on individual responses for analysis.

The first section of the chapter provides the description of data from Section A of the interview schedule followed by the analysis of data from Section B of the interview schedule. This chapter will form the basis for the last two chapters whereby the researcher will discuss the findings and make recommendations for the entire study and also conclude on whether the study met the specific research objectives.

4.2 PRESENTATION OF INTERVIEW RESULTS

In November 2016 an interview schedule was used to determine the perceptions of principals on the involvement of teacher unions in filling promotional posts. The schedule consisted two sections. Section A covered the demographic information of the respondents and section B covered statements relating to the appointment processes and procedures in schools. The interview schedule is attached as Appendix B.

4.2.1 Description of results from Section A of the interview schedule

The following section provides a basic presentation of data obtained from the interviews based on questions as stated in Section A of the interview schedule.
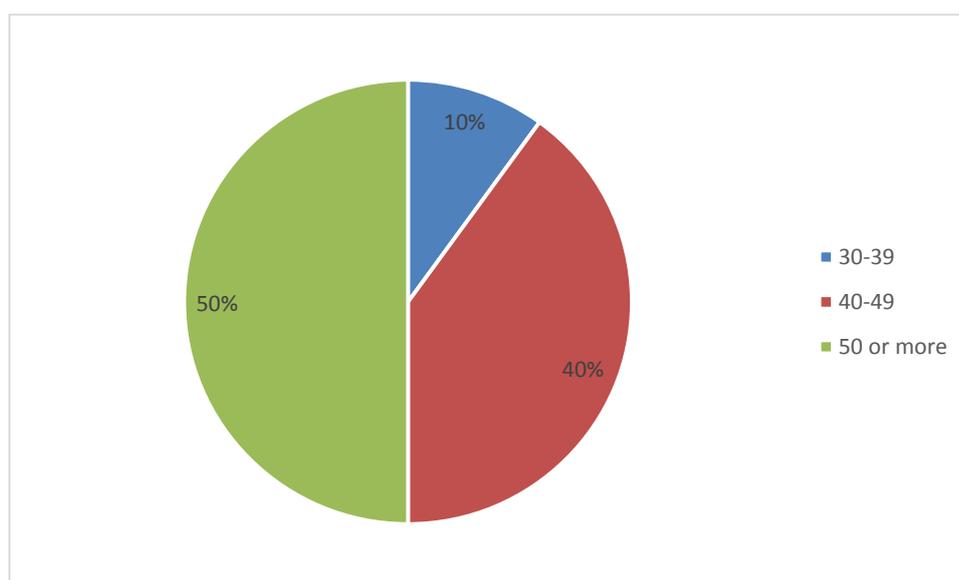

Figure 4.1: Age distribution of the respondents

Figure 4.1 was included to determine whether the respondents in different age categories respond differently to questions in Section B of the questionnaire and to ascertain whether age in anyway influenced the opinions of respondents. Figure 4.1 indicates that 10% of the respondents were between 30 and 39 years old, 40% between 40 and 49 years and 50% of the respondents were 50 years and above. The results of the study suggest that the young and middle age principals are more union-oriented than the older principals. The majority of respondents (50%) are 50 years and above and will soon reach the retirement age.
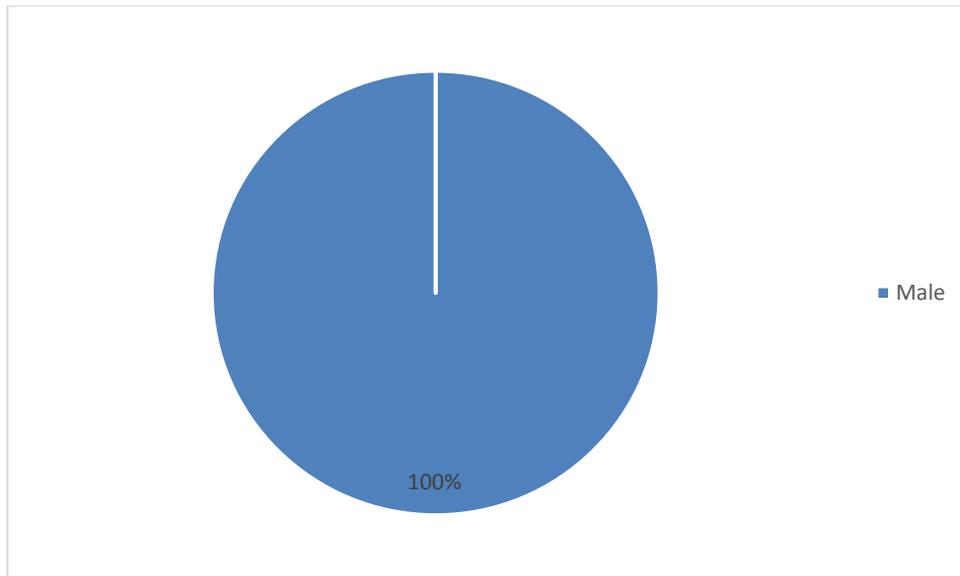
Figure 4.2: Gender distribution of the respondents

Figure 4.2 above indicates that all respondents who participated in the study were male. Wills (2015) argued that there is an observed gender leadership gap in schools which is not unique to South Africa. The latest OECD Teaching and Learning International Study also found that most principals in Australia are men even though the teaching profession is dominated by female teachers (Henebery, 2014). In future research it would be interesting to explore whether the gender disparity in school leadership positions in South Africa is due to individual preferences, where fewer women actually apply for leadership positions in schools, or whether this reflects the unequal appointment of men over women in the hiring processes.
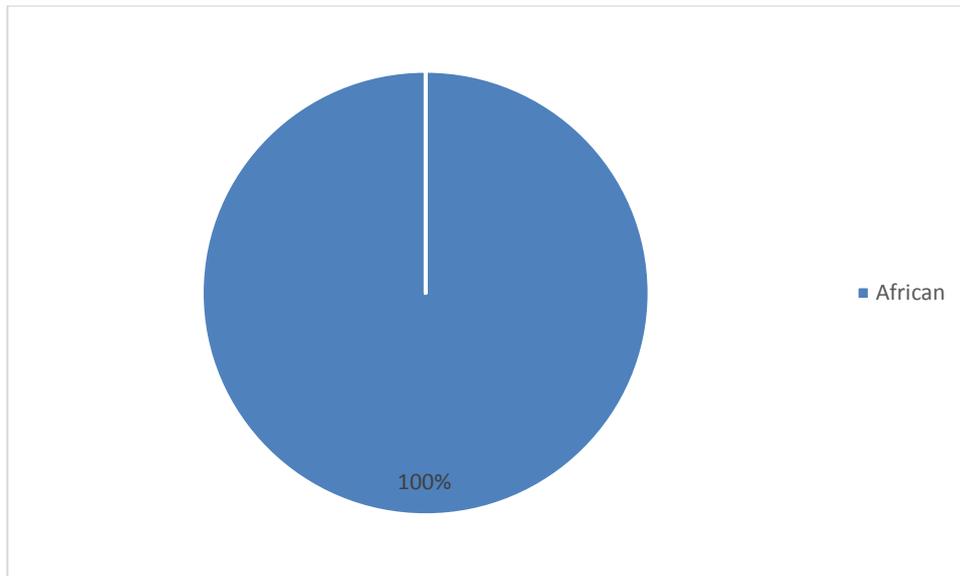
Figure 4.3: Distribution of the respondents by racial group

Figure 4.3 above indicates that 100% of the respondents were Africans.
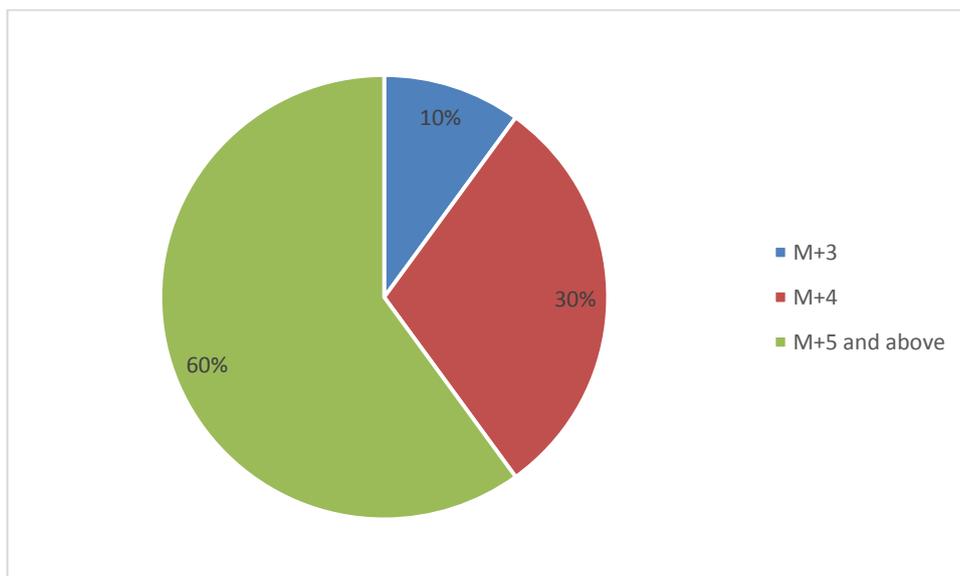

Figure 4.4: Distribution of the respondents by highest qualification

Figure 4.4 above indicates that only 1 out of 10 (10%) of the respondents had a qualification equivalent to a diploma, 30% had a qualification equivalent to a degree and the majority of respondents (60%) had postgraduate degrees. This suggests a pool of qualified and competent school leaders who are qualified to lead schools. The scenario also does not justify the qualifying criteria for

applications of principal posts whereby the minimum qualification requirement is the general Relative Educational Qualifications Value.
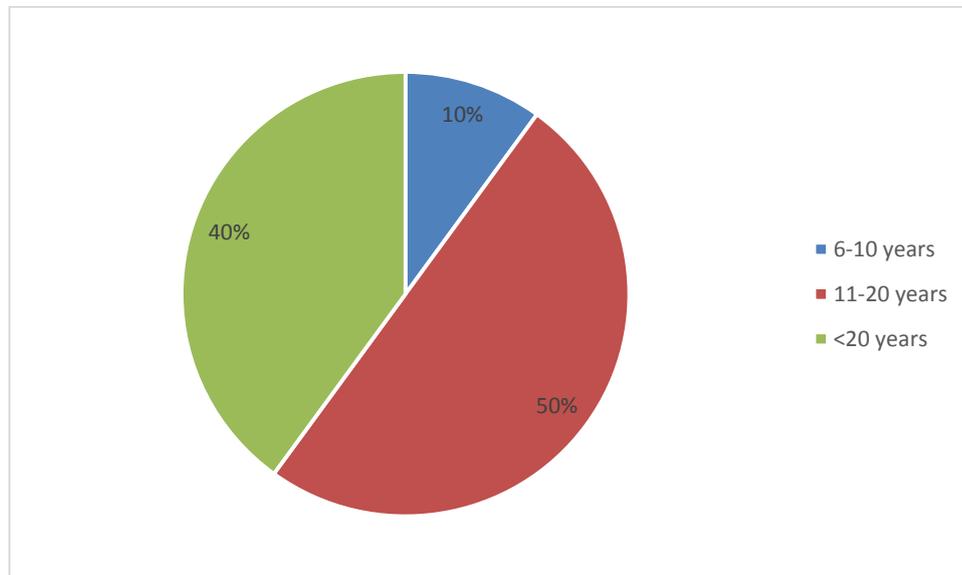

Figure 4.5: Distribution of the respondents by years of experience as Principal

Figure 4.5 above indicates that the majority of respondents have more than ten years of experience as school principals. Only one respondent (10%) had less than six years of experience as school principal, 50% had between eleven to twenty years of experience and 40% had more than twenty years of experience. This suggests a pool of experienced school leadership capable of leading schools based on their length of service as principals.
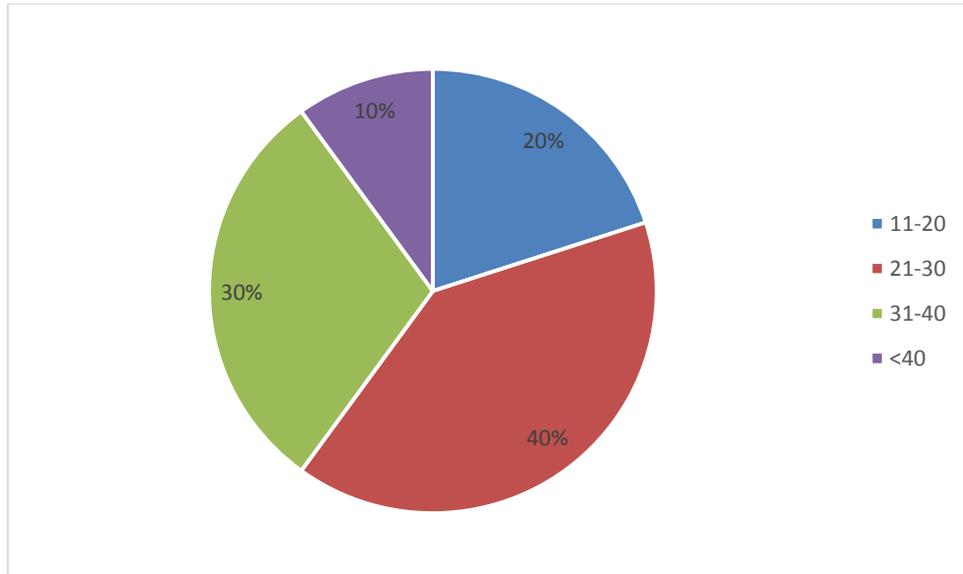
Figure 4.6: Distribution of respondents by number of teachers in School

Figure 4.6 above indicate that 20% of the schools have between eleven and twenty teachers, 40% have between twenty one and thirty teachers, 30% had between thirty one to forty teachers and only one school (10%) had more than forty teachers.
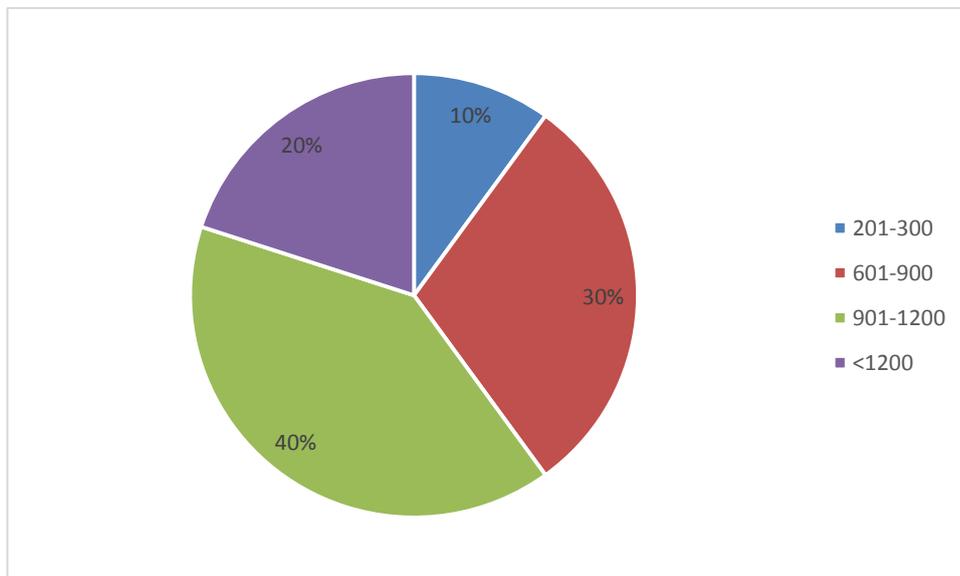

Figure 4.7: Distribution of respondents by number of learners in School

Figure 4.7 above indicates that only one school (10%) had a minimum of 300 learners, 30% had between 601 and one and 900 learners, 40% had between 901 and 1200 learners and 20% had more than 1200.
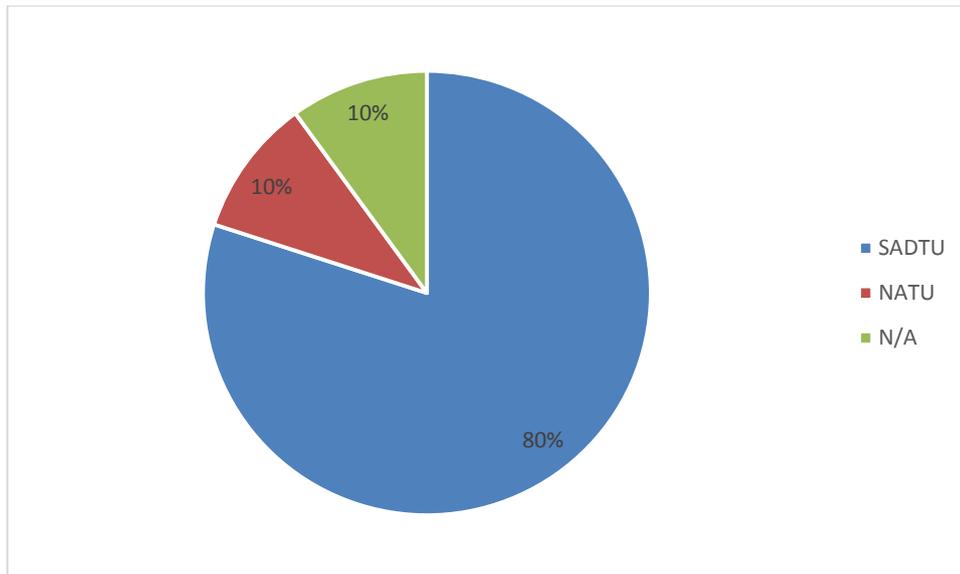
Figure 4.8: Distribution of respondents by teacher union affiliation

Figure 4.8 above indicates that 8 out of 10 (80%) of the respondents were affiliated to SADTU with one respondent (10%) being a member of NATU and the other one (10%) could not disclose union membership.

4.2.2 PRESENTATION OF RESULTS FROM SECTION B OF THE INTERVIEW SCHEDULE

The following section presents the results of the structured interviews based on the questions in Section B of the interview schedule (Appendix B). As mentioned earlier, the researcher interviewed ten principals and they will be referred to as Respondent 1 up to Respondent 10 where necessary to maintain confidentiality in the best interest of respondents. Furthermore, the researcher did not disclose the names of schools to uphold confidentiality and not compromise the integrity of respondents.

4.2.2.1 The process followed by schools in filling a post

All respondents referred to the departmental policies and procedures followed during the appointment process of principals. They all made reference to the Department of Education which is the one that issues a vacancy circular advertised on the bulletin with all the necessary specifications including the post requirements and instructions to applicants on how to complete and submit their applications.

All respondents further elaborated on the qualifying criteria and minimum requirements to be considered for a principal position. Applicants must be in possession of a recognized 3-4 year qualification and relevant teaching experience and they must be fully registered with SACE as a professional educator. The next phase is the sifting followed by the shortlisting of qualifying candidates. Respondents1, 3, 4, 5, 8, 9 and 10 added that the procedure manual is developed within the framework of the PAM and that the SGB constituted in terms of SASA must formulate the interview committee which appoints at its first meeting and amongst its members a chairperson and secretary of the committee. They alluded that the SGB may co-opt persons who are not members of the SGB to serve in the committee on the basis of their expertise. The committee then drafts the management plan for onward submission to the district human resource office. The committee conducts the shortlisting, interviews and ratification and send the final recommendation to the department to make an appointment.

4.2.2.2 Respondents' perceptions on the involvement of teacher unions at school level in the filling of promotional posts

All respondents indicated that unions are party to the Education Labour Relations Council and that they have a right to appoint a representative in the appointment process. They each highlighted that as soon as the school receives the list of applications together with the CVs from the District Office, the school invites the unions before attempting to embark on the process. The unions must then be issued with the management plan for that particular post and declare their confidentiality for HER 12 to uphold a code of secrecy. According to the general principles in the bulletin union representatives are invited for the sole purpose of observing that the process of shortlisting, interviews and drawing up of the preferential list is procedural. Respondents 1 and 5 further mentioned that a valid letterhead of the officially invited teacher organization is presented during the process. They further alluded that non-attendance of observers does not prohibit the selection process from proceeding since the secretary of the interview committee keeps records of invitations and proceedings. Respondent 2 mentioned that consistency plays a significant role as far as the treatment of all candidates is concerned and concluded that unions are mainly concerned with the how concept

of the process and not the why because the latter is the function of the interview committee.

4.2.2.3 The perceptions of principals on the involvement of teacher unions in the filling of promotional posts in schools

All respondents supported the involvement of teacher unions in the filling of promotional post as prescribed by SASA. Respondents 1, 2, 5, 6, 9 and 10 substantiated this opinion provided that the union representatives carry out this function with integrity and without prejudice. The following statements were highlighted during the interviews:

- To observe and ensure compliance with the legal prescriptions
- Ensure that the selection panel has professional expertise
- Ensure substantive and procedural fairness without being directly involved in the process
- Promote values of equity and transparency.
- Act in good faith in their engagement with the interview committee by first attempting to resolve any concerns with the committee before lodging a grievance with the district grievance committee.
- To minimize any judgmental action of the biased interview committee members if any.
- To ensure that the most suitable and capable candidate is recommended.

The respondents indicated that the union representatives, while they come across as understanding all of the above they nevertheless do the contrary behind doors. The views of the respondents also indicated that, in most cases if not all, the union representatives are always supportive of the applicant who happens to be their member, and that this motivate them to inform their member applicant behind doors of most of what will be asked in the interview. In other words the process looks fair at face value when in fact there is a lot of rigging behind doors.

4.2.2.4 The Department of Education's role regarding the involvement of school principals in union activities

Some respondents were unable to share their knowledge and opinions on the role played by the department to ensure accountability and harmonious segregation of duties for principals who as school leaders also participate in union activities. A majority of them instead described the role of principals in schools and the expected support role by the department. Respondent 1, 2, 3, 6 and 9 shared similar sentiments that the Department should provide guidance to school principals in union activities with the aim to caution them against the conflict of interest that may arise as a result of principals being active members of the unions and some holding even higher positions of influence in union structures.

4.2.2.5 Perceptions of the respondents on the importance of being a member of a teacher union

The respondents were asked to provide their perceptions on the importance of being a member of a teacher union. They were also asked to indicate whether or not they are members of any teacher union. 9 out of 10 respondents answered these two questions. Almost all of them stated with the exception of two felt that it was very important to be a member of a teacher union simply because the unions carry a lot of weight with regards to being able to deal with work related issues. They indicated that the mere fact that the teacher unions are aligned to political parties their concern can be escalated easily to parliament. The two that differed with the rest viewed membership of a teacher union is a waste of time since unions are no longer there to fight worker related issues but are more on the politics of the land. They went further to suggest that they nevertheless are members of a teacher union since a teacher can only be considered for a promotion if he/she is a member of a teacher union.

4.2.2.6 Perceptions of the respondents on the competency of union representatives on matters relating to filling promotional posts

All the respondents provided their views on the above statement. They indicated that in most cases the union representatives seem to understand the basic process that needs to be followed during the recruitment and selection process. The respondents indicated that there is not much that the union representatives

are expected to know since in terms of policy they are there as panel members merely to act as observers.

4.2.2.7 Form of prejudice that the respondents may have with regards to the filling of promotional posts

All the respondents stated that they are of the view that, if the promotional post exist in a school that is dominated by another union other than the one the applicant belongs to, the applicant is less likely to succeed. They further indicated that that this prejudice at times brings about a situation where a more suitable applicant may be overlooked and a less qualified and or experienced applicant ends up getting the promotion.

4.2.2.8 Description of the political factors that principals feel play a role in the filling of promotional posts

The respondents were asked to indicate political factors that they feel play a role in the filling of promotional posts. They indicated that since most teacher unions are aligned to political parties, political factors outside of the school environment affect the filling of promotional factors. Factors like tensions between different political parties, tensions within each political party, and strength of a political party. The respondents indicated that during the selection and interview process different teacher unions take part. If there are serious tensions in the outside political environment the fight is brought to the interview room something that is not supposed to happen since these unions are there on an observer role. The respondents also indicated that tensions within a teacher union may also affect the process especially during times when the union is about to vote in a new leadership. During this period, they argue, a teacher union is divided into different groups therefore if the applicant is viewed as belonging to a different group to which panel members do not belong, the applicant's chances of getting the post is compromised irrespective of his/her high competency.

4.2.2.9 How teacher unions view the involvement of School Governing Bodies (SGB) and the interview committee during the process of filling promotional posts

All participants responded to the above by saying that school children are members of the community therefore the community ought to be represented in any issues relating to the school including the filling of promotional posts. The respondents indicated that although the unions understand why the community has to be represented through the School Governing Body official(s) they nevertheless view themselves as the main players so much that in most case, so they argue, applicants that are appointed are those recommended by the union representatives. In some cases, they argue, the applicant that the school principal and the SGB need is not appointed even if he/she is competent.

4.2.2.10 The ability of different union representatives to work in union for the sole purpose of filling the promotional post instead of pushing their mandate without consideration of the curricular needs of the school

All the respondents indicated that different unions, for example SADTU and NATU, are always at loggerheads since each one of them always has its member as a potential interviewee. The respondents stated that the unions tend to be more focused on getting their own applicant appointed irrespective of his/her performance, experience, and qualification. The respondents stated further that the argument normally takes place when it comes to the scoring of the applicants' performances because union representatives are not allowed to intervene during the interview process.

4.2.2.11 Knowledge and understanding of the Labour Relations Act by union representatives

The perceptions of the respondents on the ability of union representatives to understand the internal environment of the school that would be filling the promotional post.

4.2.2.12 The involvement of teachers in union activities and its impact on the quality of teaching and learning

Most respondents regarded the involvement of teachers in union activities vital and believed that it yielded positive results in terms of teacher capacity development workshops and campaigns. However, some respondents mentioned that some teachers are well behaved despite their union membership and they are strictly conscientious when performing their professional duties whereas some would arrogantly display an attitude that the union is there to bail them out when they are charged for ill-discipline. They reiterated that the impact of the involvement of teachers in union activities depended on teachers as individuals and concluded that union activities do affect learning when they coincide with teaching and learning times as indicated in the table below.

4.2.2.13 Attendance of union activities during school hours

The respondents felt that most meetings are not held during school hours and therefore the few that are held during school hours have little impact on the activities of the school.

4.2.2.14 Capacity building programs

The respondents stated that there is not much that the unions do in the form of capacity building programs. They however did not look at this as putting the unions in a bad light arguing that it is not the duty of the union to provide capacity building programs but that of the Department of education.

4.2.2.15 Teaching time lost on meetings called during school time

Again in this regard the respondents felt that when the unions call meetings they try their level best to hold them in the afternoon when the teachers have knocked off unless there is a very urgent matter to discuss therefore school activities are rarely disturbed by union meetings.

4.2.2.16 Abuse of time off in excess of hours as prescribed in the ELRC agreement by those in leadership positions

The general feeling of the respondents was that time off is not abused by those in leadership.

4.2.2.17 Leadership members participating in departmental institutions picketing during school hours

Again the respondents felt that there are rare cases where teachers have had to picket during school hours and therefore this is not viewed as an act that disturbs school activities.

4.2.2.18 Educators and school leaders seconded to permanently occupy union positions

While most of the respondents indicated that they do not have a teacher/member of staff who is holding a senior position with a teacher union, it could potentially be problematic to the school. In such a case the school has to find a replacement teacher who would work on a temporary basis often than not that teacher is not as competent and experienced.

4.2.2.19 Strategies that can be put in place for teacher unions to promote quality teaching and learning in schools

Most respondents indicated that strategies are in place from national and provincial policies and circulars mainly in the form of workshops, seminars and courses to equip the teachers with new methods of teaching. They submitted that the problem is with the implementation of existing strategies and further suggested the following:

NB: The percentage given represents the number of respondents who came up with the particular suggestion.

Statement	Response rate (%)
Continuous professional development	90%
Thorough leadership training and/or workshops	80%
Committing to the recruitment of qualified and competent teachers and school leaders	80%
Improved teacher qualification	80%
Effective mentorship programs	70%
Improve school working conditions	60%
Leadership and members capacity building in	60%

terms of their own constitutions	
Leadership and member capacity building at school level	60%
Updates on agreement based on chamber level between the government, the department and teacher unions.	50%
Parental involvement	50%
Effective school improvement teams	50%
Appropriate workload distribution	50%
Education desk to capacitate members about departmental issues and expectations	40%
Community involvement	40%
Supportive school leadership	20%

Table 4.1: Strategies that can be put in place for teacher unions to promote quality teaching and learning in schools

4.3 CONCLUSION

This chapter presented the findings of the investigation into the principals' perceptions of teacher unions and their involvement in filling promotional posts in Maphundu Circuit in Umlazi District, KwaZulu-Natal. The research technique used in this investigation consisted of an interview schedule which was intended for school principals. This interview schedule was designed to assess the opinions and perceptions of principals on the involvement of teacher unions in filling promotional posts and its effect on the quality of teaching and learning in schools. The researcher briefly discussed the methodological procedure used to acquire data and thereafter analysed and interpreted data. During the interpretation of data the researcher brought in supplementary information from the literature review and from his own observation and experience.

This investigation revealed in summary and among the most important findings that:

- The involvement of teacher unions in the redeployment process and filling of promotional posts is required to safeguard the interests of educators.

- The involvement of teacher unions in filling promotional posts has a negative effect on the quality of teaching and learning in schools; and
- Capacity building and professional development of SGBs, teacher unions and school principals to ensure appropriate and meaningful participation in filling promotional posts.

The next chapter will discuss the findings based on data collected. These findings will be discussed and then answers to the research questions will be provided. Lastly the chapter will provide recommendations of the study in line with the literature review and the empirical investigation into the principals' perceptions on the involvement of teacher unions in filling promotional posts in Maphundu Circuit in Umlazi District, KwaZulu-Natal.

CHAPTER 5

DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The purpose of this chapter is to discuss the findings presented in Chapter four with the intention of interpreting the data accurately and meaningfully in order to reach suitable recommendations and conclusions. This chapter discussed the findings and identified themes from which the researcher drew conclusions. This chapter summarised the findings, conclusions and recommendations of the study which the researcher believe it will assist the department of Basic Education to review the involvement of teacher unions in selection processes with the aim of bringing efficiencies and professional practices to appoint competent and suitable educators and school leaders who will endeavour to improve the quality of teaching and learning in our schools. The study sought to investigate the principal's perceptions on the involvement of teacher unions in filling promotional posts and its effect on the quality of teaching and learning in schools. In answering the research question the researcher had to evaluate the opinions of principals on the role of teacher unions in selection processes and to identify any hindrances and remedial strategies.

5.2 DISCUSSION OF FINDINGS

5.2.1 The process followed by schools in appointing principals

The findings indicated that all principals who participated in the study fully understand the process of filling promotional posts and acknowledge the involvement of teacher unions as prescribed in the South African Schools Act (SASA), Educators' Employment Act (EEA) and Educators Labour Relations Council (ELRC). The respondents raised concerns around the current legislation and criteria followed in filling promotional posts and these are discussed as follows:

5.2.1.1 Unfit Selection Committees

About 80% of the respondents critically argued the existing selection process mainly on two grounds, namely the minimum requirements and qualifying criteria

for applications to promotional posts and the powers vested on the SGBs with regards to the filling of promotional posts, more especially school management posts including principal positions. Indeed it is quite abnormal that an educator can be promoted to a principal post from an entry level position. The existing criteria does not separate the more qualified educator from the average educator and it does not promote a culture of pursuing further qualifications and enhancing career development in teaching as a profession.

The future of our schools is dependent on the calibre of school leaders who are unreservedly committed to cultivate and strengthen the culture of quality teaching and learning in schools. They should thus be selected by means of panels who are capable and can evaluate the required competencies and professional abilities for this leadership role. The crucial role of convening interview panels should be at district level and the departmental should play a resource role to ensure that an appropriate team of experts inclusive of all relevant stakeholders is put in place. The literature review also referred to a research conducted by Jackie Prendergast in 2010 who attested that the purpose of constituting a selection panel is to ensure that the interviews are conducted by a group of individuals who understand the job specifications and have the necessary skill to best determine the applicant who is the right person for the job. The pre-interviewing testing of candidates should take place as well as psychometric testing and the results should be available to the panel members to allow for informed and appropriate decision-making. The importance of psychometric testing was also highlighted during literature review in an article written by Mark Parkinson in 2014 which emphasised that the information revealed in a psychometric assessment will identify aspects of the candidate that will have an impact on overall job performance.

5.2.1.2 Incompetent School Governing Bodies

On the other hand, the unions seem to be taking advantage of the incompetent SGBs by disregarding their observer status and manipulating the selection process to push the union agenda. Sixty percent of the respondents mentioned that the SGBs in most public schools are made up of senior and illiterate parents and community members who do not understand the departmental policies, processes and procedures and yet have to make appointment recommendations

to the department with regards to the filling of promotional posts. This was also highlighted by the Secretary General of the National Association of School Governing Bodies during the literature review who reported that the majority of SGBs in public schools are dysfunctional and further confirmed that about 70%-80% are not functioning at the best level. The literature review also indicated that only 10% of the SGBs in the public schools are actually functional and this was according to chief executive of the Federation of Governing Bodies of South African Schools.

5.2.2 The involvement of teacher unions in the redeployment process and filling of promotional posts is required to ensure procedural fairness thereby safeguarding the interests of educators

The majority of the respondents supported the involvement of teacher unions in filling promotional posts to ensure that procedural fairness and legitimacy of the selection process and thus safeguarding the interests of educators. However it was also evident from the interviews that the role that unions have to play can be highly subjective. Part of the mandate of teacher unions is safeguard the interest of educators and to protect them from possible unfair labour practices. This is according to Bascia (1998 ; 1999), Poole (1999; 2000) and the South African Labour Relations Act (Act 66 of 1995) discussed in Chapter 2 of this study. However 70% of the respondents felt that the unions have taken over the education system in so far as the selection and appointment process is concerned and the majority attested to the following factors contributing to the malfunctioning of the selection processes:

5.2.2.1 The adversarial relationship between the Department and Teacher Unions

The findings of the study in Table 4.2 indicate that there may be power struggles between the department and unions in controlling the education system of the country. Most respondents suggested that the department was weak to assume full control of the education system in the majority of the nine provinces in the country. The major weakest link has been the instability of the department at strategic level caused by the constant changes of Ministerial leaders, MECs and HODs. Each leader has their own vision and the effect of short terms of office

means constant changes with little opportunity to develop and implement successful strategies. Not much has been done to strengthen efficiencies in the basic education district and circuit offices since the dawn of democracy. This has been one of the weakest links in our education system which created a vacuum for unions to take control and manipulate the system by appointing its loyal members to high ranks in schools and in the department who put union interests before education. The majority of the respondents are of the view that teacher unions should be professionalised and become occupational unions. Furthermore, the department and the unions have a common goal to transform the education system in this country and should be conflicting over policy and not power.

5.2.2.2 Conflicting interests and prejudice

The findings in Table 4.2 spelt out various factors that hinder the effective process of filling promotional posts. The study revealed that the involvement of teachers in unions' and political parties' influential positions create conflicts of interest. Educators are civil servants who should be committed to serve the South African community with integrity. In addition managers in education should not be union activists for they represent the department whose mandate and interests differ from the union's. 60% of the respondents cited political factors whereby some union members affiliated to political parties manipulate the education system to push their political agenda. Again the respondents were concerned about the power struggle between the department and unions. Some respondents mentioned that as a member of COSATU and thus a member of the Tripartite Alliance, SADTU, the biggest teacher organisation in South Africa has privilege to positions of influence in parliament and cabinet structures through its affiliation with the ANC and the Communist Party. The commitment of a teacher union to one single political party is not good as it implicate the entire education system. This simply mean that educators who join SADTU are by default associated to the ANC and would unduly benefit more than others. This situation influence the culture of cadre deployment whereby unions deploy its union members as school principals and senior officials in the department and competence and professional suitability is often disregarded.

5.2.3 The involvement of teacher unions in filling promotional posts has a negative effect on the quality of teaching and learning in schools

The findings of the study revealed that it is important for teacher unions to understand their fundamental role in order to act accordingly and contribute meaningfully to the welfare of our education system. This was also highlighted during Chapter 2 of the literature review in a research done by Cooper, Ehrensal, and Bromme (2005: 114) who asserted the importance of understanding the role of teacher unions and their contribution towards enhancing teacher preparation, evaluation and placement. The study reveals that currently the teacher unions are using their power to manipulate and interfere with selection and appointment processes.

5.2.3.1 Cadre deployment

Cadre deployment appears to have become the silent killer of the South African education system because it advocate the deployment of union members who do not possess the necessary skills, abilities and commitment to do the job. About 60% of the respondents mentioned the prevalence of buying and selling of posts as having a negative effect on the quality of our education system. The study revealed that the unions uses their influence to deploy union members in school management positions including principals, deputy principals and HODs and as senior officials in the department. It is questionable whether these deployed cadres are able to separate their departmental obligations from union and political obligations when executing their duties. This is more detrimental to the education system when the same people also hold influential positions in their union and political party. Such appointments also tend to be underperformers who claim that the union will protect and fight for them when they are called to discipline for misconduct.

5.2.3.2 Interference with the redeployment process

It is acknowledged that unions should protect teachers when it comes to redeployment. Educators fear redeployment since it usually declare excess educators in a particular school who should be deployed elsewhere. The interviews with the principals indicated that educators who are declared in excess are usually the problematic ones who uses school hours to attend to union

activities. The principals recommended that school leaders and district offices should take the overall responsibility of the redeployment of teachers and not the unions. They see redeployment as another effective strategy to deal with non-performers and they indicated that the unions have the tendency to protect the ill-disciplined educators who while fulfilling union obligations compromises the interests of learners. A study conducted by the HSRC in July 2010 which found that amongst the factors contributing to the high prevalence of teacher absenteeism in schools was the official attendance of union and cluster meetings, curriculum workshops and excursions during school hours. The study also found that almost 20% of teachers are not at school particularly on Mondays and Fridays with increased absenteeism during month end. The study reported that teachers in black schools teach on average 3-4 hours a day compared to 6-7 hours a day in former white schools and the combined hours marks a three years schooling difference. The report further indicated that 77% of teachers were absent on sick leave. According to Taylor (2009), 88% of grade five maths teachers in South Africa covered less than 40% of the curriculum by the end of the school year. These findings reflect a sense of non-commitment by educators to improve the current education system in South Africa, while the World Economic Forum rated the quality of the South African education system 139 out of 143 countries in 2015.

5.2.3.3 Capacity building and professional development of SGBs, teacher unions and school principals to ensure appropriate and meaningful participation in filling promotional posts

The findings of the study revealed that the successful implementation of the current legislation relies heavily on functional SGBs. The researcher also established correlated to this, and according to Brenda Modisaotsile (2012) that the current system as set out in the legislative framework relies largely on functional SGBs who have the necessary skills to conduct the interviewing process with a broader understanding of school curriculum, school management processes and a fair amount of subjects knowledge. In this regard the respondents suggested strategies that could be put in place to enhance the efficiency and meaningful involvement of teacher unions and SGBs in the process of filling promotional posts. Over and above the strategies suggested during the interviews, some respondents were of the opinion that there are actually a number

of strategies in existence but they are not properly implemented. The major strategy that was raised by all respondents was the strengthening of the departmental support in the form of facilitating workshops on departmental legislation, policies, processes and procedures as a recovery plan to empower SGBs. The respondents felt that not much had been done at departmental level to capacitate the SGBs as major stakeholders in the process of filling promotional posts. The respondents also believed that professional developmental interventions are required at teacher union level and at educator level in schools to segregate roles and responsibilities and to instil a culture of professionalism amongst teachers and union members. Some respondents mentioned that as the education landscape evolves locally and internationally teacher unions need to revisit and be capacitated on their own constitutions. Even the principals need continuous leadership training and management refresher workshops to enable them to carry out the mandate of managing schools in an appropriate and effective manner. The respondents held a general view that the department need to facilitate and strengthen channels of communication by establishing school improvement teams amongst the various stakeholders to keep everyone abreast of challenges and developments in different areas of the education system.

5.3 ANSWERS TO THE RESEARCH QUESTIONS

What is the involvement of teacher unions in filling promotional posts?

The responses suggest that there is both a formal and informal involvement of the teacher unions via their representatives. The formal part involves participating as an observer during the interview process and intervene during the scoring process wherever there is a need for example to ascertain that a proper score is given to the candidate. The informal participation tends to be unfair and unprocedural since it may include disclosure of confidential information to the applicant.

Should teacher unions be involved in filling promotional posts?

The respondents felt that there is a need for the teacher union to be involved in filling promotional posts since this makes the whole process fair or at the very least appear to be fair. It also makes the applicant feel relieved that they are not going to be prejudiced by virtue of belonging to a particular teacher union.

How should teacher unions be involved in the filling of promotional posts?

The involvement of the teacher union should be to enforce procedural justice and ensure that the interests of the school and children are put first not that of the union and the applicant.

Does the involvement of teachers in the unions impact on the quality of learning in schools?

The views of the respondents suggest that the involvement of the teachers in union activities does not disturb the activities of the school contrary to the views of the general public.

5.4 RECOMMENDATIONS TO SOLVE THE RESEARCH PROBLEM

First and foremost the department must regain control of the education system so that clear distinctions are established between the roles and functions of the department and concerns of teacher unions. The department must assume a support role including capacitating SGBs and other stakeholders on various legislation, departmental policies and procedures for efficiency in the process of filling promotional posts. The department must also maximise the use of existing structures in schools like Culture of Learning, Teaching and Service Committees (COLTS) to drive the education agenda forward.

It is recommended that the SGBs play an advisory support role during selection processes and that the legislation review the powers of SGBs to recommend promotional appointments to the department.

The involvement of teacher unions in filling promotional and redeployment posts is supported but it should be under strict conditions to ensure compliance, procedural fairness and to eliminate malpractices.

To avoid conflict of interest educators and principals should not occupy leadership positions in union structures and there should be a separate occupational union for teachers in management positions.

The department should standardise its human resource management policies and practices and strengthen its monitoring and evaluation strategies at national,

provincial and district levels to enhance efficiencies not only in the selection processes but also with regards to implementing a succession planning strategy. To substantiate this, Wills (2015) revealed that South Africa will require to replace at least 1000 retiring principals per year for the next decade.

The minimum criteria for principal posts applications should be reviewed and selection committees should comprise a team of competent and suitably qualified experts who will be able to evaluate candidates based on their qualifications skills, knowledge and abilities. The selection committee should be chaired by an official senior than the principal. This will go a long way to ensure that the envisioned suitably qualified and experienced principals are appointed to lead the schools.

It is recommended that the department collaborate and strengthen relations with the South African Council of Educators (SACE) and the Department of Higher Education and Training to advance the teaching qualification and revamp the teaching profession.

The department should open more channels of communication by using existing structures like COLTS to promote collaborative work amongst the various stakeholders on issues of mutual interests in basic education.

5.5 RECOMMENDATIONS FOR FUTURE STUDIES

This was a qualitative study of the principals' perceptions on the involvement of teacher unions in filling promotional posts in Maphundu Circuit in Umlazi District, KwaZulu-Natal. Based on the findings of the study the researcher recommends that for further research a quantitative research will be useful to capture opinions from educators so that the department can make an informed decision on the involvement of teacher unions in filling promotional and redeployment posts. The future research should also target a combination of educators from different unions, circuits and districts as perceptions of educators from one area to the next may differ. The study will ensure that problems associated with the involvement of teacher unions in filling promotional posts are dealt with and the results of such a study can be generalised.

The study also revealed some serious concerns over the non-functionality of SGBs and the National Association of School Governing Bodies highlighted during the literature review that there has been no research work undertaken on the dysfunctionality of SGBs. The aim of such a study would be to determine the level of incompetence of SGBs and to identify intervention strategies that could be assist the department to decide on the role and contribution of SGBs and their future in the education system.

The study also revealed some deficiencies and lack of professionalism in teacher unions and teaching as a profession. A comparative study of the roles of unions on the development of teaching and nursing professions in South Africa. The study will assist the department to compare teacher unions from other occupational unions and draw some learnings which can assist in shaping its relationship with teacher unions.

5.6 LIMITATIONS OF THE STUDY

The researcher acknowledges that the successful completion of the study is dependent on the availability of resources which includes amongst other things participants and time. The timing of data collection presented challenges for the researcher who was unable to interview as many respondents as possible. Some of the respondents were willing to participate and would even commit themselves for a suitable time. However the researcher realised that as school leaders principals are very busy towards year end preparing for the final examinations, especially those in high schools.

During the interviews, even though all respondents signed the consent form some of the respondents told the researcher that the study was a bit sensitive and they would not be comfortable to share some of the information as openly as they would like to for fear of victimisation. This may somehow interfere to a lesser degree with the reliability of the information obtained from some of the respondents.

5.7 REFLECTIONS

The journey of this study started with the writing of a proposal which the researcher found challenging. Even though he worked on a proposal for the mini research project which was undertaken in partial fulfilment of the B.Tech degree the researcher found that the Master's proposal was more extensive and as a qualified engineer the researcher was not familiar with pure academic style of writing. The review of existing literature which required a lot of research and reading of material by various authors around the globe did not only assist the researcher with improved academic writing. The researcher also came to grips and has a better understanding of the education landscape locally and internationally.

The interactions with different stakeholders in the education sector enriched the researcher's knowledge and understanding of the entire education system in South Africa. Most importantly the interviews conducted with the school principals afforded the researcher a broader experience of the real issues faced by school managers as they execute the mandate of improving the quality of teaching and learning in schools.

Last but not least the researcher learnt that research work is about time management whereby and just like any other project a single deadline missed messes up the entire timeframe. The researcher learnt that as time-sensitive as research work can be, a good relationship with the supervisor and discipline bear positive results.

5.8 CONCLUSION

As explained in Chapter 1 the main objectives of the study were;
- To analyse the involvement of teacher unions in filling promotional posts
- To analyse if teacher unions should be involved in filling promotional posts
- To explore the teacher unions involvement in the redeployment process
- To establish whether the involvement of teachers in the unions impact on the quality of learning in schools
- To investigate if there are factors that may be hindering the effective process of filling promotional posts

The findings of the study assisted the researcher to answer the research questions and meet the objectives of the study.

In summary the researcher concluded that the involvement of teacher unions in filling promotional posts and in the redeployment process has a negative impact on the quality of teaching and learning in schools. The study revealed that the unions exercise their power to unduly influence the selection and appointment processes of promotional and redeployment posts. The loophole is on the current legislation which entrust the SGBs with superficial powers to make recommendations of appointments to the department. The unions take advantage of the illiterate SGBs who do not fully understand the departmental processes and procedures in filling promotional posts and would heavily rely on them for guidance throughout the process. Instead of upholding the observer status as prescribed by legislation they become active participants during the selection processes. This situation open the process to manipulation which in some cases escalated to corrupt activities like the buying and selling of posts.

Another significant finding of the study is the instability in so far as the leadership of the department is concerned. The changing of Ministers, MECs and HODs in a short space of time has not helped but deteriorate the education system in the country bringing about many different strategies with little or no time to implement successfully. Factors like the qualifying criteria and the selection process for applications to promotional posts especially principal posts are proof that as a country we still have a long way to go to fully realize quality education.

The study further revealed that the affiliation of unions to political parties created an unpleasant working relationship between the department and teacher unions and that this severely implicate the entire education system where both stakeholders instead of pursuing policy matters in the best interests of learners are fighting over coercive power. Should the current situation continue the education system will be taken over by unions completely as, as revealed in the study, they have the power to appoint its members to management positions in schools and at departmental level.

The study also suggested a more strengthened involvement and support role by the department to capacitate SGBs, teacher unions and principals on the legislation, on their roles and responsibilities and that of the department in filling promotional posts and to keep everyone abreast of challenges and developments in education.

References

Amoako, S. (2014) *Teacher Unions in Political Transitions: The South African Democratic Teachers' Union (SADTU) and the Dying Days of Apartheid*, Journal of Asian and African Studies, 49(2): 148-163.

Amoako, S. (2012) *Cogs in the Wheel: Teacher Unions and Public Sector Strikes in Post-aparthei d South Africa, Travail: C*apital et Société.

Babbie, E. (2010) *The practice of social research*, Belmont, Calif: Wadsworth Cengage.

Bailey, A. (1987) *Support for School Management*, London: Croom Helm.

Bascia, N. (1998) *The Next Steps in Teacher Union and Reform*, Contemporary Education, 69(4): 210-213.

Bascia, N. (1999) *Unions in teachers' professional lives: social, intellectual, and practical concerns*, New York: Teachers' College Press.

Bezuidenhout, R. , Davis, C., and Du Plooy-Cilliers, F. (2013) *Research Matters*, 1st edition, South Africa, Juta.

Brimelow, P. (2003) *The Worm in the Apple: How the Teacher Unions are destroying American Education*, viewed on 12 September 2015, from www.mises.org

Ceplenski, C. (2013) *What Is the Purpose of a Job Description*, viewed on 26 February 2016, from www.hrdailyadvisor.blr.com.

Christopher, E. (2015) *Jason and the Jaguar: The Case of the Unmotivated Employee*, International Management and Intercultural Communication, UK: Palgrave Macmillan, 69-76.

Collis, J. and Hussey R. (2014) *Business research: a practical guide for undergraduate and postgraduate students*. 4th edition. UK:
Palgrave Macmillan.

Cooper, B., Ehrensal, P. and Bromme, M. (2005) *School-level Politics and Professional Development: Traps in Evaluating the Quality of Practicing Teachers*, Journal for Educational Policy, 19(1): 112-125

Coyne, I. (1997) *Sampling in qualitative research: Purposeful theoretical sampling; merging or clear boundaries*, viewed on 23 March 2015, from www.ncbi.nlm.nih.gov/pubmed/9378886

Creswell, J. (2013) *Qualitative inquiry and research design: choosing among five approaches*, Los Angeles: SAGE Publications.

Department of Basic Education, (2016) Policy on the South African Standard for Principals, viewed on 06 May 2016, from www.dbe.gov.za

Department of Education, (2014) *Report on the 2014 National Senior Certificate Examination Results*, viewed on 06 May 2016, from www.education.gov.za/Resources/Reports.

Djabatey, M. and Nartey, E. (2012) *Recruitment and selection practices of organisations, a case study of hfc bank* (gh) *ltd*, viewed on 15 January 2016, from www.iiste.org/IKM/article.

Du Plooy-Cilliers, F., Davis, C. and Bezuidenhout, R. (2014) *Research matters*.

Education Management Information System, (2016) *Schools Realities Report*.

Gamage,K. and Aruna, S. (2014) *Recruitment and selection practices in manufacturing SMEs in Japan: An analysis of the link with business performance,* Ruhuna Journal of Management and Finance, 1(1): 37-52.

Govender, L. (1996) *When the Chalks are Down: A Historical, Political and Social Interpretation of Teacher Militancy in South Africa*, Pretoria: HSRC Publishers.

Govender, L. (2004) *Teacher Unions, Policy Struggles and Educational Change, 1994 to 2004*, Chisholm (Eds), viewed on 12 January 2016, from www.hsrc.ac.za/ktree-doc.

Gulathi, R. and Smith, R. (2009) *Maintenance and Reliability Best Practices*, USA: Industrial Press Inc.

Henebery, B. (2014) *Schools in Crisis: One-in-four new teachers 'burnt out'*, The Educator, 09 December 2014.

Henning, E., Van Rensburg, W. and Smit B. (2013) *Finding your way in qualitative research*, Pretoria: Van Schaik.

Heystek, J. and Lethoko, M. (2001) *The Contribution of Teacher Unions in the Restoration of Professionalism and the Culture of Learning and Teaching*, South African Journal of Education, 21(4): 222-228.

Human Sciences Research Council (2005) *Study of demand and supply of educators in South African public schools*, viewed on 02 February 2016, from www.hsrc.ac.za/research-data/view.

Hyslop, J. (1990) *Teacher Resistance in African Education from the 1940s to the 1980s*, Pedagogy of Domination: Towards a Democratic Education in South Africa, edited by M. Nkomo, 93-119, Trenton, NJ: Africa World Press.

Jackson, W. and Verberg, N. (2007) *Methods: doing social research*, Toronto: Pearson Prentice Hall.

Jansen, J (2015) *Supporting incompetent teachers is holding us back*, Radio 702, 11 August.

John, V. (2012) *Most School Governing Bodies don't work*, Mail and Guardian, 2 February, p.1.

Johnson, S. (2004) *Finders keepers: Helping new teachers survive and thrive in our schools*, San Francisco, CA: Jossey-Bass, p. 33.

Kumar R. (2014) *Research Methodology*, London: SAGE Publications.

Lathan, B. (2007) *Sampling: What is it?,* viewed on 12 October 2015, from www.webpages.acs.ttu.edu

Lourtjie, D. (1969) *The Balance of Control and Autonomy in Elementary School Teaching*, New York: Free Press.

Lussier, R., and Achua, C. (2015) *Leadership: Theory, application, and skill development*, University of Virginia: College at Wise.

Mafora, P. (2013) *Teachers' perceptions and experiences of their role in transforming rural and township schools*: A distributed leadership analysis. International Journal of Social Sciences and Humanity Studies, 6(2), 1-18.

Markowitz, E. (2013) *Inside the brain of a leader. Can neurological rewiring boost leadership skills?*, viewed on 13 March 2016, from http://www.inc.com/magazine/201306/eric-markowitz/brain-leadership-inside.html.

Maruyama, G. and Ryan, C. (2014) *Research methods in social relations*, Chichester: Wiley Blackwell.

Masondo, S. (2015) *SADTU selling principal's posts in exchange for cows, sheep and goats*, City Press, 17 May 2015.

Modisaotsile, B.M (2012) The failing standards of Basic Education in South Africa, viewed on 23 November 2015, from www.ai.org.za

Modise, D. (2015) *Power distribution at Eskom: putting self-leadership, locus of control and job performance of engineers in context*, African Journal of Business and Economic Research, 11(1), 45-92.

Mothata, M., Lemmer, E. and Mda, T, (2001) *A Dictionary of South African Education and Training*, Johannesburg: Hodder and Stoughton.

Munroe, M. (2005) *The Spirit of Leadership, cultivating the attributes that influence human action*, USA: Whitaker House, PA.

National Education Evaluation and Development Unit, (2013) *The State of Literacy Teaching and Learning in the Foundation*, viewed on 02 February 2016, from www.education.gov.za/NEEDU.

Neuman, W. (2011) *Social research methods: qualitative and quantitative approaches*, Boston: Allyn and Bacon.

Nkosi, B. (2013) *Minister is "misleading public"on teacher absenteeism*", Mail and Guardian, 10 March 2013.

Ntshangase, D. (2001) *School Managers' Perceptions of Teacher Unions in the Vryheid Region*, Unpublished M.Ed.dissertation, Pretoria: UNISA.

Organisation for Economic Co-operation and Development, (2008) *Reviews of national policies for education in South Africa: OECD indicators*, OECD Publishing: accessed online, oecd-ilibrary.org

Ofori, D. and Aryeetey, M. (2011) *Recruitment and selection practices in small and medium enterprises: Perspectives from Ghana*, International Journal of Business Administration, 2(3): 45.

Opatha, H. (2010) *Human resource management*, Colombo: Author published.

Osabiya, B. (2015) *The effect of employees motivation on organizational performance*, Journal of Public Administration and Policy Research, 7(4): 62-75.

Osborne, H. (2014) Psychometric tests in job interviews: what are they looking for, viewed on 17 January 2016, from www.theguardian.com

Peterson, B. (2006) *Rethinking Teacher Unions*, viewed on 12 October 2015, from www.rethinkingschools.org

Polit, D,. Beck, C., and Hungler, B. (2001) *Nursing Research Principles and Methods*, USA: Lippincott Company.

Poole, W. (1999) *Teachers Union Involvement in Educational Policy Making: Issues Raised by an In-Depth Case*, Journal of Educational Policy, 13: 698-725.

Poole, W. (2001) *The teacher unions' role in 1990s educational reform: An organizational evolution perspective*, Educational administration quarterly, 37(2): 173-196.

Prendergast, J. (2010) Recruitment – *10 Key Steps to Getting to Getting The Right Person, First Time!*, viewed on 23 November 2015, from www.tweakyourBIZ.com

Republic of South Africa, (1995) *The Labour Relations Act 66 of 1995*, Pretoria: Government Printer.

Republic of South Africa, (1996) *South African Schools Act 84 of 1996*, Pretoria: Government Printer.

Republic of South Africa, (1998) *The Employment of Educators Act 76 of 1998*, Pretoria: Government Printer.

Ravitch, D. (2012) Problems with the big teacher evaluation study, viewed on 17 May 2016, from http://www.washingtonpost.com

Republic of South Africa, (2000) *South African Council for Educators Act 31 of 2000,* Gazette No. 16392, Pretoria: Government Printer.

Rubin, A. and Babbie, E. (2012) Essential research methods for social work, Belmont: Cengage Learning.

Salek, S. (2009) Distributive Justice, Procedural Justice and Psychological Distress: The Moderating Effect of Coworker Support and Work Autonomy, Journal of Occupational Health Psychology: 14 (3) 305-317.

Saunders, S. (2011) *A sad state of teaching affairs*, Mail and Guardian, 08 July 2011.

Scott, A. (1969) *The Functioning of the International Political System*, New York: McMillan, 20(4): 82-84

Sekaran, U. and Bougie, R. (2013) *Research methods for business: a skill-building approach 6th edition*, Chichester West Sussex: Wiley.

Ślęzak, E. (2016) *The Intergenerational Relations of Polish Medical Migrants in the UK*, Lidemesta Journal, 18(2), 231-252.

Slezak, P. (2012) *Toughen up and assess those soft skills too*, viewed on 12 November 2015, from www.recruitloop.com.

South African Council of Educators, (2011) Redefining the Role and Functions of the South African Council for Educators, viewed on 29 January 2016, from www.sace.org.za)

Spaull, N. (2013) Absentee teachers are a thorn in our side, Mail and Guardian, 10 March 2013, viewed on 22 April 2016, from mg.co.za/article/2013-03-10-absentee-teachers-are-a-thorn-in-our-side.

Taylor, S. (2011) *Uncovering indicators of effective school management in South Africa using the National School Effectiveness Study*, Stellenbosch Economic Working Papers, 10(11), 1-51.

Unterhalter, E. (1991) *Changing Aspects of Reformism in Bantu Education: 1953– 1989.* In: E. Unterhalter et al., eds., Apartheid Education and Popular Struggles (53–72) Johannesburg: Ravan Press.

Vijayabanu, C., Amudha, R., and Sangeli, T. (2013) *A Study on Efficacy of Induction Training Programme in Indian Railways Using Factor Analysis*, viewed on 12 July 2015, from www.btp.vgtu.lt

White, K. (2016) Has the Inclusion of All Minorities in the Diversity Discussion Killed Affirmative Action, viewed on 23 February 2016, from www.newsone.com

Wills, G. (2015) *An economic perspective on school leadership and teacher's unions in South Africa.* Dissertation for the Degree of Philosophy, Stellenbosch University

www.elrc.org.za

www.pbs.org/onlyateacher/timeline.html

www.sace.org.za

www.sadtu.org

Zaccaro, S. (2007) *Trait-based perspectives of leadership*, George Mason University, USA.

Zengele T. and Coetzer I. (2014) *The perceptions of educators on the involvement of teacher unions during the filling of promotional posts*, Africa Education Review, 11 (1) 17-32.

Zengele, V. T. (2009) *The involvement of Teachers' Unions in the Implementation of the Employment of Educators' Act 76 of 1996*, A Masters Dissertation of University of KwaZulu-Natal: UKZN.

Zinyemba, A. (2013) *The Challenges of Recruitment and Selection of Employees in Zimbabwean Companies*, *International Journal of Science and Research, ISSN* (Online): 2319-7064.

INTERVIEW SCHEDULE

SECTION A – BIOGRAPHICAL DATA

<u>(Please put an X next to the appropriate answer)</u>

1. Position

Principal	

2. Gender

Male		Female	

3. Age

<30		30-39		40-49		50 or more	

4. Racial group

African		Asian		Coloured		White	

5. Highest qualification

>M+3		M+3		M+4		M+5 and above	

Other (please specify)

_____

6. Number of years as a school principal

0-5		6-10		11-20		<20	

7. Number of teachers in your school

>10		11-20		21-30		31-40		<40	

8. Number of learners in your school

40-150		151-200		201-300		301-600		601-900	

901-1200		<1200	

9. Teacher union affiliation

SADTU		NATU		APEK		SAOU	

Other (please specify)

_____

SECTION B – INTERVIEW QUESTIONS

1. Which School are you working for?

2. What is the process of appointing principals in Schools?

3. How do unions get involved at school level when there's promotional posts available?

4. In your opinion, should teacher unions be involved in the filling of promotional posts in schools?

5. What is the Department of Education's role regarding the involvement of school principals in union activities?

6. Are there any factors that may be hindering effective process of filling promotional posts, especially principal posts?

7. In your opinion, does the involvement of teachers in union activities actually promote poor quality learning, or it doesn't affect learning at all?

8. What strategies can be put in place for teacher unions to promote quality teaching and learning in schools?

………………………………………….The end……………………………………………

Dear valued participant

My name is Lucky Ndlovu and I am a registered MBA student at the University of KwaZulu-Natal conducting a research study to fulfil my qualification.

I would like to interview you as one of my research participants. My project title is "Perceptions of school principals on the involvement of teacher unions in filling promotional posts in Maphundu Circuit, Umlazi District, KwaZulu-Natal. In this study I would like to evaluate the roles, responsibilities and challenges of teacher unions and their involvement in promotion processes to identify existing gaps and recommendations.

The researcher will use audio- recording when conducting interviews.

Please note that the study is purely for academic purposes and participation is voluntary. You can withdraw from this study at any time if you wish to do so for any reason whatsoever and there will be no adverse consequences to you if you choose to withdraw.

Kindly declare your consent to participate by completing the form attached.

Thank you for your consideration.

Yours sincerely

Mr Lucky Ndlovu
Student number: 214583066 (luckyp.ndlovu@gmail.com)
Cell Number : 083 5090 083
Supervisor: Dr B. Zondi (bongszondi@gmail.com)

DECLARATION

I hereby confirm that I understand the contents of this document and the nature of the research project.

I consent to participating in the research project and I understand that I am at liberty to withdraw from the project at any time, should I so desire.

I am aware that this interview may be recorded for quality purposes.

(Please put an X next to the appropriate answer)

Interview Recorded	Yes		No	

SIGNATURE OF **PARTICIPANT**: …………………… DATE: ……………………..

SIGNATURE OF **RESEARCHER**: …………………… DATE: ……………………..

APPENDIX 3

ETHICAL CLEARANCE

UNIVERSITY OF
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

12 October 2016

Mr Prince Lucky Ndlovu (214583066)
Graduate School of Business & Leadership
Westville Campus

Dear Mr Ndlovu,

Protocol reference number: HSS/1585/016M
Project title: Perceptions of school principals on the involvement of teacher unions in filling promotional posts in Maphundu Circuit, Umlazi District, KwaZulu Natal

Full Approval – Expedited Application

In response to your application received on 06 October 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have 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
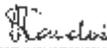
Dr Shanuka Singh (Chair)

/ms

Cc Supervisor: Dr B Zondi
Cc Academic Leader Research: Dr Muhammad Hoque
Cc School Administrator: Ms Zarina Bullyraj

APPENDIX 4

GATEKEEPER'S PERMISSION

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma   Tel: 033 392 1004   Ref.:2/4/8/910

Mr L Ndlovu
PO Box 10405
Marine Parade
4056

Dear Mr Ndlovu

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "PERCEPTIONS OF SCHOOL PRINCIPALS ON THE INVOLVEMENT OF TEACHER UNIONS IN FILLING PROMOTIONAL POSTS IN MAPHUNDU CIRCUIT, UMLAZI DISTRICT, KWAZULU-NATAL", 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 12 September 2016 to 26 March 2018.
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.

UMlazi District

Adv. MB Masuku
Acting Head of Department: Education
Date: 22 September 2016

...Championing Quality Education - Creating and Securing a Brighter Future