ASSESSING TEACHERS' PERCEPTIONS ON ORGANISATIONAL JUSTICE IN FILLING OF POSITIONS WITHIN SCHOOLS IN KWAZULU-NATAL, SOUTH AFRICA: KRANSKLOOF CIRCUIT

by

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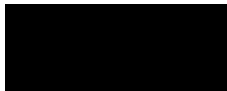
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DECLARATION

I, **Augustus Benson Plaatjies,** 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.

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ACKNOWLEDGEMENTS

ABSTRACT

This study was conducted in the Kranskloof circuit of the KwaZulu-Natal Department of Education. The study sought to interrogate organisational justice within the Department of Education and the Kranskloof circuit in particular. In this regard, the study interrogated three forms of organisational justice namely procedural justice, distributive justice, and interactional justice. The study employed a mixed research approach in which 193 out of a total of 254 teachers participated in the quantitative part of the study and 10 out of 20 school principals participated in the qualitative part of the study. The questionnaire was used in the quantitative part of the study as the research instrument while the interviews were used to collect the qualitative data of the study. Qualitative data were analysed using content analysis and quantitative data was analysed using the Statistical Package for Social Sciences. The findings indicated that most participants felt that indeed the Department of Education and in particular Kranskloof circuit, successfully practice all three forms of organisation justice although there was room for improvements. The findings indicated that the main concerns related to procedural justice and the other two forms do not form part of the main concerns. With regards to procedural justice, there were concerns that affiliation to the dominant teacher union played a major part in the decision to employ or not to employ the candidate. In some cases, the findings, albeit few cases, revealed that qualifications and experience were overlooked in preference to political affiliation to the dominant teacher trade union. The main recommendation is that the Department must look at the subtle and undue influence of the teacher unions because in the face of it appears as if the process is procedurally fair and just. It is further recommended that the policy that allows the officials of the Department of Education to be members of the teacher unions must be re-visited because as it stands it is difficult for members of other teacher unions to feel that justice is indeed done. If this policy is not reviewed the speculation that confidential information is given to preferred candidates who are members of the dominant union, SADTU, will not stop.

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CHAPTER 1

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Education is the pillar of any nation, especially in developing countries like South Africa. In view of this, it is imperative for nations to ensure that their education system is organised in a manner that promotes justice and forms of development. It is therefore important that within the organisations the concept of organisational justice is embraced. For this reason, it was important to conduct a study that sought to investigate whether or not organisational justice exists within the Department of Basic Education, in South Africa. In this regard, this study also sought to determine whether or not all elements of organisational justice are practised within the schools in the Department of Basic Education, and the Kranskloof Circuit in particular. To this extent, this study sought to investigate the role that schools' stakeholders (teachers, School Governing Bodies, and teachers' trade unions) within the education sector play in the filling of positions. It also sought to determine the relevance of promotion within schools post-1994 given the progressive laws that the post-1994 government introduced and improved working conditions. Before 1994 the working conditions on the shop floor were not of a good standard, however, post-1994 there seems to have been great improvement due to the laws introduced by the government, and the Labour Relations Act (LRA) 66 of 1995 as amended, in particular. In the light of this, a question could be asked: is there Organisational Justice in the process of filling positions within schools? This study seeks to answer this question.

In this chapter, the researcher provides the problem statement which gives an insight as to why the study had to be embarked on. This is followed by a presentation of the aim and objectives of the study as well as the research questions. The researcher also provides a review of the literature and the theoretical framework. Since research is conducted to contribute to the body of knowledge, it is important for the researcher to clearly state the significance of the study. This is followed by a brief indication of how the research was designed. To that extent the researcher indicates the research methodology that was used, the research instrument that was used, and how it was constructed and administered. The researcher also indicates how data was collected and analysed. The researcher concludes by providing the chapter outline as well as the proposed work schedule.

1.2 BACKGROUND OF THE STUDY

Fairness is a fundamental concern in the organisation among the employees regarding employment opportunities and promotion. It is also a manager's concern in cases of providing equal employment opportunities and fair labour practices to the employees. As argued by Cropanzano, Bowen and Gilliland (2007) quoted by Garcia-Izquierdo, Moscoso and Ramos-Villagrass (2012), fairness in organisations is of particular importance because, rather than being a purely idealistic concept, it actually affects behaviours and results in the workplace, and thus foster effective functioning of organisations. The managers as leaders in organisations are required to make sure that all employees have a fair chance to compete. As argued by Coetzee and Vermeulen (2003) managers are responsible for the fair treatment of employees. The attention to fairness in an organisation depends on the outcomes, procedures or motives. The role of fairness is clarified by organisational justice in the workplace (Greenberg, 1996). Organisational Justice was used by Greenberg (1987) who argued that it is closely connected to the concept of fairness whereby employees are sensitive to decisions made on a daily basis by their employers on both small and large scales and will judge these decisions as unfair or fair. According to Folger and Cropanzano (1998), organisational justice is concerned with the rules developed to distribute or take decisions on the distribution of acquisitions such as tasks, goods, services, rewards, wages, organisational positions, opportunities and roles among employees and societal norms that constitute the basis for these rules.

Organisational justice explains how employees will respond to perceived fairness or unfairness in the organisation. According to Laghari and Memon (2015), organisational justice relates to issues such as conducting the employment of employees using fair, equitable, and lawful means. It means that organisational justice is the individual's perception of justice based on the practices in his or her organisation.

1.3 MOTIVATION OF THE STUDY

In this section, the researcher provides reasons why a study of this nature was embarked upon. It is a normal expectation for human beings to expect justice in the workplace. As argued by Seabrook and Schminke (2002) injustice is more likely to have a negative impact on the worker's performance. Injustice is defined by Ambrose, Seabright and Schminke (2002:950) as "an employee's belief that he or she (or someone else) has been treated unfairly". Justice

may take a variety of forms in the workplace, it may include being given equal opportunities, fair sanctioning of punishment and other factors. This study is premised on the suspicion that such justice within the Department of Education in South Africa, and the Kranskloof circuit in particular may be in question.

This study was motivated by a study that was conducted by the South African Ministry of Education in response to allegations both, formal and informal, on irregularities in the promotion of teachers within the Department of Education. The Ministerial Task Team (MTT) appointed by the Minister of Basic Education was tasked to investigate these allegations. These irregularities were alleged to be widespread in almost all the provinces of South Africa. The researcher was of the view that the MTT investigation had some shortcomings. The underlying shortcomings of the MTT investigation and appreciation of the importance of justice within organisations and institutions of learning in particular, motivated the researcher to conduct this study.

The first shortcoming of the MTT investigation was the composition of the participants in the MTT investigation. According to the Ministerial Task Team Report (MTTR) data was collected from 8 main groups, namely officials of the provincial education departments, education executive council members (MEC), education heads of the provinces, managers of the education districts, teacher unions, national office-bearers from teacher unions, leaders of provincial teacher unions, and national school governing body associations. What was ironic or a perceived shortcoming to the researcher is that the teachers and school principals were not part of the MTT investigation yet they are the ones who are in the centre or mainly affected by these alleged irregularities.

The second shortcoming, as far as the researcher is concerned, is that the interviewing of the provincial education officials was based on wishful thinking that the education officials would provide honest information regarding the alleged irregularities. It is the researcher's view that this was wishful thinking in that it was less likely for the education officials to provide honest information as this would inadvertently reveal their incompetency in managing the filling of posts process or direct involvement in such irregularities. As it ought to have been expected, senior managers of the Department of Education, strongly denied the irregularities, especially the selling of posts. Such denial was mainly in the provinces where the South African Teachers'

Union (SADTU) was dominant. They nevertheless agreed that some recruitment processes were biased but the selling of posts was the elephant in the room. Furthermore, the inclusion of union leaders was also based on wishful thinking that they would implicate themselves. It was on the basis of that consideration that NAPTOSA objected to the inclusion of the unions in the Ministerial Task Team investigation citing that the unions would not provide honest information to the task team

The second shortcoming, the researcher identified, is the revelation by MTTR that there was evidence that those who were union members were likely to be appointed to senior positions more like being deployed to those positions yet the overall conclusion of the MTT was that such allegations were not based on tangible evidence. To the researcher, this was a contradiction which warranted further investigation.

The third shortcoming of the MTTR, which motivated the researcher to conduct this study, is the fact that Ministerial Task Team's report did not present the data they obtained from the SGBs'. All the data about the SGBs' is from the other participants, yet the unions who participated in the MTT study tended to shift the blame to the doorstep of the SGBs'.

1.4 RESEARCH PROBLEM STATEMENT

Lack of organisational justice as articulated in distributive, procedural and interactional justices can be detrimental to any organisation, and the Department of Basic Education Kranskloof Circuit in particular. There seems to be a lack of certainty as to the existence of organisational justice within the Department of Basic Education. Furthermore, efforts to obtain such certainty as evidenced by the study conducted by the Department of Basic Education, do not seem to be providing the envisaged outcome hence such certainty is still illusive.

1.5 AIM OF THE STUDY

The study aimed to assess teachers' perceptions on organisational justice in the filling of positions within schools in KwaZulu-Natal, South Africa: Kranskloof circuit.

1.6 OBJECTIVES OF THE STUDY

- To understand teachers' perceptions on the practice of distributive justice in the filling of positions within schools in the Kranskloof circuit.
- To ascertain how the teachers perceive the practice of procedural justice, especially in relation to recruitment and selection processes, in the filling of positions within schools in the Kranskloof circuit.
- To determine how the practice of interactional justice is perceived by the teachers in filling of positions within schools in the Kranskloof circuit.

1.7 HYPOTHESIS OF THE STUDY

- **H1:** The teachers perceive the level of organisational justice in the process of filling positions within schools in the Kranskloof Circuit as non-existent.
- **H2:** Distributive justice in the filling of positions within schools in the Kranskloof circuit is non-existent.
- **H3:** There is procedural justice within schools in the Kranskloof circuit.
- **H4:** There is interactional justice within schools in the Kranskloof circuit.

1.8 SIGNIFICANCE OF THE STUDY

In view of the fact that the study is not commissioned by anyone of the interested stakeholders namely the teachers themselves, teachers' trade unions and the SGBs, it is hoped that the study will provide feedback on what actually happens when vacant positions are being filled up within schools. The stakeholders as identified above will benefit from this study by improving the decisions taken in the filling of positions within schools. It will outline various weaknesses and deficiencies that need to be addressed. The findings of this study will contribute to the body of knowledge on organisational justice regarding the promotion system. Again, the findings may also assist the human resource practitioners in the Department of Education to develop a new system of selecting the teachers that qualify for promotion to fill vacant posts in schools.

1.9 JUSTIFICATION AND MOTIVATION OF THE STUDY

A similar study has been conducted by the Department of Education however the results have been viewed by most stakeholders as biased in view of the fact that it was conducted by the ANC-led Government as represented by the Department of Education. As part of this study an interrogation of the objectives of the above-mentioned study was made paying particular attention to its objectives and findings, and thereafter compared those with the findings emanating from this study. It is hoped that the results from this study could be relied upon since the researcher is not one of the main stakeholders.

1.10 RESEARCH DESIGN AND METHODOLOGY

In this empirical investigation, the researcher is going to use an exploratory mixed research approach given the size of the sample that the researcher was working with. Data was collected using a structured questionnaire comprising closed-ended questions and semi-structured interviews written in English. Quantitative data were analysed using computer software called the Statistical Package for Social Sciences (SPSS), which also uses descriptive statistical analysis. The aim of using descriptive analysis is for the respondents to provide demographic information such as age, gender and marital status, the title of a job and years of employment. The collected data is presented in the form of frequency tables and bar graphs. Qualitative data (interview schedule) was analysed using thematic analysis. It includes the process of identifying themes within the data and recording them as findings of the study.

1.11 LIMITATIONS OF THE STUDY

The participants of the study understandably have work commitments and may be reluctant to participate in the study. The study deals with issues that may be viewed as sensitive by other potential participants thus limiting the total number of respondents. Actual limitations encountered in the field during data collection are reported in this report.

1.12 CHAPTER OUTLINE

Chapter 1 provides an overview of the whole study.
Chapter 2 provides a literature review and delivers information about the role of SGBs and teachers' trade unions within South African schools.

Chapter 3 provides an additional chapter of literature review and discusses the theoretical framework upon which this study is based.

Chapter 4 presents the research methodology that indicates where the study was conducted, who participated, which sampling strategy was used and how data was collected and analysed.

Chapter 5 presents research findings and analyses the data collected in this study.

Chapter 6 presents the discussion of the research findings.

Chapter 7 presents the recommendations and conclusion of the study.

1.13 CHAPTER SUMMARY

This chapter has laid out the main sections of this study and the researcher has indicated the research objectives and the research questions clearly. Again, this chapter has indicated the background of the study and presented the nature of organisational justice in a workplace. The plan of the whole chapter has been presented and the limitations of the study were well explained. The next chapter, as indicated, above will provide a bigger representation or an overview of the literature review and delivers information about the role of the SGBs in the appointment or promotion of the teachers, the morale of the teachers who are not promoted, trade unions and promotion within the South African schools.

CHAPTER 2

SOUTH AFRICAN EDUCATIONAL SYSTEM AND ROLE OF THE TEACHERS' TRADE UNIONS

2.1 INTRODUCTION

This chapter provides background information on the history of the South African educational system pre and post-democracy. The educational system is traced back to the era of the National Party government voted into power in 1948 and the collapse of the apartheid government. Second, the chapter provides information about the teachers' trade unions and the role that they play in schools and government. Third, the chapter provides information about the school governing bodies (SGBs) and their role in the appointment of the teachers. Fourth, the chapter provides information on the promotion of the teachers as employees in the schools; and the legislation that governs the schools. Fifth, this chapter provides information about the morale and performance of the teachers, as employees, who are not promoted. The chapter also deals with both fairness and injustice in the workplace. Last, the study details the role played by the South African Constitution and the legislation governing the schools.

2.2 BACKGROUND TO THE SOUTH AFRICAN EDUCATIONAL SYSTEM

This study opens by discussing the South African educational system post-apartheid and post-democracy. It assesses teachers' trade unions and their objectives. Teachers' trade unions are a point of interest because they are one of the stakeholders in the schools.

2.2.1 South African Educational System Post 1994

Khalil and Sharaf (2014), quoting from the World Bank document (2007), asserted that education plays a significant part in promoting economic happiness. If education is not considered a binding constraint to progress in an agreed republic, robust growth will not be achieved for those who never invest regularly in it over the long term (World Bank, 2007). The Republic of South Africa (RSA)'s education system was divided according to racial groups. This can be traced back to the era of the Dutch and British colonisers in the Cape. During that era, the education system was run by the missionaries as the teachers. Discrimination against education became rife when the former National Party (NP) government implemented the Bantu Education Act No. 47 of 1953. Hartshorne (1992) stated that the Bantu Education Act

was controlled by the Department of Native Affairs under the leadership of Dr H.F Verwoerd. This Act provided poor education for the Black children and poor training and employment of the Black teachers, including low salaries compared with White teachers, whose children were favoured, educationally. Zeelen, Rampedi and Van der Linden (2014) asserted that the legacy of apartheid relating to the education system selected by the government consisted of racially embedded poverty and inequality, reflected in the educational system, with its strong separation between education for Whites and education for Blacks (2014:22).

The trade unions were not recognised by the apartheid government. That means there were no trade unions to question the Bantu Education Act. In 1963, the Coloured Persons' Education Act of 1963, and in 1964, the Indian Education Act of 1965 education systems were implemented for the Coloureds' and the Indians' children, respectively (Karras, Calogiannakis, Wolhuter, and Kontogianni, 2015). The Coloured Person's Education Act of 1963 put control of 'Coloured' education under the Department of Coloured Affairs; and Indian education was placed under the Department of Indian Affairs (Karras et al., 2015). In 1967, the Education Act was established for White children and their teachers. This Act allowed the White teachers to participate in the decisions made by the government on issues affecting them as teachers. McKay (1995) argued that the Bantu education generally succeeded only too well in limiting the educational advancement of the Black people, and in blocking the acquisition of basic skills such as numeracy, literacy, and so forth.

It was not easy for the Black, Coloured, and Indian teachers to teach under the oppressive system of education. Frustration pushed the Black teachers to form organisations that would help to address the oppressive system that was undermining the Black education, and the low salaries paid to teachers. Nengwekhulu (n.d.) argued that "one such organisation was the Black Consciousness Movement". The BCM led to the Soweto student uprisings of 1976. The main purpose of the Soweto uprising was to resist the Bantu Education Act and the use of the Afrikaans language in all subjects. Some of the students were massacred by the police. Among those who survived, some fled the country to join the armed struggles in the neighbouring countries. Those who remained in the country continued the struggle of fighting the apartheid system and its educational system. While the struggle was continuing, the apartheid government implemented the Education and Training Act of 1979 in order to replace the Bantu Education Act and the Bantu Special Education Act No. 24 of 1964 (Behr, 1988). The

Education and Training Act of 1979, according to Behr (1988:32), outlined the requirements of the Act as follows:

- That Bantu be dropped and replaced with Black.
- Education be free and compulsory.
- The home language was to be used as a medium of instruction until Grade 4.
- Building and maintenance of schools became the responsibility of the Department of Education and Training.
- Parents and communities were to be involved in the education system.
- The Department had the power to appoint and dismiss teachers.

The government imposed the Act on all stakeholders in the Department of Education, without consultation. Within the Department of Education, each racial group had a working group comprising White people. Each working group was mandated, amongst other things, to deal with the issues that affected the teachers and the students of each racial group. The salaries and working conditions of the teachers were not part of the issues to be dealt with by the working groups. In 1983, White working groups proposed to the Department of Education the passing of a White Paper on the Provision of Education. According to Behr (1988), one of the proposals of the White Paper was that each racial group must handle issues relating to their racial group: challenges faced by these groups were not entirely the same. The Black, Coloured, and Indian teachers protested, opposing this Act because it was not addressing their grievances, especially the working conditions and low salaries. Heystek and Paquette (1999) asserted that, during the apartheid era, there was a national department of education and four provincial departments of education.

These authors further stated that this education system was divided into different departments for the White, Coloured, Indian, and Black schools, respectively. The department of education of that era in the former homelands was created to give the Black community a false sense of independence. After the 1994 elections, the African National Congress (ANC) became the democratically elected government. The ANC government formed the government of National Unity, which allowed all the political parties in parliament. The education system was integrated into one educational system under one Ministry of Education. All the apartheid educational systems were abolished and replaced by new ones that accommodated all the racial groups in South Africa. All teachers, irrespective of race, are paid equally; and the matric

students are writing the same examination papers, except for those attending independent schools.

2.2.3 South African Teachers' Trade Unions

Globally, teachers' trade unions are formed to fight for better employment opportunities, working conditions, salaries, and pension and social protection. Wood and Godard (1999) stated that unions may have to display organising skills in order for their members to respect them post-1990. Respect is often a condition for providing benefits and services to members, and therefore a base for drawing a steady or rising membership. Pre-1990, the teachers' trade unions in South Africa played a crucial role in dismantling the past educational policies separated according to racial and ethnic lines. The educational policies were mainly favouring the White teachers' participation in decision-making because they were formulated by the White officials. Glaser (2016) states that a direct line of communication with the Department of Education was enjoyed by the influential professional associations. Govender (2004) argued that the Teachers Federal Council represented the White teachers only and it was negotiating on their behalf in matters related to labour. This included salaries which were very much higher than teachers of other race groups. The apartheid government excluded Black teachers from taking part in the formulation of education policy. The exclusion of the Black teachers from participating in education policy was the result of the authoritarian apartheid government education policy − the Bantu Education Act of 1953. The majority of the teacher trade unions in SA are as follows: South African Democratic Teachers Union (SADTU), Natal African Teachers' Union (NATU), National Professional Teachers' Organisation of South Africa (NAPTOSA) and Suid Afrikaanse Onderwysers' Unie (SAOU). Each teacher trade union has its aims and objectives, discussed below:

2.2.3.1 Aims and Objectives of NAPTOSA

Nine teachers' organisations are affiliated with NAPTOSA, a national federation of unions that has a non-racial membership and a constitution that is non-discriminatory (Heystek and Lethoko 2001). The motto of NAPTOSA is "teach with dignity" Heystek and Lethoko (2001). The objectives of NAPTOSA are:

- A non-discriminatory system of education;
- An equitable system of education;

- Effective compulsory education;

- Professional responsibility of educators; and

- Gender parity and elimination of backlogs;

- Serving the interests of a child; and

- The promotion of cooperation with parents and community, as well as the professional development of teachers (National Professional Teachers' Organisation of South Africa Constitution, 2016:223).

2.2.3.2 Aims and Objectives of NATU

According to Heystek and Lethoko (2001), NATU is an organisation of the future, which provided and continues to provide a support system for professionally-oriented educators. The objectives of NATU are outlined as follows:

- Self-reliance and self-development;

- Freedom of association and right to organise;

- Professional approach to teaching inspired by children's rights to learn;

- Political and religious non-alignment;

- Autonomy and independence; and

- Enhancement of all aspects of the working life of educators (Heystek and Lethoko, 2001:225).

2.2.3.3 Aims and Objectives of SADTU

The aims of SADTU are:

- To unite teachers and education workers in education and educationalists and to work for a non-racial, non-sexist, just and democratic system of education in a free and democratic South Africa.

- It shall observe and act in accordance with the spirit and principle of democracy in all the union's activities.

- SADTU shall combat all class-based discrimination in education, and commits to exposing, at all times, the class nature of the South African society (South African Democratic Teachers' Union Constitution, 2010:5).

The objectives of SADTU are:

- To recruit all teachers and education workers and educationalists who support the aims and objectives of the union;

- To seek and to maintain itself as a union to be recognized by the education authorities and to negotiate on behalf of its members, advance their individual and collective interests by entering into collective bargaining relations with the education authorities for the purpose of negotiating and entering into collective agreements;

- To promote and further the interests of its members and to voice collectively their opinions on matters pertaining to education;

- To co-operate with or join organisations, both locally and internationally, where it is in the interests of the union to do so,

- To promote and advance the education, cultural and social interests of workers and working-class communities in South Africa, Africa, and the whole world.

- To eradicate discrimination based on gender, sexism and the sexual harassment of teachers and education workers and learners,

- To establish affirmative action programmes for women and to maximize the participation of women at all levels of the union and the education system as a whole;

- To eradicate racism and discrimination in employment and education generally; and

- To institute legal proceedings on behalf of the union or its members in pursuance of the objects of the union and to render, where appropriate, legal assistance to members in matters relating to education and employment (South African Democratic Teachers' Union Constitution, 2010:6).

2.2.3.4 Aims and Objectives of SAOU

The SAOU is dominated by White teachers, especially those Afrikaans speaking. The aims of SAOU are:

- To endorse the Constitution of the Republic of South Africa and the principles of the Bill of Fundamental Rights.

- To establish a politically non-aligned and independent union which will promote and protect the collective interests of its members at all levels within any existing or future labour relations dispensation.

- Subject to law to co-operate with any legitimate and democratically elected government based on the principles of freedom and equality and respect for fundamental human rights.
- To attempt to counteract any form of unfair discrimination in education which is based on the grounds of race, gender, ethnicity, political and other convictions.
- To form alliances and to establish national and international liaisons with other organisations and unions which share the values, principles and objectives of the union.
- To regulate relationships between employees and employers, including any employers' organisation.
- To promote the interests of its members,
- To plan and to organise the administration and lawful activities of the union.
- To affiliate with and to participate in the activities of any international workers' organisation or the International Labour Organisation.
- To promote, support, or resist any proposed legislative or other measures which affect the interests of members.
- To support and partake in the structures of the Education Labour relations Council or any similar structure, and to encourage the resolution of disputes between members and employers or employers' organisations by means of conciliation, mediation or arbitration. To strengthen educators in the discharge of their professional duties and to assist them to guide learners and to prepare them to be responsible citizens in a democratic state.
- To promote the professional growth of the members of the union and other employees by means of seminars, conferences, congresses and debates (Suid Afrikaanse Onderwysers' Unie Constitution, 2017:2).

2.2.3.5 Education International

The Education International (EI) was formed as a federation of teachers' trade unions around the world, representing thirty-two million teachers (Education International, 2011). The principal aims of the EI are:
- Promotes the principle that quality education, funded publicly, should be available to every student in every country.

- Promotes and represents the interests of teachers and other education employees on the international level.
- Assists the development of independent democratic organisations to represent teachers and other education employees and builds solidarity and cooperation between them.
- Advocates for equity in society.
- Works with other global federations of unions and other kindred organisations to promote and achieve solidarity (Education International, 2011:2).

2.4 THE ROLE PLAYED BY THE SOUTH AFRICAN TEACHERS' TRADE UNIONS

The South African teachers' trade unions played a crucial role in bringing transformation to the educational system. The teachers' trade unions play a crucial role through their council, known as the Public Service Coordinating Bargaining Council (PSCBC). The PSCBC is an "overarching bargaining structure coordinating collective bargaining across the Public Service, excluding the South African National Defence Force, the National Intelligence Agency and the South African Secret Service" (Erasmus et al., 2014:750). NAPTOSA, SAOU and SADTU are the teachers' trade unions that participate in this council. The trade unions that deal with educational issues are guided by the Education Labour Relations Council (ELRC). The main role played by the ELRC is to keep peace in public education. The South African Schools Act (SASA), Labour Relations Act (LRA), and Basic Conditions of Employment Act administer the ELRC. Chapter One Section (4) of the ELRC outlines the objectives of the Council as follows:

1) "to maintain and promote labour peace in education;
2) to prevent and resolve labour disputes in education;
3) to perform dispute resolution functions in terms of section 51 of the Act;
4) to promote collective bargaining in relation to all matters of mutual interest;
5) to conclude and enforce collective agreements;
6) to grant exemptions to parties and non-parties from collective agreements, where appropriate;
7) to conduct research, analyse and survey education nationally and internationally, to promote training and build capacity in education; and
8) to develop proposals for submission to the Public Service Co-ordinating Bargaining Council and National Economic Development and Labour Council, or any other

appropriate forum, on labour policy and labour legislation that may affect education (Education Labour Relations Council, 2003:3).

2.4 SCHOOL GOVERNING BODIES

Chaka (2009:8), asserted that "education governance and administration under the apartheid were characterised by racial and ethnic fragmentation". During the apartheid era parents, teachers, and students were excluded from making crucial decisions about the schools. Critical decisions were made by the principals and inspectors. According to Chaka (2008), school governing bodies, as democratic school governance systems introduced by the new government, were accepting a democratic education structure. This was a break away from the structure of education supremacy that was seen under the apartheid government. Madisaotsile (2012) argued that change and improvement of the education background in South Africa have influenced all parties involved, including the school governing bodies (SGBs), which were established per the South African Schools Act (Schools Act No. 84 of 1996) to govern schools. Mandates of the South African Schools Act in all South African public schools "have a democratically elected SGB constituted of teachers' staff, parents and, in the case of secondary schools, learners" (Mncube and Naidoo, 2014:485). The South African Schools Act 84 of 1996 places more powers on the shoulders of the SGBs to run the schools on behalf of the parents and guardians of learners. SGBs, therefore, play a significant part (South African Schools Act 84 of 1996) in education.

According to the South African Schools Act 84 of 1996, the SGB consists of democratically voted members, the principal in his or her capacity, and co-opted members. This Act further states that the voted member group comprises the parents of learners at school, teachers at school, and members of staff at school who are not teachers. The SGB is therefore in charge of public schools. The functions of the SGB are outlined in Section 20 (1) of the South African Schools Act 84 of 1996:

- "to the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school;
- to support the principal, educators and other staff of the school in the performance of their professional functions;

- to adhere to any actions taken by the Head of Department in terms of section 16 of the Employment of Educators Act, 76 of 1998, to address the incapacity of a principal or educator to carry out his or her duties effectively;
- to determine times of the school day consistent with any applicable conditions of employment of staff at the school;
- recommend to the HoD the appointment of educators at the schools, subject to the Employment of Educators Act 76 of 1998, and the Labour Relations Act 66 of 1995;
- recommend to HoD the appointment of non-educator staff at the school, subject to the Public Service Act of 1994; and the Labour Relations Act 66 of 1995" South African School Act 84 of 1996:12).

2.5 PROMOTION OF TEACHERS AS EMPLOYEES

Employees apply for promotion in order to gain higher positions within the organisation, better packages, and more authority, as well as status. According to Burke and Cooper (2010), quoted by Mhlongo (2017:9), "promotion is an important aspect of staff retention". As argued by Misuko (2012), promotion is a decision-making process which allows employees in an organisation to advance in their careers and positions. It is a vital part of the career development of employees within all organisations. According to the South African White Paper on Human Resource Management (1997:13), "promotion is the movement from one position to a higher position and will always be based on competition". Authors such as Swanepoel, Erasmus, Schenk, and Tshilongamulenzhe (2014), maintained that, in South Africa, the promotion has and will become an increasingly contentious issue, owing to aspects such as employment equity, affirmative action, and the concept of merit. Promotion is gratitude an employer extends to the employee who qualifies for it because of his or her past performance and future promise to the organisation. Promotion is defined as "the upward internal moves in an organisation that usually involve great responsibility and authority along with increases in pay, benefits and privileges" (Grobler, Wärnich, Carrell, Elbert, and Hatfield, 2010:262). The characteristics of promotion are summarised as follows:
- it is limited to a single vacancy, even if several candidates deserve the position;
- decisions are generally dichotomous: the applicant is either accepted or rejected;

- if an applicant is accepted, co-workers could be reluctant to follow that person's instructions if they suspect that person reached his or her new position as part of an unfair process (Beehr, Nadig, Gudanowski and Such, 2004).

The promotion procedure is divided into two components − promotion system, and transparency. Transparency in promotion is known as the degree of information about criteria given to candidates in decision-making (Garcia-Izquierdo et al., 2012:395). These authors explain transparency as being part of the organisational formalization that is an internal policy directed at reducing ambiguity and enhancing equal opportunities for candidates qualified for promotion. The promotion system is the channel for mobility that is the basis for the promotion decision-making (Garcia-Izquierdo et al., 2012:395). Economists such as (Baker, Jensen, and Murphy, 1988; Lazear and Rosen, 1981), quoted by Phelan and Lin (2001), stated that a promotion system serves two important commitments. These authors outlined the two important commitments as follows: first, it selects more able individuals of greater responsibility; second, it motivates employees at one level to strive harder to attain the next level. Tangible and intangible rewards are provided by promotion. Misuko (2012) posited that this reward assists employees to feel more satisfied, and committed, and increases the morale and motivation of employees, who, in return, give their very best to the organisation. Diko and Letseka (2009) added that applications for promotions within the Department of Basic Education (DoE) are driven by a desire for attractive salary packages, rather than devoted educational leadership. All teachers are required to register with the South African Council for Educators (SACE). No person shall be appointed as an educator either in a permanent, or temporary capacity, or on a special contract, or be promoted unless he or she complies with the experience requirements determined by the Minister and is in possession of an approved qualification and is able to submit satisfactory evidence (Government Gazette, 1995:3). Burke and Cooper (2010), quoted by Mhlongo (2017:9), contended that schools may want to retain effective teachers by recommending them for appointment into promotional posts which incline towards management responsibilities.

Every organisation, including government departments, have significant human-resource-management (HRM) policies. This statement is supported by Brown, Bemmels and Barclay (2010), quoting from Sitkin and Bies (1994), who stated that organisations also rely on policies to reduce injustice, giving guidance on decision-making. Those authors define policy justice as

perceptions of fairness related to organisational policies (Brown et al., 2010). They further argue that policy justice first focuses on values and decision criteria. Second, it is an evaluation of a general policy intended to apply over time and across many situations, decisions, and individuals. Third, evaluations are likely to remain relatively stable over time and across situations, policies themselves being relatively stable (Brown et al., 2010). The HRM policies are intended to help the management, employees, and trade unions in the organisations to manage the organisation. Swanepoel et al. (2014:207) remark that "this is meant to reduce uncertainty, promote some consistency in the way people and work are being managed, and generally to enhance fairness in the workplace". An organisation's policy and procedures usually stipulate how promotions should be conducted and how various roles are to be played by those who have the responsibility to commence and finalise the promotional process (Odeku, 2013:867).

2.5.1 Promotion Process within the Department of Basic Education

The powers of the Department of Education as the employer are found in Chapter 3 of the Employment of Educators Act 76 of 1998. Section 6 (1) of the Employment of Educators Act stresses that, subject to the provisions of this section, the appointment of any person, or the promotion or transfer of any educator-

(a) "in the service of the Department of Education shall be made by the Director General; or

(b) in the service of a provincial department of education shall be made by the Head of Department" (Employment of Educators Act 76 of 1998:5).

Before short-listing and the interview process can take place, Section 3.3 of the Employment of Educators Act No. 76 of 1998 states that an interview committee must be established for the purpose of conducting interviews so that vacant posts can be filled. The Act goes further in Section 3.3 (b) (i) to state that the interview committee is supposed to include one departmental representative (who may be the principal), as an observer, and resource person; the principal of the school (if he or she is not the department's representative), except in the case where he or she is the applicant; members of the school governing body, excluding educator members who are applying for the advertised posts; and one representative per union (observer) who is a party to the provincial chamber of the Educators' Labour Relations Council (Employment of Educators Act No. 76 of 1998:77). Some guidelines need to be followed during the interview process. Those guidelines require that the interview process be based on the principle of

fairess and equality. The principle of fairness and equality must be practised by the interview panel. Mhlongo (2017) asserted that, after the interview, a list of recommended candidates should be prepared according to preference, from the most suitable to the least suitable candidate. The author further argued that the panel, which includes the governing body, is expected to justify the preferential list of recommendations to the Department of Education (Mhlongo, 2017). All the policies in South African government departments are meant to promote a democratic process in the appointment of public servants, including teachers to promotion vacancies.

2.5.5 Performance of Employees who are not Promoted

Employees who are not promoted to senior positions in the organisations are affected emotionally, especially if they have the skills that are required for the advertised post, good working experience, and required qualifications. Promotion is the reward for employees committed to their work. Misuko (2012) stated that employees who observe promotion decisions as unfair are likely to be demoralised. In this regard, if the employees' perceptions of organisational justice are undesirable, their obligation to the organisation will decline. Abu Elanain, (2010) quoted by Khalil et al. (2014) argued that, if the employees display negative feelings towards justice, they are more likely to report lower performance, increased absenteeism, turnover, deviant behaviour, and decreased commitment. In this study, the teachers who are not promoted to senior positions are more likely to lose interest in their work, be less committed to what they do, and be absent from work. This is similar to Sashkin and William (1990), quoted by Misuko (2012), who contended that perceptions of unfairness in the organisation will lead to psychological stress and real sickness, with absenteeism and job accidents following in the wake. Concepts such as motivation, trust, and job satisfaction play a major role in the performance of an employee within the workplace. These three concepts will provide the reader with a clear picture of the behaviour of employees who are not promoted in their workplace or in the organisations they are working for.

As stated by Parvin and Kabir (2011:1123), job satisfaction is "influenced by factors that include the level of pay and benefits, the perceived fairness of the promotion system within a company, the quality of the working conditions, leadership and social relationships, and the job itself". These authors maintained that satisfaction pertains to the management style and culture, employee involvement, empowerment, and independent workgroups. Each

organisation has its own goals that must be achieved. Parvin et al. (2011) stated that to ensure the achievement of firm goals, the organisation creates an atmosphere of promise and collaboration for its employees through the rules that enable employee satisfaction. Ganta (2014) averred that motivation is influenced by issues that result from both conscious and unconscious matters, such as the greatness of wish or need, incentive or prize value of the goal, and expectations of the individual and his or her peers (Ganta, 2014). Motivation is defined by Achim, Dragolea and Bâlan (2013:685) as the "set of state of the individual's needs that require to be satisfied and therefore pushes, incites and causes the individual to perform a series of actions in order to satisfy them". In order for employees to produce quality work, employers offer incentives to motivate them. Ganta (2014) suggested that motivated employees have the drive to prosper, no matter what the plan. On the other hand, unmotivated staff are likely to spend limited or no determination in their occupations. They may escape the workplace as much as possible, exit the organisation if given the chance, and produce low-quality work (Ganta, 2014). When employees are not satisfied with their employment circumstances, they tend to perform poorly. In order for the employees to perform according to their job requirements, motivation is needed to encourage such performance.

Authors such as Mayer, Davis, and Schoorman (1995), and Robinson (1996) were quoted by Paliszkiewicz, Koohang and Nord (2014), in defining trust variously. Mayer et al. (1995:712) defined trust as "the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party". According to Robinson (1996:576), trust refers to "one's expectations, assumptions, or beliefs about the likelihood that another's future actions was beneficial, favourable, or at least not detrimental to one's interest". Trust is the "degree to which the trustor holds a positive attitude toward the trustee's goodwill and reliability in a risky exchange situation" (Das and Teng, 1998:494). Trust plays a major role in any organisation. In order for the employees to have an interest in what they are doing, there must be trust between the management and the employees; if that trust is lost, nothing will work out in the organisation. As argued by Starnes, Truhon and McCarthy (2010), breaches of trust are more severe cracks, owing to the views of 'fraudulent acts, lies, defaulting, ineffectiveness, insignificance, cynicism, lack of kindness, dishonesty, and the breaking of contracts. The employees may perceive the behaviour of the management within the organisation as disloyal to them. These authors further contended that such acts of betrayal can

lead to employee distrust and a decline in worker self-confidence, communication, cooperation, and levels of effort (Starness et al., 2010). If the organisational policies are not implemented correctly within the organisation, such may lead to a breach of trust between the employees and the management.

2.5.6 Morale of the Teachers as Employees who are not Promoted

Haddock (2010:55) defined morale as "an intangible concept that refers to how positive and supportive a group feels toward the organisation to which it belongs and the special feelings members of the group share with others, such as trust, self-worth, purpose, pride in one's achievement, and faith in the leadership and organisational success". McKnight, Ahmad and Schroeder (2001:467) found morale the "degree to which an employee feels good about his/her work and work environment". These authors believed that there are aspects that assist in defining morale, such as intrinsic motivation, job satisfaction, work meaningfulness, organisational commitment, and work pride (2001). Seroka (2009:6) defined employee morale as the "general level of confidence or optimism experienced by a person or a group of people, especially if it affects discipline and willingness". Employee morale plays a crucial role in the workplace; if it is not properly managed it will have negative effects on the organisation.

According to Ewton (2007), quoted by Ngambi (2011:764), morale is also regarded as "the fuel that drives an organisation forward or the fuel that feeds the fires of employee discontent and poor performance". The morale of the employees can be high or low in the organisation. Millet (2010) outlined six reasons for staff morale being important to the organisation. These reasons are improved productivity; improved performance and creativity; reduced number of leave days; closer attention to detail; a safer workplace; and increased quality of work (Millet, 2010). The author further asserted that low morale can slowly end employee's guarantee, badly affecting the output or service the employees offer, estranging clients and customers they serve. Employees with low morale in their workplace do not take care of what they do, not being committed to what they do. According to Mazin (2010), quoted by Ngambi (2011), high employee morale leads to persons coming to work on time, enhanced communication, less time wasted on gossip, upgraded recruitment process and retention, and more creativity.

2.6 PROMOTION CRITERIA OF THE TEACHERS IN OTHER COUNTRIES

The countries that the researcher is focusing on are Hong Kong and Kenya. The promotion system in the South African Department of Education is different from other countries' departments of education. This is supported by Rabore and Travers (2000), quoted by Mugweru (2013), that, as in many other professions, the promotion of teachers is directly linked to an incremental remuneration structure based on hierarchical job groups which determine upward mobility. Such requires one to reflect on how other countries are promoting teachers to senior positions in their schools. In the study conducted by Wong and Wong (2005) in Hong Kong, promotion for teachers is an important issue, based on three reasons. These reasons are:

- "First, the pay structure is normally fixed and it is difficult for principals to use the compensation system as a tool to motivate teachers.

- Second, promotion to middle management brings not only increased administrative responsibilities but a drastic increase in salary of about 72% (for degree holders) and 80% (for non-degree holders) of starting salary, and so successful promotion offers monetary reward as well as power, prestige and status.

- Third, the specific societal culture in Hong Kong may make teachers more eager to seek promotion" (Wong and Wong, 2005:425).

In Hong Kong, the promotion of teachers is influenced by three cultural beliefs, which makes it different from South Africa. These three cultural beliefs are power-concentrated, self-orientated, and aggressive cultural beliefs. According to Dimmock and Walker (2005), power-concentrated beliefs capture the essence of power relationships in various cultures. Dimmock and Walker (2005) further asserted that people in high power-concentrated societies tend to accept unequal distributions of power. In self-orientated cultures, relations are fairly loose, and relational ties tend to be based on self-interest (Dimmock and Walker 2005). These authors suggested that people in such societies primarily regard themselves as individuals first, and members of a group, second (2005). According to Dimmock and Walker (2005), in aggressive cultures, the achievement is stressed, competition dominates, and conflicts are resolved through the exercise of power and assertiveness. These three cultural beliefs and values can manifest themselves as a robust wish to find promotion, particularly when linked with a huge salary increase (Wong and Wong, 2005).

The department of education promotion system in Hong Kong primary and secondary schools is based on fixed ratios. In primary and secondary schools, applications for promotion require government approval. Teachers who have been recommended for promotion are also required to pass through the internal promotion system of the schools as an extra criterion laid down by the individual schools (Wong and Wong, 2005). These authors commented that, whether the teachers are satisfied with the promotion system depends on the actual teacher promotion practice of the school (2005). There are seven dimensions of twenty-five that were selected by Wong and Wong in their study. These dimensions are the length of service (e.g. length of service in the school), teaching ability and potential (e.g., flexibility in teaching methods), administrative ability and potential (e.g., participation in innovative practices), relationships with decision-makers (e.g., good relationship with the principal), other experiences (e.g., experience outside education), demographics (e.g., being younger than 40), and social affiliation (e.g., membership of the teachers' association) (Wong and Wong, 2005:430). In order for a teacher to be promoted in Hong Kong, the candidate must meet the above criteria. The study conducted by Wong and Wong (2005), found that there are equal opportunities for promotion of the teachers in terms of their gender in Hong Kong. The results of their study revealed that 35.2% of males have been promoted, with 32.5% of females having also been promoted. Wong and Wong (200) asserted that there is evidence supporting the findings of most gender studies that gender is a factor perceived to influence actual promotion.

Kenya is different to South Africa and Hong Kong when it comes to the promotion of teachers to occupy vacant senior positions within the schools. The duties and functions of the teachers' management are performed by the Teachers Service Commission. Jonyo and Jonyo (2017) posited that the Teachers Service Commission was established under the Kenya Constitution of 2010 under Article 237 and per the enactment of the Teachers Act No. 20 of 2012. The Commission established under Article 237(1) of the Constitution has duties to carry out for teacher functioning:

- To register-trained teachers;
- To recruit and employ registered teachers;
- To assign teachers employed by the commission for service in any public school or institution;
- To promote and transfer teachers;

- To review the standard of education and training of persons entering the teaching service;

- To review the demand for and supply of teachers;

- To advise the national government on matters relating to the teaching profession;

- To establish and maintain a teachers' service adequate to the needs of public schools and tertiary institutions in Kenya; and

- To publish and compile a code of regulations which shall apply to all registered teachers, and may from time to time be modified or amended in such a manner as it deems fit (Teachers Service Commission Act No. 20 of 2012:47).

Mugweru (2013) asserted that, in Kenya, the promotion of the deputy principals and principals is conducted by the Teacher Service Commission, transferring teachers from established schools to less established schools. The author further asserted that promotion procedures were found to be slow; with merit not adequately considered (Mugweru, 2013). The policy that was applied to the Kenyan teachers in secondary schools did not seem to cater for different categories in the schools, according to the study conducted by Nyongesa, Manduku and Shiundu (2010). These authors further asserted that the conditions for consideration for promotion to professional grades outlined in the Teachers' Service Commission Code of Regulations for Teachers include:

i. Promotion on the merit of a teacher who has displayed exceptional ability in the performance of his or her duties;

ii. A teacher should have completed not less than three years of recognised teaching service within a given grade;

iii. A teacher who has had a disciplinary case and was found guilty shall not be considered until he or she has completed two years' teaching service after the resumption of duty;

iv. A teacher who has been re-employed by the commission must complete three years;

v. Except under special circumstances determined by the commission, consideration for promotion shall be the teacher's willingness to take up the position immediately, and where a vacancy exists; and

vi. The offer of promotion will lapse if not taken up within 30 days (Nyongesa et al., (2010).

The promotion of teachers should be above board all the time (Jonyo and Jonyo, 2017). These authors added that the promotion of teachers should be based on the principle that the teachers are knowledgeable of their conditions of service (Jonyo and Jonyo, 2017). Standards must have components that are clear, measurable, and tangible. Standards must be suitable and seen as issues that contribute to the area of knowledge. According to the Teachers' Service Commission (2013), the 2012/ 2013 report held that the commission promotes teachers based on the various terms of service which afford promotion through a Teacher Proficiency Course, interviews, and common cadre establishments, or upon achievement of higher qualifications. The Teachers' Service Commission Annual Report of 2014 – 2015, quoted by Jonyo and Jonyo (2017), stated that the purpose of promotion is to recognise or reward effort, with the aim of improving the quality of teaching, and aligning employees for succession management. The district education boards and the schools' boards of governors work in connection with the Teachers' Service Commission. Buke (2007), quoted by Nyongesa, et al. (2010), asserted that school sponsors, the Provincial Education Office and the local communities, through their elected leaders, are also known to have a strong hand in the appointment of head teachers.

There is four stage process of appointing head teachers required by the Kenyan Department of Education policy. The first stage requires each school to establish a professional sub-committee of the board of governors. The duties of the school board of governors are to identify the teachers, based on the merit of the job, the right teachers for reflection of appointment. For the second stage, the board of governors may correct and send recommendations to the district education board for consideration of a qualified teacher. The third stage is the district education board level, which handles promotions to administrative jobs, and receives recommendations from the various boards of governors. The district education board level also creates the shortlist and invites qualified applicants for interviews. The interviews are conducted according to the guidelines issued by the Teachers' Service Commission (Nyongesa, et al., 2017). The recruitment of the teachers was decentralised to Teachers' Service Commission County offices for primary schools; and boards of management for post-primary institutions (Jong and Jong, 2017). These authors maintained that the promotion of teachers has been a great challenge to the commission, with some teachers serving in the same grade for more than 20 years.

There is low morale and lack of motivation made to the absence of promotion of teachers, which compromises the quality of education. According to the Kenyan Daily Nation (2017),

20 057 teachers applied for positions. Of 20 057 teachers who applied for senior positions, 10 000 were shortlisted for interviews. Vacant positions are principals, headmasters, and deputies in primary, secondary, and tertiary institutions. The Kenyan Daily Nation further reported that posts were in the past filled through straight appointments that generated opportunities for abuse by the hiring teams. The Teachers' Service Commission has stopped promoting teachers based on the number of years in service. A new recruitment policy was launched last year (Kenyan Daily Nation, 2017). Nyaberi (2002), quoted by Nyongesa et al. (2010), asserted that there were cases of competition between local communities led by leaders and school sponsors in the appointment of head teachers in the Kisii District. The politicians and the sponsors are exercising an unjustifiable influence on the management of schools in the District of Baringo (Nyongesa, 2010). The appointment of the head teachers was not influenced by external forces, nevertheless, in other districts, politics plays a major role. Politicians supported the qualified head teachers, assisting in their appointment to senior positions (Nyongesa et al., 2010). The performance of traditionally prominent schools in Kenya at the hands of political interference was criticised by Buke (2007) in his study. Buke (2007) further argued that political leaders were influential in coercing their members to compel officials at the Teachers Services Commission to employ their members as head teachers, without following the merit and procedure of employing the teachers. In some Kenyan districts, therefore, there is political interference influencing the appointment of their members. This is similar in South Africa.

2.7 FAIRNESS IN THE WORKPLACE

The matters of fairness and unfairness are the responsibilities of the Human Resource Management (HRM) in every organisation that deals with such on a daily basis. Hang-Yue, Foley and Loi (2006:983), commented that "socially responsible employers are expected to provide a fair and discrimination-free work environment for their employees". Fairness is a fundamental concern in organisations amongst employees regarding employment opportunities and promotion. According to Swarnalatha et al. (2013:2), fairness is ideally seen and felt throughout all levels of the organisation. Fairness can take many forms in the workplace, such as the application of policies, and procedures, and the presence of unions to help level the playing field. It is also the managers' concern in cases of providing equal employment opportunities and fair labour practices to the employees. As argued by Garcia-Izquierdo, Moscoso and Ramos-Villagrass (2012) in Cropanzano, Bowen and Gilliland (2007), fairness

in organisations is of particular importance. Being a purely idealistic thought, it actually affects the actions and the outcomes in the workplace. Authors such as Swarnalatha and Prasanna (2013) added that fairness in the workplace results in more adequate pay, benefits, and opportunities for the employees to perform their work adequately. Managers, as leaders in organisations, are required to ensure that all employees have an equal chance to compete. Managers are responsible and accountable for treating their employees fairly (Coetzee and Vermeulen, 2003). The attention to fairness in an organisation depends on the outcomes, procedures, and motives.

According to Garcia-Izquierdo, Moscoso and Ramos-Villagrasa (2012:395), there are three important aspects of fairness:

- First, perceptions of fairness are influenced by the type of criteria used to make promotion decisions;
- Secondly, people consider promotions based on performance to be fairer than other channels; and
- Thirdly, promotion characteristics are relevant for perceived fairness.

Kontakos (2007) asserted that, in terms of observing fairness in the workplace for female employees, many women, astonishingly, do not see the place of work as unfair, or they choose to overlook such. The role of fairness is explained by organisational justice in the workplace (Greenberg, 1996). In fairness, employees may be sensitive to the decisions taken on a daily basis by their employers on both large and small scales. Employees will judge these decisions as either fair or unfair. Organisational justice is discussed in more detail in the next chapter.

2.8 INJUSTICE IN THE WORKPLACE

Injustice is defined by Ambrose, Seabright and Schminke (2002:950) as "an employee's belief that he or she (or someone else) has been treated unfairly". Injustice in the workplace creates negative behaviour, which impacts the ability of the employees if they perceive or experience it. Some of the employees may resign, while others will keep their jobs, but their work performance will be unsatisfactory. According to Coetzee (2005), there are two factors that influence an individual's requirements to act on injustice. These two factors are the impact of the injustice and limiting future injustice. The researcher focuses on only one factor. In terms of the impact of injustice, Coetzee (2005), asserted that by identifying and notifying

management of injustice, the organisation is enabled to correct or make changes as necessary. According to Coetzee (2005), the perceived level of injustice is a discrepancy in the standard principles of fairness held for behaviour in that situation, and the level of discrepancy from the intended alternative to the current situation.

This study focuses on promotions conducted in an unacceptable manner, especially in schools. For example, some teachers who are qualified and have experience are not treated fairly because of their political affiliation. On the other hand, teachers with political connections have better chances of gaining promotion in the filling of positions. Coetzee (2005), stated that organisations should reduce injustice by studying employees' responses to injustices, preparing written guidelines, procedures, and policies, for making decisions and engendering fairness. Injustices happen on a daily basis in the workplace. Authors such as Okechukwu, Souza, Davis and de Castro (2011) identified regular workplace injustices in the form of workplace discrimination, harassment, and bullying. These workplace injustices are discussed as follows.

2.8.1 Workplace Discrimination

Discrimination at work is defined by the International Labour Organisation Action Guide (2008) as a difference in work-related opportunity or treatment for which there is no objective or legitimate justification. Inequality, discrimination, and transformation remain the important challenges that employees encounter within the South African Labour Market (Marumoagae, 2012). According to Rospenda, Richman, and Shannon (2009), quoted by Okechukwu, Souza, Davis and de Castro (2011:3), workplace discrimination refers "to when institutions and/or individuals within them enact unfair terms and conditions that systematically impair the ability of members of a group to work. Some organisations are discriminating their employees based on race, gender, culture, religion and disabilities". Ngwenya (2004) commented that a mixture of the background of the Roman-Dutch Law and African law ensured that females, especially the Blacks, were, in many parts, lawful appendages of males. During the apartheid era in South Africa, Black males, people with disabilities, and all women, irrespective of race, were discriminated against by the past government, especially in employment positions. Wolfe (2016) offered that even qualified, married women were overlooked for promotion because they could become pregnant. Everywhere in the world, women are still being discriminated against by their male colleagues. Female employees are presently struggling to be promoted

into senior positions owing to the stereotypical view that male employees are more fit to occupy senior positions.

Persons with disabilities generally have difficulties exercising their fundamentally social, political, and economic rights (Marumoagae, 2012). Women in workplaces tend to be undermined, based on culture. The majority of men in workplaces dislike women leading them, and people with disabilities are on the lower level of the promotional hierarchies. In the past, people that are physically challenged have not only experienced unfair discrimination in the workplace but have also received ongoing baseless observations by employers that lead to non-stop discrimination in the labour market (Marumoagae, 2012). The number of people with disabilities in the workplace, and those entering the workplace, is very small compared with non-disabled employees. Waterrmeyer, Swart, Lorenzo, Schneider and Priestly (2006), quoted by Swanepoel Erasmus, Schenk and Tshilongamulenzhe, (2014:701), explain that, as a group, disabled people have suffered profound political and economic subjugation, and are vulnerable to being ascribed an identity based on stereotyping, denigration, and othering.

2.8.2 Workplace Bullying and Harassment

Workplace bullying and harassment take place on a daily basis in the working environment. Both male and female employees are the victims of bullying and harassment. The behaviour of bullying employees is shown by the supervisors. Workplace bullying is defined by Margaret (2007), quoted by Yahaya, Chui Ing, Lee, Yahaya, Boon, Hashim and Taat (2012:18), as the "repeated mistreatment of one employee who is targeted by one or more employees with a malicious mix of humiliation, intimidation and sabotage of performance". Swanepoel Erasmus, Schenk, and Tshilongamulenzhe (2014) outlined the various types of workplace bullying: "public humiliation and criticism; verbal abuse; social exclusion; intimidation; inaccurate accusations; spreading rumours; ignoring people for long periods; and undermining victims' professional status". Workplace bullying is a threat to employees, whose work performance will then not be good. This may cause the company to be uncompetitive in the global market. Sexual harassment is also a type of injustice in the workplace.

Victims of sexual harassment are usually women employees harassed by their male managers or supervisors. Swanepoel et al. (2014:700), asserted that sexual harassment may entail unwanted physical contact; indecent sexual comments; language or references; making

unwelcome sexual advances to fellow employees, and the display of sexually explicit material. The United States Equal Employment Opportunity Commission (2011:1) defined sexual harassment as "unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature that interferes with one's employment or work performance or creates a hostile or offensive work environment". Sexual harassment is defined by McGolgan (2004), quoted by Hejase (2015:108), as "any form of unwanted verbal, non-verbal or physical conduct of a sexual nature occurs, with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment". Managers sometimes take advantage of or assure female workers' promotion only if they have intimacy with them. Other females who are looking for employment opportunities sometimes become victims of male managers.

2.9 SOUTH AFRICAN LEGISLATION

The majority of modern constitutions have explained the simple principles of the government, the structures and the procedures of the state, and the important rights of the population to a higher law that cannot be separately changed by an ordinary legislative act (Bulmer, 2014:2). According to the South African parliament, the constitution is a law agreed by the people's representatives that sets out how the state will be constituted and run, rights and responsibilities of citizens, and the creation of particular institutions to support and safeguard democracy (Parliament of the Republic of South Africa, 1996). The Constitution of the RSA, Employment of Educators Act and the South African Schools Act will be discussed below.

2.9.1 The Constitution of the Republic of South Africa

The Constitution is the cornerstone of any democratic state only if that state is a democracy. Beckmann and Prinsloo (2009) asserted that the Constitution of RSA dedicated the people to a set of values and principles that were the very antithesis of the apartheid instruction. The values of the Constitution of RSA are founded on Section (1) which refers to:

    a) "Human dignity, the achievement of equality and the advancement of human rights and freedoms.

    b) Non-racialism and non-sexism.

    c) Supremacy of the constitution and the rule of law.

d) Universal adult suffrage, a national common voter's roll, regular elections and a multi-party system of democratic government, to ensure accountability, responsiveness and openness" (Constitution of the Republic of South Africa 1996:5).

Chapter Two of the Constitution of the RSA (2014:7), which contains the Bill of Rights, "section (7) sub-section (1) enshrined the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom, while sub-section (2) says that the state must respect, protect, promote and fulfil the rights in the Bill of Rights. Section 195 (1)(i) stated that public administration must be broadly representative of the South African people, with employment and personal management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation" (Constitution of Republic of South Africa 2014:111). All employees who are public servants, including teachers, are required to be promoted fairly; and those who were denied opportunities during the apartheid years are required to be given first preference, especially women and people with disabilities.

2.9.2 Employment of the Educators' Act 76 of 1998

The Employment of Educators Act (EEA) is there to provide for the employment of educators by the state, for the regulation of the conditions of service, discipline, retirement and discharge of educators, and for matters connected therewith (Employment of Educators Act 76 of 1998). Chapter Three of the EEA deals with the appointment, promotion, and transfer of teachers, which is important in this study. The powers of the employer in the appointment, promotion, and transfer of teachers in the service of a provincial Department of Education shall be made by the head of the department, as stipulated in Section 6(1)(b) of the EEA (1998). Section 7(1) of this Act further asserted that issues of equality, equity, and other democratic values and principles stipulated in Section 195(1) of the Constitution of the RSA 1996 (Act 108 of 1996) in the making of any appointment or the filling of any post on any educator established under this Act, must be taken into consideration. This Act outlined factors that are important in any appointment or the filling of posts as follows:

a) the ability of the candidate; and
b) the need to redress the imbalances of the past, in order to achieve broad representation (Employment of Educators Act 1998).

The Employment of Educators Act 78 of 1998 states that there are steps to be followed when redeployment takes place. Zengela (2013:61) proposed that "there is an implication that the redeployment process has been hijacked by union representatives as a tool for placing their comrades in promotional posts when such posts become vacant". According to Section 8(2) of the Employment of Educators Act, the promotion of any teacher may only be conducted with the approval of the school governing body. The EEA requires the principal, who is also a resource person throughout the promotional stage, to be the representative of the employer at the school level. According to Resolution 6 of 1998, Section 2.4 of the Employment of Educators Act of 1998, a resource person is a departmental representative who sees to it that all the processes take place (Employment of Educators Act, 76 of 1998). The purpose of the EEA, according to Zengele (2013:603), was to ensure that teachers can work in an atmosphere that is free from nepotism and discrimination when promotional posts are filled.

2.9.3 The South African Schools Act 84 of 1996

After the collapse of apartheid, the new government implemented the South African Schools Act as a new educational Act. This Act was to redress the apartheid legacy and fight any form of unfair discrimination, racism and sexism, eliminating poverty, and adding to the economic well-being of society. Section 8 of the South African Schools Act indicated that the staff considered in Subsections 4 and 5 must be employed in agreement with the simple values and principles mentioned in Section 195 of the Constitution. Factors to be taken into account when making appointments include:

    (a) "the ability of the candidate;
    (b) the principle of equity;
    (c) the need to redress past injustices; and
    (d) the need to for representivity" (South African Schools Act 84 of 1996:13).

2.10 CHAPTER SUMMARY

The information above provides an overview of the educational system post-apartheid and post-democracy in SA and the legislation that governs the schools on how to employ teachers. The chapter has highlighted the concepts of fairness (justice), and unfairness (injustice) in the workplace, and how the employees perceive those two concepts. This chapter has also highlighted the role that is played by the SGB in the schools, and in employing the teachers;

the role played by the teachers' trade unions; and the principal, as the manager in employing the teachers. It also covered the morale of the teachers as employees in their workplaces, should they not be promoted. The following chapter will provide the theoretical framework of the study.

CHAPTER 3
THEORETICAL FRAMEWORK

3.1 INTRODUCTION

This chapter provides the theoretical framework of the study, indicating the components of organisational justice. The chapter provides the definition of concepts that are central to the overall aim of the study, giving it meaning. Such concepts include organisational justice, its aims and dimensions. Furthermore, the chapter provides an overview of the elements of organisational justice which are distributive, procedural, and interactional. The chapter also interrogates the concepts of equity and equality in the workplace, providing a model that depicts an employment equity plan. Concepts such as nepotism, cronyism, and favouritism are also discussed since these aspects are central to the processes and the systems used in organisational justice.

3.2 THEORETICAL FRAMEWORK FOR THE RESEARCH DESIGN

A theoretical framework is defined as the "theory that the researcher chooses to guide him/her in his/her research" (Imenda 2014:189). The author posited that a theoretical framework is a set of thoughts drawn from one and the same theory, to give an explanation of an occasion, or shed some light on a specific phenomenon or research problem (Imenda, 2014). According to Fox and Bayat (2007), a theory is a set of interrelated propositions, concepts and definitions that present a systematic perspective of relationships between variables, to predict and explain phenomena. Liehr and Smith (1999:8), quoted by Imenda (2014), maintained that theory is a set of interconnected ideas that structure an orderly view of phenomena to explain or predict (Liehr and Smith, 1998). According to Vosloo (2014), the primary purpose of theory is to guide the researcher towards the achievement of the research objectives.

The purpose of a theory is to produce hypotheses that can be tested, and that will allow explanations of laws to be assessed (Bryman, 2012). A theory is a link among the main variables that provide the details of the modern state. There are functions of the theoretical framework in the research. These functions play a crucial role when one is conducting research. These functions are:

- "the researchers use a theoretical framework to delineate or outline the theoretical scope of their studies;

- it provides a guiding principle and a specific perspective through which they examine a topic;

- it points to the concept on which the researchers need to focus; it assists the researchers to identify the relevant key variables or aspects to include in their investigation of a topic;

- it guides how the researchers collect, analyse and interpret the data of the study;

- it provides a way by which to identify important new issues and concepts to include in the study; and

- it points to the most critical research questions that need to be answered in order to improve an understanding of a particular phenomenon" (du Plooy-Cilliers, Davis, and Bezuidenhout, 2014:55). The theory that the researcher selected is organisational justice. This theory is briefly discussed below.

Figure 3.1 Organisational Justice
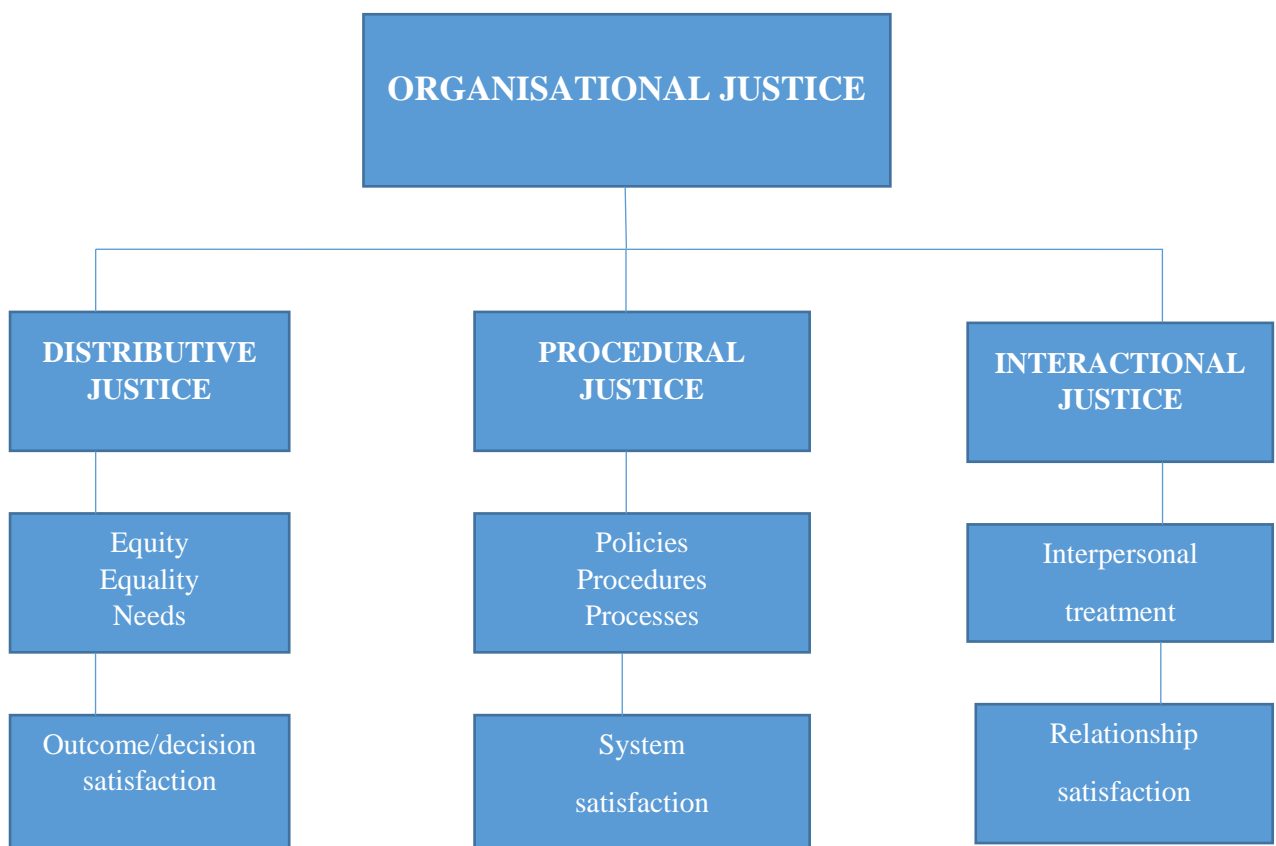
Source: Adapted from Greenberg (1990)

3.3 MEANING OF THE TERM ORGANISATIONAL

An organisation is known as "an organised body of people with a particular purpose, such as a business or government department" (Oxford South African Concise Dictionary, 2010:828).

3.4 MEANING OF THE TERM JUSTICE

Justice refers "to the just behaviour or treatment" according to the Oxford South African Concise Dictionary (2010:633). Usmani and Jamal (2013:354) defined justice as "an action or decision that is morally and ethically right". Authors such as Laghari and Memon, (2014:45) defined justice "as the ideas based on the right decisions and actions related with equity, fairness, laws, religion and ethics". According to Aghdam and Mahammadi (2014) justice is a notion joined with society and is involved in most aspects of life. Justice consists of treating others as they deserve to be treated, by following the principles of right and wrong (Cropanzano, Goldman and Foger, 2003). The South African Green Paper (1997), quoted by Wessels (2008:27), considers justice a concept invoked by the broad term 'equality', closely related to 'equity'. The principle of justice recommends that individuals have the right to equal treatment unless discrepancy of power or ability permits different treatment (Cournoyer, 2008:118). In organisations, justice plays a significant role when removing the resolutions concerning occupational role provisions, or while removing other essential decisions concerning promotions and additional benefits (Jawad, Raja, Abraiz and Tabassum, 2012). Justice appears prominently to figure in teachers' interests.

3.5 CONCEPT OF ORGANISATIONAL JUSTICE

Merging the meaning of the terms organisation and justice, organisational justice plays an important role in shaping the relationship between employees and employers in any organisation. Farmer (2003), quoted by Aghdam et al. (2014), suggested that aspects of justice play a significant role in organisational life. As a result, justice finds a concept in the organisation and is referred to as organisational justice. Various authors have promoted their definitions of organisational justice. Such definitions of organisational justice are defined as follows by a number of authors:

Organisational justice is defined by Cropanzano and Greenberg (1997), and quoted by Al-Zu'bi (2010:353), as the perception of employees regarding the practice of justice in the organisation. It encompasses reactions to the situations in which it is perceived that justice is not achieved. Cropanzano, Bowen, and Gilliland (2007:35) defined organisational justice as a "personal evaluation about the ethical and moral standing of managerial conduct". According to Mohamed (2014:1), organisational justice is known as "the extent to which employees perceive workplace procedure, interactions, and outcomes to be fair in nature". Organisational justice refers to the "organisational activities relating to the distribution of the organisation's resources and rewards" (Nel, Swanepoel, Kirsten, Erasmus and Jordaan, 2016:21).

All these definitions given by various authors indicate that there must be fairness in the organisation or the workplace. Organisational justice is a vital construct that has a strong influence on work-related outcomes. The primary objective of organisational justice is to have a solid impact on work-related outcomes. Employers are required to treat their employees fairly. This is supported by Al-Zu'bi (2010), who stated that organisational justice is concerned with the ways in which the workers observe whether they have been treated fairly in their employments; and the ways in which justice impacts other work-related variables. Organisational justice is concerned with the rules created to distribute or take decisions on the distribution of attainments such as tasks, goods, services, rewards, wages, organisational positions, opportunities, and roles among employees, together with societal norms that constitute the basis for these rules (Folger and Cropanzano (1998). Organisational justice explains how employees will respond to perceived fairness or unfairness within the organisation. In terms of this study, organisational justice represents the beliefs of the teachers on how fairly they are treated.

3.6 AIMS OF ORGANISATIONAL JUSTICE

Eisele (2016) asserted that, with regard to organisational justice, an employee judges the behaviour of the organisation on this imperative and the resulting attitude and behaviour that comes from this. Mohamed (2014:1) asserted that organisational justice is an "umbrella term used to refer to individuals' perceptions about the fairness of decisions and decision-making processes within organisations and the influences of those perceptions on behaviour". Organisational justice is concerned with the fair allocation of the organisation's resources, fairness of the systems and processes according to which decisions are made, and the fairness

of interpersonal treatment (Rowland and Hall, 2012). Karanja, Gachunga and Kalio (2012), added that organisational justice is more interested in the rules that are developed to allocate or to make decisions on the distribution of achievements such as responsibilities, goods, services, rewards, penalties, organisational positions, opportunities and roles between employees, and social standards that constitute the foundation for the rules. Organisational justice is a valuable construct that can be studied to evaluate outcomes, and processes, giving details on why employees feel there is no fairness in the organisation.

Fairness is essential to modern managers, who are interested in providing equal employment opportunities, fair labour practices, and paying salaries that are equal for daily work that is performed fairly (Coetzee, 2005). This means that organisational justice is the individual's perception of justice based on the practices in his or her organisation. Bidarian and Jafari (2012), quoted by Khalil and Sharaf (2014), remarked that, if employees perceive that organisational consequences, procedures, and interactions are fair, they will develop confidence in the organisation and its outcomes. In any organisation, employees are concerned with whether they are treated fairly, and whether the resources are distributed equally among the employees. Each employee of an organisation wants justice in terms of how the resources are distributed, how the procedures are followed when distributing the resources, and treatment by managers or supervisors. Authors such as Nel, Swanepoel, Kirsten, Erasmus, and Jordaan (2016) posited that organisational activities related to the distribution of resources and rewards include goods such as wages and salaries, jobs and promotions, and incentives and bonuses, while conditions include favourable/unfavourable treatment, training opportunities, and status. According to Thurston and McNall (2010), quoted by Govender, Grobler, and Joubert (2015), organisational justice is embedded in the social exchange theory. This means that there are two simple assumptions around human behaviour: first is social relationships, which are the exchange processes whereby people make contributions, in return for which they expect certain outcomes; second, individuals assess the fairness of these exchanges using information collected through social contact (Thurston and McNall, 2010, quoted by Govender et al., 2015). Organisational justice comes in the situation when the employees have perceived their treatment in their workplace and acknowledged how this perception affects their work-related performance. According to Al-Zu'bi (2010), organisational justice offers extra or thorough information about employees when they respond against unfair outcomes or incorrect procedures and influences. Organisational justice has an impact on the filling of positions

within organisations. Teachers apply for promotions to gain senior positions with high salaries, which are better posts than those they are currently occupying.

3.7 DIMENSIONS OF ORGANISATIONAL JUSTICE

Three dimensions of organisational justice are important in this study. These three dimensions explain how distribution or processes are conducted within organisations. The three dimensions of organisational justice are discussed as follows:

3.7.1 Distributive Justice

Distributive justice is the first dimension of organisational justice. According to Kim, Lin, and Leung (2015:163), "distributive justice in the employment relations' context concerns itself with employees' perceived fairness of organisational outcomes that they receive". Various authors have provided definitions of distributive justice. While these definitions are not entirely the same, they nevertheless mean the same thing. For example, Nel et al. (2016:22) averred that distributive justice refers to "the individual employee's preference for a situation of perceived fairness insofar as it relates to the employee's input/ outcome ratio compared with the input/ outcome ratio or equation of other employees". Swanepoel et al. (2015:136) defined distributive justice as the fairness of societal rules regulating how social goods (such as welfare benefits, infrastructure, fixed assets, education, work opportunities and ability to earn income) are distributed among members and groups within society at large. Aggarwal-Gupta and Kumar (2010:55) argued that distributive justice refers "to the perceived fairness of the outcomes of a decision involving two or more parties". Another definition is that provided by Yavuza (2010), in which distributive justice is "a perception of justice that encompasses the perceptions of the members of the organisation regarding fair distribution of resources among the members of the organisation" (Yavuza, 2010:696).

All these definitions or meanings speak to the fairness and outcomes of the rewards. These meanings of distributive justice stem from Adam's equity theory of 1965. Employees notice the fairness of the outcomes such as pay, promotion, rewards and benefits given by their organisation in exchange for their occupational contributions such as hard work, enthusiasm, skills level, commitment, and dedication (Bibby, 2008), quoted by (Khalil and Sharaf, 2014). Authors such as Jafari, Motlagh, and Yarmohammadian (2011), quoted by Moghimi, Kazemi

and Samiie (2013), stated that distributive justice is linked to the observed fairness of outcomes such as payment and promotion. Employees expect their employers to distribute resources equally, or treat all of them equally, irrespective of race and gender.

Distributive justice has three components and two subcomponents. In order for distributive justice to exist, there must be equity, equality, and needs to be addressed. Authors such as Nel, Swanepoel, Kirsten, Erasmus, and Jordaan (2016) proposed that should an employee or group of employees perceive unequal justice to exist, feelings of inequity and unfairness will follow, which may, in turn, lead to behaviour aimed at equalising the equation. Katz and Miller (1999), quoted by Nel et al. (2016), pointed out that research evidence displays that observations of negative distributive justice can result in poor work performance and deviant workplace behaviour, such as absenteeism, and consequently high staff turnover. Therefore, when employees are not happy in their organisation, or when the resources are not distributed equally among the employees, employees' commitment to work will decline. This will result in the organisation not having a positive competitive advantage against its rivals. Distribution of the rewards is important in distributive justice (Nel, et al., 2016). When employees within an organisation notice that distributive justice is favourable to all of them, they are likely to practise a good management strategy in collaborating with their managers.

As asserted by Wang, Liao, Xia and Chang (2010), an employee can interrogate the value of occupation by using the equity theory should the outcome/input ratio be unfair. There are two aspects outlined by Nel et al. (2016), that the principle of distribution on the basis of equity may increase more anxiety for employees with regard to the observations of justice of the parties to the employment relationship. These two aspects are:

- "The first concern relates to whether all parties agree that equity is the fairest basis upon which to make reward allocation.
- The second concern that may emerge relates to what inputs and outputs each of the parties consider as valuable" (Nel et al., 2016:25).

Yadav and Yadav (2016) stated that distributive justice covers the fact that not all employees are treated equally if the distribution of benefits is discriminatory within the organisation. Employees are concerned about gaining their fair share in the workplace. Yadav et al. (2016) further argued that, sometimes, employees find distribution unfair even when the most

meritorious person is promoted. Those not selected feel marginalised, especially when a promotion goes to an employee connected to the top management.

3.7.1.1 Equity

According to Baldwin (2006), the principle of equity is now maintained in workplaces to a certain degree by standardised human-resource principles. These include prearranged occupation grades and salary bands, global training and development chances, and prevention of favouritism in showing approval. The World Bank (2005:18) defined equity in terms of two basic principles:

- "Equal opportunities: the outcome of a person's life, in its many dimensions, should reflect mostly his or her efforts and talents, not his or her background.
- Avoidance of absolute deprivation: an aversion to extreme poverty, or indeed a Rawlsian form of inequality aversion in the space of outcomes".

The World Bank (2005) further stated that societies may select to become involved, to defend the livelihoods of disadvantaged members, even when the equal opportunity principle has been maintained. The equal opportunity principle is relevant to this study. All teachers have equal opportunities to fill senior positions in schools by virtue of relevant working experience and qualifications that are required for the post.

In terms of equity within the organisation, employees who were not represented or occupying senior positions pre-1994 in South Africa, have equal access to representation and promotion to senior positions occupied by their White colleagues, as long as they have the relevant qualifications and working experience. According to the South African Public Service Act (2010), equity implies ensuring that everyone is treated in a fair manner, according to their individual needs and circumstances in the workplace. This includes the concept of equal employment opportunities. However, according to Adams' equity theory of 1965, quoted by Yadav and Yadav (2016), people compare their outcomes and inputs with others and assess the fairness of this observation in a ratio. Yadav and Yadav (2016) further asserted that comparison is a sign of internal equity observation; on the other hand, a comparison is an external equity observation. If an employee compares himself or herself with others while trusting that there is fairness, then equity exists in that particular workplace (Yadav et al., 2016). However, an employee who observes that there is inequity will become anxious, distressed, or even angry

(Yadav and Yadav, 2016). In the South African context, especially in the public sector, the government has increased the number of female employees occupying senior positions, although transformation moves at a snail's pace. Important basic values and principles that are governing the public administration are outlined in the Constitution of the Republic of South Africa. According to Section 195(1)(h) of the Constitution of the Republic of South Africa, good human-resource management and career-development practices, to maximise human potential, must be cultivated (Constitution of Republic South Africa 1996, 111). The ratio between men and women in South Africa is not equal, with women making up just over half of the country's 55.6 million people, according to the Department of Women and Children, (2017). Nonetheless, men are still leading, or are in charge of many areas of society. According to South African Statistics (2014), women held 31% of managerial occupations in the labour force and 40% of public-sector management. South Africa is presently emerging from the era of apartheid whereby in 1954, women, irrespective of race, were in lower positions in their workplaces. The constitution of that time did not recognise women in the workplace around the country. Article 1 of the Women's Charter for Effective Equality (1994) calls for the rights of all women to full opportunities of employment with equal pay and possibilities of promotion in all spheres of work.

In terms of distributive justice, there is a lack of equity taking place during the selection and the interview process. The Ministerial Task Report (2016) reported that, during its investigation, in the Eastern Cape province, members of the dominant union who have applied for posts have better chances of being appointed. Again, there was interference from the community in selecting a favoured candidate who grew up in that area; and candidates are targeted by the unions, especially their members to be selected. The ministerial task report revealed that, in the North West province, complications that were experienced by the Department of Education came from the dominant trade union, and created problems for the department. The ministerial task team revealed that, after three years, as soon as SADTU held its elections, the outgoing members and those who had lost the elections during the conference, were positioned to occupy senior positions within the Provincial Department of Education, whether they had relevant qualifications for that position or not, or whether there was a vacant position available. Teachers, not members or not affiliated with any teachers' union have no chance of being appointed to senior positions within the schools.

3.7.1.2 Equality

The notion of equality is central to that of justice (Nel et al., 2016). Article 1 of the Universal Declaration of Human Rights (2015:4) states that "one fundamental truth is that all human beings are born free and equal in dignity and rights". The International Labour Organisation (2007) reminds us of the cruel realities whereby billions of fellow human beings are discriminated against because of their sex, race, social origin, religion, or disability. The World Bank (2005), quoting Franklin D. Roosevelt, posited that we know that equality of individual ability has never existed and never will, but we do insist that equality of opportunity still must be sought. It is the moral responsibility of every trade union to promote equality in the workplace among employees. In the South African context, equality is a concept needed by all the citizens post-1994. Issues of admission to justice, socio-economic entitlement, and development; issues of race, gender, ethnicity, and so forth, are addressed within the concept of equality (Rapatsa, 2015).

Equality, according to Malik (2003:1), refers to "advocating human rights without discrimination and cherishing diversity in its multidimensional nature (gender, culture and disabilities), creating suitable conditions that afford equal chances to every member of the society regardless of their social background". The apartheid government created inequality among employees in the workplace. The colonial rule and the legacy of apartheid have conferred on South Africans the doubtful position of being a society incorporating a high level of unfairness, globally. The Constitution of RSA promotes the right to equality as the principle that applies to all citizens and employees. According to Section 9(2) of the Constitution of RSA, "equality includes the full and equal enjoyment of all rights and freedoms" (Constitution of the Republic South Africa, 1996:8). The Department of Public Service and Administration (2010) states that public service should be characterised by parity, whereby all employees, irrespective of their race, ethnic group, gender, nature of ability, and age, are equitably enabled to unleash their potential and maximise their capacity.

One is required to differentiate between formal and substantive equality between humans. Both formal and substantive equality are embodied in the concept of equality as enshrined in the Constitution of RSA (Department of Public Service and Administration, 2010:9). In terms of equality, all employees, irrespective of race and gender, have equal opportunities when it comes to promotion in the public and private workplaces. In KwaZulu-Natal province, there

were accusations that some of the resource personnel were biased when selecting candidates that meet the minimum requirements of the posts. According to the Ministerial Task Team Report (2016), there was no indication that external forces were working to influence the selection process and promotion of the educators. During the investigations that were conducted by the Ministerial Task Team, it was noted that the union favourites, community preferences, and pre-selection forces were available during the entire arrangement of stages (2016).

3.7.1.2.1 Formal Equality

According to Nel et al. (2016), the law requires that people be treated equally, irrespective of their religion, creed, or colour. Formal equality as "consistency requires that all persons who are in the same situation be accorded the same treatment and that people should not be treated differently because of arbitrary characteristics such as religion, race or gender" (Smith, 2014:611). Formal equality needs the constitution to respect all the societies equally in whatever state they are in (Rapatsa, 2015). Mhungu (2013) argued that, if individuals feel that they are treated inequitably, individuals may seek remedy from the law of the land. Rapatsa (2015) asserted that the formal conceptualization of equality entails that inequalities can be eliminated by extending the same rights and entitlement to all people in accordance with commonly accepted standards. The constitution of the RSA section 9 (2) states that equality includes the full and equal enjoyment of all rights and freedoms (Constitution of the Republic of South Africa 1996:8). Rapatsa (2015) further argued that, when accurately understood, formal equality failed to advance the desires of transformative constitutionalism. One may agree with Rapatsa that, if formal equality failed in both the public and private sectors, both sectors are far from reaching the transformation that is preached in the Constitution. Equality is an important concept that is not supposed to stand in the way of anyone obtaining education, employment, and promotion. Institutions must give people equal opportunities so that potential candidates can be selected based on merit. Discrimination can only be eliminated by applying equality of opportunity to all people.

3.7.1.2.2 Substantive Equality

Substantive approach to equality orients the right to equality from a negatively oriented right of non-discrimination to a positively-oriented right to substantive equality (Smith, 2014:613).

Fredman (1999), quoted by Barnard and Hepple (2000), identified four different approaches to substantive equality:

- First is the equality of results: consistent treatment infringes the goal of substantive equality if the results are unequal.

- Second is the equality of opportunity: the author points out that using the graphic metaphor of competitors in a race, asserts that true equality cannot be achieved if individuals begin the race from different starting points.

- The third is the substantive rights: this is exemplified by Article 14 of the European Convention on Human Rights which requires non-discrimination on specified grounds in the exercise of Convention rights.

- Fourth is a broad value-driven approach: one set of values emphasises the dignity, autonomy and worth of every individual (Barnard and Hepple 2000:20).

The purpose of substantive equality is to eliminate socio-economic inequalities. According to Mhungu (2013), social inequality refers to situations whereby exclusion from a benefit is based on a person's social identity. Economic inequality, according to Albertyn (2007), quoted by Mhungu (2013:12), refers to unequal access to, and distribution of, basic needs, opportunities, and material resources. Economic inequality in employment law manifests itself in underrepresentation in the workplace (Mhungu, 2013). In this study, cases are seen of qualified and experienced candidates or teachers not selected for promotion because of their political affiliations. On the other hand, candidates or teachers politically connected have better chances of gaining promotion in filling senior positions within the schools.

3.7.1.3 Needs

A need is an internal state that makes certain outcomes appear attractive (Kaita, and Davis, 2015). Ward et al. (2009), quoted by Kaita and David (2015), stated that the psychological definition of a need is that it is a trait that urges an individual to chase a goal. Such may be achieved through an act that also provides a purpose, meaning, and direction for the conduct of the individual. Catano, Wiesner and Hackett (2010) outlined the needs of employees from their employers and managers during recruitment to the organisation or company. These needs or expectations are: "unbiased and open recruitment procedures; good working conditions including freedom from harassment or discrimination; equal employment opportunities; a

commitment to complying with health and safety policies and procedures" (Catano, Wiesner and Hackett, 2010).

3.7.1.4 Outcome

Yadav and Yadav (2016:20), quoting from Adams, (1965) and Leventhal, (1976) stated that outcome "is the impartiality of decision outcomes, and is compared by a perceived ration of the input-output of others to oneself, or whether resource distribution match suitable norms". The outcome is regarded by the employee as a decision taken after an interview, promotion, and disciplinary action taken by the management. The fairness of outcomes is known as reward allocation whereby the limitations of an individual employee's hard work and its reward allocation are taken into consideration by the employers. Baldwin (2006) asserted that outcomes in a workplace setting might take the form of salaries, social approval, job security, promotion, and career opportunities. As stated by Alsalem and Alhaiani (2007), outcomes may be dispersed on the basis of equality, need, or contribution. Individuals determine the fairness of distribution through comparison with others. In this study, the researcher will focus on the hiring decision that leads to promotion in filling senior positions within the schools.

There are three legislations to be discussed under distributive justice, namely: the Labour Relations Act (LRA), Employment Equity Act (EEA), and the Promotion of Equality and Prevention of Unfair Discrimination Act (PEPUDA). There is a practice in many organisations of promoting and rewarding people who bring valued inputs into the workplace (Nel et al., 2016). The LRA, EEA, and PEPUDA are legislations passed by the South African government to attend to distributive justice, and also to address employees' negative emotions within their organisations. The South African government promulgated the LRA, EEA and PEPUDA to address the imbalances of the apartheid government. The main objective of implementing these three pieces of legislation was to eliminate inequality among the employees and to promote social justice. Such legislation enables managers to pay close attention to justice violations in the workplace. These may give rise to employees' lawsuits, which, if successful, could bring about various remedies (Coetzee, 2005). The International Labour Organisation is be discussed, South Africa being a member state.

In terms of outcomes, the dominant teachers' unions are more likely to influence the outcome of the selection process and the interview process. The chances of manipulation were high

during the selection and appointment processes. Some members of SGBs in Mpumalanga province are not educated, according to the investigations that were conducted by the ministerial task team while interviewing the HOD of the Department of Education. There were irregularities in the scoring of the performance of the interviewees, according to the report of the ministerial task team. The outcomes of the scoring were occasionally twisted and prejudiced to favour the candidates known as "the children of the soil" and the preferred candidates by the dominant teachers' union. The dominant trade union representatives and the resource persons may therefore manipulate members of the school governing bodies during the selection process and interview process. They may wish to appoint their preferred members to occupy senior vacant posts in the schools. It was reported to the task team that other teachers' trade unions viewed SADTU's interference with the selection process as offensive, in seeking to influence the exact outcomes of the interview process. If their influence fails they create other means to disturb and prevent the results of the interview process. Adding to that statement, the outcome of the selection process and interview process would not be fair to the qualified applicants, who would be overlooked by the panel.

3.7.1.1 International Labour Organisation

South Africa is one of the 160 affiliated member states of the International Labour Organisation (ILO). There are various conventions within the IOL. The IOL Declaration on Fundamental Principles and Rights at Work was adopted in June 1998, highlighting this set of core labour principles endorsed by the international community (International Labour Organisation's Fundamental Conventions, 2003). The International Labour Organisation Declaration on Fundamental Principles and Rights at Work covers four main areas for the establishment of a "social floor" in the world of work: "freedom of association and the effective recognition of the right to collective bargaining; the elimination of all forms of forced or compulsory labour; the effective abolition of child labour; and the elimination of discrimination in respect of employment and occupation" (International Labour Organisation's Fundamental Conventions, 2003). In this study, the area that will be covered from the four main areas is the fourth one, which refers to the elimination of discrimination. For Article 1 of the ILO Convention 111 regarding discrimination in respect of employment and occupation, the term discrimination consists of:

>   (a) "any distinction, excluding or preference made on the basis of race, colour, sex, religion, political opinion, national extraction or social origin, which has the effect of

nullifying or impairing equality of opportunity or treatment in employment or occupation;

(b) such other distinction, exclusion or preference which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation as may be determined by the Member concerned after consultation with representative employers' and workers' organisations, where such exist, and with other appropriate bodies " (International Labour Organisation Convention No. 111 Discrimination Convention, 1958).

All members of the UN are required to abide by the ILO Convention III regarding discrimination in respect of employment and occupation in their countries. If employers fail to abide by this convention they are committing a crime against humanity. The IOL Convention 111 requires the member states to declare and pursue a national policy designed to promote the methods appropriate to national conditions and practice, equality of opportunity and treatment in respect of employment and occupation, with a view to eliminating any discrimination in respect thereof (International Labour Organisation Convention No. 111 Discrimination Convention, 1958).

3.7.1.2 Labour Relations Act

The Labour Relations Act 66 of 1995 (LRA) gives "effect to the stated goals and principles of the Reconstruction and Development Programme of the government, ensures that labour legislation complies with the provisions of the Constitution and brings South African Labour Law in line with the Convention and recommendations of ILO" (Du Plessis and Fouché, 2007:200). LRA, as amended, gives effect to Section 23 of the Constitution of RSA, with the purpose of promoting economic development, social justice, labour peace, and the democratization of the workplace by fulfilling the primary objects of this Act, which are:

(a) "to give effect to and regulate the fundamental rights conferred by section 27 of the Constitution;

(b) to give effect to obligations incurred by the Republic as a member state of the International Labour Organisation;

(c) to provide a framework within which employees and their trade unions, employers and employers' organisations can –

    (i) collectively bargain to determine wages, terms and conditions of employment and other matters of mutual interest; and

        (ii) formulate industrial policy;

(d) to promote –

        (i) orderly collective bargaining;

        (ii) collective bargaining at the sectoral level;

        (iii) employee participation in decision-making in the workplace; and

        (iv) The effective resolution of labour disputes" (Labour Relations Act 66 of 1995:20).

Grogan (2010) asserted that the LRA is planned as a tool of social change aimed at removing the labour indulgence of previous inequities and injustices, and extending democracy into the economic sector. The LRA plays a crucial role in protecting employees from unfair labour practices by their employers. Employees are required by the RLA to refer the cases of unfair labour practices to the Commission for Conciliation, Arbitration and Mediation (CCMA), and the Labour Court.

3.7.1.3 Employment Equity Act

The EEA 55 of 1998 was implemented in order to provide equity within the labour force because the apartheid government created prejudiced laws and practices: there are therefore disparities in employment. The EEA recognised "that those disparities create such pronounced disadvantages for certain categories of people that they cannot redress simply by repealing discriminatory laws" (Employment Equity Act 55 of 1998:2). Therefore, the EEA set out to:

- "promote the constitutional right of equality and the exercise of true democracy;
- eliminate unfair discrimination in employment;
- ensure the implementation of employment equity to redress the effects of discrimination;
- achieve a diverse workforce broadly representative of our people;
- promote economic development and efficiency in the workforce; and
- give effect to the obligations of the Republic as a member of the International Labour Court" (Employment Equity Act 55 of 1998:2).

All the rights (equality) in the EEA are regulated by the South African Constitution. The EEA must be interpreted in agreement with the Constitution of SA. Bendix (2015) commented that "national legislation must be enacted to prevent and prohibit unfair discrimination". Section 9, Subsection 1 of Chapter Two of the Constitution of the RSA (2014:8) which comprises the Bill of Rights, states that everyone is equal before the law, and has the right to equal protection and

benefits of the law. Subsection (2) further states that equality includes the full and equal enjoyment of all rights and freedoms. Chapter 2 of the Constitution, Subsection (2) continues to promote the achievement of equality. Legislative, and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination, may be taken (Constitution of the Republic of South Africa 1996). Both Section 9 (the equality clause) of the Constitution and Convention III exclude from the concept of discrimination any differentiation designed to promote, protect, or advance persons previously disadvantaged by unfair discrimination (Bendix, 2015:124).

Employment equity is therefore not only a moral and human rights imperative; it is a pre-condition for the achievement of sustainable development, economic growth, and equality in the country, which should be supported by quality work initiatives (Commission for Employment Equity, 2012). The purpose of the EEA is to achieve equity in the workplace by:

(a) "promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and

(b) implementing affirmative-action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workforce" (Employment Equity Act 55 of 1998).

In relation to the above paragraphs, Nel et al. (2016) opined that the Employment Equity Act was implemented to redress imbalances of the apartheid legacy by taking measures that will allow Blacks, Coloureds, Indians, females, and people with disabilities, to become more valuable assets in the job selection process (Nel et al., 2016). The following is the structure of the Employment Equity Act:

Figure 3.2 Employment Equity Plan

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                    ┌─────────────────────────────────────┐
                    │       EMPLOYMENT EQUITY ACT          │
                    └─────────────────────────────────────┘
                 │              │                 │
                 ▼              ▼                 ▼
                          ┌──────────────┐  ┌──────────────┐
                          │   UNFAIR     │  │ AFFIRMATIVE  │
                          │DISCRIMINATION│  │   ACTION     │
                          └──────────────┘  └──────────────┘
                                 │                 │
                                 ▼                 ▼
 ┌────────────────────┐  ┌──────────────────┐  ┌─────────────────┐
 │ NO:                │  │ No discrimination│  │ Positive measures│
 │ • Medical testing  │  │ on the basis of: │  │ to increase      │
 │   unless under     │  │ • Race           │  │ representativeness│
 │   specific         │  │ • Gender         │  │ or previously    │
 │   circumstances    │  │ • Sex            │  │ under-represented│   ┌──────────────┐
 │ • HIV testing      │  │ • Pregnancy      │  │ groups           │   │ Supported by │
 │   unless permitted │  │ • Marital status │  └─────────────────┘   │ Skills       │
 │   by Labour Court  │  │ • Family         │                        │ Development  │
 │ • Psychological    │  │   responsibility │  ┌─────────┐ ┌────────┐ │ Act          │
 │   testing unless   │  │ • Ethnic or social│ │Removal of│ │Support │ └──────────────┘
 │   tests are valid  │  │   origin         │  │barriers to│ │for     │
 │   and culture-free │  │ • Colour         │  │employment│ │diversity│
 └────────────────────┘  │ • Sexual orientation│ │and mobility│ └────────┘
                         │ • Age            │  └─────────┘
                         │ • Disability     │
                         │ • Religion       │
                         │ • HIV status     │
                         │ • Conscience     │
                         └──────────────────┘
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EMPLOYMENT EQUITY PLAN

Source: Bendix (2015:128)

Chapter II of EEA prohibits unfair discrimination. Section 6(1) of the EEA states that "no person may unfairly discriminate, directly or indirectly, against an employee, in any employment policy or practise, on one or more grounds, including race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age,

disability, religion, HIV status, conscience, belief, political opinion, culture, language and birth" (Employment Equity Act 55 of 1998).

3.7.1.3.1 Case Law of Employment Equity

In the case of *Public Servants Association of South Africa, obo Mvala and another versus South African Social Security Agency [2018] 4 BALR 410* (CCMA), a post for the position of manager was advertised at Motheo District by SASSA as the employer. According to the advert, preference was to be given to candidates with disabilities and African females. Van Wyk and Davidson (2018) asserted that the entire number of applicants was109. The final shortlist of the post was concluded with eight candidates. Seven were female and one was an African male. A post was offered to an African female who declined it. The only African male was offered the post. The other applicants' African males, were not shortlisted because they did not meet the requirements of the employment equity target of the post (van Wyk et al., 2018). A case of unfair labour practise was referred to arbitration by those two African male employees, submitting that their rejection from the shortlisting constituted an unfair labour practice. The Commissioner held that the choice was taken by the employer to employ an African male while rejecting the two applicants, coming from the same race, and gender and having similar qualifications and experience rendered the choice of the employer arbitrary, capricious, unfair, and possibility discriminatory, and wrong on principle. In conclusion, the Commission decided that the employer committed an unfair labour practice against the employees by rejecting them from the shortlist for the post. Each employee was awarded compensation equal to six months of the bottom value of the salary scale of the position for which they applied (van Wyk et al., 2018).

3.7.1.3.2 Case Law of Recruitment and Selection

An example of a case of unfair discrimination was that of *Stokwe v MEC Department of Education, Eastern Cape Province & another [2005] 26 ILJ 927 (LC).* A Black teacher by name of Ms Stokwe applied for the principal's post that was vacant at an Afrikaans-medium school. Ms Stokwe was ranked by the interviewing panel as first according to the scoring, whereby she was above a male candidate who was acting principal in the same school. The SGB of the school believed that the male candidate had more experience than the female applicant. A reviewing panel was established by the Department of Education made up of three

Afrikaans-speaking principals from different schools. The interviewing panel wanted to conduct the interview in Afrikaans because it was an Afrikaans-medium school. This was opposed by Ms Stokwe. Ms Stokwe was asked whether she could interpret continual evaluation into Afrikaans. The panel told her that she should not have applied for the post because she could not speak Afrikaans. The interviewing panel asked her whether she was bold enough to compete with a man (Grogan, 2011). Instead of asking the Department of Education to intervene, the senior official accepted the recommendations of the neutral review panel and appointed a male candidate who was an Afrikaans-speaking teacher. Judge Pillay from the Labour Court found that Ms Stokwe had been discriminated against based on race, gender, and language (Grogan, 2011). Judge Pillay further ordered the Department of Education to transfer Ms Stokwe to a post elsewhere with a grade equivalent to that of the principal of the school in question (Grogan, 2011).

3.7.1.4 Promotion of Equality and Prevention of Unfair Discrimination Act

The Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000 (PEPUDA) gives effect to Section 9 with item 23(1) of Schedule 6 of the Constitution of the RSA of 1996. The objectives of PEPUDA are:

(a) "to enact legislation required by section 9 of the Constitution;

(b) to give effect to the letter and spirit of the Constitution, in particular-

- the equal enjoyment of all rights and freedoms by every person;
- the promotion of equality;
- the values of non-racialism and non-sexism contained in section 1 of the Constitution;
- the prevention of unfair discrimination and protection of human dignity as contemplated in sections 9 and 10 of the Constitution;

(c) to provide for measures to facilitate the eradication of unfair discrimination, hate speech and harassment, particularly on the grounds of race, gender and disability;

(d) to provide for procedures for the determination of circumstances under which discrimination is unfair; and

(e) to facilitate further compliance with international law obligations including treaty obligations in terms of, among others, the Convention on the Elimination of All Forms of Racial Discrimination and the Convention on the Elimination of All Forms of

Discrimination against Women" (Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000).

PEPUDA must be interpreted in agreement with the Constitution of the RSA. This gives effect to the promotion of equality, protecting persons who were disadvantaged by past and present unfair discrimination. It is the responsibility of the South African government, as a member state of the UN, to promote equality, and to prohibit or eliminate unfair discrimination against women. Section 29 Chapter 5 of PEPUDA (Promotion of Equality) offers a list of unfair practices in certain sectors. The sector of labour and employment outlined unfair practices as follows:

(a) "Creating artificial barriers to equal access to employment opportunities by using certain recruitment and selection procedures.

(b) Applying human resources utilisation, development, promotion and retention practices which unfairly discriminate against persons from the group identified by the prohibited grounds.

(c) Failing to respect the principle of equal pay for equal work.

(d) Perpetuating disproportionate income differentials deriving from past unfair discrimination" (Promotion of Equality and Prevention of Unfair Discrimination Act, 2000).

3.7.2 Procedural Justice

Procedural justice is defined by various authors as the "fairness issues concerning the methods, mechanisms and processes used to determine the outcomes" (Folger and Cropanzano, 1998:26). According to Yavuza (2010), procedural justice is the fairness of the decision-making process within the organisation. Procedural justice is referred to as "the perceived fairness of the policies and procedures used to reach decisions" (Kaul and Singh, 2017:58). Kim, Lin, and Leung (2015) quoted by Nel and Gül (2016:25) defined procedural justice as the "employees' perceived fairness of the processes by which outcomes are allocated". Last, Taamneh (2015:111) defined procedural justice as "the degree to which employees are treated with politeness, dignity, and respect by managers when applying formal procedures to determine outcomes and the explanations provided to them that convey information about why procedures were used in a certain way or why outcomes were distributed in a certain fashion".

All these definitions given by the above authors refer to the fairness and the outcomes of the decisions. Folger (1987), quoted by Ìnce et al. (2011), remarked that procedural justice pays attention to the process of decision-making, and depends on the observations of the fairness of the decision-making processes and the impressions from distribution decisions made by guides with true methods. As argued by Day (2011) and Aggarwal-Gupta and Kumar (2010), quoted by Govender et al., (2015), procedural justice results from the perceived fairness of policies, procedures, process and decision control, and application of rules, demonstrating that the organisation values its employees' and management' trustworthiness. In order for procedural justice to exist, there must be policies, procedures, and processes to be followed.

There are six criteria for procedural justice put forward by Leventhal, Karuza, and Fry (1980), quoted by Dai and Xie (2016), that are central to a fair procedure. These authors believed that a procedure must meet these criteria to be perceived as fair. These criteria are:

- Consistency rule: the equal application of rules and procedures to all concerned over time;
- Bias suppression rule: the prevention of self-interest in the decision-making process;
- Accuracy rule: the making of decisions based on accurate information;
- Correctability rule: the modification or correction of the decision, if appropriate;
- Representativeness rule: the representation of all stakeholders or parties concerned in the process; and
- Ethicality rule: the reflection of current ethical and moral principles in the process (Dai and Xie, 2016:56).

The authors stressed that these six criteria are still relevant today (Nel, et al., 2016). As argued by Geeta, Pooja and Renu (2011), quoted by Govender et al., (2015) procedural justice was found to be a key factor for effective organisational change efforts, while the employee perception of procedural justice leads to a stronger level of organisational commitment and job satisfaction. Jafarri et al. (2011) confirmed that procedural justice influences individuals' observations of fairness concerning paying rises and promotions, as well as organisational commitment and job satisfaction.

3.7.2.1 Policies and Procedures

Policies and procedures go hand in hand. Policies and procedures allow management to guide operations without constant management intervention (Welling, 2011). Welling (2011), added that policy is a predetermined course of action, established to provide a guide on accepted business strategies and objectives. Nel et al. (2016:341) emphasised that policies entail formalised and codified statements of "principles used to guide action". A policy serves as a general guide to action and defines the boundaries within which to make decisions in relation to tasks that need to be repeatedly performed within an organisation (Nel et al., 2016). Policies are implemented to classify significant events and offer a broader strategy to decision-makers on how to deal with issues within the organisation or workplace as they arise. Employees' confidence and trust can be improved if the organisational policies are properly implemented. Organisational policies need to align with the government policies so that the employees can have trust and confidence in their organisation. Brown, Bemmels and Barclay (2010) stated that individuals can examine the fairness of the organisational policies in order to gain an understanding of the kinds of conduct they are supposed to receive from the organisation. The policies that are fair within the organisation are reflected in remaining stable. According to Brown et al. (2010), unfair policies can signal to employees that they might experience unfairness, and/or have difficulty meeting their needs within the organisational environment. Employees who feel that they are unfairly treated by the organisations are hurt. When employees perceive that their organisation embraces unfair policies, they may resign: unfair policies will indicate negative or unfair treatment of employees. Furthermore, employees who feel that they are unfairly treated by their managers in the workplace, are more likely to lose interest in what they are doing. When employees lose interest in what they are doing they become demoralised. According to Kontakos (2007), employees who perceive unfairness in the workplace may exhibit varying degrees of negative behaviour.

Information that is practical within the organisation is needed in establishing human resource management (HRM) policies and procedures that will guide employers. The overriding goal for developing HRM policies is to assist management, and other employees and role players, such as the trade unions, to align HRM practice with the strategic intent and choices made regarding the management of work and the working people in the organisation (Swanepoel et al., 2015). HRM policies aim to decrease insecurity, encourage some stability in the way in which the employees and jobs are being managed, and improve fairness within the

organisation. Swanepoel et al. (2015) remarked that the general and overarching goals may relate to aspects such as respecting human rights, the Constitution, and the laws of South Africa, as the minimum baseline for all principles of policy and practice. These authors continued that the idea that policies are there to help all relevant parties to work together as harmoniously as possible towards making the organisation successful, should be made very clear (Swanepoel et al., 2015:210). In the South African context, policies addressing the imbalances of the past in order to achieve a broad representation in filling of posts by appointing female educators or teachers, are found in the Employment of Educators Act No. 76 of 1998 Section 7(1) This is contemplated in Section 195(1) of the Constitution of Republic of South Africa Act No. 108 of 1996 and the Employment Equity Act 55 of 1998.

There are recruitment policies under the HRM policies. The recruitment policies play a major role in every organisation, whether in the public or private sector. Guidelines are set out by the recruitment policy on how organisations are required to deal with the recruitment process. Swanepoel et al. (2015:300) outlined the questions that may assist employers in drafting the recruitment policies of their organisations. These questions are:

- What legalities regarding fairness and discrimination should be taken into account? The South African legislation that deals with fairness is the Bill of Rights in the Constitution of RSA, Labour Relations Act, Employment Equity Act and Promotion of Equality and Prevention of Unfair Discrimination Act.
- Which clauses in collective agreements with trade unions are applicable?
- How can recruitment be carried out within budget limitations?
- How do we deal differently with less/ more urgent situations to fill vacancies?
- What do the workforce planning and succession planning documents state, and in particular the employment equity plan? (Swanepoel et al., 2015:300).

In the South African HRM, the above guidelines are needed in order to provide a smooth, fair recruitment process. According to the South African White Paper on Human Resource Management (1997:12), "cost-effective recruitment strategies will be designed to reach and attract candidates from all sections of the population; and to maximise recruitment among people from historically disadvantaged groups". The importance of using the recruitment policy and procedure is to give managers different ways of selecting suitable candidates for posts and to avoid unfair recruitment processes. Recruitment policies and procedures within

organisations are influenced by both internal and external factors. The researcher is focused on external factors which influence recruitment within the schools. External factors that influence selection processes are government policies and trade unions. In the government policies and legislation "all recruitment efforts must be performed within the boundaries of the legal framework and laws such as the Employment Equity, the Labour Relations Act and the Employment Service Act" (Swanepoel et al., 2015:301). According to the South African White Paper on Human Resource Management (1997), "the selection criteria will be created only on the inherent requirements of the position to be occupied, and will be established on competencies, rather than undue over-emphasis on academic qualifications."

Authors such as Boxall and Purcell (2008) and Breaugh (2000), quoted by Sutherland and Wöcke (2011:23), emphasised that selection "is the process of making fair and relevant assessments of the strengths and weaknesses of applicants with the intention to hire them". A correct selection process will create competition amongst the skilled applicants, contrary to the needs and rewards characteristics of the organisation (Sutherland and Wöcke, 2011). These authors further mentioned in their study three consequences of poor selection within the organisation: attribution of the error, costs of selection error, and remedial actions to correct the selection error (Sutherland and Wöcke, 2011).

- **Attribution of the Error**

Moerdyk and Mashinini (2002), quoted by Sutherland and Wöcke (2011), stated that attribution theory is concerned with the way in which persons clarify or account for outcomes and causality as being either internal or external to oneself. Sutherland and Wöcke (2011) added that the lack of success is frequently attributed to external attributes features, such as behaviour, or internal attributes of others. Organisations must learn from the mistakes of selection errors so that competent employees can be employed to do the work properly. Poor selection by managers results in the employing of incompetent employees. In examining the Ministerial Task Team Report, one may argue that some of the teachers that were appointed to occupy senior vacant positions do not have the skills that will take the schools to the next level. For example, schools are producing poor matric results because the managers or leaders are lacking in leadership skills. Some of those managers lack the necessary leadership skills to manage the school. This means that the panel representing the Department of Education (resource person)

to appoint the teachers to occupy vacant senior positions committed a selection error by appointing incompetent candidates. These selection errors can be seen when the selection panel overlooks a candidate who is a deputy principal having 19 years working experience, appointing instead a Level 1 teacher. Justice is not seen to be done in such cases.

- **Costs of Selection Error**

According to Manzoni and Barsoux (1998), quoted by Sutherland and Wöcke (2011:25), the "emotional costs paid by the subordinate and the organisational cost associated with the failure can be long term and indirect". Sutherland and Wöcke (2011) articulated that it is difficult to place an exact value on all important positive consequences of a good selection decision, and the negatives of making a poor selection. Employment selection poorly done by management will cost the organisation more. The Department of Education must accept that attribution errors committed by the panel during the selection and interview process cost the Department dearly in paying incompetent candidates appointed. Producing poor results within any organisation simply wastes money.

- **Remedial Actions to Correct the Selection Error**

According to Sutherland and Wöcke (2011), once a selection error is recognised within an organisation, managers must decide on how to respond to it. Managers must correct the selection error by replacing incompetent employees once the error has been identified. Dale (2003), quoted by Sutherland and Wöcke (2011:25), suggested that "the methods to rectify a poor selection decision include developmental feedback, job design, redeployment, dismissal or termination by mutual agreement". The LRA and EEA were discussed above in detail because they prevent unfair discrimination in employment policies. In terms of the trade unions as the external factors, Swanepoel et al. (2015) asserted that unions may also wish to take part in the recruitment processes, ensuring no irregularity. In the interviews that the researcher conducted, one participant asserted that the role of the unions is to observe the recruitment and interview processes, deciding whether there is fairness or not. There are speculations that the teachers' trade unions, especially the South African Democratic Teachers Unions, influence the recruitment process within the schools. They are seen to assist their members to gain promotion by filling senior positions. Zengele (2013) confirmed that the filling of promotional posts in South Africa has been marked by controversy since the beginning of the newly appointed democratic government in 1994. This controversy is still taking place in some of the

schools, even when there is a guide found in the HRM Circular No.39 of 2017 of the KwaZulu-Natal Provincial Government and the Employment of Educators Act 74 of 1998. The circular directly elaborates on the role of the unions as observers throughout the selection process. Each province within the South African Department of Education uses a circular to advertise posts. All posts are gazetted. Zengele (2013:18) stated that "there is an ongoing general concern that a new culture of entitlement to management positions among key union members has therefore been created when promotional posts are advertised and eventually filled". There are procedures followed for taking a decision that would be totally unrelated even if the outcome favours the correct choices favouring both the issues of quantity and quality (Prathamesh, 2012). The final goal of every procedure is to offer the reader a perfect and simply written plan of action needed to carry out or implement a policy (Welling, 2011). Welling (2011) further argued that a well-written procedure will assist in eradicating common misunderstandings, by recognising job responsibilities and establishing boundaries for the jobholders.

3.7.2.2 Processes and Systems

The Oxford dictionary defines process as a "series of changes that happen naturally" (Oxford ESL Dictionary, 2004:523). Ng, Maull, and Yip (2009:6) defined systems as "an entity which is a coherent whole". These authors further asserted that this coherence enables a boundary to be drawn around an entity, distinguishing the elements that are 'inside' from those 'outside (2009). The Human Resource (HR) department, whether in government departments or the private sector, plays a major role in understanding the mission and vision of the organisation. There are various HR processes in each organisation:

- Human-resource planning (recruitment, selecting, hiring, training, induction, orientation, evaluation, promotion and layoff);
- Employee recruitment and benefits administration;
- Performance management; and
- Employee relations (Koch, 2015).

In this study, the researcher is interested in discussing the recruitment, selection, and promotion processes. There is a relationship among those three processes because one cannot take place before the other takes place. For example, selection and promotion in the organisation cannot happen before the advertising of the position. Such will lead to a non-discriminatory

recruitment process; however, this is not always the case. Discrimination will always exist in various organisations when qualified and experienced candidates are overlooked because of their political affiliations. The cases of employees overlooked for senior positions are seen in the public sector. Steyn and Jackson (2014) confirmed that discrimination regularly happens throughout different stages in the human-resource processes. There are discrepancies in most organisations whether public or private when it comes to recruiting, selecting, and promoting employees to senior positions. Such discrepancies include preferential treatment, politics, and demographics in recruitment, selection, and promotion.

According to the South African White Paper on Human Resource Management (1997:12), the public service "will be a career service and will offer opportunities for development and advancement through improved performance and career management, the removal of unnecessary barriers between occupational groups, and increased opportunities to compete for higher levels". There are various views published in the newspaper articles about the "selling of posts", and the report published by the minister's task team. According to the White Paper on Human Resource Management (1997), promotions rely on seniority and the possession of formal qualifications, rather than on competency. In the ministerial task team report, there is no competition between the applicants applying for senior positions in the schools. Opportunities (promotions) that are increased or opened by the Department of Education exist on paper. However, in real life, opportunities are given to those who are politically connected.

Authors such as Stone and Stone-Romero (2006), quoted by Steyn and Jackson (2014), argued that discrimination can be an issue if the strategies used for recruitment, or the resources lead potential applicants to believe that they may not suit the organisation or the job. One may classify preferential and political treatments as discrimination against those who are deserving of the promotion. Those are the barriers that prevent qualified employees from being promoted to senior positions. Authors such as Swanepoel, Erasmus, Wyk and Schenk (2011:205) defined recruitment "as those activities in human resource management which are undertaken in order to attract sufficient job candidates who have the necessary potential, competencies, and traits to fill job needs and to assist the public institutions in achieving its objectives". Preferential treatment, according to Oktay (1983:209), quoted by Büte (2011:187), is the "state of the prevalence of specific criteria, such as attendance to the same school, being from the same place or similar political tendency, in the relations in organisational units or the relations

between these units and social environment, thus replacing universal criteria governing the management studies". Büte (2011) outlined three common forms of preferential treatment:

- **Nepotism**

According to Büte (2011), nepotism, which is reflected as unprofessional conduct in work life, regularly occurs and continues to be negatively observed at present. Nepotism, which is recognised as relative favouritism, concerns the preferential treatment of blood relations; emotionality is the main component of primary relations (Büte, 2011). There have been numerous allegations that the daughter of the former president (South Africa's fourth democratic president) was appointed to a powerful position as chief of staff in the government department. These allegations have been written in local newspapers on the subject. The article published by the Mail & Guardian on 25 July 2014 reported that the president's daughter may have made history as South Africa's youngest head of a ministerial office. The newspaper article further reported that her affected rise to the post, in May, after the appointment of her father's new executive in parliament, has raised issues of political nepotism at the Department of Telecommunications and Postal Services (Pillay and Mataboge, 2014).

This article shows that people who are connected to powerful persons have a greater chance of being employed or promoted to senior positions without the posts being advertised. The authors of this article continued that, according to the human-resource procedure, the majority of chiefs of staff are employed at the chief-director level – gaining an all-inclusive package of R943 000 (Pillay and Mataboge, 2014). The article further states that a chief of staff position requires "extensive management experience, an understanding of ministerial services and parliamentary functions to take charge of the overall management of the ministry, knowledge of the Public Service Management Act" according to several job advertisements for the position (Pillay and Mataboge, 2014). Employees appointed to senior positions without the relevant qualifications and working experience are harming the image of such departments. Van Zyl, Pietersen, Dalglish, du Plessis, Lues, Ngunjiri and Kablan (2015) insisted that nepotism is common in business; it is extremely damaging to the ethics of the organisation and the prospects for growth.

- **Favouritism**

Favouritism is defined by Araslı and Tümer (2008:1239), quoted by Büte (2011), as "the provision of special privilege to friends, colleagues and acquaintances in the areas of employment, career and personnel decisions". The word 'favouritism' has two different meanings: the general inclination to favour one person or group over others, and concrete preferential treatment of those to whom one has personal connections, such as relatives, friends, neighbours, or other acquaintances (Büte, 2011). Safina (2014:632) mentioned the consequences of favouritism and nepotism as personnel's demotivation; personnel's apathy, loss of self-belief and abilities; social alienation, the feeling of being worthless to the organisation; permanent fear, and negative anticipatory thinking; and dismissal of high-potential co-workers desperate to occupy the desired position in view of the fact that it is already occupied by a favourite.

- **Cronyism**

Arasli and Tümer (2008), cited by Büte (2011), defined cronyism as preferential treatment to long-standing friends, regardless of their qualifications, such as skills, competence, success, or level of education, especially owing to sharing the same political preference. Khatri and Tsang (2003), quoted by Nadeem, Ahmad, Ahmad, Batool, and Shafique (2015:225) stated that cronyism "is a kind of favouritism in which employer wants to prepare a team of people who can be controlled easily and can be influenced in decision making because they don't want to have any conflict among people". Under cronyism, employees that are not treated well based on their talent, knowledge, and efficiency decline in performance and efficiency in their work (Nadeem, et al., 2015). Sometimes managers treat employees according to their personal dealings, relations, and connection. Expectations for promotions were taken by the redeployment of previous leaders of the South African Democratic Teachers' Union leaders in 1994 (Zengele, 2013). The term redeployment has been used and is still used by the ruling party since 1994. Government deploys their members (party members and alliance members) who are dedicating their time to party activities into senior cabinet posts. Other parties and alliance members have been employed in senior positions within government departments, even without working experience related to those positions that they are occupying. Zengele (2013:18) mentioned some names occupying the Alliance party's senior positions, such as Mr Duncan Hindle, the former SADTU president. This former teacher with an honours degree in education became the Director General of the Department of Education in 1994. Another

primary school principal and past SADTU president, Mr Membathisi Mdladlana, became Minister of Labour; while a teacher, Mr Thulas Nxesi, recently became a cabinet minister in the government.

Cronyism is still taking place in schools such that active members or those politically connected to the teachers' union dedicate their time to the unions' activities because they expect as a reward to occupy senior positions. In terms of procedural justice, the procedures in the filling of senior vacant positions are supposed to be conducted according to the policies of the Department of Education. There were reports from the Ministerial Task Team Report that, in the Province of Limpopo, there were cases of irregularities, such as nepotism and favouritism. One cannot be sure that those who purchase the senior vacant posts will be able to give instructions to their colleagues. It is also unfair to the applicants who have worked hard and hope that they will move up the ladder of success in a fair competition. Unfortunately, they may be overlooked by the panel taking a final decision (Msila, 2016).

3.7.3 Interactional Justice

Interactional justice was introduced by Bies and Moag in 1986. Bies and Moag (1986), quoted by Dai et al. (2016) attested to interactional justice being primarily concerned with the interaction amongst people and the perception of justice. Interactional justice, according to these authors, emphasises that employees' perception of justice in the process of procedure execution would be influenced by the attitude of the executors towards them, and how the executors treated them (Dai et al., 2016). Authors such as Tuytens and Devos (2012), and Al-Zu'bi (2010), quoted by Govender, Grobler, and Joubert (2015), stated that interactional justice includes the quality of interpersonal treatment an employee receives from the supervisor of practice throughout performance appraisal. Interactional justice is defined by authors in different ways. Such authors defined interactional justice as follows:

Interactional justice was defined by Bies et al., (1986), quoted by Eisele (2016:168), as "the quality of interpersonal treatment they receive during the enactment of organisational procedures, and is believed to be created by respect, justification, politeness and truthfulness". Interactional justice refers "inter alia, to the manner in which outcomes are communicated to employees at an interpersonal level" (Nel et al., 2016:27). Interactional justice "in employment relations relates to the employees' perceived fairness of the interpersonal treatment they receive

from authority figures" (Kim, Lin, and Leung (2015:163). Last, for Ibrahim and Perez (2014:46), interactional justice refers to "the elements of how decision makers treat their people with regards to the adequacy with which organisational formal decision making is explained to employees".

Interactional justice focuses on the behaviour of the organisational leaders, how they implement policies and procedures; and how they treat those who are subject to their authority, decisions, and actions (Setsetse, 2008). In order for interactional justice to exist, there must be interpersonal treatment, relationship, and satisfaction. Bies et al. (1986), quoted by Baldwin (2006), have identified certain key aspects of interactional justice which enhance people's perceptions of fair treatment. These aspects are as follows:

- Truthfulness: information that is given must be realistic and accurate, and presented in an open and forthright manner.
- Respect: employees should be treated with dignity, with no recourse to insults or discourteous behaviour.
- Propriety: questions and statements should never be improper or involve prejudicial elements such as racism or sexism.
- Justification: when a perceived injustice has occurred, giving a social account such as an explanation or apology can reduce or eliminate the sense of anger generated (Baldwin, 2006).

Interpersonal and informational justices are two aspects of interactional justice (Greenberg, 1990) quoted by Dai et al. (2016). The researcher Greenberg (1990), quoted by Dai et al. (2016), held that the previous organisers treated their employees with respect and politeness in completing procedures and deciding the outcomes. This referred to whether executors carried related information to employees, whether they clarified to the employees why they accepted certain distributive procedures, and why the distributive outcomes were perceived in a particular way. These two aspects are discussed as follows:

3.7.3.1 Interpersonal Justice

Interpersonal justice is defined by Lilly (2015:31), as "the extent to which individuals are treated with respect and dignity". Colquitt, Conlon, Wesson, Porter, COLH and Ng (2001),

argued that interpersonal justice serves to adjust responses to outcomes, sensitivity making people feel better even if the outcome is unfavourable. According to Greenberg (1990), quoted by Dai et al. (2016), interpersonal justice refers to whether executors treat their employees with politeness and respect in executing procedures and deciding the results. Interpersonal justice reflects the degree to which people are treated with politeness, dignity, and respect by authorities and third parties involved in executing procedures or determining outcomes, according to Colquitt (2001), quoted by Prathamesh (2012). Interpersonal justice deals with dignity and respect toward an employee by his manager and subordinates (Prathamesh, 2012). Managers and supervisors are required to treat their subordinates with respect and dignity in their workplaces. There are three elements proposed by Tyler (1989), quoted by Nel et al. (2016), that are germane to observations of interpersonal justice. These elements are:

- Neutrality: this refers to the elimination of bias through the use of facts and accurate information. It also implies openness and honesty.
- Trust: this pertains to the degree to which people believe the decision-maker will be fair. Trust in the decision-maker involves the belief that he or she wishes to treat people in a fair and compassionate manner.
- Standing: this refers to individuals' concern with their status in a group. If they are treated rudely or with disrespect, they will be aware that the authority they are dealing with views them as having low standing in the group (Nel et al., 2016).

3.7.3.2 Informational Justice

Informational justice refers to whether one is truthful and provides adequate justifications when things go badly (2007). Coetzee (2015) asserted that informational justice deals with communication, and showcases transparency. According to Greenberg (1990), quoted by Dai et al. (2016), informational justice referred to whether the executors distributed related information to employees, whether they clarified to the employees why they accepted certain distributive procedures, and why the distributive results appeared a certain way. Muzumdar (2012:3) defined informational justice as "the explanations provided to people that convoy information about why procedures were used in a certain way or why outcomes were distributed in a certain fashion". Factors of communication between the managers and the employees are dealt with per informational justice (Muzumdar, 2012). There must be communication between the employees and the manager. Managers are required to include the employees in any communication with any activity or process of the organisation.

3.7.3.3 Treatment

Legislation requires all the employers to treat their employees equally, irrespective of gender and race, or whether the organisation is private or public. The South African government is promoting equality among males, females, and people with disabilities within organisations. Unfair treatment of employees by their supervisors or managers constitutes an unfair labour practice that will lead to constructive dismissal. In terms of the LRA section 186(e), a constructive dismissal means that "an employee terminates a contract of employment with or without notice because the employer made continued employment intolerable for the employee" (Labour Relations Act 66 of 1995:184). The main contributor to constructive dismissal is the employer creating conditions of employment intolerable for the employee. Forms of constructive dismissals are sexual harassment, bullying, swearing, foul language, intimidation, victimization, and criticising in front of colleagues.

3.7.3.3.1 Case of Constructive Dismissal

An example of a case of constructive dismissal is that of Ntsabo v Real Security CC [2003] 24 ILJ 2341 (LC). Ms Nsabo was employed by the Real Security CC as a security guard. The manager failed to take action against a supervisor who frequently sexually harassed the female employee, even after the victim had complained many times. The alleged sexual harassment by the supervisor caused Ms Ntsabo to resign. The behaviour of the supervisor constitutes constructive dismissal, stipulated in the LRA section 186(e). The victim referred a grievance to the Labour Court for constructive dismissal. During the proceedings, the Labour Court dealt with the evidence and decided that the employee had been sexually harassed by her supervisor. The company had failed to take action against the perpetrator and had failed to prevent the sexual harassment of the employee (Grogan, 2011). The Labour Court was satisfied that the employee had been constructively dismissed in terms of Section 186(1)(e) of the LRA. Judge Pillay dealt with the requirements for constructive dismissal and found that, in the circumstances, the company had done nothing to correct the condition when the employee had informed it of the harassment. This had led to an intolerable environment for the employee, which compelled her to terminate her employment with the company. In this study, responses to the questions asked in the questionnaire indicated that some principals make statements that teachers cannot tolerate. Such statements invariably make the work environment intolerable.

3.7.3.4 Relationship

The relationship between the managers and the employees in the organisation is important. The contract of employment binds the relationship between the employee and the employer in the workplace. According to Drury (2008), a relationship promotes one's personal effectiveness and productivity as a manager. When time is taken to develop such relationships and guide employees in their work employees are better able to produce more quality work through their efforts. Ariani (2015) asserted that the relationship will increase the friendship and sense of belonging that improve psychological seriousness. There are characteristics found in the relationship, outlined by Drury (2008). These characteristics are:

1. Two-way communication: this is the lifeblood of the relationship line.
2. Mutual Reward Theory: states that the relationship between supervisor and employee is enhanced when a good reward exchange occurs between them.
3. The presence of emotion: the relationship line can become emotionally charged (Drury, 2008:69).

A good working relationship between employees and supervisors, as well as a good relationship with co-workers, will create a quality psychological condition, and inspire employee engagement in the job and organisation (Ariani, 2015). Employees will experience a meaningful interaction, not only with the supervisor when they are treated with dignity when they are respected and their contribution is valued (Ariani 2015). The supervisor who encourages a supportive work environment, especially in attention to the needs and feelings of employees, will provide positive feedback and encourage the development of skills while being able to solve problems in the workplace (Ariani, 2015:35). The diagram below shows the relationship channel between the supervisor and employee:

Figure 3.3 The Relationship Channel between the Supervisor and Employee

Relationship Channel
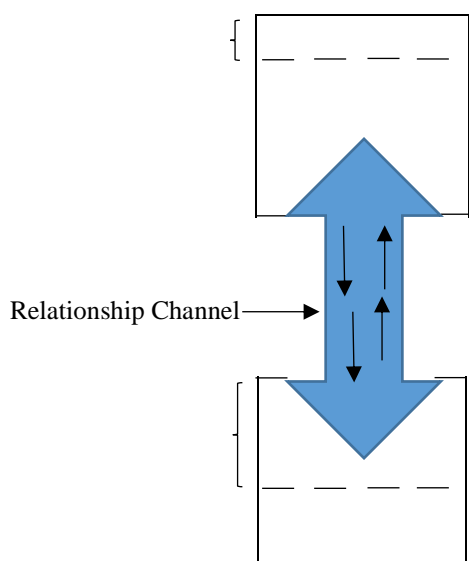
Adopted from Drury (2008:69)

Burns (2012), quoted by Xesha, Iwu, Slabbert and Nduna, (2014:314), maintained that good employer-employee relations are essential for various reasons. The authors outlined those different reasons as:

- Employees who are inspired to work produce better and weightier results.
- The level of competence of the staff increases because of their drive to work harder.
- Customer service is improved because employees who have good relations with their employer are usually viewed as good customer consultants (Burns, 2012; quoted by Xesha et al., 2014).

In this study, the relationship between the teachers and the principals as the managers or supervisors is seen as important to their schools in having a quality working relationship. Principals are required to pay more attention to their relationship with their staff members or teachers. Ando and Matsuda (2010) argued that, when employees have a good relationship with their supervisors, they may want to put more effort into their work especially when they receive fair treatment from their supervisors. The working relationship in the schools between the managers or supervisors is affected by the teachers' trade unions, who act in the interests of their members, especially those active participants in the events of the movement.

3.7.3.5 Satisfaction

Satisfaction refers to the level of fulfilment of one's needs, wants, and desires (Morse, 1992, quoted by Sageer, Rafat and Agarwal, 2012). Sageer, Rafat and Agarwal (2012:32) defined employee satisfaction "as the combination of affective reactions to the different perceptions of what he or she wants to receive compared with he or she receives". What a person requires from the world and obtains from the world depends primarily on satisfaction (Sageer, Rafat and Agarwal, 2012). Employee satisfaction is a factor that affects the effectiveness of the organisation or workplace. According to Hunter and Tietyen, (1997) quoted by Sageer et al. (2012), employees are more faithful and creative when they are satisfied. According to Sageer, Rafat and Agarwal (2012), employee satisfaction is a broad term that includes job satisfaction and satisfaction with the policies and the environment of the company. A working environment conducive to employees will lead to improved job satisfaction.

Two variables are outlined by Sageer et al. (2012), on which employee satisfaction depends. These variables are organisational and personal. In terms of the organisational variable, the employees spend a major part of their time in an organisation (Sagger et al., 2012). These authors outlined ten types of organisational variables. The researcher selected three types of organisational variables: promotion and career development, relationship with supervisor, and leadership styles. These variables are discussed below:

3.7.3.5.1 Promotion and Career Development

Sageer et al. (2012) stated that promotion can be reciprocal as an important achievement in life. The opportunity for promotion determines the degree of satisfaction felt by the employee (Sageer et al., 2012). There are points that come under this type of organisational variables, such as the opportunity for promotion, equal opportunity to grow despite being male or female, training programmes, and the opportunity to use skills and abilities (Sageer et al., 2012:34).

3.7.3.5.2 Relationship with Supervisor

A good working relationship with the supervisor is essential. At every stage, professional input, constructive criticism, and a general understanding of the supervisor are required (Sageer et al., 2012). Sageer et al., (2012), outlined the points that come under this type of organisational variable as:

- Communication between employees and senior management; and
- Treatment of employees.

3.7.3.5.3 Leadership Styles

Drucker (1985), quoted by Aydin and Ceylan (2009:161), defined leadership as "the lifting of people's vision to a higher sight, the raising of their performance to a higher standard, the building of their personality beyond its normal limitations". The leadership style of the supervisor or manager may control employee satisfaction in the organisation. Sageer et al. (2012) contended that employee satisfaction is significantly improved by a democratic style of leadership. These authors further outlined the points that come under this type of organisational variable:

- Friendship, respect, and a warm relationship (Sageer et al., 2012).

For this study, the researcher selected one type of personal variable, namely, education.

3.7.3.5.4 Education

Education plays an important role in employee satisfaction because it opens opportunities for developing an individual's character. Highly educated employees can understand the situation and assess it positively because they possess persistence, rationality, and thinking power (Sageer et al., 2012). These authors set out the points that come under this type of education variable as:

- Highly educated employees possess rationality and thinking power; and
- Education develops individual wisdom and the evaluation process (Sageer et al., 2012).

3.8 CHAPTER SUMMARY

This chapter showed how organisational justice is perceived within organisations, whether the employees are fair/or unfairly treated. This chapter showed how three dimensions of organisational justice, namely, distributive, procedural, and interactional justice, demonstrate how employers distribute resources among employees, and how employees are supposed to be treated. This chapter highlighted ways in which various legislations were implemented in order to protect the employees from unfair labour practices by the managers within the organisations.

CHAPTER 4
RESEARCH METHODOLOGY

4.1 INTRODUCTION

The main purpose of this chapter is to elaborate on how the research was conducted. The researcher first highlighted the research objectives and research questions of the study; followed by indicating where the study was conducted. Finally, it was important for the researcher to articulate how the population of the study was identified. All members of the population were contacted by the researcher. The chapter informs which members of the population constituted the sample. There are various approaches suggested by existing literature which can be followed when selecting a sample. This chapter will give a clear outline as to which methods of sampling were considered, and which method was eventually chosen for this study.

A researcher can choose from various research approach methods, deciding on one best suitable for the study at hand. Those research approaches are discussed briefly in this chapter. The methods are highlighted, and the two chosen are commented on. The chapter also indicates how this study was designed, and which research designs were considered before the most suitable one was selected. This was achieved by giving the description and purpose of the research design and methods, the construction and administration of the research instrument, and the recruitment of participants in the study. The research instrument plays a crucial role in the study. It must be designed in such a way that it can produce information that the researcher can rely on. This requires pretesting the research instrument. This chapter explained how such pretesting was done. In this chapter, the researcher discussed a number of ethical issues that were observed. This was to ensure that the study complied with the research ethics, and, more importantly, with the University of KwaZulu-Natal's ethics policy. Last, this chapter gives a precise explanation of how the study met the hallmarks of sound scientific research.

4.2 RESEARCH PARADIGMS

The term paradigm was used by the historian Thomas Kuhn in his book: 'The Structure of Scientific Revolutions published in 1962 (du Plooy-Cilliers, Davis, and Bezuidenhout, 2014). Schwandt (2001:183) explained that the term paradigm was employed by Thomas Kuhn in two

ways: to represent a particular way of thinking that is shared by a community of scientists in solving problems in their field; and to represent the commitments, beliefs, values, methods, perspectives and so forth shared across a discipline. Patton (2002), quoted by Kawulich (2012), posited that a paradigm is a way of describing a world view that is informed by philosophical assumptions about the nature of reality known as ontology, ways of knowing known as epistemology, and ethics and value systems known as axiology. The paradigm is defined by Bogdan and Biklen (1998:22) as "a loose collection of logically related assumptions, concepts, or propositions that orient thinking". According to Bryman (2012:630), a paradigm is "a cluster of beliefs and dictates which for scientists in a particular discipline influence what should be studied, how research should be done, and how results should be interpreted". Guba and Lincoln (1994), quoted by Kivunja and Kuyini (2017:26), defined a paradigm as "a basic set of beliefs or worldview that guides research action or an investigation". Paradigm is defined by Denzin and Lincoln (2000) as human constructions, which deal with first principles or ultimately indicate where the researcher is coming from, so as to construct meaning embedded in data.

Authors such as Creswell (2007:19); Babbie (2010:33); Rubin and Babbie (2010:15), quoted by Vosloo (2014), stated that a paradigm would include the accepted theories, traditions, approaches, models, the framework for observation and understanding. Paradigms are worldviews, epistemologies, and ontologies. Guba (1990:17), quoted by Creswell (2014), defined the term worldview as "a basic set of beliefs that guide action". Creswell (2014) asserted that worldviews arise based on disciplinary orientations, students' advisors/mentors' inclinations, and past research experiences. In this study, the researcher decided to use the world's new paradigms. Rosa (2010) asserted that the significance of paradigms is that they shape how researchers perceive the world around them. Rosa (2010) further argued that the beliefs the researcher holds can reflect the way in which research is designed, how data is both collected and analysed, and how research results are presented. Paradigms played a significant role in social science research. Various paradigms have been developed owing to the incredible changes in social science research. There are various research paradigms used in research projects, however, for the purposes of this study, only the one that was used has been discussed.

4.2.1 Pragmatism

The pragmatism paradigm was selected by the researcher for this study. Pragmatism, as a worldview, arises out of actions, situations, and consequences, rather than antecedent conditions (Creswell, 2014). Rossman and Wilson (1985), quoted by Creswell (2014), believed that, instead of focusing on methods, researchers must emphasise the research problem and use all approaches available to understand the problem. Authors such as Creswell and Plano Clark (2007); Teddlie and Tashakkori (2009), remarked that pragmatism is normally associated with the mixed-methods approach (Creswell, 2014). Creswell (2014) argued that pragmatic researchers look to the 'what and how to research, based on the intended consequences of where they want to go with it. Researchers using pragmatism are capable of keeping subjectivity in their personal images of research and fairness in data collection and analysis. Shannon-Baker's (2016) view is that pragmatism is characterised by an emphasis on communication and shared meaning-making, in order to create practical solutions to social problems. Pragmatism focuses on the consequences of research, on the primary importance of the question asked, rather than the methods, and on the use of multiple methods of data collection to inform the problems under study (Creswell and Plano Clark, 2011:41). According to Shannon-Baker (2016), pragmatism is characterised by an emphasis on communication and shared meaning-making, in order to create practical solutions to social problems. Pragmatism contends that the significant cause of the research philosophy accepted is the research question (Saunders et al., 2012).

4.3 RESEARCH DESIGN

Research design is defined as the actual plan in terms of which research participants or subjects are obtained, and data collected from them (Fox and Bayat, 2007). Both Creswell and Plano Clark (2011:53) described research design as "procedures for collecting, analysing, interpreting, and reporting data in research studies". Welman Kruger and Mitchell (2009), quoted by Vosloo (2014:316), refer to research design "as the overall plan, according to which the respondents of a proposed study are selected, as well as the means of data collection or generation". Kumar (2011), stated that a research design is a procedural plan adopted by the researcher to answer questions validly, objectively, accurately, and economically. The definition given by Kumar (2011), outlined two main functions of research design as follows:

- First, research design relates to the identification and/or development of procedures and logistical arrangements required to undertake a study;
- Second, research design emphasises the importance of quality in these procedures to ensure their validity, objectivity, and accuracy.

According to Creswell (2013:41), researched designs are "types of injury within qualitative, quantitative, and mixed methods approach that provide specific direction for procedures in a research design". Research design gives a reader an idea of how the entire research project was conducted. Cooper and Schindler (2006)'s belief is that research design establishes a plan for measurement, collection, and analysis of data. Research design gives a researcher an idea of where to find different data sources. After researchers have discovered which data sources to use, they have to decide which research instrument to use in order to collect data. Authors such as Du Plooy-Cilliers, Davis, and Bezuidenhout, (2014), Bryman, Bell, Mills, and Yue (2011), and others, have provided a number of possible research designs that can be applied in the research process. These, amongst others, include applied design, experimental designs, exploratory designs, descriptive designs, correlative designs, explanatory designs, predictive designs, cross-sectional designs, longitudinal designs, case studies, comparative design, and pragmatic designs, just to mention a few. These are briefly discussed below.

4.3.1 Exploratory Design

The researcher selected an exploratory design for this study. Du Plooy (2006:48)'s idea was that exploratory research design is based on one or more purposes outlined as follows: "to obtain new insights as part of a pre-test or pilot test, to identify key concepts, to identify key stakeholders, to prioritise social needs, to identify consequences of research problems, to develop hypotheses, to confirm assumptions, and to become familiar with unknown situations, conditions, policies, and behaviours". Creswell and Plano Clark (2011) held that the primary purpose of the exploratory design is to generalise qualitative findings based on a few individuals from the first phase to a larger sample gathered during the second phase. Of all the research designs that have been mentioned above, the researcher employed an exploratory design. The strengths of exploratory design are as follows:

- "Separate phases make the exploratory design straightforward to describe, implement, and report.

- Although this design typically emphasizes the qualitative aspect, the inclusion of a quantitative component can make the qualitative approach more acceptable to quantitative-biased audiences.
- This design is useful when the need for a second, quantitative phase emerges based on what is learned from the initial qualitative phase.
- The researcher can produce a new instrument as one of the potential products of the research process" (Creswell et al., 2011:89).

4.3.2 Research Methodology

Methodology refers to "the theory of how research should be undertaken, including the theoretical and philosophical assumptions upon which research is based and the implications of these for the method or methods adopted" (Saunders et al., 2012:595). The research methodology is an idea that offers a complete framework for collecting data. Authors such as Creswell (2009), Creswell and Plano Clark (2011), and others, identify three types of research approaches that a researcher can choose from, namely, qualitative, quantitative, and mixed-methods research approaches.

4.3.2.1 Qualitative Research Methodology

Du Plooy (2006) commented that, when conducting the research, it happens that the researcher does not have prior information that will describe the behaviours, themes, attitudes, needs, or relations that are applicable to the units analysed. In such a case, qualitative research would be a perfect research approach. A qualitative research approach provides a platform for the respondents to express their answers in detail while being interviewed by a researcher. According to Gill, Stewart, Treasure, and Chadwick (2008:292), "qualitative methods, such as interviews are believed to provide a 'deeper' understanding of social phenomena than would be obtained from purely quantitative methods, such as questionnaires". Qualitative research methodology is favoured when the researcher is seeking an in-depth understanding of the units being studied. This statement is supported by Cooper and Schindler (2006), that qualitative research methodology is aiming to build theory by gaining an in-depth understanding of the units being studied. The qualitative research approach is defined as "a means for exploring and understanding the meaning of individuals or groups ascribe to the social or human problem" (Creswell 2009:4). According to Creswell, qualitative research is appropriate when the sample

is small (Creswell 2009). According to Flick (2014:542), qualitative research is "interested in analysing subjective meaning or the social production of issues, events, or practices by collecting non-standardised data and analysing texts and images rather than numbers and statistics".

The manner in which data is collected in qualitative research differs from other research methodologies. Du Plooy et al. (2014)'s opinion was that the methods used in collecting data in qualitative research methodology assist the researchers to obtain richness and depth of data gathered from multi-faceted phenomena in a specific social context. In qualitative research methodology, data can be collected by using observations, interviews, documents, audio and visual materials (Creswell 2009). This view is supported by Creswell et al. (2011), in that, for qualitative research methodology, the participants provide information based on open-ended questions that do not restrict participants' options for responding. The contact between the researcher and the participants is high, in qualitative research. Cooper and Schindler (2006) opined that qualitative research approaches use non-probability sampling. Choy (2014:102) outlined the strengths of using qualitative research methods as follows:

- "It allows the researcher to explore the views of homogenous as well as diverse groups of people to help unpack these differing perspectives within a community,
- The qualitative research approach to cultural assessment is the ability to probe for underlying values, beliefs, and assumptions,
- The inquiry is broad and open and open-ended, allowing the participants to raise issues that matter most to them".

Creswell (2012) mentioned the characteristics of the qualitative research approach. These characteristics are:

- "Exploring a problem and developing a detailed understanding of a central phenomenon;
- Having the literature review plays a minor role but justifies the problem;
- Stating the purpose and research questions in a general and broad way so as to the participants' experiences;
- Collecting data based on words from a small number of individuals so that the participants' views are obtained;
- Analysing the data for description and themes using text analysis and interpreting the larger meaning of the findings; and

- Writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias".

4.3.1.2 Quantitative Research Methodology

According to Creswell (2009:4), the quantitative research approach is known as "a means for testing objective theories by examining the relationship among variables". Creswell continued that the quantitative approach is appropriate when the sample size is large. The quantitative research approach is defined by Cooper and Schindler (2006:166) as "an objective approach and allows researchers to use limited resources and is less time-consuming, and it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationship". Cooper and Schindler (2006) stated that quantitative research approaches use probability sampling methods. Creswell (2012) confirmed that quantitative approaches use more closed-ended questions in which the researcher identifies a set of response categories, such as strongly agree, neutral, and strongly disagree. For quantitative research approaches, the researcher depends on a statistical analysis of the data, which is normally in numerical form. Choy (2011:101) quoted from (Yauch and Steudel 2003:473), and (ACAPS, 2012:6), outlined the strengths of the quantitative research approach:

- It can be administered and evaluated quickly;
- Numerical data obtained through this approach facilitates comparisons between organisations or groups, as well as allowing determination of the extent of agreement or disagreement between respondents; and
- Quantitative data is collected rigorously, using the appropriate methods, and analysed critically.

According to Creswell (2012:13), the characteristics of the quantitative research approach are:

- "Describing a research problem through a description of trends or a need for an explanation of the relationship among variables;
- Providing a major role for the literature by suggesting the research questions to be asked and justifying the research problem and creating a need for the direction of the study;
- Creating purpose statements, research questions, and hypotheses that are specific, narrow, measurable, and observable;
- Collecting numeric data from a large number of people using instruments with present questions and responses;

- Analysing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions and past research; and

- Writing the research report using standard, fixed structures and evaluation criteria, and taking an objective, unbiased approach".

4.3.2.3 Mixed Research Methodology

Both Teddlie and Tashakkori (2009:4), stated that mixed methods have emerged in the social and behavioural sciences during the past decades, joining qualitative and quantitative methods of scholarly enquiry as the "third research community". According to Creswell and Plano Clerk, (2011) mixed-methods research went through five stages. These stages are a formative period, a paradigm debate period, a procedural development period, advocacy and expansion period, and a reflective period (Creswell and Plano Clark, 2011). According to Creswell (2013), mixed-methods research resides in the middle of this continuum, because it incorporates elements of both qualitative and quantitative approaches. Creswell and Plano Clark (2011) defined mixed research methodology as a procedure for collecting, analysing, and 'mixing' both quantitative and qualitative methods in a single study or a series of studies, to understand a research problem. Johnson, Onwuegbugie and Turner (2007:123) defined mixed-methods research as "the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches for the breadth of understanding and corroboration".

A mixed-methods research approach offers a platform on which both qualitative and quantitative data are analysed concurrently by the researcher. Creswell and Plano Clark (2011:12) outlined the advantages of using mixed research methods:

- "Provides strengths that offset the weaknesses of both quantitative and qualitative research.

- Provides more evidence for studying a research problem than either quantitative or qualitative research alone.

- Helps to answer questions that cannot be answered by quantitative or qualitative alone.

- Is practical in the sense that the researcher is free to use all methods possible to address a research problem".

Figure 4.1 Exploratory Design
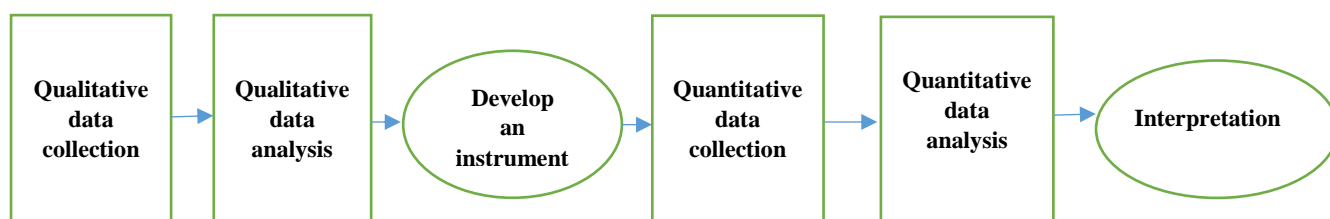
Adapted from Creswell and Plano Clark (2011:12)

Creswell (2013) argued that, in mixed-methods research, the intention of data collection for qualitative data is to locate and obtain information from a small sample, however, to gather extensive information from this sample. In quantitative research, a large number of participants is needed in order to conduct meaningful statistical tests. Creswell (2012) further stated that the core argument of using mixed methods research is that "the combination of both forms of data provides a better understanding of a research problem than either quantitative or qualitative data by itself".

4.3.2.4 Research Methodology Selected

Quantitative and qualitative research approaches were not appropriate to be employed alone in this study in taking a look at the problem statement. The purpose of using a mixed-research approach is to provide a more complex understanding of a phenomenon that would otherwise not have been accessible by using one approach alone (Creswell and Plano Clark, 2011). Advantages outlined by Creswell and Plano Clark encouraged the researcher to employ the mixed research approach. These advantages are:

- "Mixed methods research provides strengths that offset the weaknesses of both quantitative and qualitative research.
- Mixed methods research provides more evidence for studying a research problem than either quantitative or qualitative research alone.
- Mixed methods research provides a bridge across the sometimes-adversarial divide between quantitative and qualitative researchers.
- Mixed methods research encourages the use of multiple worldviews, or paradigms, rather than the typical association of certain paradigms with quantitative research and others for qualitative research.

- Mixed methods research is practical in the sense that the researcher is free to use all methods possible to address a research problem" (Creswell and Plano Clark, (2011:12).

An exploratory mixed research approach was suitable for this study, given the size and composition of the population and sample that the researcher was working with. The aim of choosing an exploratory mixed-methods research approach was that it requires the researcher to conduct an in-depth investigation, by using an interview schedule and a questionnaire. An exploratory mixed research approach was suitable for this study. In the first phase or stage of the study, the researcher started by collecting and analysing qualitative data. In the second phase, after receiving the results of the qualitative data, the researcher collected and analysed quantitative data to generalise the findings of qualitative data (Creswell and Plano Clark, 2011). An exploratory mixed research approach was used to assess teachers' perceptions on organisational justice in the filling of positions within schools in the Kranskloof Circuit. The mixed method can also be referred to as triangulation.

Triangulation is defined by Creswell (2012:146) as "the use of different data collection techniques within one study in order to ensure that the data are telling you what you think they are telling you". Sabina and Khan (2012) commented that, in the social sciences, triangulation refers to the combination of two or more theories, data sources, methods, or investigators in one study of a single phenomenon to converge on a single construct. Such can be employed in both quantitative (validation) and qualitative (enquiry) studies. These authors (2012:160) pointed to the strength of triangulation in elevating qualitative methods to their deserved prominence; and, at the same time, demonstrate that quantitative methods can and should be utilised in a complementary fashion.

Figure 4.2 Triangulation Concept
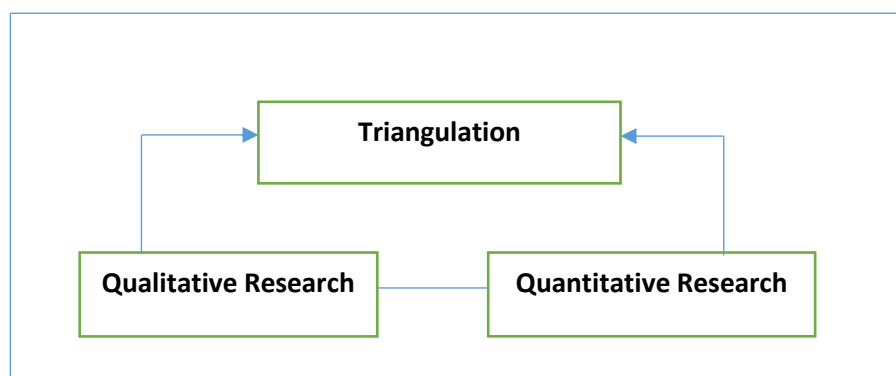
Adapted from Yeasmin and Rahman (2012:156)

A mixed-methods approach is used to test the reliability and validity of triangulated results of the study. It also decreases elements of bias and increases the reliability and validity of the findings of the study. Maree (2007:39) stated that triangulation is critical in facilitating interpretive validity and establishing data trustworthiness. Triangulation indicates the extent to which conclusions based on qualitative sources are supported by the quantitative perspective. Bless, Higson-Smith and Sithole (2013:238) argued that the motive behind the use of triangulation is also to verify and increase the trustworthiness of the research, and the independence of the research methodology used. The benefits of using triangulation include an increase in confidence that the research data creates innovative ways of understanding phenomena, revealing unique findings. Triangulation also provides a clear understanding of the problem. Yeasmin and Rahaman (2012) outlined the use of triangulation, together with its advantages and disadvantages. The advantages of triangulation are seen in three groups. These advantages are mentioned by Weyers, Strydom and Huisamen (2014:209) as: "increased comprehensiveness and completeness, confirm trends and identify inconsistencies, and improved reliability and validity". These authors also mentioned the disadvantages of triangulation as: "tend to be more costly and demanding, tend to generate masses of data and meanings, and they do not necessarily produce better results" (Weyers et al., 2014:210).

4.4 STUDY SITE

The study site is the area in which the study will take place, and from which data was collected, in order to answer the research questions (Sekaran and Bougie, 2016). The area is located at the intersection of two metropolitan routes, M19 and M5, and joint access via these routes to

the N3, N2 and M13 (Clermont/ KwaDabeka Urban Regeneration Plan 2010). Clermont is located five kilometres from Pinetown and fifteen kilometres from the Durban Central Business District (CBD). Clermont Township consists of eighteen schools both primary and secondary. Claremont is one of the townships in the province of KwaZulu-Natal within South Arica.

4.5 TARGET POPULATION

The population refers to the entire group of people, events, or entities of interest that the researcher wishes to investigate (Sekaran and Bougie 2010). A target population is defined by Creswell (2012:142) as "a group of individuals (or a group of organisations) with some common defining characteristic that the researcher can identify and study". The second step that was followed by the researcher was to select the participants in the study. The study population comprised two groups. A small group (principals) participated in the qualitative part of the study, and the larger group (the teachers) participated in the quantitative part of the study. The first group comprises principals working in the Kranskloof Circuit (Clermont Township) schools. The second group, which was the largest group, was composed of all the teachers working in Kranskloof Circuit schools. Based on the information provided by the Kranskloof Circuit Manger's office, there was a total number of 18 principals and 510 teachers within this circuit.

4.5.1 Sampling Design

Sampling is the process of selecting a subset or sample unit from a larger group or population of interest. Its purpose is to address the study's research question (Tashakkori and Teddlie, 2010:356). According to Sharma (2017), sampling is a technique employed by the researcher to systematically select a relatively smaller number of representative items or individuals from a pre-defined population to serve as subjects for observation or experimentation as per the objectives of his or her study. This author further mentioned factors that must be considered when selecting a sampling procedure: population variance, size of the universe or population, objectives of the study, precision in results desired, nature of the universe, i.e., homogeneity or heterogeneity in the constituent units, financial implications of the study, nature and objectives of the investigation, techniques of the sampling employed, and accuracy needed in making inferences about the population being studied (Sharma, 2017:749). The third step followed by the researcher was to select a sampling design that assisted in the collection of data. It was

necessary for the researcher to ensure that the sample was representative of the entire population being studied, in selecting a relevant sample design for the study. There are two types of sampling design in research that the researcher was able to select, namely, probability, and non-probability sampling designs.

4.5.1.1 Sampling Strategy Employed

Sampling strategies that have been employed by the researcher in this study were cluster sampling and snowball sampling. The main reason for selecting snowball sampling for a qualitative-research approach was that the principals of the schools were always busy when the study was conducted. Cluster sampling was selected by the research because the schools were located in different areas within different sections of Clermont Township. Du Plooy-Cilliers et al. (2014) argued that snowball sampling is often used in qualitative research. The results obtained from such a sample cannot be generalised to the larger population. Sharma (2017) posited that, in snowball sampling, it may be difficult to identify the units that are included in the researcher's sample. There is not an obvious list of the population that he or she is interested in. The negative aspect of snowball sampling is that it does not select units for inclusion in the sample based on random selection (Sharma, 2017).

4.6 SAMPLE SIZE

As mentioned above on Subtopic 4.5, there are two groups of population in this study. With regard to the small group that was participating in the qualitative part of the study, the researcher used a census. This group comprises 18 principals. The principals were selected according to their involvement in the interview panels. They are regarded as the managers of the schools. For the largest group of the population, the researcher used cluster sampling in obtaining the sample that will participate in this study. Cluster sampling ensures that the teachers were randomly selected through eighteen schools in Kranskloof Circuit to ensure reasonable representation of the study. The researcher was targeting a sample size of approximately 254 teachers teaching in primary and secondary schools within Kranskloof Circuit. Sekaren and Bougie (2010) state that, when the targeted population is 510, a recommended sample size should be 254 respondents.

Table 4.1 Sample Size

Sample size using Sekaran and Bougie (2010:295):

Schools	Total number of teachers per school	Proportional sample size
1	36	18
2	23	12
3	13	6
4	32	16
5	16	8
6	33	17
7	32	15
8	25	12
9	31	15
10	13	6
11	33	16
12	37	18
13	34	17
14	27	13
15	28	14
16	37	19
17	36	18
18	24	14
Total	**510**	**254**

4.7 DATA SOURCES

Two types of data were used by the researcher in this study; primary and secondary data.

4.7.1 Primary Data

Primary data is known as "data collected specifically for the research being undertaken" while secondary data is known as "data used for a research that was originally collected for some other purpose" Saunders et al. (2012:611). Primary data was collected from the participants of the study. It was collected based on the interviews for the qualitative part of the study, and the questionnaire for the quantitative part of the study. Primary data was collected from the teachers who participated in the quantitative part of the study and the principals who participated in the qualitative part of the study.

4.7.2 Secondary Data

Vosloo (2014) opined that secondary data provides the necessary background information, builds credibility for the research report, and helps to clarify the problem during the exploratory research process. Secondary data was collected from published journal articles, academic textbooks, thesis, government reports, and newspaper articles. The advantages of secondary data are that they may have fewer resource requirements; they are unobtrusive; longitudinal studies may be feasible; they can provide comparative and contextual data; they can result in unforeseen discoveries; and there is the permanence of data (Saunders et al., 2012). The disadvantages of secondary data are that it may be collected for a purpose that does not match your need; access may be difficult or costly; aggregations and definitions may be unsuitable; there is no real control over data quality; and the initial purpose may affect how data are presented (Saunders et al., 2012:269).

4.7.3 Data Source Selected

The researcher selected both primary and secondary data in this study.

4.8 DATA COLLECTION METHODS

The data collection in this study was collected quantitatively and qualitatively. According to Creswell (2012:9), data collection means "identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviour". The research used a combination of primary and secondary data. Both primary and secondary data were used to meet the researchers' objectives and answer the research questions.

4.8.1 Selection of a Suitable Data-Collection Method

There are different methods of data collection from which a researcher can select. Collins and Hussey (2003) argued that the selection of a proper data-collection method forms the fourth step in the data collection. There are a number of data-collection methods advanced by various authors such as Creswell (2012); Saunders et al. (2012); Sekaran and Bougie (2010), and Du Plooy-Cilliers et al. (2014). These methods are briefly discussed below:

- **Interviews**

Interviews have been favoured by the researcher as a suitable data-collection method because it makes it easier to compare information obtained from the participants. Gill et al. (2008) professed that interviews are most appropriate where little is known about the study phenomenon, or where detailed insight is required from individual participants. The importance of using the interviews was that it allowed the researcher to collect data from a small number of population of the study. The aim of using the interviews was to collect valid and reliable data that address the researcher's objectives. Creswell (2013), and other research authors, proposed that researchers conduct face-to-face interviews with participants, telephone interviews, or engage in focus-group interviews with participants of less than seven in each group. These interviews are either structured, semi-structured, or unstructured interviews conducted by the researchers. Queirós et al. (2017) suggested that structured interviews, typically, offer a high response rate. The interviewer is present to explain the question and to avoid misinterpretation by respondents. Structured interviews used questionnaires based on a predetermined and 'standardised' or identical set of questions; and are referred to as interviewer-administered questionnaires (Saunders et al., 2012:230). Saunders et al. (2012) maintained that, in semi-structured interviews, the researcher will have a list of themes and questions to be covered, although these may vary from interview to interview. There are advantages and disadvantages of the structured interviews that were discussed by the researcher in this study. The advantage of structured interviews was: to reach a large sample and are easy to analyse. Conducting an interview is a fairly quick process. Disadvantages are that interviews may be very rigid, having low flexibility in the response's choice. It may be difficult to obtain detailed data; and preparing an interview can become time-consuming (Queirós et al., 2017:379). Interviews were directed to the principals of the schools; and detailed facts and explanations on questions were answered by the principals. During the interviews, detailed facts and explanations on questions directed to the principals were answered.

Figure 4.3 Types of Interviews

```
                    ┌─────────────────┐
                    │   Interviewing  │
                    └─────────────────┘
        ┌──────────────┬──────────────┬──────────────────┐
        ▼              ▼              ▼                  ▼
┌──────────────┐                              ┌──────────────┐
│ Unstructured │   Interviews at different    │  Structured  │
│  Interviews  │   levels of flexibility      │  Interviews  │
└──────────────┘   and specificity            └──────────────┘
        │                                              │
        ▼                                              ▼
```

- Flexible interview structure   - Rigid interview structure
- Flexible interview content   - Rigid interview content
- Flexibility in interview questions   - Rigidity in interview questions
                                                 and their wording
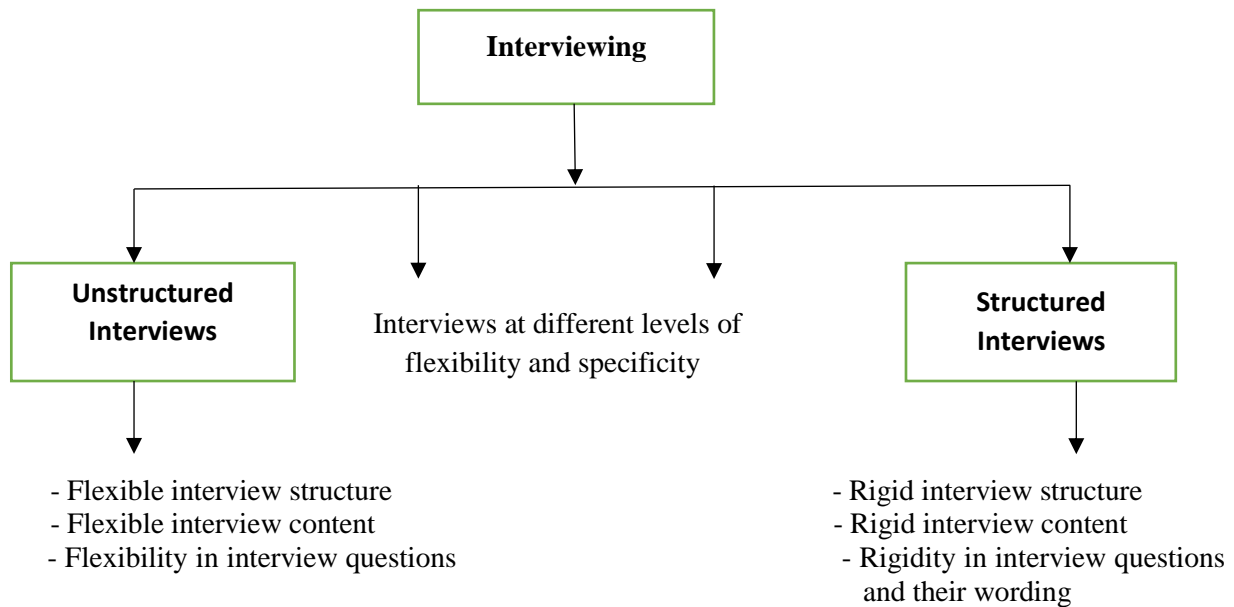
Adapted from Kumar (2012)

- **Questionnaire**

The importance of using the questionnaire was that it allowed the researcher to collect data from a large portion of the population of the study. Sekaran and Bougie (2010:197) contended that a questionnaire is a pre-formulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives. deVaus (2002), quoted by Saunders et al. (2009:360), stated that the questionnaire is a general term which includes all techniques of data collection. Each person is asked to respond to the same set of questions in a predetermined order. These authors continued that questionnaires are an efficient data-collection mechanism when the researcher knows exactly what is required, and how to measure the variables of interest (Sekaran and Bougie, 2010). Questionnaires can be emailed to the participants or administered by the researcher personally. Kumar (2014:183) recommended six functions of a questionnaire:

- "It standardises those questions and the response categories so every participant responds to identical stimuli;
- by its wording, question flow and appearance, it fosters cooperation and keeps respondents motivated throughout the interview;
- the questionnaire serves as a permanent record of the research;

- depending on the type of questionnaire used, a questionnaire can speed up the process of data analysis; and

- questionnaires contain the information on which reliability assessments may be made, and they are used in follow-up-validation of respondents' participation in the survey".

4.8.1.3 Data-Collection Method Selected

There were two data-collection methods employed in this study, namely, the interview schedule, and the questionnaire. As mentioned above, the study comprises two groups − the small (qualitative) and the large groups (quantitative). The small group (principals) of the study was interviewed by the researcher. Perusing the number of teachers participating in the quantitative part of the study, the researcher decided to use the questionnaire. The interview schedule used was structured interviews. During the interview schedule, the researcher recorded and transcribed verbatim, in order to protect what the participants were saying, ensuring against bias. The questionnaires were distributed to a larger group (the teachers) of the study. A letter from the KwaZulu-Natal Department of Education requesting permission to conduct the study, and ethical clearance from the university, was presented first to the offices of the principals before the researcher distributed the questionnaires to the participants. The researcher distributed the questionnaires personally to the participants during their school meetings, in order to avoid disturbing their working hours. In other schools, the principals requested their deputy principals to assist the researcher by distributing the questionnaires to the teachers. The researcher emphasised to the participants that the study was voluntary. No monetary compensation was awarded for participating, and responses would remain anonymous and confidential. The researcher explained the aim of the study to the participants. The participants were requested to sign an informed consent form before filling in the questionnaires.

4.9 RESEARCH INSTRUMENT

Because the researcher was using an exploratory mixed-methods research approach, there were two research instruments used: the questionnaire, and the interview schedule. Creswell (2012:151) believed that the researchers use instruments to measure achievement, assess individual ability, observe behaviour, develop a psychological profile of an individual, or interview a person. The study depended on structured interviews and questionnaires for data

collection. Structured interviews were used by the researcher to interview the participants of the study. Kumar (2012) shared the advantage of the structured interview: that it provides uniform information which assures the comparability of data. The questionnaires were also used in this study to conduct a survey strategy. Because some research candidates would participate in the quantitative part of the study, the researcher used the questionnaire. However, the number of participants taking part in the qualitative part of the study was low; as result, it was feasible to use the interviews.

4.9.1 Construction of the Research Instrument

Questionnaire: the questionnaire was written in English because this is a language that all participants in the study understood. The questionnaire consisted of 8 demographic questions and 29 research questions. The research questions were organised in the form of a Likert scale. The researcher made sure that all the instructions in the questionnaire were articulated clearly, so that they could be understood by the respondents, the questionnaire being self-administered. The Likert scale was designed to examine how strongly subjects agree or disagree with statements, using a five-point scale (Sekaran and Bougie, 2010:152). Du Plooy-Cilliers et al. (2014) stated that the Likert scale requires the respondents to indicate their degree of agreement or disagreement with a variety of statements related to an attitude or object. A statement was put to the participants who were expected to indicate the extent to which they strongly agreed or strongly disagreed with the statement. The main purpose of a Likert scale is to measure the intensity of feelings about the topic in question (Bryman, 2012). The questionnaire had two sections, A and B. Section A provided demographic information, and section B was specific about the topic under study.

Structured interviews: Gill et al. (2008) stated that structured interviews are, essentially, verbally administered questionnaires, in which a list of predetermined questions are asked, with little or no variation; and with no scope for follow-up questions to responses that warrant further elaboration. The interview schedule had eight broad questions that were almost similar to the research questions. These questions were asked in English. In constructing the research instruments, the researcher was mindful of the concepts of reliability, validity, and trustworthiness. These three concepts are briefly discussed below.

4.9.1.1 Reliability

Creswell (2012:373) posited that reliability is concerned with the robustness of the questionnaire; and, in particular, whether or not it will produce consistent findings at different times, and under different conditions. This refers to, for instance, different samples, or, in the case of an interviewer-administered questionnaire, to different interviewers. Reliability refers to "the fact that if a test, model or measurement is consistent, it is reliable, supplying the same answer at different times" (Fox and Bayat, 2007:145). According to Creswell (2012:159), reliability "means that scores from an instrument are stable and consistent". Du Plooy et al. (2014:254)'s view was that reliability is about the credibility of one's research, and it demands consistency. The factors of reliability that were considered by the researcher in this study were internal reliability, stability, and inter-observer consistency. In scrutinising the participants and the type of questions that were asked, the researcher was confident that, should similar research be conducted under the same situations and conditions, similar results would be obtained. Scores should be nearly the same when researchers administer the instrument multiple different times (Creswell 2012).

Bryman and Bell (2007) remarked that the measuring instrument is said to be stable if little variation can be discerned between the results obtained in the first instance and those obtained when the measure was administered for the second time. The questions that were asked were related to the true scenarios. Ambiguous questions were avoided in order for the researcher to ensure that the measuring instrument was stable. There was consistency in the way the respondents answered the questionnaire. The researcher paid great attention to the questionnaire design so that the participants' scores were related to the scores of any other indicator. This was to show internal reliability. Bryman et al. (2014:378) defined internal reliability "as the degree to which the indicators that make up a scale are consistent". The researcher also used Cronbach's coefficient in this regard. The closer the Cronbach's coefficient to 1, the more internally reliable the measure is.

4.9.1.2 Validity

Creswell (2014:201) stated that "validity is associated largely with the qualitative research approach and talks to whether the answers are correct as far as the researcher, the participants, and any reader of the report are concerned". The researcher used both quantitative and

qualitative research (triangulation) as a measure to ensure the validity of this study. The way the questionnaire of this study has been designed, and the variety of questions asked, were such that the responses provided the best calculation for assessing teachers' perceptions on organisational justice in the filling of positions within schools in the Kranskloof Circuit. The manner in which the questionnaire was formulated ensured that both internal and external validity were available. According to Creswell and Plano Clark, (2011:211) internal validity is the extent to which the investigator can conclude that there is a cause and effect relationship among the variables. Du Plooy et al. (2014:257) defined internal validity as "whether the research method or design will answer the researcher's question". These authors also commented that there must be no errors in the research design and that the answers received must be able to assist the researcher in answering the research questions (Du Plooy et al., 2014). Du Plooy et al. (2014) insisted that external validity focuses on the ability to generalise findings from a specific sample to a larger population. External validity is the extent to which the investigator can conclude that the results apply to a larger population, which is usually of the highest concern in survey design.

4.9.1.3 Trustworthiness

Lincoln and Guba (2010), quoted by Mhlongo (2017), postulated that, in order to make study research credible, the researcher should use various techniques such as triangulation, member checking, and prolonged engagement in the field. For this study, the researcher used triangulation to confirm that the findings are credible. According to Lincoln and Guba (1985), quoted by Elo, Kääriäinen, Kanste, Pölkki, Utriainen, and Kyngäs, (2014), the aim of trustworthiness in a qualitative enquiry is to support the argument that the enquiry's findings are "worth paying attention to". Credibility consists of ensuring that the results of the study are credible. Du Plooy-Cilliers et al. (2014) defined credibility as the accuracy with which the researcher interpreted data that was provided by the participants. For this study, the researcher triangulated data from various teachers and principals of several schools in the Kranskloof Circuit. The researcher compared data collected from participants who completed the questionnaire, and the participants who were interviewed. Mahlangu and Pitsoe (211), quoted by Mhlongo (2017), highlighted that the cross-checking of data collected from different participants and different data-collection methods enhances the credibility and trustworthiness of the study.

4.10 PILOT STUDY

Fox et al. (2007:102) defined a pilot study as "a trial run of an investigation conducted on a small scale to determine whether the research design and methodology are relative and effective". The main purpose of a pilot study is to refine the questionnaire so that the participants will have no problem answering the questions and no problem recording the data (Saunders et al., 2012). Du Plooy-Cilliers et al. (2014:10) added that "the purpose of the pilot study is to eliminate problems that you may not have foreseen when you designed the instrument".

In this research, the pilot study was used to detect any weaknesses in the questionnaire. Steps were followed by the researcher before conducting a pilot study. The first step in conducting a pilot study was taken to discover whether all the instructions and questions in the questionnaire had been understood by the participants. Zondi (2014) argued that, if questions are presented in a clear, concise, and unambiguous manner, the likelihood of participants remaining in the survey is increased. The second step was that difficulties may be encountered in the order in which words have been used. For the third step, the pilot study was used to uncover questions that participants would be uncomfortable answering. For the fourth step, the researcher searched for questions that were not answered. Last, it was important for the researcher to check whether the questionnaire was found by the respondents to be too long. Zondi (2014) argued that this was important because most respondents are reluctant to participate in any study if the questionnaire is tediously lengthy. A pilot study was conducted using ten teachers and two principals from uMlazi Circuit.

4.11 ADMINISTRATION OF THE RESEARCH INSTRUMENT

The questionnaires were self-administered, allowing participants in the study to complete them during their spare time. The main reason for this was to avoid disturbing their work. Self-administered questionnaires were distributed to all the teachers of Kranskloof Circuit (Clermont Township) schools. The interviews were conducted by the researcher face to face with the participants. The researcher managed to interview three participants per day.

4.12 DATA ANALYSIS AND INTERPRETATION

Quantitative data was analysed by means of the computer software: Statistical Package for Social Sciences (SPSS), using descriptive statistics. The aim of using descriptive statistical analysis was for respondents to provide demographic information, such as age, gender and marital status, job designation, and years of employment. The researcher interrogated data that was collected, using statistical techniques. The collected data was presented in the form of frequency tables and bar graphs. Data that was collected by the researcher was coded to present different groups of participants. All the resources from the answers that speak to one theme were placed in a separate group. The second stage that was taken by the researcher was to compare the groups and explore the connections among the variables. This was completed by means of correlations and cross-tabulations. The tests of statistical significance were used to evaluate how self-confident the researcher was that the results of a cluster-selected sample could be generalised to the population from which the sample was drawn. All this was completed by means of chi-square and correlations. Chi-square analysis was used by the researcher to create inferences, with data being separated into different groups. Maree (2016) asserted that the chi-square test is sometimes known as the chi-square test for independence. It is used to test whether two variables are independent or dependent. Correlations were used by the researcher to estimate the extent to which a single variable was connected with added variables. The aim of using correlations was to place the variables into a combined, accurate, and subtle interpretation of the theme that was being investigated. The researcher believed that organising data into tables and graphs would be impressive. As an outcome, the researcher used frequency tables and bar graphs to present data that was collected from the respondents.

Data collected from the interview schedule was analysed thematically. This included the process of identifying themes within the data and recording them as findings of the study. The researcher used a tape recorder to record the interviews with the principals; also took notes to review the answers. Collected data was coded and placed into themes that were linked to the research questions. Coding is defined by Maree (2016:116) as: "marking the segments of data with symbols, descriptive words or unique identifying names". Wertz (1983), quoted by Maree (2016), stated that coding simply means that, whenever you find a meaningful segment or distinctive meaning for units of the text in a transcript, you assign a code or label to that particular segment. After data collection, the researcher transcribed and analysed the data collected through the interview.

4.13 OBSERVATION OF THE HALLMARKS OF SCIENTIFIC RESEARCH

For this study, the researcher paid close attention to the hallmarks of good scientific research. The hallmarks or main distinguishing characteristics of scientific research were mentioned by Sekaran and Bougie (2010:34) as purposiveness, rigour, testability, replicability, precision, confidence, objectivity, generalizability, and parsimony. These distinguishing characteristics are discussed below.

4.13.1 Purposiveness

The researcher had strong objectives when undertaking to take this study. These were indicated at the beginning of this chapter. The aim and objectives of the study suggested the purpose of the research.

4.13.2 Rigour

The researcher was concerned with achieving rigour, especially in the way the population and sample of the study had to be identified, and the way the entire research process was designed. Rigour was added by the researcher to this purposive study by identifying dissimilar research designs and methods. The study sample was carefully selected by the researcher to ensure a lack of bias. The researcher selected the most apposite sampling method representative of the entire population so as to eliminate bias.

4.13.3 Testability

The validity of the responses to the questions that were asked by the researcher in the questionnaire was verified efficiently.

4.13.4 Replicability

Replicability was the main concern of the researcher in this study. The research process was created in such a way that the research might be repeated with other participants at separate times and locations. As argued by Bryman and Bell (2007), the replicability of the study lies in the extent to which the researcher has explained the procedures followed in the conducting of the study. For this chapter, all the procedures that have been stated clearly were followed by the researcher. Bryman and Bell (2007) agreed that, if the results of the study could be repeated,

the study could then be deemed reliable. In this study, the confidence limits learnt from the statistical data are believed to be reliable, and therefore repeatable.

4.13.5 Precision and Confidence

Sekaran and Bougie (2010) stated that, because the researcher is not always able to reach all members of the population, reliance on the sample is required. Some bias and errors tend to be created by reliance on the sample. Precision and confidence need to be established by the researcher. For this study, precision and confidence were reached by means of statistical tools that gave confidence levels on the results that were obtained. Correlations and chi-square tests were used to this end.

4.13.6 Objectivity

The researcher made sure that the interpretation of the results of the study was based on the data provided by the participants of the study, and not on the researcher's personal views. The conclusions reached by the researcher were both subjective and objective. Sekaran and Bougie (2010) stated that, when the interpretation of data is more objective, the study is more scientific.

4.13.7 Generalizability

It is always important for the researcher to bear in mind that the research outcomes have to be generalised to the whole population under study. A selected representative sample was first ensured.

4.13.8 Parsimony

Parsimony refers to how simply and concisely a theory explains complex aspects of a phenomenon (du Plooy-Cilliers et al., 2014). Sekaran and Bougie (2010) asserted that one of the ways in which the researcher can confirm parsimony is to base the study on a detailed literature review of past related research work; as well as building in some research variables to be analysed. For this study, the researcher was capable of taking this advice, as presented in Chapter 2.

4.14 ETHICAL CONSIDERATION

The University of KwaZulu-Natal has its own research ethics policy. The researcher will adhere to this policy. For example:

- All the participants were informed of the research topic and what was required to achieve data.
- The participants were assured of their anonymity. All the information they were giving was treated as private and confidential.
- The participants were informed that the research was conducted on a voluntary basis and without any prejudice.
- The participants were informed that they were not compelled to participate in the study. Participants were free to withdraw at any time, without giving any reason, and without suffering any negative consequences.

To address the above, a letter of informed consent was presented to the participants. A gatekeeper's letter was obtained from the KwaZulu-Natal Department of Education.

4.15 CHAPTER SUMMARY

Research design and methodology were outlined in this chapter. The researcher had a clear objective. The researcher employed an exploratory mixed research approach which was used to achieve the objective of the study. The objective was to assess teachers' perceptions on organisational justice, in filling positions within schools in the Kranskloof Circuit. The researcher proved that collected data was used to achieve the objectives of this study: statistical tests for quantitative and qualitative research approaches had been employed. Research instruments used by the researcher in this study provided a clear picture of how they were administered and constructed. The researcher provided information on how research data was collected and analysed. The researcher indicated which software was used to analyse quantitative data, and how qualitative data were coded into themes. This chapter provided a broad overview of how both qualitative and quantitative research approaches were conducted. A clear image of the objectives of the study was provided. In this chapter, the researcher discussed how the population and the study method were selected. The researcher explained which sampling techniques were suitable for this study. The study site was identified. The researcher concluded that were a similar study to be conducted again elsewhere, similar results would be obtained. The next chapter will present the discussion of the data collected.

CHAPTER 5
RESEARCH FINDINGS

5.1 INTRODUCTION

A population of 254 teachers were targeted by the researcher to participate in the quantitative part of the study however, 193 participated in the study. With regards to the qualitative research approach, the researcher targeted 20 interviewees but only ten participated in the study. This means that the total number of participants in this study was 203 educators inclusive of the principals. 193 questionnaires from the respondents were screened, coded and captured onto the SPSS software. With regards to qualitative data content analysis was used to analyse it. This chapter first presents the quantitative data followed by the presentation of qualitative data. But before that is done a measure of internal validity is provided.

5.2 PRESENTATION AND ANALYSIS OF QUANTITATIVE DATA

The data is presented in the form of frequency tables and bar graphs and at times pie charts are used instead of bar graphs. In the presentation of data, the first thing that the researcher had to do was to see if there was internal consistency in the answers that were provided by the participants. In that regard, Cronbach's alpha coefficient was calculated. What follows is the presentation of data based on the answers that were provided in the questionnaire responses.

5.2.1 Cronbach' mode (Measure of reliability)

Several tools or instruments were used to ensure that the study had internal validity. Internal validity it is meant internal consistency of the responses provided by the participants. Instruments considered for such an effort included Cronbach's alpha test, KR-20 test, and factor analysis. The researcher chose Cronbach's alpha test since it is the one that is often used in quantitative data analysis. As argued by research book the authors such as Bryman and Cramer (2005); Gom (2008) when the value of Cronbach's alpha coefficient is below 0.5 the responses are regarded as lacking internal consistency and when the Alpha co-efficient is above 0.5 the responses are viewed to be having internal consistency.

Table 5.1 displaying the summary of valid and excluded variables

Case Processing Summary		N	%
Cases	Valid	174	90.2
	Excludedᵃ	19	9.8
	Total	193	100.0
a. Listwise deletion based on all variables in the procedure.			

Table 5.1 indicates that 193 participants responded to the questions but in analysing the consistency of the responses 19 of them were excluded for various reasons.

Table 5.2 displaying the Cronbach's Alpha Coefficient

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.751	.751	11

Table 5.2 indicates that the calculated Cronbach's Alpha coefficient is 0.751. This means that, as discussed above, the responses had internal consistency since it is above 0.5.

5.2.2 Demographic information of the respondents

Table 5.3 depicts the gender of the participants

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	74	38.3	38.3	38.3
	Female	119	61.7	61.7	100.0
Total		193	100.0	100.0	

Figure 5.1 depicts the gender of the participants
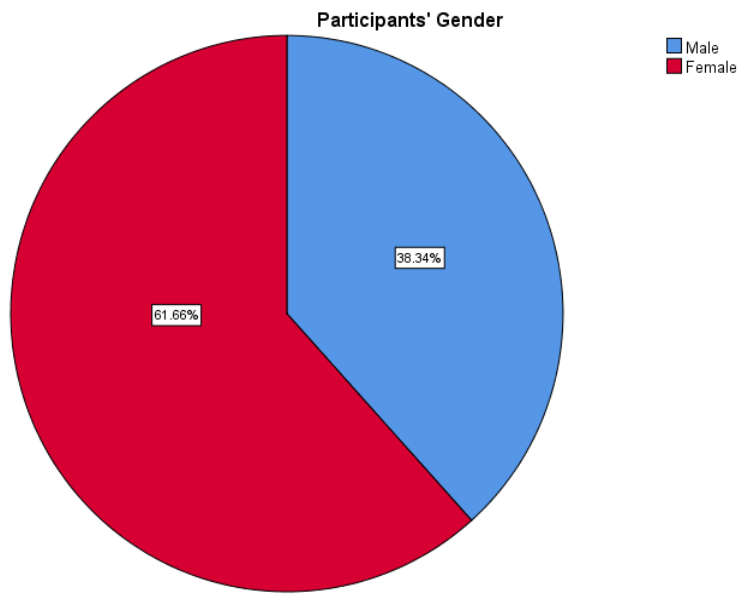
Participants' Gender

The above frequency table and pie chart display that all 193 respondents indicated their gender. The males were 74 (38.43%) and 119 (61.66%) were females.

Table 5.4 depicts the age of the participants

<center>**Age Group**</center>

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22 - 29	15	7.8	7.8	7.8
	30 - 39	30	15.5	15.5	23.3
	40 - 49	76	39.4	39.4	62.7
	50 - 59	63	32.6	32.6	95.3
	60 - 65	8	4.1	4.1	99.5
	44.00	1	.5	.5	100.0
Total		193	100.0	100.0	

Figure 5.2 depicts the age of the participants
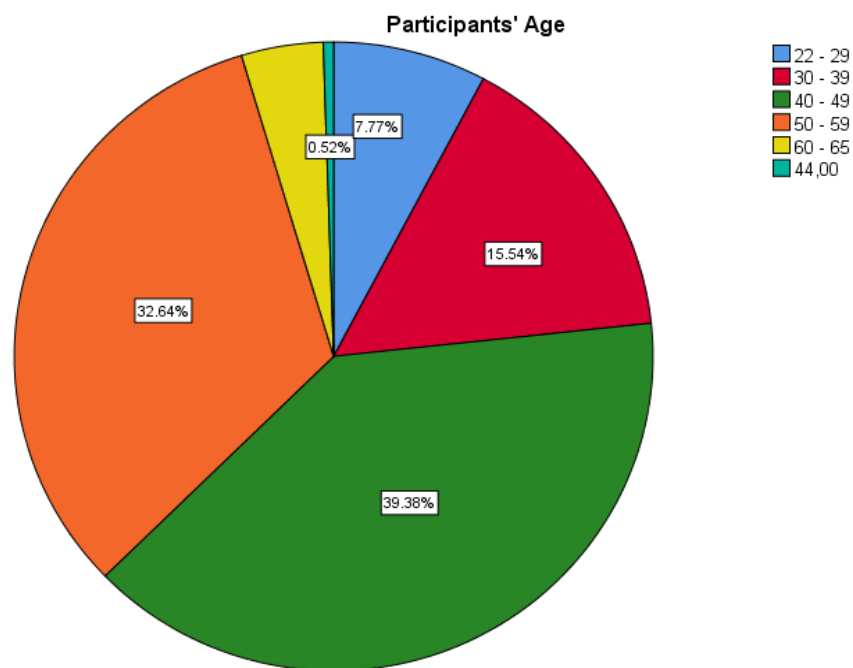
Participants' Age

The above frequency table and pie chart display that all 193 respondents indicated their gender. 15 (7.8%) participants were between the ages of 22 – 29 years. 30 (15.5%) participants were between the age of 30 – 39 years. 76 (39.4%) participants were between the ages of 40 – 49 years. 63 (32.6) participants were between the ages of 50 – 59 years. 8 (4.1%) were between the ages of 60 – 65 years.

Table 5.5 depicts the employment positions of the participants

Employment Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vice Principal	7	3.6	3.6	3.6
	Head of Department	23	11.9	11.9	15.5
	Teacher	158	81.9	81.9	97.4
	4.00	1	.5	.5	97.9
	5.00	3	1.6	1.6	99.5
	6.00	1	.5	.5	100.0
Total		193	100.0	100.0	

Figure 5.3 depicts the employment positions of the participants
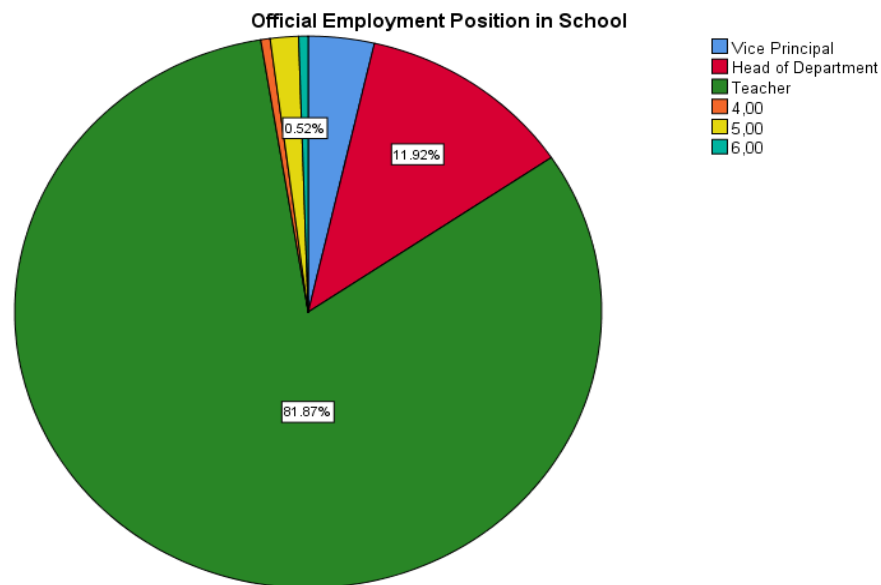
The above frequency table and pie chart display that 193 participants stated their positions of employment. 7 (3.6%) participants have been employed as deputy principals in the participating schools. 23 (11.9%) have been employed as heads of departments within the schools that were participating in this study. 158 (81.9%) have been employed as teachers in the schools that participated in this study.

Table 5.6 depicts the teaching experience of the participants

Working Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than a year	5	2.6	2.6	2.6
	1 - 3 years	20	10.4	10.4	13.0
	4 - 9 years	36	18.7	18.7	31.6
	10 - 19 years	53	27.5	27.5	59.1
	20 - 29 years	47	24.4	24.4	83.4
	More than 30 years	32	16.6	16.6	100.0
Total		193	100.0	100.0	

Figure 5.4 depicts the Teaching Experience of the Participants
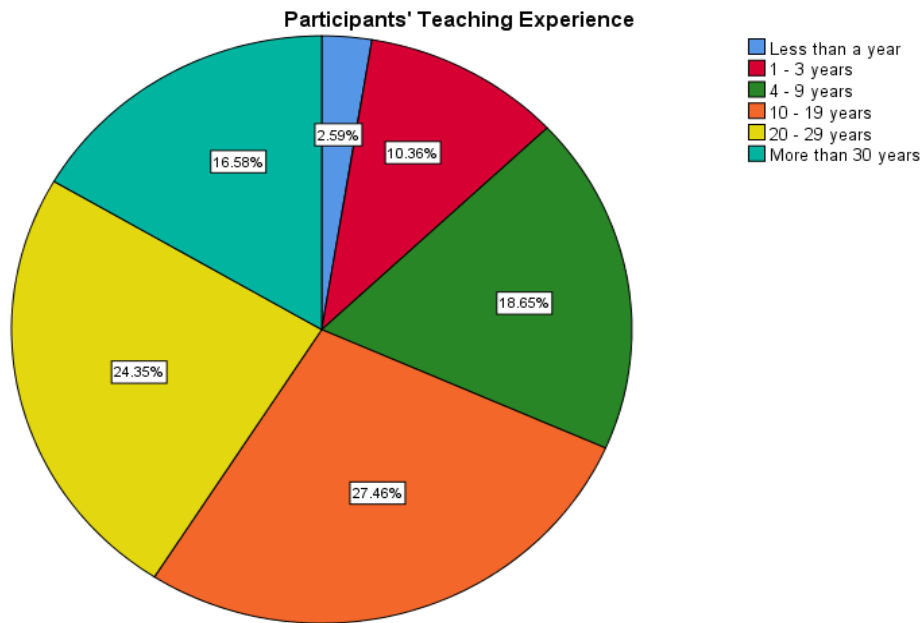
The above frequency table and pie chart display that 193 participants stated their position of employment. Only 5 (2.6%) of the participants have been employed by the Department of Education as teachers for less than a year. 20 (10.4%) of the participants have been employed by the Department of Education for a period ranging from 1 to 3 years as teachers. 36 (18.7%) of the participants have been employed by the Department of Education for a period ranging from 4 to 9 years as teachers. 53 (27.5%) of the participants have been employed by the Department of Education for a period ranging from 10 to 19 years. 47 (24.4%) participants have been employed by the Department of Education for a period ranging from 20 to 29 years. 32 (16.6%) participants have been employed by the Department of Education for a period of more than 30 years.

Table 5.7 depicts the highest academic qualifications of the participants

Academic qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	National Diploma	33	17.1	17.2	17.2
	Advance Diploma	28	14.5	14.6	31.8
	Degree in Education	46	23.8	24.0	55.7
	Bachelor's Degree plus Postgraduate Teaching Diploma	42	21.8	21.9	77.6
	Honours' Degree	14	7.3	7.3	84.9
	Honours Degree plus Teaching Diploma	22	11.4	11.5	96.4
	Master's Degree	3	1.6	1.6	97.9
	Master's Degree plus Teaching Diploma	4	2.1	2.1	100.0
	Total	192	99.5	100.0	
Missing	System	1	.5		
Total		193	100.0		

Figure 5.5 depicts the academic qualifications of the participants
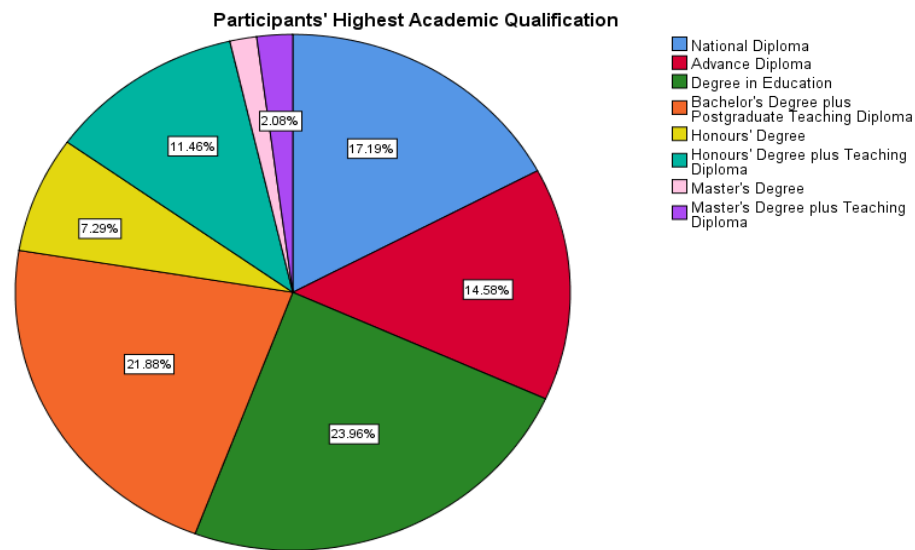
Participants' Highest Academic Qualification

The above frequency table and pie chart display that 193 participants stated their position of employment. 33 (17.1%) participants were having National diplomas as academic qualifications. 28 (14.5%) participants had an Advance diploma as academic qualifications. 46 (23.8%) were having a degree in education as an academic qualification. 42 (21.8%) participants were having Bachelor's degrees plus a postgraduate teaching diploma as academic qualifications. 14 (7.3%) were having an Honours degree as academic qualifications. 22 (11.4%) were having Honours degree plus Teaching Diploma as academic qualifications. Only 3 (1.6%) were having Master's Degree as academic qualifications. Only 4 (2.1%) were having Master's Degree plus Teaching Diploma as academic qualifications.

Table 5.8 depicts the trade union that the teachers are affiliated too.

Trade Union

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	South African Democratic Teachers Union	140	72.5	73.7	73.7
	National Teachers Union	31	16.1	16.3	90.0
	National Professional Teachers Organisation	10	5.2	5.3	95.3
	Other	1	.5	.5	95.8
	None (I pay a compulsory fee but I'm not affiliated with any union)	8	4.1	4.2	100.0
	Total	190	98.4	100.0	
Missing	System	3	1.6		
Total		193	100.0		

Figure 5.6 depicts the trade union affiliation
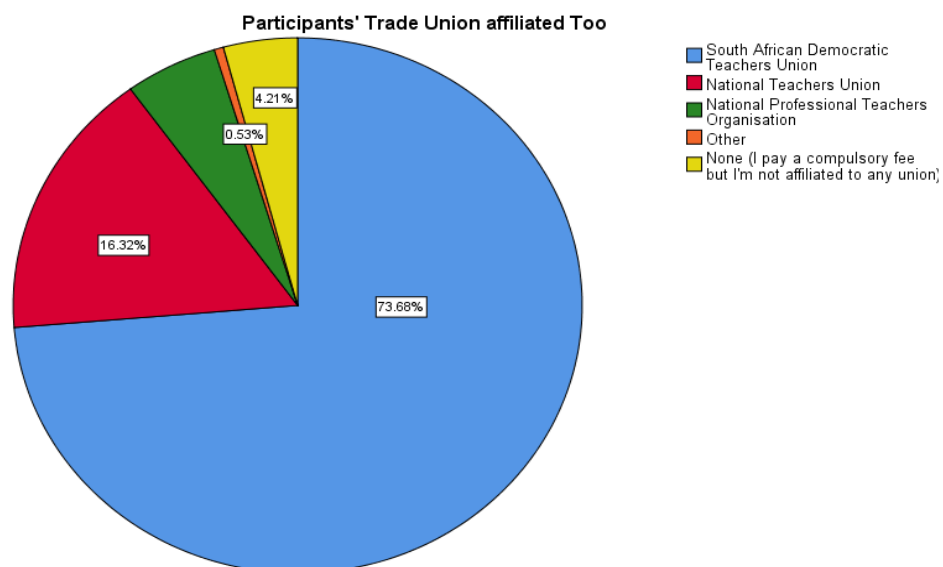
The above frequency table and pie chart display that 193 participants stated their position of employment. The majority of respondents 140 (72.5%) are affiliated with the South African Democratic Teachers Union, and 31 (16.1%) are affiliated with the National Teachers Union. 10 (5.2%) were affiliated with the National Professional Teachers Organisation, while 8 (4.1%) were not affiliated with the teachers' union but paid a compulsory fee. Only 1 (.5%) was not affiliated with any teachers' union.

DISTRIBUTIVE JUSTICE

Table 5.9 depicts that my school ensures equal access to promotion in the filling of the position.

Equal Access to Promotion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	65	33.7	33.9	34.4
	Agree	100	51.8	52.1	86.5
	Strongly Disagree	16	8.3	8.3	94.8
	Disagree	10	5.2	5.2	100.0
	Total	192	99.5	100.0	
Missing	System	2	1.0		
Total		193	100.0		

Figure 5.7 depicts whether or not the schools ensure equal access to promotion in the filling of the position.
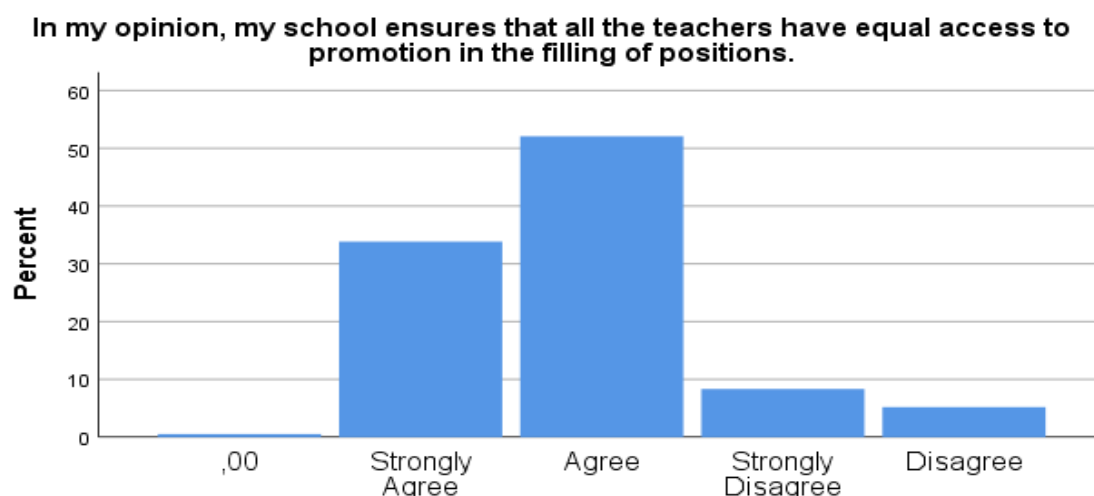
In my opinion, my school ensures that all the teachers have equal access to promotion in the filling of positions.

The above frequency table and bar graph show that out of a total of 193 respondents, 192 (99%) indicated whether or not their schools ensure equal access to promotion in the filling of the positions. The majority of the respondents 165 (65+100) agreed that equal access to promotion in the filling of the positions is ensured in their schools. This makes 85.5% (33.7% + 51.8%) of a total sample. 26 (16 + 10) respondents strongly disagree that equal access to promotion in the filling of positions is ensured in their schools. This makes 13.5% (8.3% + 5.2%) of a total sample. 2 (1.0%) respondents didn't answer this question.

Table 5.10 depicts whether or not the schools are addressing the imbalances of the past by appointing female educators/ teachers.

Imbalances of the Past

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	39	20.2	20.6	21.2
	Agree	102	52.8	53.4	74.6
	Strongly Disagree	21	10.9	11.1	85.7
	Disagree	27	14.0	14.3	100.0
	Total	189	97.9	100.0	
Missing	System	4	2.1		
Total		193	100.0		

Figure 5.8 depicts whether or not the imbalances of the past by appointing female educators/ teachers.

In my opinion my school is addressing the imbalances of the past in order to achieve a broad representation in filling of posts by appointing female educators/ teachers according to the Employment of Educators Act 76 of 1998 section 7(1) contemplated in s
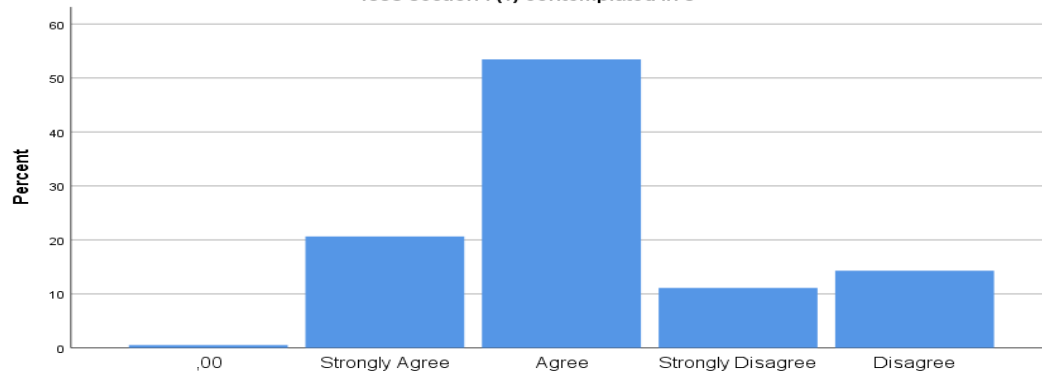
The above frequency table and bar graph show that out of a total of 193 respondents, 189 (98%) indicated whether or not their schools were addressing the imbalances of the past in order to achieve a broad representation in the filling of posts by appointing female educators or teachers according to the Employment of Educators Act No. 76 of 1998 section 7(1) contemplated in section 195(1) of the Constitution of the Republic of South Africa Act No. 108 of 1996 and Employment Equity Act 55 of 1998. The majority of the respondents 141 (39 + 102) indicated that their schools are addressing the imbalances of the past by appointing female educators or teachers. This makes 73% (20.2% + 52.8%) of a total sample. 48 (21 + 27) respondents said that their schools are not addressing the imbalances of the past by appointing female educators or teachers. This makes 24.9% (10.9% + 14.0%) of the total sample. 4 (2.1%) respondents didn't answer this question.

Table 5.11 depicts whether or not the decisions that are taken during the recruitment and selection process in the filling posts are correct.

Recruitment and Selection Process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6 0	31.1	31.3	31.8
	Agree	93	48.1	47.9	79.7
	Strongly Disagree	22	11.4	11.5	91.1
	Disagree	17	8.8	8.9	100.0
	Total	192	99.5	100.0	
Missing	System	1	.5		
Total		193	100.0		

Figure 5.8 depicts whether or not the decisions that are taken during the recruitment and selection process in the filling posts are correct.

In my opinion the decision that are taken during the recruitment and selection process in filling of posts in my school are correct.
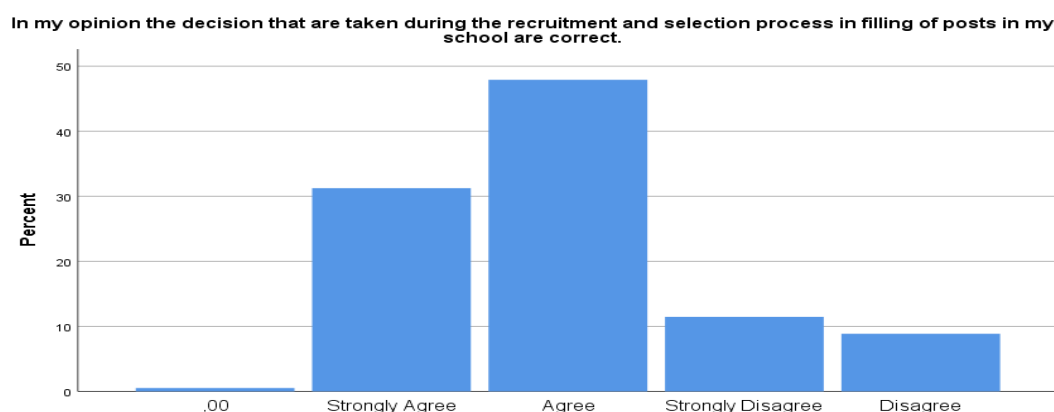
Out of 193 respondents, 192 (99%) indicated whether or not the decision that is taken during the recruitment and selection process in the filling of posts in their schools is correct. 153 (60 + 93 = 152) agreed that the decisions taken during the recruitment and selection process in filling posts were correct. This turns to be 79.2% (31.1% + 48.1%). 39 (22 + 17) respondents disagreed that the decisions that are taken during the recruitment and selection process were not correct. This translates to 20.2% (11.4% + 8.8%) of the total sample. This may seem to be a small percentage however, it is cause for concern.

Table 5.12 depicts the cases where qualified and experienced candidates or teachers were not selected because of their political affiliations.

Qualified and Experienced Candidates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	23	11.9	12.1	12.6
	Agree	35	18.1	17.9	30.5
	Strongly Disagree	58	30.1	30.5	61.1
	Disagree	74	38.3	38.9	100.0
	Total	190	98.4	100.0	
Missing	System	3	1.6		
Total		193	100.0		

Figure 5.8 depicts the cases where qualified and experienced candidates or teachers were not selected because of their political affiliations.

In my opinion there have been cases where qualified and experienced candidates or teachers were not selected because of their political affiliation.

The above frequency table and bar graph show that out of a total of 193 respondents, 190 (98%) respondents indicated whether or not there have been cases where qualified and experienced candidates or teachers were selected because of their political affiliation. 174 (5 + 74) respondents indicated that there were no cases where qualified and experienced candidates were not selected because of their political affiliations. 68.4% (30.1% + 38.3%) make the total sample. Both this frequency table and the bar graph also display that 58 (23 + 35) respondents indicated that there were cases where qualified and experienced candidates were not selected

because of their political affiliations. These respondents made up 30% (11.9% + 18.1%) of the total sample. 3 (1.6%) respondents didn't answer this question. While this is a small percentage it never the less is still a cause for concern.

Table 5.13 depicts whether or not the teachers who are politically connected have better chances of getting promotions in filling positions.

Political Connected

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	42	21.7	21.6	22.1
	Agree	33	17.1	17.4	39.5
	Strongly Disagree	54	28.0	28.4	67.9
	Disagree	60	31.1	31.6	99.5
	Total	190	97.9	100.0	
Missing	System	4	2.0		
Total		193	100.0		

Figure 5.9 depicts whether or not the teachers who are politically connected have better chances of getting promotions in filling positions.

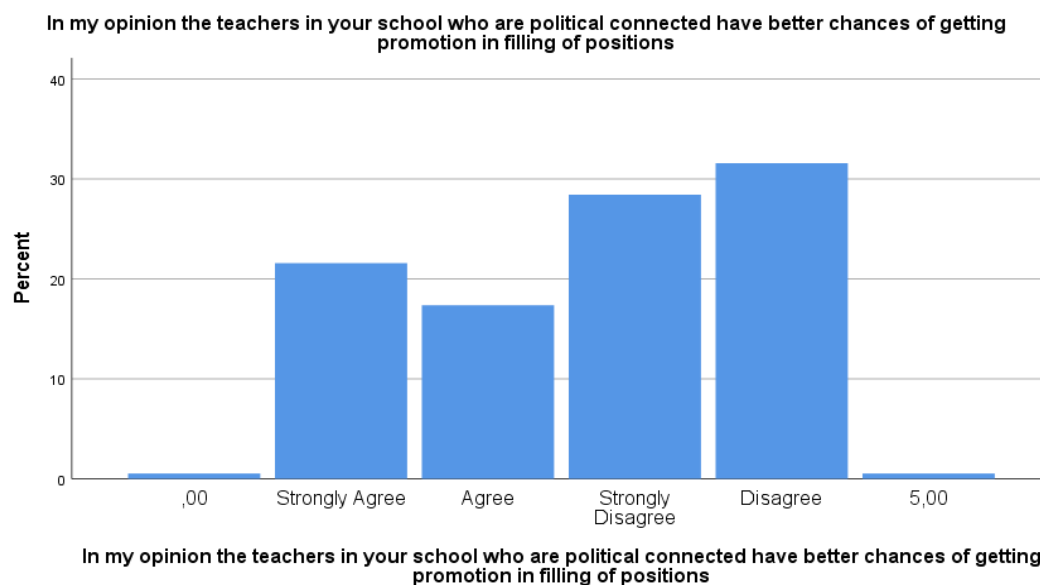In my opinion the teachers in your school who are political connected have better chances of getting promotion in filling of positions

The above frequency table and bar graph show that out of a total of 193 respondents, 190 (98%) respondents indicated whether or not the teachers in their schools who were politically connected have better chances of getting promotions in filling positions. 114 (54 + 60) respondents indicated that the teachers that were politically connected had no better chances of getting promotions in the filling of positions. This comprises 59.1% (28.0% + 31.1%) of the total sample. 75 (42 + 33) respondents said that the teachers that were politically connected had better chances of getting a promotion. This made 38.8% (21.7% + 17.1%) of the total sample. This is a small percentage, which is a reason for worry. While 4 (2.0%) respondents didn't answer this question. While this may be viewed as a relatively small percentage it is never less cause for concern.

Table 5.14 depicts whether or not the decision that is taken in the filling of positions is influenced by a trade union.

Influence of Trade Unions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	38	19.6	20.0	21.1
	Agree	47	24.4	24.7	45.8
	Strongly Disagree	43	22.3	22.6	68.4
	Disagree	62	32.1	31.6	100.0
	Total	190	98.4	100.0	
Missing	System	3	1.6		
Total		193	100.0		

Figure 5.10 depicts whether or not the decision that is taken in the filling of positions is influenced by a trade union.

In my opinion the decision taken in the filling of positions in my school is influenced by trade unions.

The above frequency table and bar graph show that out of a total of 193 respondents, 105 (43 + 62) respondents indicated that the decisions taken in the filing of positions within the schools were not influenced by the trade unions. This comprises 54.4% (22.3% + 32.1%) of the total sample. 85 (38 + 47) respondents said that the decisions that were taken in the filling of positions are influenced by the trade unions. This made 44% (19.6% + 24.4%) of the total sample. Only 3 (1.6%) respondents didn't answer this question which is critical. While this may be viewed as a relatively small percentage it is never less cause for concern.

Table 5.15 depicts whether money plays a role in the filling of positions.

Influence of Money

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	19	9.8	10.3	11.4
	Agree	27	13.9	13.5	24.9
	Strongly Disagree	59	30.6	31.9	56.8
	Disagree	80	41.5	43.2	100.0
	Total	185	95.8	100.0	
Missing	System	8	4.1		
Total		193	100.0		

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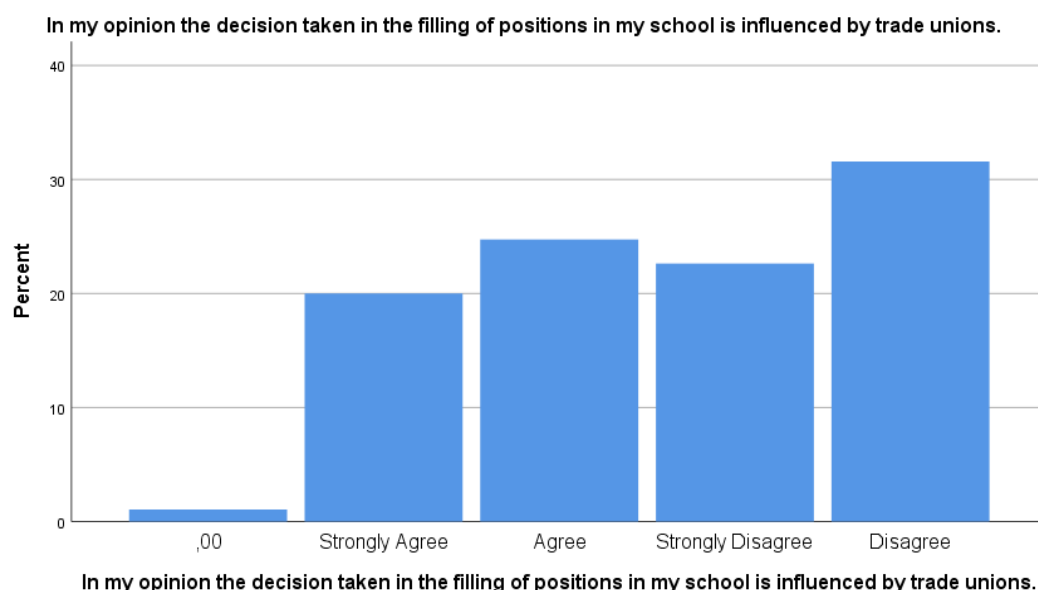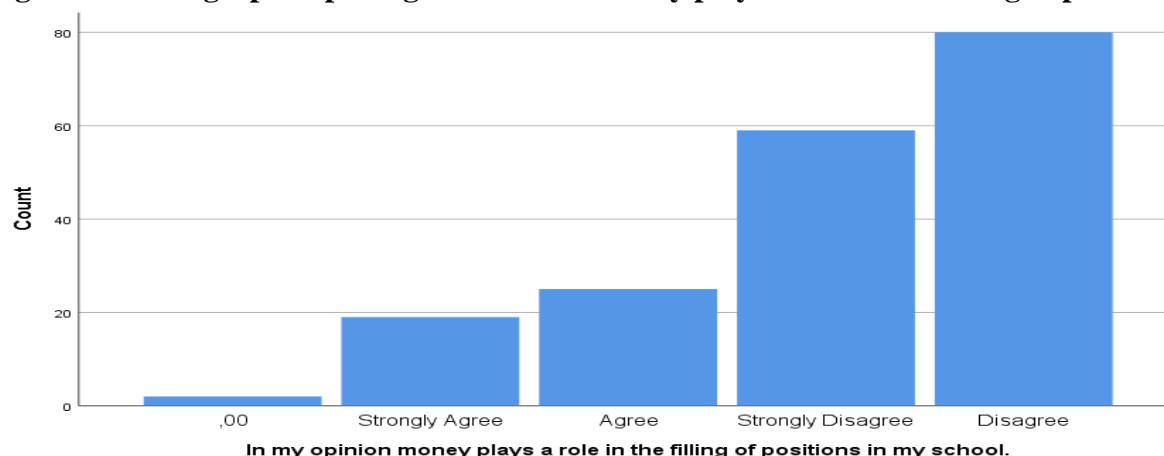**Figure 5.11 bar graph depicting whether the money plays a role in the filling of positions.**

The above frequency table and bar graph show that out of a total of 193 respondents, 139 (59 + 80) respondents indicated that money doesn't play a role in the filling of positions in my school. This constitutes 72.1% (30.6% + 41.5%) of the total sample. 46 (19 + 27) respondents indicated that money plays a role in the filling of positions in the school. This constitutes 23.7% (9.8% + 13.9%) of the total sample. Only 8 (4.1%) of the respondents didn't answer the question. This may seem to be a small percentage however, it is cause for concern.

PROCEDURAL JUSTICE

Table 5.16 depicts whether or not there is a fair employment equity policy in filling positions.

Employment Equity Policy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	43	22.3	22.5	22.5
	Agree	106	54.9	55.5	78.0
	Strongly Disagree	20	10.4	10.5	88.5
	Disagree	22	11.4	11.5	100.0
	Total	191	99.0	100.0	
Missing	System	2	1.0		
Total		193	100.0		

Figure 5.12 depicts whether or not there is a fair Employment Equity Policy in the filling of positions.

In my opinion there is fair employment equity policy in the filling of positions within my school.
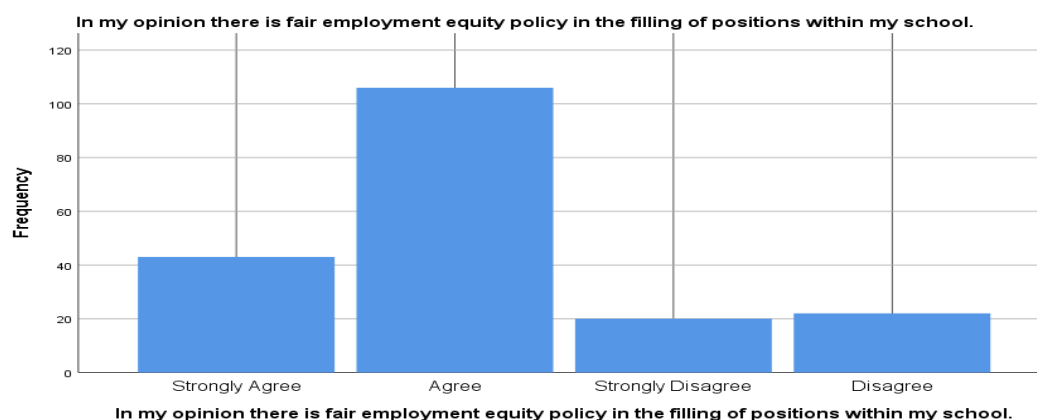
The above frequency table and bar graph show that out of a total of 193 respondents, 2 (1.0%) respondents didn't answer the question. While this is a small percentage it never the less is still a cause for concern. 191 (99%) indicated whether or not there is a fair Employment Equity Policy in the filling of positions in the schools. 149 (106 + 43) respondents said that there is a fair Employment Equity Policy in the filling of positions in their schools. This comprises 77.2% (22.3% + 54.9%) of the total sample. 42 (20 + 22) respondents said that there was no fair Employment Equity Policy in the filling of positions in their schools. This comprises of 21.8% (10.4% + 11.4%) of the sample.

Table 5.17 depicts whether or not the procedures in the filling of positions are conducted according to the policies of the Department of Education.

Procedures in the Filling of Positions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	58	30.1	30.2	30.2
	Agree	107	55.4	55.7	85.9
	Strongly Disagree	10	5.2	5.2	91.1
	Disagree	17	8.8	8.9	100.0
	Total	192	99.5	100.0	
Missing	System	1	.5		
Total		193	100.0		

Figure 5.13 depicts whether or not the procedures in the filling of positions are conducted according to the policies of the Department of Education.

In my opinion the procedures in the filling of positions within my school are conducted according to the policies of the Department of Education.
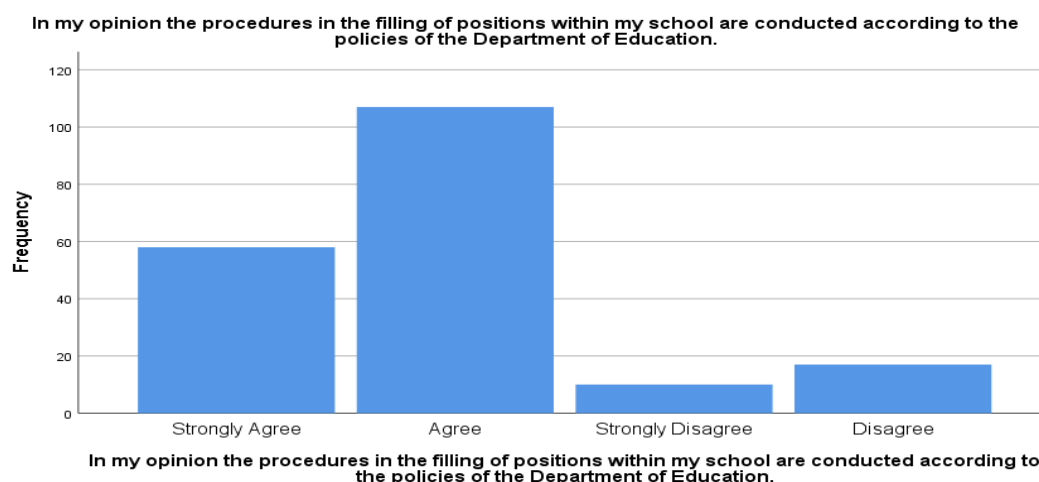
The above frequency table and bar graph show that out of a total of 193 respondents, 192 (99.5%) indicated whether or not the procedures in the filling of positions in their schools are conducted according to the policies of the Department of Education. 165 (58 + 107) respondents said that the procedures in the filling of positions are conducted according to the policies of the Department of Education. This constitutes 85.5% (30.1% + 55.4%) of the total sample. 27 (10 + 17) respondents said that the procedures for the filling of positions in their schools were not conducted according to the policies of the Department of Education. This comprises 14% (5.2% + 8.8%) of the total sample. While this may be viewed as a relatively small percentage it is never less cause for concern.

Table 5.18 frequency table depicting the procedures in the filling of positions are based on the good working experience of a qualified candidate.

Good Working Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	50	25.9	26.0	26.6
	Agree	90	46.6	46.9	73.4
	Strongly Disagree	22	11.4	11.5	84.9
	Disagree	30	15.5	15.1	100.0
	Total	192	99.5	100.0	
Missing	System	1	.5		
Total		193	100.0		

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Figure 5.14 depicts whether or not the procedures in the filling of positions are based on the good working experience of a qualified candidate.

In my opinion the procedures in the filling of positions within my school are based on good working experience of a qualified candidate.
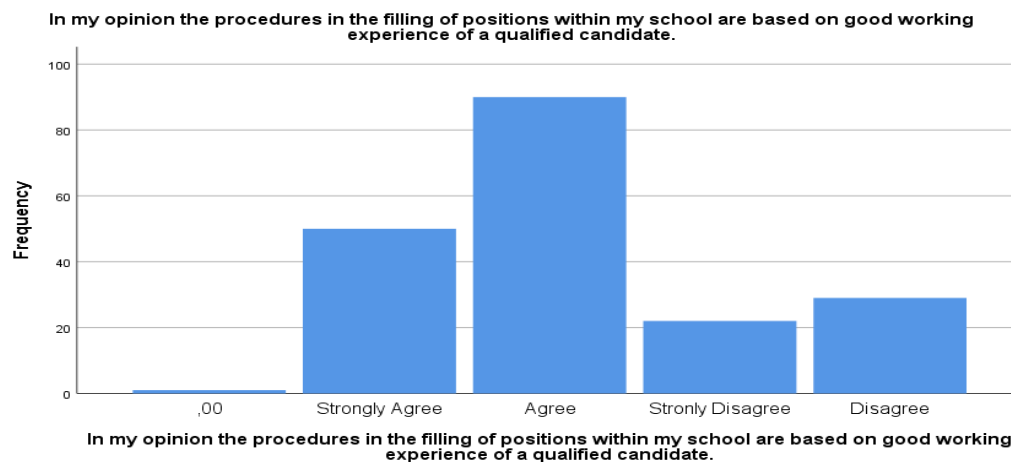
The above frequency table and bar graph show that out of a total of 193 respondents, 192 (99.5%) indicated whether or not the procedures in the filling of positions in their schools were based on the good working experience of a qualified candidate. The majority of the respondents 149 (50 + 90) said that the procedures in the filling of positions in their schools were based on the good working experience of qualified candidates, and this constitutes 72% (25.9% + 46.6%) of the total sample. 52 (22 + 30) respondents indicated that the procedures in the filling of positions in their schools were not based on the good working experience of a qualified candidate. This comprises 26.9% (11.4% + 15.5%) of the total sample. 1 (0.5%) person avoided answering this question.

Table 5.19 frequency table depicting the cases where qualified and experienced candidates or teachers are not treated correctly because of their political affiliation.

Not Treated Correctly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	31	16.1	16.1	16.6
	Agree	29	15.0	15.0	31.6
	Strongly Disagree	61	31.6	31.6	63.2
	Disagree	72	37.3	36.8	100.0
Total		193	100.0	100.0	

Figure 5.15 depicts the cases where qualified and experienced candidates or teachers are not treated correctly because of their political affiliation.

In my opinion there have been cases where qualified and experienced candidates or teachers are not treated correctly because of their political affiliations.

The above frequency table and bar graph show that out of a total of 193 respondents, 133 (61 + 72) indicated that there were no cases where qualified and experienced candidates or teachers were not being treated correctly because of their political affiliation. This make 68.4% (31.6% + 36.8%) of a total sample. While 60 (31 + 29) respondents indicated that there were cases where qualified and experienced candidates or teachers are not treated correctly because of their political affiliation. This comprises 31.1% (16.1% + 15.0%) of a total sample.

Table 5.20 frequency table depicting the procedures of filling positions are free without any prejudice.

<div align="center">Free without Prejudice</div>

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	32	16.6	16.8	17.3
	Agree	110	57.0	57.6	74.9
	Strongly Disagree	23	11.9	12.0	86.9
	Disagree	25	13.0	13.1	100.0
	Total	190	98.4	100.0	
Missing	System	3	1.0		
Total		193	100.0		

Figure 5.16 depicts whether or not the procedures for filling positions are free without any prejudice.

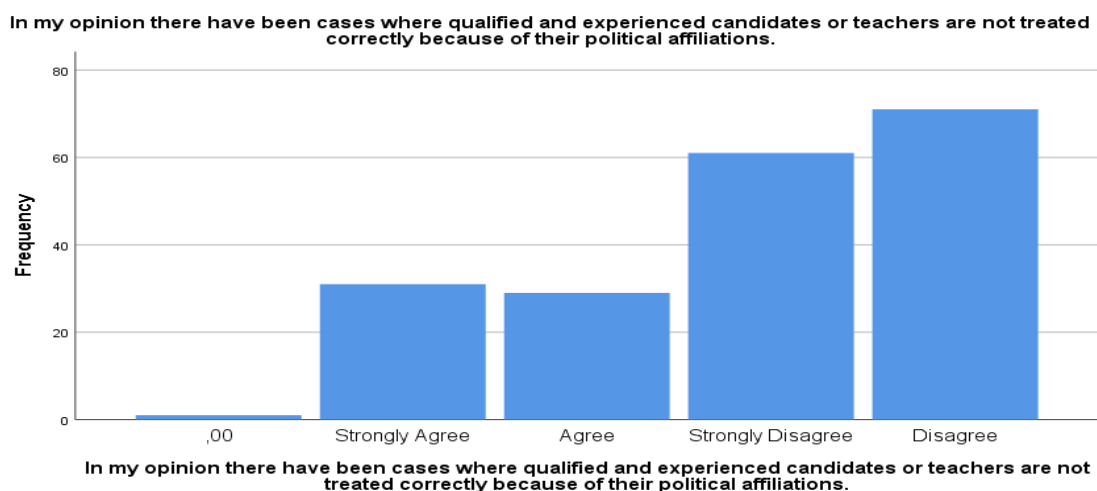In my opinion the procedures of filling positions in my school are free without any prejudice.
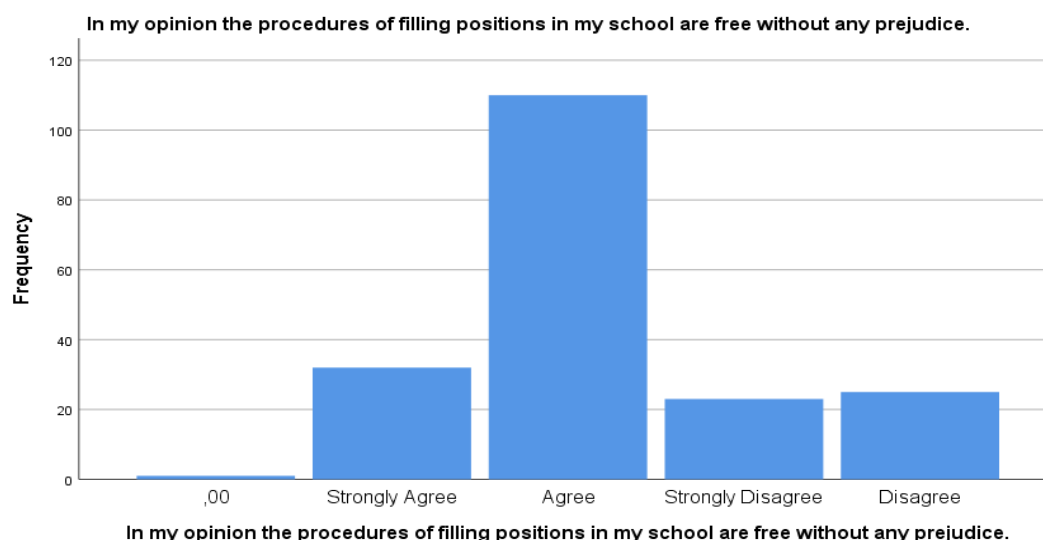
The above frequency table and bar graph show that out of a total of 193 respondents, 191 (99%) indicated whether or not the procedures of filling positions in their schools are free without any prejudice. 142 (32 + 110) respondents said that the procedures for filling positions in their schools were free without any prejudice. This constitutes 73.6% (16.6% + 57.0%) of a total sample. 48 (23 + 25) respondents indicated that the procedures of filling positions in their schools were not free but full of prejudice. This make 24.9% (11.9% + 13.0%) of a total sample. Only 3 (1.0%) respondents didn't answer this question. This may seem to be a small percentage however, it is cause for concern.

Table 5.21 frequency table depicting whether the procedures of filling positions are conducted correctly.

Conducted Correctly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	33	17.1	17.4	17.9
	Agree	109	56.5	57.4	75.3
	Strongly Disagree	20	10.3	9.5	84.7
	Disagree	28	14.5	14.7	99.5
	Total	190	98.4	100.0	
Missing	System	3	1.6		
Total		193	100.0		

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Figure 5.17 depicts whether or not the procedures of filling positions are conducted correctly.
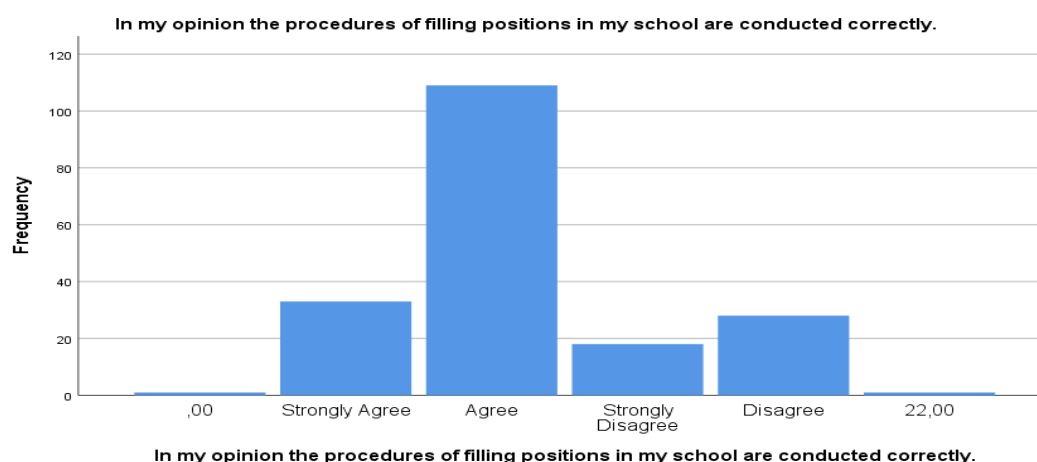

The above frequency table and bar graph show that out of a total of 193 respondents, 190 (98%) respondents indicated whether or not the procedures of filling positions in their schools are conducted correctly. The majority of the respondents 142 (33 + 109) indicated that the procedures for filling positions in their schools were conducted correctly, and this constitutes 73.6% (17.1% + 56.5%) of the sample. 18 (9.3%) respondents strongly disagree and 28 (14.5%) disagree that the procedures of filling positions in their schools were not conducted correctly. This comprises 24.8% (10.3% + 14.5%) of a total sample. While this may be viewed as a relatively small percentage it is never less cause for concern.

Table 5.22 depicts whether or not the procedures in the filling of positions are influenced by bribery.

Bribery

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	13	6.7	5.3	5.8
	Agree	35	18.1	18.4	24.2
	Strongly Disagree	61	31.6	32.1	56.3
	Disagree	81	42.0	42.6	98.9
	Total	190	98.4	100.0	
Missing	System	3	1.6		
Total		193	100.0		

Figure 5.18 depicts whether or not the procedures of filling positions are influenced by bribery.

In my opinion the procedures in conducting the filling of positions within my school are influenced by bribery.
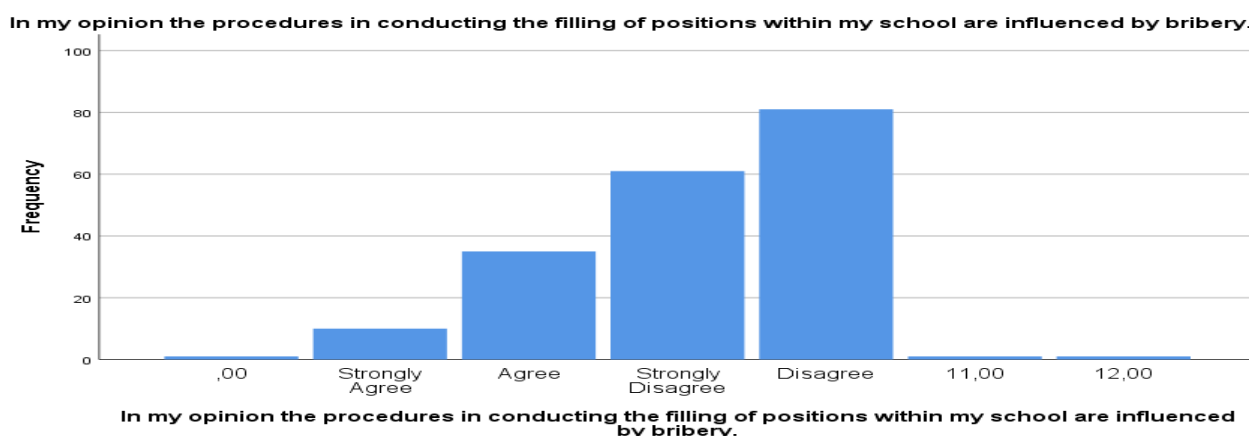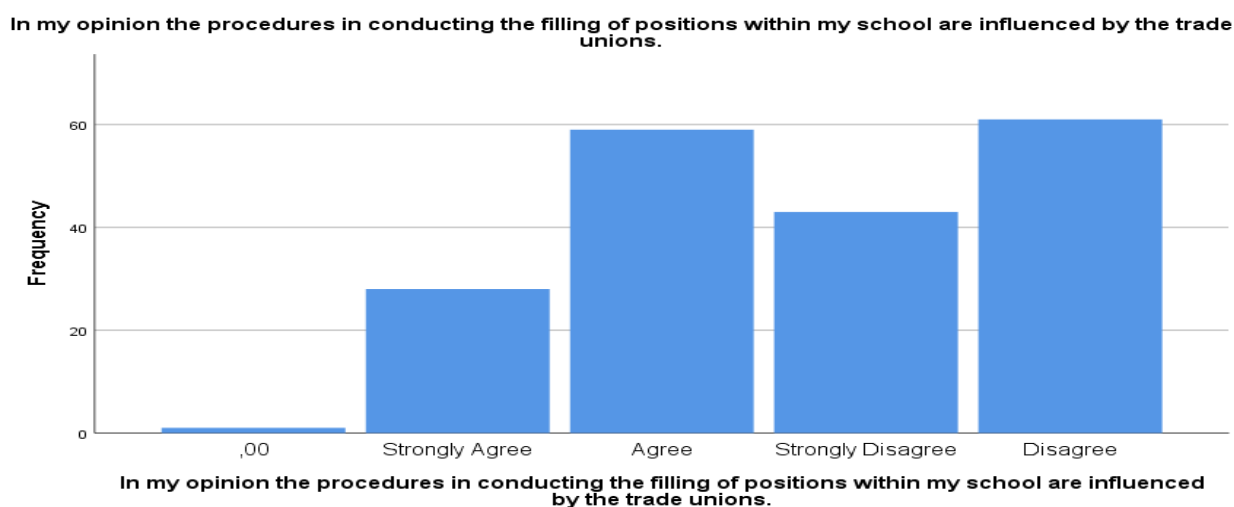
The above frequency table and bar graph show that out of a total of 193 respondents, 3 (1.6%) respondents didn't answer this question. This is a lesser percentage, which is a cause of concern. 190 (98%) respondents indicated whether or not the procedures of filling positions in their schools were influenced by bribery. The majority of the respondents 142 (61 + 81) indicated that the procedures for filling positions in their schools were not influenced by bribery. This constitutes 73.5% (31.6% + 41.9%) of a total sample. 48 (13 + 35) respondents said that the procedure of filling positions in their schools was influenced by bribery. This may seem to be a small percentage however, it is cause for concern. This comprises of 24.8% (6.7% + 18.1%) of a total sample. 3 (1.6%) respondents didn't answer the question.

Table 5.23 frequency table depicting whether the procedures in conducting the filling of positions are influenced by the trade unions.

<div align="center">Influence by the Trade Unions</div>

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	28	14.5	14.6	15.1
	Agree	59	30.6	30.7	45.8
	Strongly Disagree	43	22.3	22.4	68.2
	Disagree	62	32.1	31.8	100.0
	Total	192	99.5	100.0	
Missing	System	1	.5		
Total		193	100.0		

Figure 5.19 depicts whether or not the procedures in conducting the filling of positions are influenced by the trade unions.

The above frequency table and bar graph show that out of a total of 193 respondents, 192 (99%) respondents which is the majority indicated whether or not the procedures in conducting the filling of positions in their schools are influenced by the trade unions. 105 (43 + 62) respondents said that the procedure of conducting the filling of positions in their schools was not influenced by the trade unions. This comprises 54.4% (22.3% + 32.1%) of a total sample. 28 (14.5%) respondents strongly agree that the procedures of filling positions in their schools were influenced by the trade unions. 59 (30.6%) respondents agree that the procedures of filling positions in their schools were influenced by the trade unions. Looking at the percentage of those answers provided by the respondents, this may seem to be a small percentage however, it is cause for concern. This constitutes 45.1% (14.5% + 30.6%) of a total sample. 1 respondent didn't answer this question.

INTERACTIONAL JUSTICE

Table 5.24 frequency table depicting whether the principal provides information to all the teachers in a truthfully way.

Truthful Way

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	77	39.9	39.9	39.9
	Agree	95	49.2	49.2	89.1
	Strongly Disagree	4	2.1	2.1	91.2
	Disagree	17	8.8	8.8	100.0
Total		193	100.0	100.0	

Figure 5.20 depicts whether not the principal provides information to all the teachers in a truthfully way.
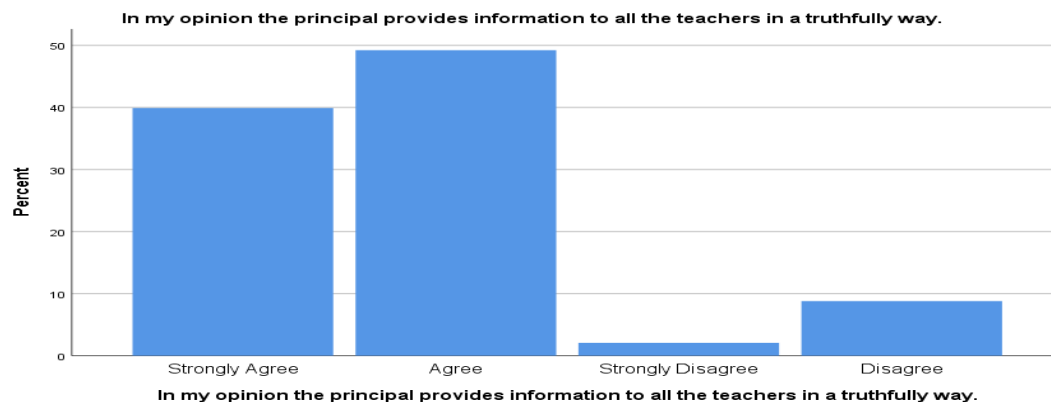
In my opinion the principal provides information to all the teachers in a truthfully way.

The above frequency table and bar graph show that out of a total of 193 respondents, the majority of the respondents which is 172 (77 + 95) indicated that the principal provides information to all of them in a truthfully way. This constitutes 89.1% (39.9% + 49.2%) of a total sample. A smaller number of the respondents which is 4 (2.1%) strongly disagree and 17 (8.8%) respondents disagree that the principal does not provide information to all the teachers in a truthfully way. This comprises 10.9% (2.1% + 8.8%) of a total sample. This is a lesser percentage, which is a cause of concern.

Table 5.25 depicts whether or not the principals present information to all the teachers in an open manner.

Open Manner

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	76	39.4	39.4	39.4
	Agree	92	47.7	47.7	87.0
	Strongly Disagree	6	3.1	3.1	90.2
	Disagree	19	9.8	9.8	100.0
Total		193	100.0	100.0	

Figure 5.21 depicts whether or not the principals present information to all the teachers in an open manner.
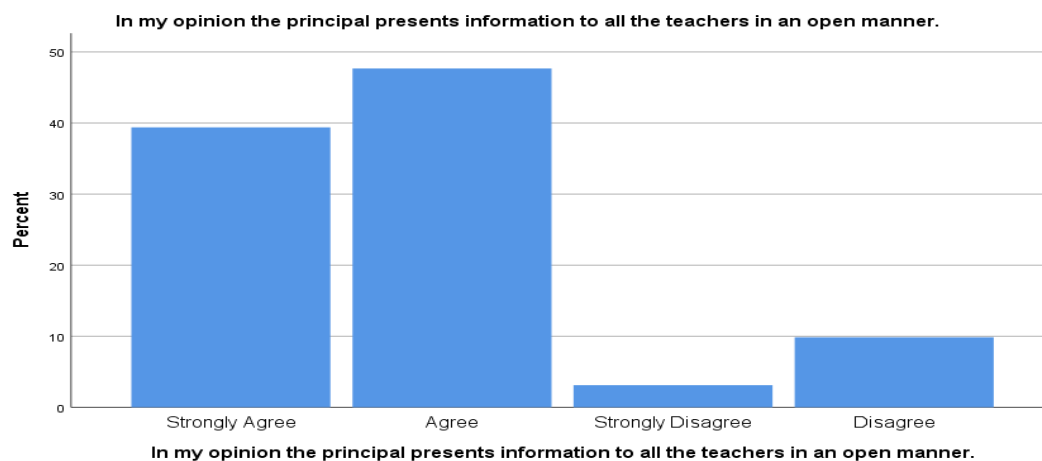
The above frequency table and bar graph show that out of a total of 193 respondents, 168 (76 + 92) respondents which is the majority said that the principal presents information to all the teachers in an open manner. This makes 87.1% (39.4% + 47.7%) of a total sample. 6 (3.1%) respondents strongly disagree that the principal does not present information to all the teachers in an open manner. While this may be viewed as a relatively small percentage, however, it is cause for concern. 19 (9.8%) respondents said that the principal presents information to all the teachers in an open manner. This makes 12.9% (3.1% + 9.8%) of a total sample.

Table 5.26 depicts whether or not the principals treat all the teachers equally with dignity.

Equally with Dignity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	61	31.6	31.8	32.3
	Agree	81	42.0	42.2	74.5
	Strongly Disagree	19	9.8	9.9	84.4
	Disagree	31	16.0	15.6	100.0
	Total	192	99.5	100.0	
Missing	System	1	.5		
Total		193	100.0		

Figure 5.22 depicts whether or not the principal treats all the teachers equally with dignity.
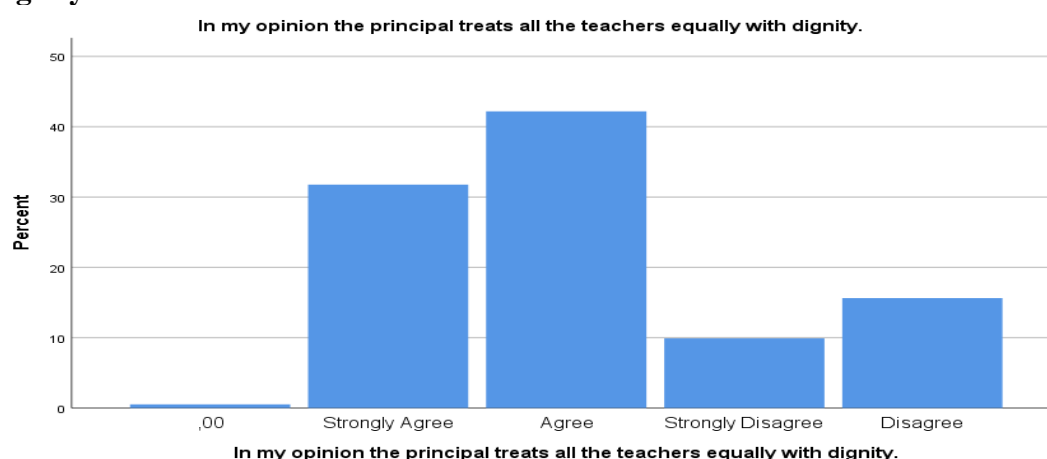
In my opinion the principal treats all the teachers equally with dignity.

The above frequency table and bar graph show that out of a total of 193 respondents, 192 (99%) respondents indicated whether or not the principal treats all the teachers equally with dignity. The majority of the respondents which is 142 (61 + 81) indicated that the principal treats all the teachers equally with dignity. This makes 73.6% (31.6 + 42.0%) of a total sample. 50 (19 + 31) respondents indicated that the principals were not treating them equally with dignity. This constitutes 25.8% (9.8% + 16.0%) of a total sample. Only 1 respondent didn't answer this question.

Table 5.27 depicts whether or not the principal makes statements that are intolerant against all the teachers.

Statements that are intolerant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	23	11.9	12.2	12.7
	Agree	38	19.7	20.1	32.8
	Strongly Disagree	59	30.6	31.2	64.0
	Disagree	68	35.2	36.0	100.0
	Total	189	97.9	100.0	
Missing	System	5	2.5		
Total		193	100.0		

Figure 5.23 depicts whether or not the principals make statements that are intolerant against all the teachers.

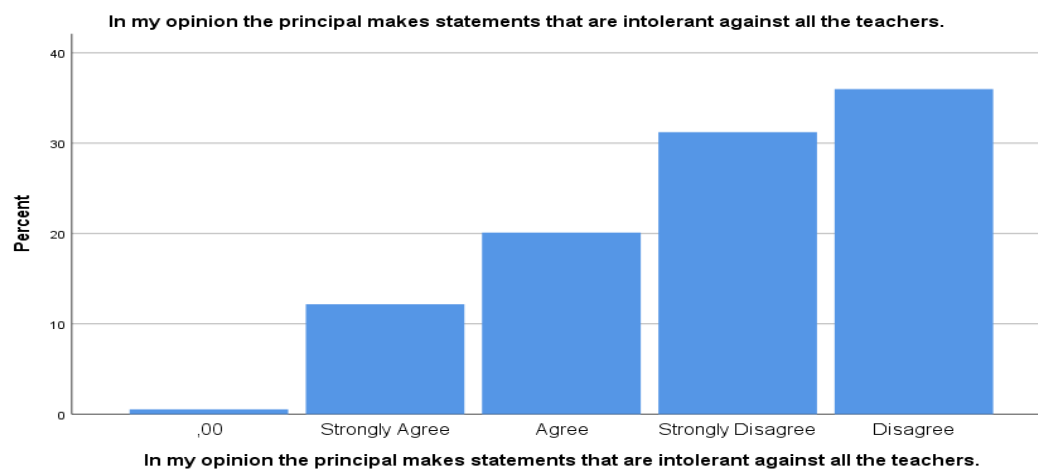In my opinion the principal makes statements that are intolerant against all the teachers.

The above frequency table and bar graph show that out of a total of 193 respondents, 189 (97.9%) respondents indicated whether or not the principal makes statements that are intolerant against all the teachers. The majority of the respondents 127 (59 + 68) indicated that the principal makes statements that were not intolerant against all teachers. This constitutes 65.8% (30.6% + 35.2%) of a total sample. 23 (11.9%) respondents strongly agreed that the principal makes statements that are intolerant against all the teachers, while 38 (19.7%) respondents agreed that the principal makes statements that are intolerant against all the teachers. Adding both these percentages (11.9% + 19.7% = 31.6%), it constitutes 31.6% of a total sample.

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While this is a small percentage never the less is still a cause for concern.

Table 5.28 depicts whether or not the principals answer questions that are asked by the teachers in a respectful manner.

<div align="center">Respectful Manner</div>

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	51	26.4	28.5	29.0
	Agree	101	52.3	52.3	81.3
	Strongly Disagree	17	8.8	6.7	88.1
	Disagree	24	12.4	11.4	99.5
Total		193	100.0	100.0	

Figure 5.24 depicts whether or not the principals answer questions that are asked by the teachers in a respectful manner.

In my opinion the principal answer all the questions that are asked by the teachers in a respectful manner.
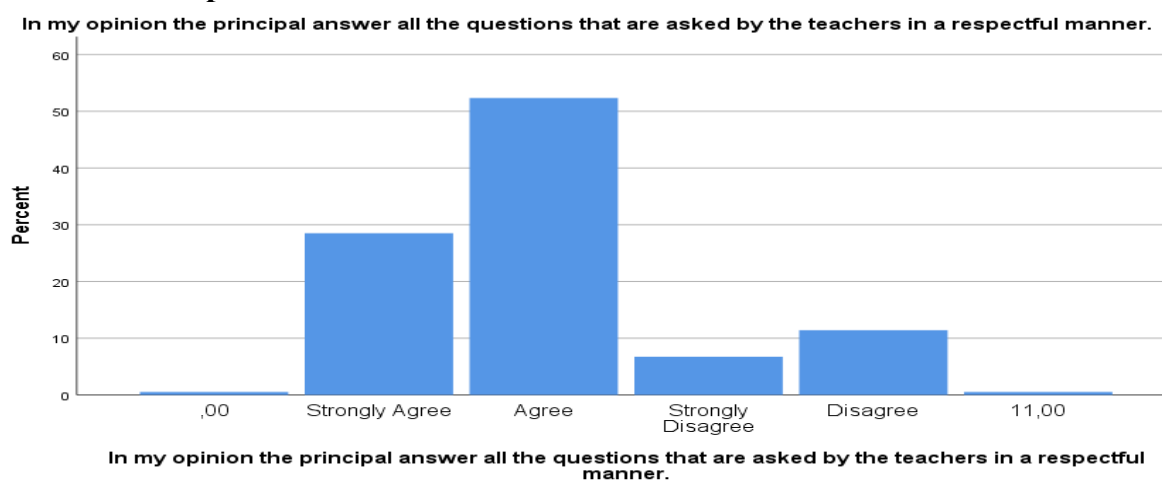
The above frequency table and bar graph show that out of a total of 193 respondents, 152 (51 + 101) respondents which is the majority said that the principal answered all the questions that are asked by the teachers in a respectful manner. This constitutes 78.7% (26.4% + 52.3%) of a total sample. 17 (8.8%) respondents which are the smallest strongly disagree that the principal does not answer all the questions that are asked by the teachers in a respectful manner. This may seem to be a small percentage however, it is cause for concern. While 24 (12.4%) respondents disagree that the principal does not answer all the questions that are asked by the teachers in a respectful manner. Adding both the percentages of those respondents makes 21.2% (8.8% + 12.4%) of the total sample.

Table 5.29 depicts whether or not the principals apologise when they have wronged the teachers.

Apologising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	37	19.2	19.3	19.8
	Agree	116	60.1	60.4	80.2
	Strongly Disagree	10	5.2	5.2	85.4
	Disagree	29	15.0	14.6	100.0
	Total	192	99.5	100.0	
Missing	System	1	.5		
Total		193	100.0		

Figure 5.25 depicts whether or not the principals apologise when they have wronged the teachers.

In my opinion the principal is apologizing when he or she has wronged the teacher.
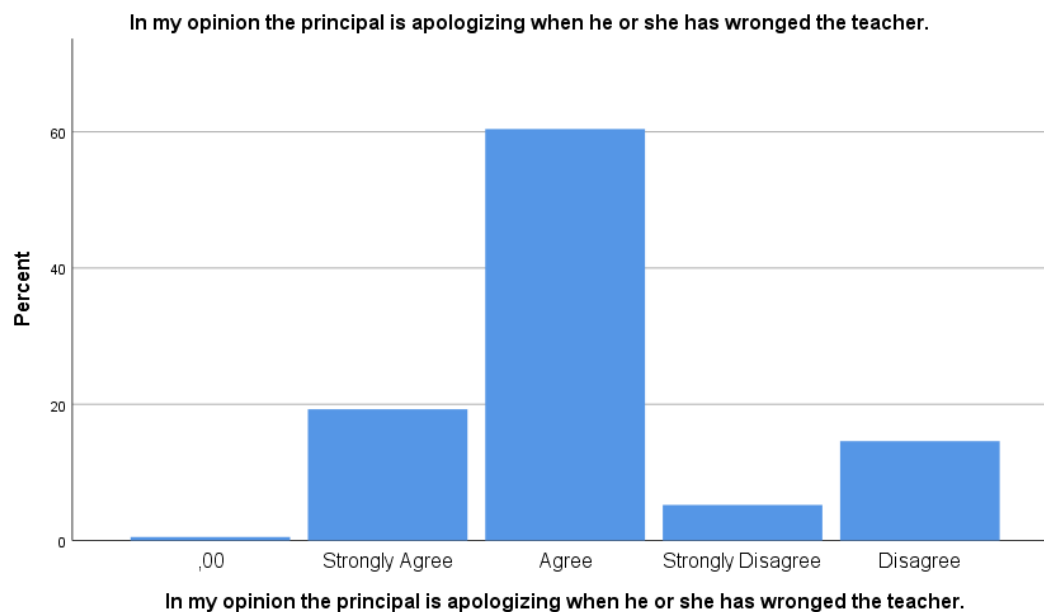
The above frequency table and bar graph show that out of a total of 193 respondents, 10 (5.2%) respondents strongly disagree with this question, while this may be viewed as a relatively small percentage, nevertheless, it is a cause for concern. 29 (15.0%) respondents disagreed. Adding the percentages (5.2% + 15.0% = 20.2%) of these respondents, this makes 19.7% of a total sample. 153 (37 + 116) respondents that are majority said that the principal is apologising when

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he or she wronged the teacher. This constitutes 79.3% (19.2 + 60.1%) of a total sample. 1 respondent didn't answer this question.

Table 5.30 depicts whether or not the apology by the principals creates a good working relationship with the teachers.

Working Relationship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	72	37.3	37.0	37.5
	Agree	104	53.8	53.6	91.1
	Strongly Disagree	11	5.7	5.7	96.9
	Disagree	5	2.6	2.6	99.5
	Total	192	99.5	100.0	
Missing	System	1	.5		
Total		193	100.0		

Figure 5.26 depicts whether or not the apology by the principals creates a good working relationship with the teachers.
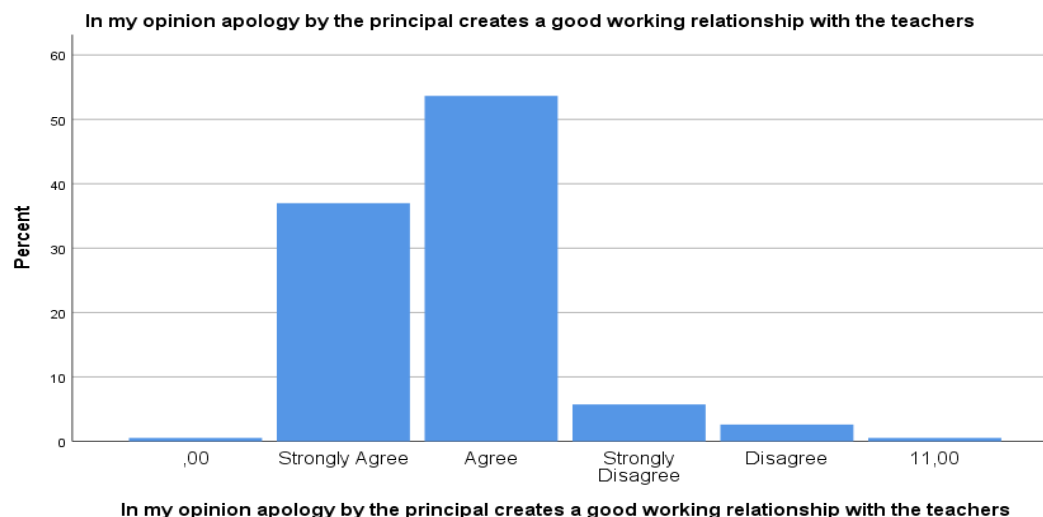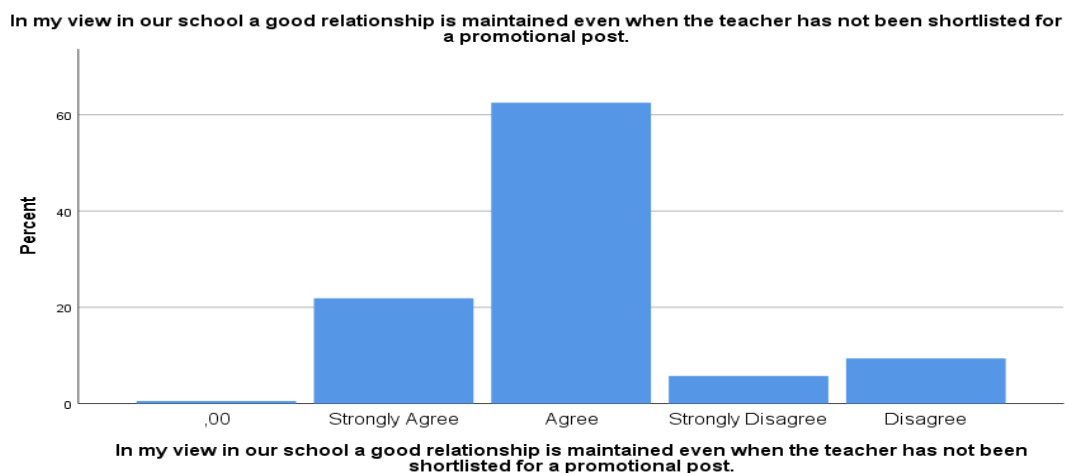

The above frequency table and bar graph show that out of a total of 193 respondents, 192 (99%) respondents indicated whether or not an apology by the principal creates a good working relationship with the teachers. The majority of the respondents 176 (72 + 104) said that an apology by the principal creates a good working relationship with the teachers. This constitutes

91.1% (37.3% + 53.8%) of a total sample. 11 (5.7%) respondents answered strongly disagree, while 5 (2.6%) respondents indicated that they disagree with this question. Adding the percentages of both these respondents (5.7% + 2.6% = 8.3%) this constitutes 8.3% of the total sample, this may seem to be a small percentage however, it is cause for concern. 1 respondent didn't answer this question.

Table 5.31 depicts whether or not a good relationship is maintained even when the teacher has not been shortlisted for a promotional post.

Good Relationship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	42	21.8	21.9	22.4
	Agree	120	62.2	62.5	84.9
	Strongly Disagree	11	5.7	5.7	90.6
	Disagree	18	9.3	9.4	100.0
	Total	192	99.5	100.0	
Missing	System	2	1.0		
Total		193	100.0		

Figure 5.27 depicts whether or not a good relationship is maintained even when the teacher has not been shortlisted for a promotional post.
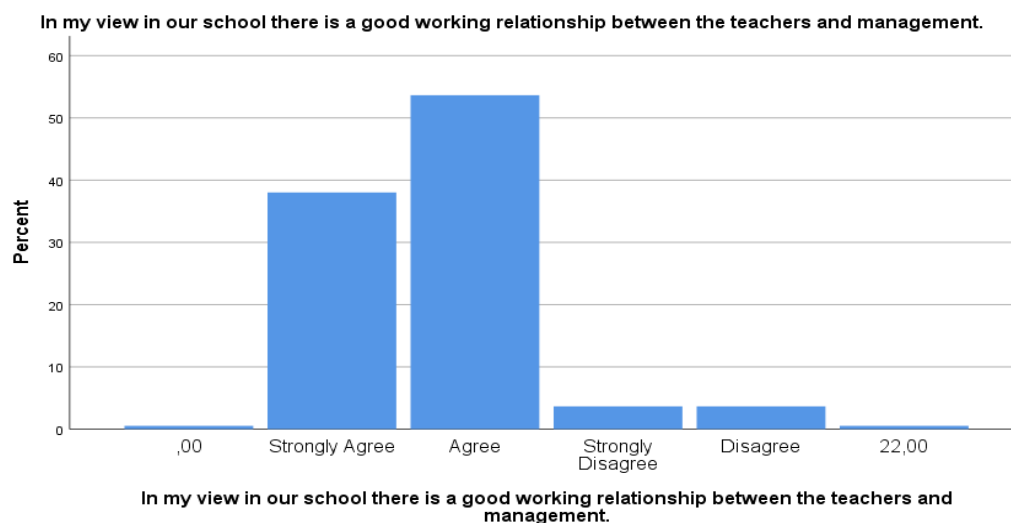
The above frequency table and bar graph show that out of a total number of 193 respondents, 192 (99%) respondents indicated whether or not a good working relationship is maintained even when the teacher has not been shortlisted for a promotional post. 162 (42 + 120) of the respondents which are the majority agreed that a good working relationship is maintained even when the teacher has not been shortlisted for a promotional post. This makes 84% (21.8% + 62.2%) of a total sample. 29 (11 + 18) respondents disagreed that a good working relationship is not maintained even when the teacher has not been shortlisted for a promotional post. This makes 15% (5.7% + 9.3%) of a total sample. While this is a small percentage, however, it is cause for concern.

Table 5.32 depicts the good working relationship between the teachers and management exist.

Teachers and Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	74	38.3	38.0	38.5
	Agree	103	53.4	53.6	92.2
	Strongly Disagree	8	4.1	3.6	95.8
	Disagree	7	3.6	3.6	99.5
	Total	192	99.5	100.0	
Missing	System	1	.5		
Total		193	100.0		

Figure 5.28 depicts whether or not a good working relationship between the teachers and management exists.

In my view in our school there is a good working relationship between the teachers and management.
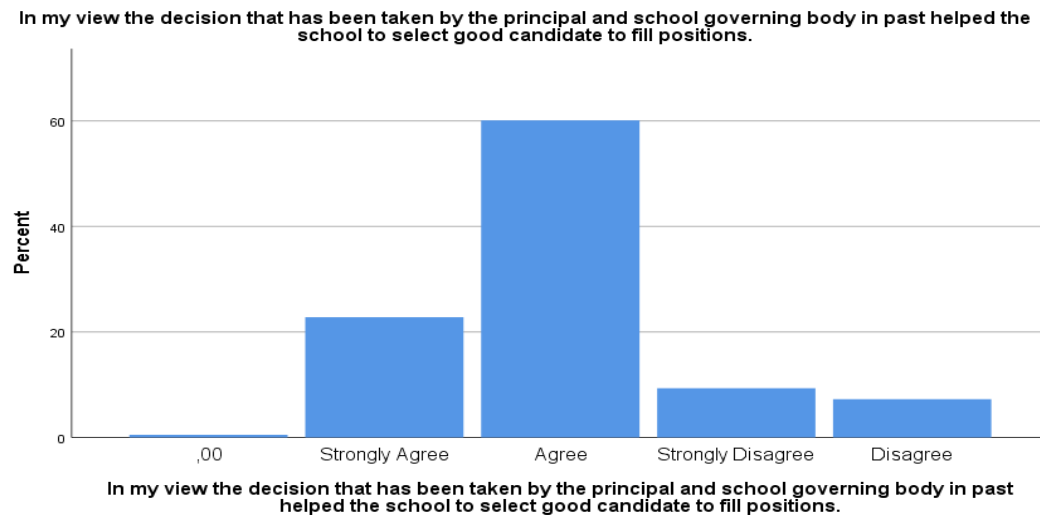
The above frequency table and bar graph show that out of a total number of 193 respondents, 192 (99%) indicated whether or not there is a good relationship between the teachers and management. 177 (74 + 103) respondents which are the majority agreed that there is a good working relationship between the teachers and management. This constitutes 91.7% (38.3% + 53.4%) of a total sample. 15 (8 +7) respondents disagreed that a working relationship is not good between the teachers and management. This constitutes 7.7% (4.1% + 3.6%) of a total sample. This may seem to be a small percentage however, it is cause for concern.

Table 5.33 depicts whether or not the decision that has been taken by the principals and the School Governing Bodies in the past helped the schools to select a good candidate to fill positions.

Past Decision

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	44	22.8	22.8	23.3
	Agree	116	60.1	60.1	83.4
	Strongly Disagree	18	9.3	9.3	92.7
	Disagree	15	7.7	7.7	100.0
Total		193	100.0	100.0	

Figure 5.29 depicts whether or not the decision that has been taken by the principal and the school governing bodies in the past helped the schools to select good candidates to fill positions.

In my view the decision that has been taken by the principal and school governing body in past helped the school to select good candidate to fill positions.
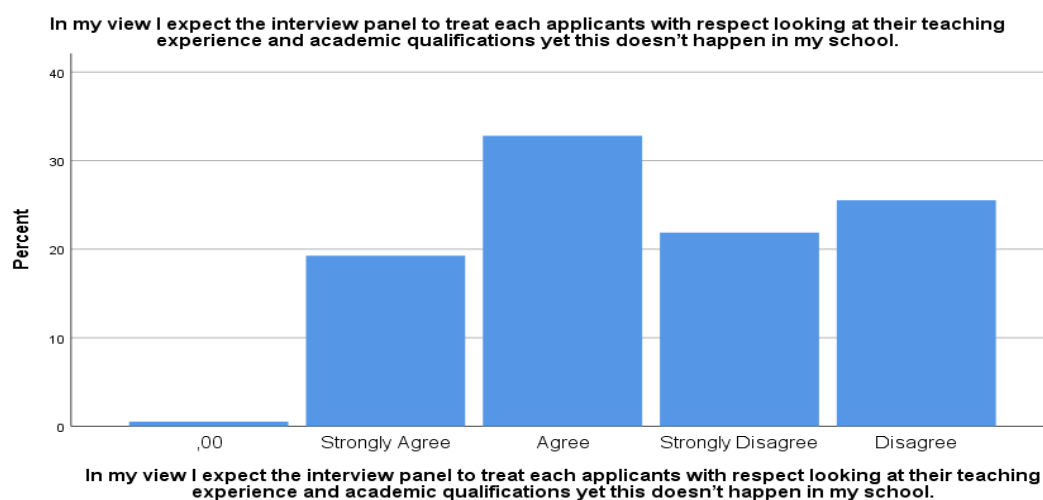
The above frequency table and bar graph show that out of a total number of 193 respondents, the majority which is 160 (4 + 116) agreed that the decision that has been taken by the principal and school governing body in the past helped the school to select a good candidate to fill positions. This constitutes 82.9% (22.8% + 60.1%) of a total sample. 33 (18 + 15) respondents disagreed that the decision that has been taken by the principal and school governing body in the past does not help the school to select a good candidate to fill the position. This constitutes 17% (9.3% + 7.7%) of a total sample. This may seem to be a small percentage however, it is a cause for concern.

Table 5.34 depicts whether or not the interview panel treat each applicant with respect by looking at their teaching experience and academic qualifications

Interview Panel

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	37	19.2	19.3	19.8
	Agree	63	32.6	32.8	52.6
	Strongly Disagree	42	21.8	21.9	74.5
	Disagree	50	25.9	25.9	100.0
	Total	192	99.5	100.0	
Missing	System	1	.5		
Total		193	100.0		

Figure 5.30 depicts whether or not the interview panel treat each applicant with respect by looking at their teaching experience and academic qualifications

In my view I expect the interview panel to treat each applicants with respect looking at their teaching experience and academic qualifications yet this doesn't happen in my school.
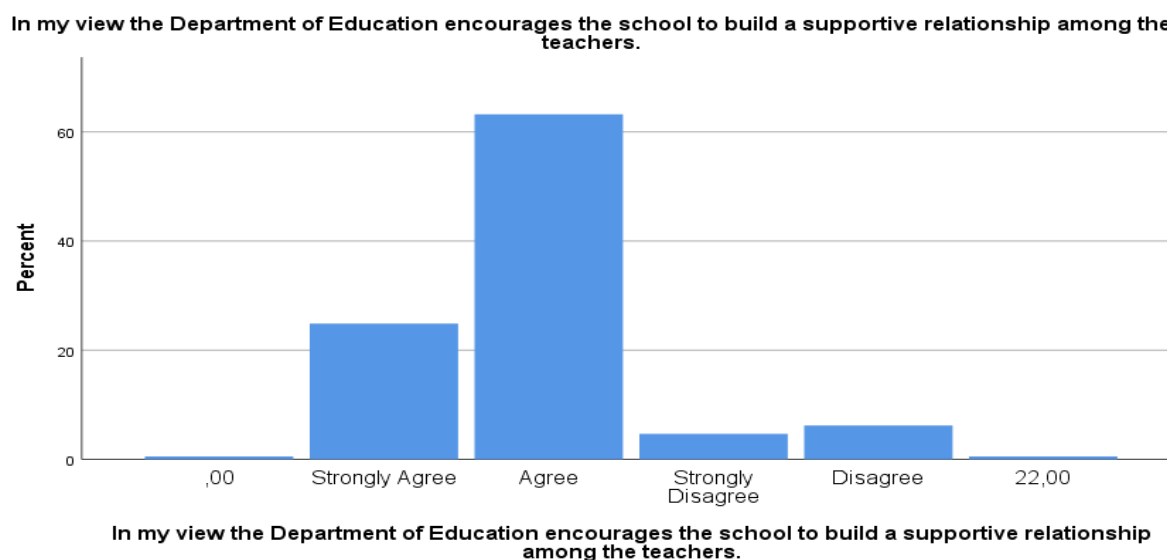
The above frequency table and bar graph show that out of a total of 193 respondents, 192 (99%) respondents indicated whether or not expected the interview panel to treat each applicant with respect looking at their teaching experience and academic qualifications. The majority of the respondents which constitutes 100 (37 + 63) agreed that they expect the interview panel to treat each applicant with respect looking at their teaching experience and academic qualifications. This makes 51.8% (19.2% + 32.6%) of a total sample. 1 respondent didn't answer this question.

92 (42 + 50) of the respondents disagreed that they did not expect the interview panel to treat each applicant with respect looking at their teaching experience and academic qualifications. This makes 47.7% (21.8% + 25.9%) of a total sample.

Table 5.35 frequency table depicting the Department of Education encourages the school to build a supportive relationship among the teachers.

Department of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	48	24.9	24.9	25.4
	Agree	124	64.2	63.2	88.6
	Strongly Disagree	9	4.7	4.7	93.3
	Disagree	12	6.2	6.2	99.5
Total		193	100.0	100.0	

Figure 5.31 depicts whether or not the Department of Education encourages the school to build a supportive relationships among the teachers.

In my view the Department of Education encourages the school to build a supportive relationship among the teachers.

The above frequency table and bar graph show that out of a total number of 193 respondents, 172 (48 + 124) which is majority agreed that the Department of Education encourages the school to build a supportive relationships among the teachers. This constitutes 89.1% (24.9%

+ 64.2%) of a total sample. 21 (12 + 9) respondents disagreed that the Department of Education does not encourage the school to build supportive relationship among the teachers. This makes 10.9% (4.7% + 6.2%) of a total sample. This may seem to be a small percentage however, it is cause for concern.

Table 5.36 depicts whether or not the school principal communicates information to all the teachers in an honest manner.

Communicate Information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	56	29.0	29.0	29.5
	Agree	105	54.4	54.4	83.9
	Strongly Disagree	13	6.7	6.7	90.2
	Disagree	19	9.8	9.8	100.0
Total		193	100.0	100.0	

Figure 5.32 depicts whether or not the school principal communicates information to all the teachers in an honest manner.
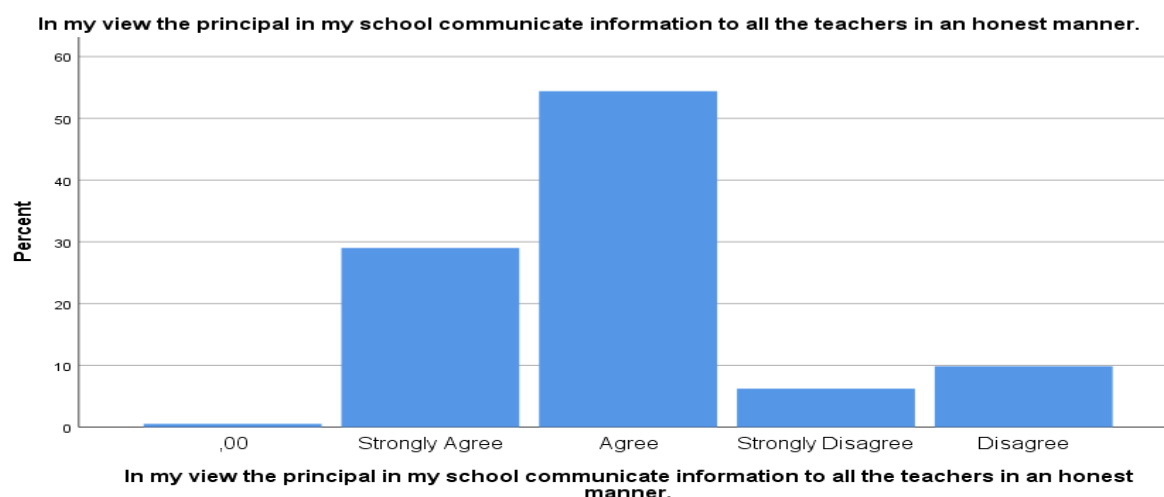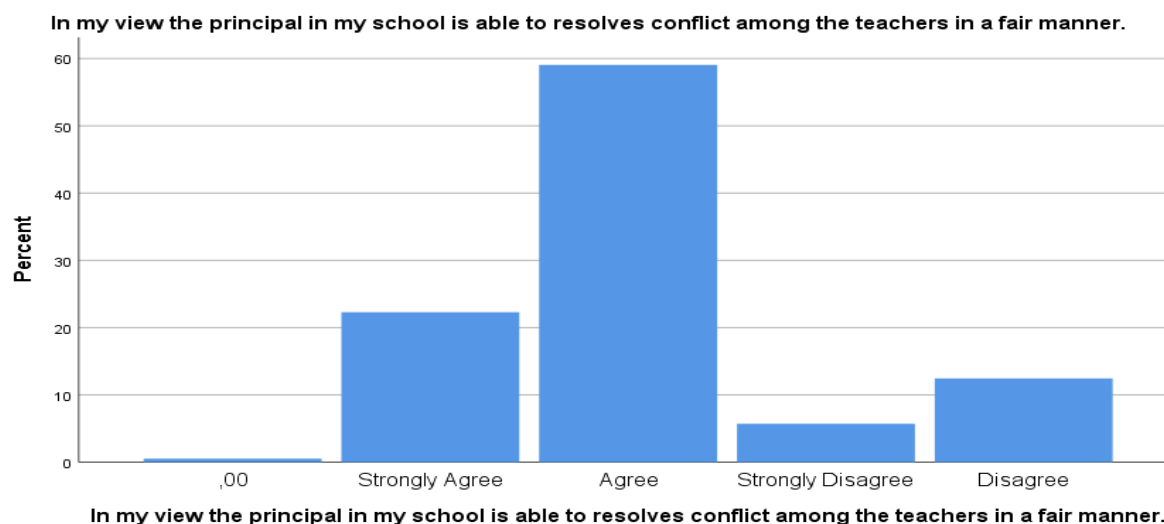

The above frequency table and bar graph show that out of a total number of 193 respondents, 161 (56 + 105) respondents which is a majority agreed that the principal in their schools communicates information to all the teachers in an honest manner. This makes 83.4% (29.0% + 54.4%) of a total sample. 32 (13 + 19) respondents disagreed that the principal in their schools

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does not communicate information to all the teachers in an honest manner. This makes 16.5% (6.7% + 9.8%) of a total sample. While this is a small percentage it never the less is still a cause for concern.

Table 5.37 depicts whether or not the principals in the schools are able to resolve conflict among the teachers in a fair manner.

Fair conflict resolution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	43	22.3	22.3	22.8
	Agree	115	59.5	59.5	81.9
	Strongly Disagree	11	5.7	5.7	87.6
	Disagree	24	12.4	12.4	100.0
Total		193	100.0	100.0	

Figure 5.33 depicts whether or not the principals in the schools are able to resolve conflict among the teachers in a fair manner.

In my view the principal in my school is able to resolves conflict among the teachers in a fair manner.

The above frequency table and bar graph show that out of a total of 193 respondents, the majority of the respondents 158 (43 + 115) agreed that the principal in their school is able to resolve conflict among the teachers in a fair manner. This constitutes 81.5% (22.3% + 59.5%) of a total sample. 11 (5.7%) respondents strongly disagreed with this question. This may seem to be a small percentage however, it is cause for concern. 24 respondents disagreed that the

principal in their school does not resolve the conflict among the teachers in a fair manner. This constitutes 18.1% (5.7% + 12.4%) of a total sample.

Table 5.38 Cross–Tabulation between the variables gender and the variable that says the schools ensure that all the teachers have equal access to promotion in the filling of positions.

Correlations

		Participants' Gender	In my opinion, my school ensures that all the teachers have equal access to promotion in the filling of positions.
Participants' Gender	Pearson Correlation	1	.123
	Sig. (2-tailed)		.090
	N	193	192
In my opinion, my school ensures that all the teachers have equal access to promotion in the filling of positions.	Pearson Correlation	.123	1
	Sig. (2-tailed)	.090	
	N	192	192

**. Correlation is significant at the 0.01 level (2-tailed).

The above table displays that the two variables have a statistical significance level of 0.090. The significance level is higher than the conventional cut-off level of 0.05 for that reason, the two variables are significant. That means there is a relationship between the two variables. The table above also displays that 193 respondents indicated their gender and 192 indicated that their schools ensure that all the teachers have equal access to promotion in the filling of positions. N symbolises the number of respondents who answered the two questions. Out of a total of 193 respondents, all indicated their gender. 192 respondents indicated whether or not all the teachers have equal access to promotion in the filling of positions in their schools.

Table 5.39 Cross–Tabulation between the variables gender and the variable that says the schools ensure that all the teachers have equal access to promotion in the filling of positions.

Correlations

		Participants' Trade Union affiliated Too	In my opinion, the decision taken in the filling of positions in my school is influenced by trade unions.
Participants' Trade Union affiliated Too	Pearson Correlation	1	-.105
	Sig. (2-tailed)		.153
	N	190	188
In my opinion, the decision taken in the filling of positions in my school is influenced by trade unions.	Pearson Correlation	-.105	1
	Sig. (2-tailed)	.153	
	N	188	190

**. Correlation is significant at the 0.01 level (2-tailed).

The table above displays that the two variables have a statistical significance level of 0.153. The significance level is higher than the conventional cut-off level of 0.05. For that reason, the two variables are not statistically significant, which means there is no relationship between the two variables. The above table displays that out of a total number of 193 respondents, 190 indicated whether or not they are affiliated to trade unions. 188 respondents indicated whether or not the decision taken in the filling of positions in their schools is influenced by trade unions.

Table 5.40 Cross-Tabulation between the variables gender and the variable that says money in the opinion of the participants may play a role in the filling of positions in the schools.

Correlations

		Participants' Gender	In my opinion, money plays a role in the filling of positions in my school.
Participants' Gender	Pearson Correlation	1	.067
	Sig. (2-tailed)		.363
	N	193	185
In my opinion, money plays a role in the filling of positions in my school.	Pearson Correlation	.067	1
	Sig. (2-tailed)	.363	
	N	185	185

**. Correlation is significant at the 0.01 level (2-tailed).

The above table displays that 185 respondents indicated whether or not money plays a role in the filling of positions in their schools. The table above displays that the two variables have a statistical significance level of 0.363. That means 0.363 is higher than the conventional cut-off level of 0.05, and for that reason, the two variables are not statistically significant. Therefore, it is unlikely to be a relationship between the two variables.

Table 5.41 Cross-Tabulation between the variables with regards to which trade Union participants are affiliated and whether or not the teachers in the schools who are politically connected have better chances of getting selected for filling of positions.

Correlations

		Participants' Trade Union affiliated Too	In my opinion, the teachers in your school who are politically connected have better chances of getting promotions in the filling of positions
Participants' Trade Union affiliated Too	Pearson Correlation	1	-.097
	Sig. (2-tailed)		.186
	N	190	187
In my opinion, the teachers in your school who are politically connected have better chances of getting promotions in the filling of positions	Pearson Correlation	-.097	1
	Sig. (2-tailed)	.186	
	N	187	190

**. Correlation is significant at the 0.01 level (2-tailed).

The above table displays that 187 respondents indicated whether or not the teachers in their schools who are politically connected have better chances of getting promotions in filling positions. The table above displays that the two variables have a statistical significance level of 0.186. That means that 0.186 is higher than the conventional cut-off level of 0.05, then the two variables are not statistically significant. Again, it also means that there is unlikely to be a relationship between the two variables.

Table 5.42 Cross-Tabulation between the variables with regards to whether or not money plays a role in the filling of positions in the schools and whether or not the procedures in the filling of positions within the school are based on the good working experience of a qualified Candidate.

Correlations

		In my opinion, money plays a role in the filling of positions in my school.	In my opinion, the procedures in the filling of positions within my school are based on the good working experience of a qualified candidate.
In my opinion, money plays a role in the filling of positions in my school.	Pearson Correlation	1	-.214[**]
	Sig. (2-tailed)		.004
	N	185	184
In my opinion, the procedures in the filling of positions within my school are based on the good working experience of a qualified candidate.	Pearson Correlation	-.214[**]	1
	Sig. (2-tailed)	.004	
	N	184	192

**. Correlation is significant at the 0.01 level (2-tailed).

The above table displays that out of a total number of 193 respondents, 185 indicated whether or not money plays a role in the filling of positions in their schools. 184 respondents indicated whether or not the procedures in the filling of positions within their schools are based on the good working experience of a qualified candidate. The table above shows that these two variables have a significant level of 0.004. That means that 0.004 is lower than the conventional cut-off level of 0.05. Therefore, there is a statistically significant between those two variables. Again, it means that the relationship between those two variables is likely.

Table 5.43 Cross- Tabulation between the variables with regards to whether or not the filling of positions within the schools is based on the good working experience of a qualified candidate and whether or not there have been cases where qualified and experienced candidates or teachers are not treated correctly because of their political affiliations.

Correlations

		In my opinion, the procedures in the filling of positions within my school are based on the good working experience of a qualified candidate.	In my opinion, there have been cases where qualified and experienced candidates or teachers are not treated correctly because of their political affiliations.
In my opinion, the procedures in the filling of positions within my school are based on the good working experience of a qualified candidate.	Pearson Correlation	1	-.290[**]
	Sig. (2-tailed)		.000
	N	192	192
In my opinion, there have been cases where qualified and experienced candidates or teachers are not treated correctly because of their political affiliations.	Pearson Correlation	-.290[**]	1
	Sig. (2-tailed)	.000	
	N	192	193

**. Correlation is significant at the 0.01 level (2-tailed).

The above table displays that out of a total number of 193 respondents, 192 indicated whether or not the procedures in the filling of positions within their schools are based on the good working experience of a qualified candidate. 192 respondents indicated whether or not there have been cases where qualified and experienced candidates or teachers are not treated correctly because of their political affiliations. The table above displays that the two variables have a statistically significant level of 0.000. That means 0.000 is lower than the conventional cut-off level of 0.05, the reason is that the two variables are statistically significant. Again, it means that the relationship between those variables is likely to be.

Table 5.44 Cross-Tabulation between the variables with regards to whether or not the procedures of filling positions in the schools are free without any prejudice.

Correlations

		Participants' Gender	In my opinion, the procedures for filling positions in my school are free without any prejudice.
Participants' Gender	Pearson Correlation	1	-.089
	Sig. (2-tailed)		.223
	N	193	191
In my opinion, the procedures for filling positions in my school are free without any prejudice.	Pearson Correlation	-.089	1
	Sig. (2-tailed)	.223	
	N	191	191

**. Correlation is significant at the 0.01 level (2-tailed).

The above table displays that 193 respondents indicated their gender, while 191 respondents indicated whether or not the procedures of filling positions in their schools are free without any prejudice. The above table displays that the two variables have a statistically significant level of 0.223. 0.223 is higher than the conventional cut-off level of 0.05. Therefore, there is no statistically significant between those two variables. Again, it means that the relationship between those two variables is unlikely to be.

Table 5.45 Cross-Tabulation between the variables "the procedures of filling positions in my school are conducted correctly" and the variable "the procedures in conducting the filling of positions within my school are influenced by bribery".

Correlations

		In my opinion, the procedures for filling positions in my school are conducted correctly.	In my opinion, the procedures in conducting the filling of positions within my school are influenced by bribery.
In my opinion, the procedures for filling positions in my school are conducted correctly.	Pearson Correlation	1	-.049
	Sig. (2-tailed)		.508
	N	190	188
In my opinion, the procedures in conducting the filling of positions within my school are influenced by bribery.	Pearson Correlation	-.049	1
	Sig. (2-tailed)	.508	
	N	188	190

**. Correlation is significant at the 0.01 level (2-tailed).

The above table displays that out of a total number of 193 respondents, 190 indicated whether or not the procedures of filling positions in their schools are conducted correctly, while 188 indicated whether or not the procedures in conducting the filling of positions within their schools are influenced by bribery. The above table displays that the two variables have a statistically significant level of 0.508 which is higher than the conventional cut-off level of 0.05. Therefore, the two variables are not significant. Again, it means that the relationship between those two variables is unlikely to be.

Table 5.46 Depicts elements of biographic information of the participants

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Participants' Gender	193	1.00	2.00	1.6166	.48748
Participants' Age	193	1.00	44.00	3.3109	3.10187
Official Employment Position in School	193	1.00	6.00	2.8601	.60045
Participants' Teaching Experience	193	1.00	6.00	4.1036	1.31879
Participants' Highest Academic Qualification	192	1.00	8.00	3.3854	1.73579
Participants' Trade Union affiliated Too	190	1.00	6.00	1.5000	1.12570
Valid N (listwise)	189				

Based on the biographic and professional information of the participants, the number of individuals who answered the survey is 193. But for the highest qualification and trade unions affiliated (membership) it's less than 193 (192 and 190 respectively). This is caused by the respondents who didn't answer those questions. The gender of the respondents has an average of 1.62 (more females) and the age with an average of 3.31 (within the age groups (40-49). Most of these respondents are holding teacher positions (average 2.86) and are within the range of 10 - 19 years of experience (average of 4.1036). The average highest qualification that the respondents are holding is a degree in education (average of 3.39), and lastly, the trade unions that the teachers are affiliated with are SADTU and NATU (since the average is between the two unions, 1.5). The deviation from the mean for gender and positions that the respondents are holding is below 1, and for other biographic variables is above 1, showing more deviation, especially for the age of the respondents.

Table 5.47 depicting descriptive statistics on distributive justice

Descriptive statistics on distributive justice

Distributive Justice	N	Minimum	Maximum	Mean	Std. Deviation
1. In my opinion, my school ensures that all the teachers have equal access to promotion in the filling of positions.	192	.00	4.00	1.8385	.79262
2. In my opinion, my school is addressing the imbalances of the past in order to achieve a broad representation in filling of posts by appointing female educators/ teachers according to the Employment of Educators Act 76 of 1998 section 7(1) contemplated in s	189	.00	4.00	2.1799	.93934
3. In my opinion, the decision that is taken during the recruitment and selection process in filling posts in my school is correct.	192	.00	4.00	1.9687	.89739
4. In my opinion, there have been cases where qualified and experienced candidates or teachers were not selected because of their political affiliation.	190	.00	4.00	2.9526	1.05051
5. In my opinion, the teachers in your school who are politically connected have better chances of getting promotions in the filling of positions	190	.00	5.00	2.7053	1.15812
6. In my opinion, the decision taken in the filling of positions in my school is influenced by trade unions.	190	.00	4.00	2.6368	1.15457
7. In my opinion, money plays a role in the filling of positions in my school.	185	.00	4.00	3.0595	1.03825
Valid N (listwise)	175				

The total number of respondents was 193, some of the questions (1, 2 and 3) were not answered. The average number of the respondents agreed that all teachers have equal access to promotion with an average of 1.84; addressing the imbalances of the past in filling the posts based on different genders with an average of 2.18, and lastly, the decisions that are taken during the recruitment and selection in filling of posts with a mean of 1.97. Deviation from the mean is below 1, meaning that many respondents are spread below 1 standard deviation on each side of the mean. Questions (4, 5, 6, and 7) were not answered by the respondents. The average number of the respondents disagreed that there are cases where qualified and experienced candidates were not selected due to their political affiliation with an average of 2.95; the teachers who are politically connected have better chances of getting promotion with an

average of 2.70; while the teachers who are politically connected have better chances of getting promotion with an average of 2.63; and money plays a role in the filling of positions with an average of 3.05. Deviation from the mean is above 2, meaning that many respondents are spread below 2 standard deviations on each side of the mean.

Table 5.48 descriptive statistics on the elements of procedural justice

Descriptive Statistics

Procedural Justice	N	Minimum	Maximum	Mean	Std. Deviation
1. In my opinion, there is a fair employment equity policy in the filling of positions within my school.	191	1.00	4.00	2.1099	.88464
2. In my opinion, the procedures for the filling of positions within my school are conducted according to the policies of the Department of Education.	192	1.00	4.00	1.9271	.84065
3. In my opinion, the procedures in the filling of positions within my school are based on the good working experience of a qualified candidate.	192	.00	4.00	2.1458	.99190
4. In my opinion, there have been cases where qualified and experienced candidates or teachers are not treated correctly because of their political affiliations.	193	.00	4.00	2.8808	1.09511
5. In my opinion, the procedures for filling positions in my school are free without any prejudice.	191	.00	4.00	2.2042	.89159
6. In my opinion, the procedures for filling positions in my school are conducted correctly.	190	.00	22.00	2.3105	1.70384
7. In my opinion, the procedures in conducting the filling of positions within my school are influenced by bribery.	190	.00	12.00	3.2105	1.26319
8. In my opinion, the procedures in conducting the filling of positions within my school are influenced by the trade unions.	192	.00	4.00	2.7031	1.08314
Valid N (listwise)	183				

The total number of respondents was 193, some of the questions (1, 2, 3, 5, and 6) were not answered. The average number of the respondents agreed that there is a fair employment equity policy with an average of 2.10; procedures for filling positions are conducted according to the policies of the Department of Basic Education with an average of 1.92; procedures of filling positions are based on good working experience of a qualified candidate with an average of 2.14; while procedures of filling positions are free without any prejudice with an average of 2.20; and procedures of filling positions are conducted correctly with an average of 2.31.

Deviation from the mean is below 1, meaning that many respondents are spread below 1 standard deviation on each side of the mean. Questions (4, 7 and 8) were not answered by the respondents. The average number of the respondents disagreed that there were cases where qualified and experienced candidates are not treated correctly with an average of 2.9, procedures in conducting the filing of positions are influenced by bribery with an average of 3.21, and procedures in conducting the filling of positions are influenced by trade union with an average of 2.70. Deviation from the mean is above 2, meaning that many respondents are spread below 2 standard deviations on each side of the mean.

Table 5.49 depicts descriptive statistics on interactional justice

Descriptive Statistics

Interactional Justice	N	Minimum	Maximum	Mean	Std. Deviation
1. In my opinion, the principal provides information to all the teachers in a truthfully way.	193	1.00	4.00	1.7979	.85732
2. In my opinion, the principal presents information to all the teachers in an open manner.	193	1.00	4.00	1.8342	.89179
3. In my opinion, the principal treats all the teachers equally with dignity.	192	.00	4.00	2.0833	1.03009
4. In my opinion, the principal makes statements that are intolerant of all the teachers.	189	.00	4.00	2.8995	1.04446
5. In my opinion, the principal answers all the questions that are asked by the teachers in a respectful manner.	193	.00	11.00	2.0466	1.11938
6. In my opinion, the principal is apologising when he or she has wronged the teacher.	192	.00	4.00	2.1406	.91298
7. In my opinion apology by the principal creates a good working relationship with the teachers	192	.00	11.00	1.7760	.96366
8. In my view in our school, a good relationship is maintained even when the teacher has not been shortlisted for a promotional post.	192	.00	4.00	2.0156	.82167
9. In my view in our school, there is a good working relationship between the teachers and management.	192	.00	4.00	1.7187	.71195
10. In my view, the decision that has been taken by the principal and school governing body in past helped the school to select a good candidate to fill positions.	193	.00	4.00	2.0000	.79713

11. In my view, I expect the interview panel to treat each applicant with respect looking at their teaching experience and academic qualifications yet this doesn't happen in my school.	192	.00	4.00	2.5260	1.08746
12. In my view, the Department of Education encourages the school to build a supportive relationships among the teachers.	193	.00	22.00	2.0155	1.62813
13. In my view, the principal in my school communicates information to all the teachers in an honest manner.	193	.00	4.00	1.9585	.87699
14. In my view, the principal in my school is able to resolve conflict among the teachers in a fair manner.	193	.00	4.00	2.0725	.89263
Valid N (listwise)	186				

The total number of respondents was 193, some of the questions (1, 2, 5, and 10), were answered while other questions (3, 6, 7, 8, and 9) were not answered. The average number of the respondents agreed that the principal provides information in a truthful way with an average of 1.79; the principal presents information in an open manner with an average of 1.83; the principal presents information in an open manner with an average of 1.83; the Principal treats all the teachers equally with dignity with an average of 2.08; the Principal is apologizing when he or she wronged the teachers with an average of 2.14; the principal creates a good working relationship with the teachers with an average of 1.78; a good working relationship is maintained even when the teacher has not been shortlisted with an average of 2.02; there is a good working relationship between the teachers and management with an average of 1.71, and the Principal and school governing body in the past helped the school to select a good candidate with an average of 2.00. Deviation from the mean is below 1, which means that many respondents are spread below 1 standard deviation on each side of the mean. Questions (4, 11, 12, 13, and 14) were not answered by the respondents. The average number of the respondents disagreed that the principal makes statements that are intolerant against all the teachers with an average of 2.89; the interview panel treat each applicant with respect by looking at their teaching experience with an average of 2.52; the Department of Education encourages the school to build a supportive relationship with an average of 2.01; the Principal communicates information to all the teachers in an honest manner with an average of 1.95, and the Principal is able to resolve conflict among the teachers in a fair manner with an average of 2.07.

Deviation from the mean is above 1, meaning that many respondents are spread above 1 standard deviation on each side of the mean.

5.3 PRESENTATION AND ANALYSIS OF QUALITATIVE DATA

In the qualitative enquiry of this study, the interviewees were asked to show their understanding of a number of issues. Such issues, amongst other things related to how interview processes are conducted in the schools, the role that is played by the trade unions during the interview process, how the interviewees for a job within the Department of Education are scored, and how grievances and disputes arising from the recruitment process must be handled.

5.3.1 How is the interview committee constituted?

All the 10 interviewees indicated that the interview committee depends on the type of post or vacant position being filled. They all seemed to understand how the committee must be constituted. Furthermore, they all indicated that essentially there are generally four positions that can be filled in a school (excluding administration and maintenance staff). The respondents indicated that these positions are the teacher/educator position(s), Departmental Head position (previously known as HOD), deputy principal position, and principal position. The ten respondents indicated that the committee is constituted as follows:

- A person who is the representative of the Department of Education. In some cases, the Department of Education may request the school principal of the school where the position is to be filled, to be its representative.

- In the case where the school principal of the school where the position is to be filled has not been selected to be the Department's representative, he must be part of the interview committee.

- A representative from the School Governing Body. This must exclude a member who is an educator and an applicant for the position.

- There must be a member of the union representing the candidate that has been shortlisted. The union must be a member of the Education Labour Relations Council (ELRC). It must be noted that the respondents indicated that the number of union representatives represented in the committee depends on the number of unions representing the applicants.

What was of particular interest is that the interviewees indicated that in the face of it this structure of the interview committee seems to be fair and justifiable. According to the interviewees, the problem arises as a result of the underlying circumstances. The interviewees indicated that in most cases the first problem could be that the representative of the Department may very well be a member of a union to which some of the candidates belong, especially the candidate that is earmarked to take the position. The second problem is that the school principal himself/herself could be a deployed person of the union to which the earmarked candidate belongs. The third problem could be that all the candidates that are being interviewed belong to the same union. In such a case, which is often the case according to the interviewees of this study, the representative of the school governing body is outnumbered even if he/she were to be an educated objective individual. In such a case it may prove impossible to prove any irregularity.

5.3.2 What are the roles of the unions and who can be an observer?

The main role of the trade union is to act as an observer. This, amongst other things, is meant to ensure that the whole interview process runs smooth, there is fairness, and no discrimination against everyone especially the candidates. In short, the respondents indicated that the role of the trade union is to ensure that the policy of the Department of Education is followed accordingly. While the respondents are aware of this observer role of the unions, the respondents indicated that the unions seem to be calling the shot. The unions are perceived by the interviewees of this study as bigger than the Department of Education. The interviewees of this study further indicated that since the management of the Department is full of people deployed by the dominant trade union, SADTU in the case of KZN, members of the panel are more likely to obtain confidential information that they are not supposed to be privy of. Furthermore, the interviewees of this study indicated that the observer role of the union(s) is contaminated as it tends to favour the earmarked candidate. That contradicts the spirit of procedural and distributive justice.

5.3.3 Broadly speaking how is the shortlisting done?

All the interviewees indicated that first and foremost the shortlisting process is guided by the requirements of the vacant post. Secondly, the respondents indicated that a resolution is taken as to how the process of shortlisting was to be conducted. This resolution is supposed to be in line with the Department's policy. Some of the respondents indicated that some of the

resolutions that are taken tend to favour a certain candidate during the shortlisting process thus disadvantaging other candidates. The respondents indicated that the panel reads all the CVs word by word to check if the CVs meet the requirements of the vacant post.

5.3.4 How is the performance of the interviewee assessed or rated in the interview process?

The interviewees indicated that the performance of the interviewee is assessed or rated as per interviewees 'answers. The interviewees also indicated that the scorers are allocated per interviewee's answers. The interviewees also indicated that they are also guided by the resolution. When the candidate is answering he or she must use the guidelines that are given to the resolutions. The interviewees also indicated that when the panel assesses the candidate it allocates the scores per answer. The union representatives are also given the resolution. The rating scores range from 1 to 7, where 1 is the least score and 7 is the maximum score. Almost all the respondents indicated that this is the most crucial part of the interview process because the candidate that attains the most or biggest score is more likely to be appointed to the position. Furthermore, all the 10 respondents indicated that although there is a guideline as to how the scores must be allocated, it is still the interviewers' subjective opinions that prevail. The respondents also indicated that it is an open secret that members of the interview committee at times, (if not always) collude to allocate more to their desired candidate.

5.3.5 In the event where there is a grievance or dispute, how is it handled or what is the procedure for handling a grievance or dispute?

All the ten interviewees seemed to understand the grievance procedures that need to be followed when there are grievances. This is mainly due to the fact that school principals are thoroughly workshopped on such matters. The interviewees indicated that an aggrieved party can launch a grievance himself/herself or his/ her union representative can launch the grievance on his /her behalf. The respondents also correctly indicated that the dispute or grievance is launched at the Department of Education's Human Resource (HR) unit whose function of filling the vacant posts rests. The respondents also correctly indicated what procedure is followed when launching the dispute or grievance. For example, they indicated that the aggrieved applicant or union representative fill the grievance form and submit it to the Department of Education's HR unit. The HR Unit will then duly contact the committee members and inform them that there has been a dispute or grievance. The Department then sets

the hearing date and all the interview committee members and the union representative(s) are invited to attend the dispute hearing. They listen to the nature of the dispute. The department then makes a decision whether or not the dispute or grievance has merits (merit). In the event, the decision is that the grievance has merits the Department may decide that a new interview process be initiated.

5.3.6 In your opinion, how does the teachers' affiliation to a particular union affect the manner he or she relates to his or her colleagues?

The interviewees had slightly different views on this question. 4 of the interviewees indicated that in their respective schools, the teachers tend to relate differently depending on their union affiliation. For example, the four interviewees indicated that in their schools, the teachers who happen to be NATU members tend to be somehow ostracised by those who are SADTU members. The respondents indicated that although this is done in a very subtle manner one can pick it up, especially when there are staff meetings. The other 6 respondents indicated that in their schools the union affiliation did not materially affect teacher relations.

5.3.7 In your opinion, to what extent do you think the candidate's affiliation to a particular union affects his or her chances of being appointed? All the interviewees indicated that a candidate affiliation is crucial or proven to be the determinant factor in securing the position so much that a complaint to this effect was launched to the Minister of Basic Education. To this extent, the Minister instituted the study to investigate the claims among other things. More was discussed about this in the next chapter.

5.3.8 Broadly speaking, what is the management plan that needs to be followed from the time the bulletin is released by the district office right up to the time the candidate who has been promoted assumes duty? The interviewees proposed three main things to be done. Firstly, the interviewees proposed that there must be a:

- **Departmental management plan**: the interviewees argued that the Department of Education should start by empowering and teaching all the concerned stakeholders. Everything should be guided by the departmental policy. We talk about the Department, teachers, SGB and unions because they are the ones who are working on the process.

- **Time for bulletin:** the interviewees argued that the bulletin in which vacant positions are advertised must have time frames, and should be followed. The whole process should be monitored by the Department.

- **Empowerment by the District office**: the interviewees argued that the teachers need to be empowered by being represented in the interview committee. The interviewees further indicated that such inclusion of teacher representation in the interview committee could ensure that the views of the teachers are incorporated into the interview questions. The Department of Education needs to visit the schools where promotion is taking place. Teach the teachers not to discriminate against outside candidates.

5.4 CHAPTER SUMMARY

The chapter has been able to provide both quantitative and qualitative data. A brief analysis of the collected data was also provided. While some researchers feel that data must only be presented in the form of either frequency tables or bar graphs, in this study the researcher felt that it was appropriate to provide both frequency tables and bar graphs. The discussion of these research findings is provided in the next chapter which is also the last chapter of the report.

CHAPTER 6

DISCUSSION OF THE RESEARCH FINDINGS

6.1 INTRODUCTION

A little while ago there were widespread allegations that teachers' trade unions are engaged in a widespread illegal act of selling posts to teachers thus contradicting both procedural and distributive justice that the Department of Education is expected by law to uphold. This problem had become so rife that the Minister of Education decided to set up a ministerial task team to investigate these allegations. While this study is more about distributive, procedural and interactional justice it nevertheless is similar to the study conducted by the Ministerial task team in many ways. For example, the selling of posts meant that the post could be given to the highest bidder and at times even thwarted the procedures, thus contradicting both procedural and distributive justice two of the main aspects of this study.

6.2 DISCUSSION

The participants of the study were asked to provide answers to a number of variables and the responses were quantified, and these variables include but were not limited to the work experience of the participants, the gender of the participants, trade union affiliation of the participants, equal chance to promotion, fairness of the recruitment and selection process, and others.

6.2. 1 Work experience, qualification, and trade union affiliation of the participants

It was particularly important for the researcher to get an idea of the work experience within the teaching profession of the participants. This was particularly so because it could be expected that a person that is well experienced in a particular sector or department is more likely to provide informed and credible information than one who is less experienced in the same sector or department. The fact that in this study most participants, more than 116 out of 190 participants, have been in the employ of the Department of Education as teachers for more than 10 years and that they have post-graduate qualifications in teaching suggests that one may put a degree of confidence in the responses they provided to the questions asked. Furthermore, the 0.7 Cronbach's alpha coefficient of this study showed that there was internal validity in the

responses provided by the participants. This means that there was some degree of consistency in their responses. It must however be noted that the majority of the participants were affiliated with SADTU. The researcher was mindful of the fact that, while the researcher clearly indicated both in the questionnaire and in the interviews that confidentiality would be maintained, participants could still very well be sceptical to respond in a manner that puts SADTU in a bad light.

6.2.2 Distributive Justice

Based on the findings as presented in chapter 5 the following could be said about distributive justice within the Department of Education, and within the schools that fall under the Kranskloof circuit in particular. First of all, the view of the researcher was that and still is that it does not matter much how the majority of the participants responded, but what mattered much was whether or not there was any semblance of the inexistence of distributive justice within the Kranskloof circuit. The view of the researcher is that there ought to be complete and fair distributive justice within the Department of Education, and the Kranskloof circuit in particular subject to a few, isolated exceptional cases. The seven questions that seek to obtain quantitative data on distributive justice all indicate that in the main the participants felt that there was distributive justice within the Kranskloof circuit of the Department of Education. What was worth noting was that not all the participants felt that way in all the seven questions. In fact, in all the seven questions that seek to determine whether or not there was distributive justice, the majority of the participants indicated that indeed there is distributive justice within the Kranskloof circuit but an average of more than 20% of the participants felt otherwise. In fact, in some cases as high as 40% of the participants felt that there was distributive justice with regard to what was asked.

This is viewed by the researcher as a problem because on a bigger scale of things 20% of the population is quite a huge percentage. If for example, the staff complement in the province is 5000, then it would mean that more than 1000 workers feel there is a lack of distributive justice. It is the researcher's considered view that in most cases what happens is that within Government Departments, and the Department of Education, in particular, the process that is used to fill vacant positions is made to appear to be fair, gender equitable and just. In reality, as articulated by the interviewees as well, there is an underlying distributive injustice. This is so because the recruitment process is made to appear to be just and equitable yet behind the

scenes a lot takes place to ensure that the result is contaminated to deliver the desired outcome. For example, a position would be advertised giving the impression that all applicants stand an equal chance of being recruited when in fact it has been decided that a certain person would be recruited. Distributive injustice is done in a subtle way such that in the face of it, one can hardly realize that the playing fields are not level.

6.2.3. Procedural Justice

Based on the findings as presented in chapter 5 there are a number of areas that relate to procedural justice within the Department of Education, and within the schools that fall under the Kranskloof circuit in particular. There is no doubt that the Government Department and the Department of Education in particular strive to tow the ruling party's policy on gender equity. First, and foremost the policy is not clear as to the gender policy must be applied because when the advertisements are placed in the bulletins and newspapers all genders are invited to apply. The researcher is mindful of the fact that all advertisements mentioned are made of the fact that preference is given to previously disadvantaged individuals which mean disabled individuals, and females of all races. This is so because the law of the land is still somehow a hindrance in that it does not allow discrimination in any form. This suggests that the Departments cannot say that males, for example, must not apply for the position even if the intention is to employ a female. This indirectly suggests that the procedure that is followed is not clear enough on how gender equity must be implemented on a practical level. For example, it would be better if it is stated clearly that if the second-best candidate is a female then she must be preferred over a male candidate who happens to have come first. Alternatively, a score could be allocated such that the genders have different weights. The procedure is not clear enough to the applicants for them to be able to raise a complaint. There are a few procedures that need to be discussed further in this regard.

6.2.3.1 Procedural requirement of fairness of the recruitment and selection process

Section 20(8) of the South African Schools Act 86 of 1996 strengthens the similar principles found in section 195 of the Constitution of the Republic of South Africa Act 108 of 1996 and the factors that must be taken into account that guide the recruitment process must comprise of the:

    (a) the ability of the candidate;

(b) the principle of equity;

(c) the need to redress past injustices; and

(d) the need for representability (South African Schools Act 84 of 1996: 13).

In the quantitative part of this study, the majority of the respondents (78.5%) agreed that the decisions taken during the recruitment and selection process in the filling of posts were correct. One may argue that the responses that were given by the participants indicated that the recruitment and selection processes were in line with the principles of the South African Schools Act 84 of 1996. The minority of the participants 20.2% disagreed with the view that during the recruitment and selection process in the filling of posts the decisions taken were correct. Even in interviews some of the interviewees disagreed and as an example to emphasize their disagreement they once again referred the researcher to the article written by the City Press newspaper that was published on the 14th of June 2009 in which an indication was made that, that the Gauteng Department of Education employee who wanted to remain anonymous said that the candidates with post-graduate degrees were sidelined during the shortlisting and interview processes. In spite of this one may still conclude that in the main the recruitment and selection processes are conducted according to the Department of Education policies.

6.2.3.2 Procedural requirement of ensuring employment equity policy

It is the responsibility of the ministers and director generals in different government departments to make sure that the Employment Equity Policy (EEA) is implemented. According to Nel et al., (2016), the focus of EEA is the eradication of unfair discrimination in any form of hiring, promotion, training, pay, benefits and retrenchments in organisations. EEA requires all the employees in the private and public sectors to be treated equally. Out of a total number of 193 respondents, 77.2% indicated that there is a fair Employment Equity Policy in the filling of positions in their schools. Looking at the results of the data that was collected, show that the Department of Education is doing its best to employ more women in senior positions in the schools. On the other hand, the minority of the respondents (42%) indicated that there is no fair Employment Equity Policy in the filling of positions in their schools. It is the researcher's considered view that 42% is a high percentage and needs to be addressed. The researcher is of the view that when one looks at these figures one needs to look at where the Department of Education is coming from on this question and ask whether or not there has been any improvement. It is the researcher's view that indeed there has been a drop in the

number of complaints in this regard. At the time people tend to think that males must not be employed at all for as long as the number of male teachers exceeds that of female teachers. The policy does not say so. It is the researcher's considered view that the Department is on the right track on this question.

6.2.3.3 Procedural requirement for filling vacant positions

According to section 3(3.1) of the Employment of Educators Act 76 of 1998, the advertising and filling of education posts:

    (a) the advertisement for vacant posts for educators must:

        (i) be self-explanatory and clear and must include:

- minimum requirements
- procedure to be followed for application

    (b) all vacancies in public schools are to be advertised in a gazette, bulletin or circular. The existence of which shall be made public by means of an advertisement in the public media both provincially and nationally (Employment of Educators Act 76 of 1998: 76).

Out of a total number of 193 respondents, 14% disagreed that the procedures in the filling of positions within their schools are conducted according to the policies of the Department of Education. In other words, a small number of the respondents are of the view that the procedures in the filling of positions within their schools are not following the policies of the Department of Education. One may speculate that among those who are disagreeing with this question were members of the School Governing Body representing the teachers. One may further speculate that they have knowledge of how the procedures in the filling of positions within their schools are conducted.

6.2.3.4 Procedural requirement of acting in a non-prejudicial manner

In some South African workplaces, prejudice is taking place on daily basis. Employees with disabilities and female employees are the ones that often face prejudice in their workplaces. and Promotion of Equality and Prevention of Unfair Discrimination Act section 29(a) outlined unfair practices as creating artificial barriers to equal access to employment opportunities by using certain recruitment and selection procedures. In this study, the participants both in the qualitative and quantitative data indicated that there are no prejudices in the procedures of filling positions in the schools. The researcher interpreted that to mean that, according to the

participants of this study, the procedures are free without prejudice or favour. In fact, 73.6% of the participants in the quantitative part of the study indicated that in their schools the procedures of filling the positions are free without prejudice while a smaller percentage, which makes 24.9%, gave a different view about the procedures of filling positions. This also implied that the participants felt that the selection of candidates that are qualifying for interviews are selected based on the requirements of the post that is advertised on the Department of Education Circular. Again, as is the case with responses to other questions, when the percentage is low but not very low to suggest isolated cases the view of the researcher is that the Department of Education must intervene. Even in this case, the researcher is of the view that low as 24.9% is, it is a serious course for concern because on the bigger scale of things this percentage translates into quite a number of employees.

6.2.3.5 Procedural requirement of honesty and avoidance of bribery

73.6% which is the majority of the respondents indicated that the procedures in conducting the filling of positions within their schools were not influenced by bribery. The study revealed that 23% of the respondents have a different view, meaning they feel bribery does take place. To that extent, an example is given by referring to the City Press publication published on 05th June 2016 in which one teacher disclosed that he paid a bribe for a post in a primary school. To the researcher, this was just an isolated case. If the City Press had a large number of cases in this regard they would have made a meal of it. The researcher is mindful of the fact that 23% of the respondents are quite a large number if one looks at the bigger picture.

6.2.3.6 Procedural requirement of addressing the imbalance of the past

Pre-1994 in South Africa, female employees irrespective of their race were excluded from the promotion that was enjoyed by their male counterparts. It was even worse for the black female employees. In this study 72.5% which is the majority of the participants agreed that their schools are addressing the imbalances of the past in order to achieve a broad representation in filling of posts by appointing female educators. This is in compliance with the Employment of Educators Act 76 of 1998 section 7(1) as contemplated in section 195(1) of the Constitution of the Republic of South Africa, Act No. 108 of 1996 and Employment Equity Act 55 of 1998. While 24.9% of the participants are having a different view about this question it nevertheless is a large number on the bigger scale of things. Williams (2011), quoted by Msila (2013), asserted that

even though women have been increasingly appointed since the 1990s, women are still under-represented in leadership positions. One may support the argument that the Department of Basic Education is trying to close the gap between the number of male and female teachers in the employ of the Department by appointing females into senior positions within the schools.

6.2.3.7 Procedural requirement of recruiting and selecting qualified and experienced candidates.

Each and every organisation whether private or public strive to hire or select a candidate that is qualified and experienced to take the organisation to the next level. Some organisations make it a requirement to hire qualified and experienced candidates but is not necessarily the law. In Government Departments, it is a policy to employ qualified candidates. The respondents and interviewees of this study indicated that in addition to basic minimum qualification and experience political affiliation of the applicant tends to be the determining factor. Essentially what the respondents and interviewees are saying is that if the school is dominated by a certain trade union, members of a rival trade union have a slim chance of being promoted to fill the positions in the schools. 68% of the respondents denied that there were cases where qualified and experienced candidates were not selected because of their political affiliation and 29.5% of the respondents have a different view. If one looks at this figure and compares it with the number of SADTU respondents in this study one may conclude that even members of SADTU support the notion that there are cases in which qualified and experienced applicants are overlooked in preference of those who are members of the dominant teacher union.

6.2.4 Interactional Justice

Based on the findings as presented in chapter 5 the following could be said about interactional justice within the Department of Education, and within the schools that fall under the Kranskloof circuit in particular.

6.2.4.1 Requirement to promote interactional justice among teach

It is the duty of the school principals to encourage and promote interactional justice in the schools. It is expected of the school principals to lead in this regard because a lack of interactional justice may affect the performance of the learners. It is the researcher's considered view that lack of interactional justice may have a negative spill over to the learners in many

ways. For example, the learners may view a teacher that belongs to the union they do not like as an adversary and may choose not to respect that teacher thus affecting their marks at the end of the year. It must be borne in mind that teacher unions are somewhat related or linked to political parties that exist in the country. Some political parties for whatever reasons are hated by certain teacher unions therefore if the teacher belongs to a union that is linked or related to the hated political party such hatred of the political party may be meted against the teacher that supports it. This may not only affect the results of the learners but could also promote fights within the schools emanating from what happens in the broader political space. If there is a strong positive interactional conduct amongst the teachers what happens out there in the broader political space is less likely to penetrate the good relationship among the teachers. Such a relationship is promoted by using a number of methods to promote interactions among the teachers. This may include team-building exercises for the teachers, and so forth.

6.2.4.2 Requirement to encourage good relationships among teachers

The good working relationship between the employer and the employees in the organisation creates a working environment that is conducive to work in. In this study, the majority (84%) of the respondents and interviewees indicated that there was generally a good level of relationship among the teachers irrespective of their trade union affiliation. Only 15% of the respondents and interviewees felt otherwise. In the interviews, the researcher also seeks to find out whether those teachers who had had a chance to participate in the interviews for a position and did not succeed continued to have a good relationship with their counterparts. The interviewees could not be specific in responding to this question, and most of them knew of those who were shortlisted and got appointed.

6.2.4.3 Communicating Information

It is very important to note that communication is very important in the workplace between the managers and their staff members. Information that is not communicated to all staff members or distorted creates division. Poor communication with the staff members may create a working environment that is unconducive to work in. The majority of the respondents (83.4%) agreed that the principals in their schools are communicating information to all of them in an honest manner only a small percentage 16% felt differently. The results are encouraging for the researcher especially given the fact that the study shows that all the respondents from different

trade unions are agreeing that the principals are communicating information in an honest manner. One needs to remember that even the principals are affiliated with teacher trade unions. To the extent that 16% is quite a number on a big scale of things.

6.2.4.4 Requirement to resolve conflicts to promote interactional justice

Conflicts in the working places need to be resolved by a manager who understands conflict management. Conflict needs to be resolved by a manager who will not be biased toward the employees that are in conflict. In this study, the majority of the respondents (81.4%) indicated that their principals in their schools are able to resolve conflicts among the teachers in a fair manner, however, 18.1% felt otherwise. The results are very encouraging for the researcher especially when the highest percentage of the respondents answered this question positively. Conflicts affect the rate at which employees of an organisation interact. When there are lower levels of interactions amongst the employees of the organisation, in this case, the schools, there is relatively lower productivity. In the Education sector, one would wish for a higher level of interaction amongst teachers because education by its very nature is interactional.

6.3 GENERAL OVERVIEW OF THE FINDINGS OF THIS STUDY

The views expressed in this section are based on both parties, the teachers and school principals. This section did not aim to compare the views of each group on the same areas but aimed at getting an overall picture of what is happening within the Kranskloof circuit.

The study revealed that organisational injustice which may manifest itself in different ways including the selling of posts is done in a very sophisticated manner that can prove difficult to solve. The study revealed that in cases where promotion processes have to be conducted, in some cases in the face of it, the process seems fair and credible but what goes on behind the scenes (prior to the interviews of the candidates) has a direct impact on the outcome of the interview process.

This study revealed that the teachers are of the view that the SGBs play an insignificant role in the appointment of candidates. The teachers indicated that the SGB in most cases is subservient to the union representatives who in most cases tend to play a major role as opposed to an observer role. They further revealed that the SGBs feel powerless, in interview settings,

because interview committees in almost all cases comprises of members who belong to the same union. It is interesting to note that the trade unions do not blame the SGBs for selling the posts but cite a lack of training on the part of the SGBs as a problem.

The school principals indicated that teacher trade unions, SADTU in particular, use undue influence in different stages of the recruitment process to affect the outcome of the filling of posts process. While this view is not supported by the majority of the teachers who participated in this study, those who felt this way were a sizable number. Which makes the researcher conclude that irregularities do exist in the Kranskloof circuit.

The views of the teachers in this study are that the Department of Education has totally lost control of education, and has provided a number of reasons for that. The first problem that the teachers identified as one of the causes for the Department of Education to lose control of the education of the children, is the increase in the paperwork that teachers are now confronted with. The second reason provided by the teachers is that the current system of education makes them lose focus on the actual task of teaching the pupils and makes them write reports thus making them want to be out of the system or at least out of the teaching unit of the Department.

The school principals indicated that most teachers are now motivated to be more on the administrative or management side of the education department than in the classrooms. This, they argue, makes them strive for senior management positions and at times use unscrupulous means such as buying promotion posts.

In essence the school principals and teachers all feel that the new education systems, that have been getting imposed, on them, have not done any good to the education of the child and the Department of Education.

The third reason provided by the teachers in this study is that they are no longer motivated to do their work because most feel the likelihood of being rewarded by being promoted to a senior position is less likely these days unless one is politically connected within the dominant teacher trade union in that particular area.

The school principals indicated that the leadership in the Education happens to be people who are inexperienced in education but who are there because of having occupied certain positions in the dominant trade union in the area. They also felt that the abolishing of teacher training colleges affected the quality of teachers the Departments now has. The school principals indicated that the main contributory factor to the loss of control of education by the Department of Education is the power of the unions in the management of the schools and general management of the Department.

The triangulation of data collected from the teachers and school principals was done by comparing the responses to certain questions as well as taking the responses of both groups into consideration in making a conclusion or judgement on the subject matter. The questions that were posed to the school principals and those that the teachers had to answer were not all the same. In relation to those questions which were similar, the views of the teachers and the principals were more or less similar to varying degrees. For example, the school principals felt that the teacher union affiliation played a major role in the selection of the candidate. The majority of the teachers, on the other hand, felt that teacher union affiliation did not play a major role. While the percentage of those who indicated that teacher union affiliation played a major role constituted a relatively small percentage, this was nevertheless a huge number. This means that a huge number of teachers agreed with the views of the principals on this question. The findings indicate that there is an agreement between the teachers and the school principals that the unions play a bigger role than just being there in an observer capacity. In fact, the principals went on to say that the unions seem to be bigger than the Department of Education in terms of their influence. In other words, candidates who are not union members stand little chance or no chance of being promoted to senior positions. The findings also indicated that the teachers are of the view that bribery does not play a role in scoring the interviewee, and the principals are of the view that the scoring in the interview process is the most crucial in determining who is to be employed. Taking into account that the number of those who agreed that bribery was small comparatively, it nevertheless implies that there was a strong view that scoring based on bribery. Taking these two views into account one may not rule out the view that bribery plays a role in the promotion of teachers.

While this study seems to confirm what the Department of Education both nationally and provincially that the Department is doing pretty well on distributive, procedural, and

interactional justice, it was worth noting that the percentages that confirmed the above statement was somewhat the same as the percentage that reflected the number of teachers who are members of SADTU. That made the researcher unsure whether the teachers answered the questions honestly or they were answering in support of the stance of the dominant teacher trade union, SADTU. Be as that may the researcher noted that those who felt that the Department of Education, and the Kranskloof circuit, in particular, was not as doing as well as the figures indicated, amounted to quite a significant figure that must compel the Department of Education, and Kranskloof circuit, in particular, to look at these areas of justice.

6. 3 CHAPTER SUMMARY

While this study has its findings, it was important to compare them with the findings of the Ministerial Task Team's report on the selling of posts within the Department of Education. Both qualitative and quantitative data of this study revealed a number of issues that the Department of Education must address in order to improve education within the provinces and KZN in particular. First and foremost, the study revealed that the elephant in the room is SADTU. Second, the study revealed that the ability of SADTU to prove that they are indeed able to make their prominent members achieve high office both within the Department of Education and the government has enabled them to entrench their control of the teachers, and officials of the Department. Both sets of data of this study indicated that the notion that posts are being sold within the Department of Education indeed seems to be true or is perceived to be true. The findings also revealed that the Department of Education needs to look seriously into the issue of changing Education MECs because it affects the continuity of policies. Last but not least, the study revealed that while there are allegations of the selling of promotion posts, these could not be verified and therefore remain speculation or a perception. While this chapter discussed the findings and responses to follow-up questions, the next chapter is going to provide specific answers to the research questions of this study and then provide recommendations of this study's findings into account.

CHAPTER 7

RECOMMENDATIONS AND CONCLUSION

7.1 INTRODUCTION

This chapter aims to provide an indication of whether the study has been able to achieve its objectives and whether or not the hypotheses have been proven to be true. This chapter also provides the recommendations of the study and the conclusion.

- To understand the teachers' perceptions on the practice of distributive justice in the filling of positions within schools in the Kranskloof circuit.
- To ascertain how the teachers, perceive the practice of procedural justice, especially in relation to recruitment and selection processes, in the filling of positions within schools in the Kranskloof circuit.
- To determine how the practice of interactional justice is perceived by the teachers in filling of positions within schools in the Kranskloof circuit.

7.2 MAIN HYPOTHESIS VERSUS RESEARCH FINDINGS

- **H: The teachers perceive the level of organisational justice in the process of filling positions within schools in the Kranskloof Circuit as non-existent.**

The study sought to find out whether the teachers perceive the level of organisational justice in the process of filling positions within schools in the Kranskloof Circuit. The study revealed that although there are areas that the Kranskloof circuit of the KwaZulu-Natal Department of Education needs to address, the main circuit office does practice organisational justice. In view of the above, it could be concluded that the Null hypothesis must be rejected.

Hypothesis 1 versus research findings

- **H1: Distributive justice in the filling of positions within schools in the Kranskloof circuit is non-existent.** The study revealed that broadly speaking the Department of Education and in particular Kranskloof circuit of the KwaZulu-Natal Department of Education, practice distributive justice as contemplated in the Acts that have been discussed in the previous chapters. The findings, however, revealed that the gap still needs to be narrowed between female and male teachers employed in senior and

management positions. In view of the above, it could be concluded that the Null hypothesis must be rejected.

Hypothesis 2 versus research findings

H2: There is procedural justice within schools in the Kranskloof circuit.

The teachers in the Kranskloof circuit of the KwaZulu-Natal Department of Education indicated that in their view in the face of its procedures seem to be followed in a number of areas within the Department. It was very difficult for the researcher to reach a decision as to whether there is procedural justice within schools in the Kranskloof circuit, simply because what happens behind the scenes is un-procedural. The researcher is therefore inclined to reject the above Null hypothesis.

Hypothesis 3 versus research findings

H3: There is interactional justice within schools in the Kranskloof circuit.

Generally speaking the findings of this study indicated that there is interactional justice among teachers within the Department of Education, and in particular within the Kranskloof circuit of the Department of Education. The questions that were posed in the questionnaire in relation to interactional justice mainly focused on the manner in which the school principals related to the teachers. The researcher explored this question in the interviews with the school principals. Findings from the questionnaires revealed that in most cases school principals relate well with the teachers although there are exceptional cases. The interviews revealed the same sentiments. In the interviews, some interviewees revealed that there were cases where there are tensions among teachers of the same school, especially in cases where there is no clear cut as to who the dominant teacher union is. In view of the above, it can be concluded that the above hypothesis must be accepted.

7.3 RECOMMENDATIONS

The following recommendations are based on the research findings of this study as discussed in chapter 6:

- It is recommended that the office-based educators and officials of the Department of Education be prohibited from being members of the teacher trade unions. This is based on the premise that when they act while in the employ of the Department, they ought to do so as representatives of the employer, who in this case, is the Department of

Education. It must be borne in mind that justice must not only be done but must also be seen to be done. If the official is a member of a particular union and candidates are aware of this, they may find it difficult to believe that the official has been fair throughout the process of recruitment and selection.

- An argument can be advanced that office bearers also do have work-related issues that require collective bargaining and thus have to be members of a trade union. To that extent, it is recommended that there must be a union specifically formed for office-based educators and Education officials.

- It is recommended that the government form an independent body that is going to monitor the conduct of the union representing the officials of the Department of Education with regards to how they relate to teacher trade unions otherwise how are they going to stop the undue influence they are allegedly exerting on processes such as the recruitment and selection processes of the Department.

- It is recommended that the recommended body mentioned above must also sit or provide representatives to sit in the recruitment, selection, and appointment of educators. The term educators must be understood to include school principals, deputy principals, and Heads of Departments of schools.

- It is recommended that the Provincial Heads of the Department must be individuals who rose from the ranks of the Department of Education, not from the ranks of a particular teacher trade union. It is the researchers considered view that the Head of Department ought to be a person who is experienced in administrative issues of the Department of Education. This does not mean that the issues relating to teachers will not be tackled, the teacher trade unions will still be there to engage with the Heads of the Department. In short appointment to the Head of Department position must not be a deployment but must be a promotion with specific deliverables so that the person occupies the position irrespective of which political party is in power. One may argue that such may affect the transformation agenda of the ruling party. To that extent the researcher is of the view that the transformation agenda if done lawfully is done within

the confines of the law and therefore even if the recommended view is implemented, it can still be affected.

- Education is the backbone of the country. There is evidence that nations that have a strong and good Education system are more likely to succeed than one that doesn't. If we move from this premise one can conclude that it is one Department the nation needs to be careful with when deciding who its leaders and senior managers must be. It must also be borne in mind that the Provincial Heads of Department are somewhat responsible for the Universities within the provinces (please note: "somewhat responsible") therefore it cannot be that the HoD is a person whose main forte' is political wisdom as is arguably currently the case. In the light of this, it is recommended that positions of HoD of the Department of Education be televised live just like is the case with other positions of national importance such as the position of National Director of Public Prosecutions, the position of Public Protector, and many others. There are only nine provinces therefore nine positions to fill, so it would not take too long to subject shortlisted candidates to this process.

- Once the teacher, deputy principal, or principal has been employed he or she becomes an employee of the Department of Education. Is it not surprising that the interview committee when such positions are filled only have one or two representatives of the Department? It depends on how one looks at it. The researcher is of the view that the school principal represents the school, not the department, the school governing body representative represents parents, and the union representatives represent the candidates, so the employer is only represented by the resource person who could also be argued to be there to provide resources needed to facilitate the process as opposed to really representing the interest of the employer. Bearing this in mind it is recommended that the Department be adequately represented by additional members from Department's Human Resources unit and that it must be their scores together with the scores of the principal and members of the School Governing Body that are tallied.

- It is recommended that the members of the trade union be prohibited from making recommendations during the process because at times such recommendations take precedent and are equated to instruction or otherwise. Panel members are made to

believe that if they do not do that which the union says must be done, then the Department will be taken to the Commission for Conciliation, Mediation and Arbitration (CCMA). The best thing is for them not to make any recommendations and merely observe whether or not the process was fair. The Department cannot fail to draw up a template that its representatives can follow during interviews to ensure that procedurally the process is fair.

- It is recommended that the Department of Education seriously revisit the dual role of the school principals as it creates complications, and then recommend to parliament which capacity must be paramount of the two roles or completely abolish the dual role. The researcher is of the view that the first problem is that most school principals regard the School Governing Bodies as separate entities from them as school principals. If the school principal is good enough to understand that he/she is an ex officio member of the School Governing Body he/she finds himself/herself conflicted as to which side to take. It must be borne in mind that the school principal by law and as an employee of the Department of Education, is expected to advance the policies of the Department of Education. In this regard, this implies that the school principal is accountable to the Head of the Department of Education. This is in terms of the South African Schools Act, section 23(1) (b). The same act stipulates that the school principal is an ex officio member of the School Governing Body and represents the Department in the School Governing Body. For the mere fact that the school principal is accountable to the School Governing body and the Head of the Department of Education makes the job of the school principal a bit difficult. There is a case law that illustrates this view, it relates to a case where the School Governing Body passed a policy that says a pregnant pupil must be suspended from the school yet the policy of the Department of Education views this as denying the pupil her right to education. The case law favoured the School Governing Body even on appeal, but the judges were not unanimous on the decision. This shows the complexity of this scenario. Clearly, this dual role creates a problem especially when the views of the School Governing Body differ from those of the Department of Education on a particular issue.

7.4 CHAPTER SUMMARY

As indicated in chapter 1 this study seeks to assess teachers' perceptions on organisational justice in the filling of positions within schools in the Kranskloof circuit. The study identified and discussed three important forms of organisational justice namely distributive, procedural, and interactive justice. The study revealed in all three aspects of organisational justice, the Department of Education, Kranskloof circuit, in particular, are doing pretty well although there are areas of concern. Areas of concern relate mainly with regards to subtle procedural justice in the filling of senior posts. The recommendations bring light to the limitations of the Law of the land and in particular, the schools Act especially in relation to issues such as the dual role of the school principals both as members of the School Governing Bodies and Departmental officials. The recommendations also indicate that there seems to be organizational unfairness in the composition of the interview committee because the employer seems to be under-represented at least as far as the researcher is concerned. Furthermore, the study and the recommendations indicate that the notion that the union act as observers is a fallacy based on evidence that shows that the opposite is true.

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ANNEXURE 1- LETTER OF INFORMED CONSENT

UNIVERSITY OF KWAZULU-NATAL

SCHOOL OF MANAGEMENT, INFORMATION TECHNOLOGY & GOVERNANCE

Dear Respondent,

Doctor of Philosophy in Industrial Relations (Industrial Relations) Research Project
Researcher: Benson Plaatjies (0733032915)
Supervisor: Dr W.B Zondi (0744127054)
                                   Co-Supervisor: Prof T.I Nzimakwe (031 260 2606)
Research Office: Ms M Synman (031 260 8350)

I, Augustus Benson Plaatjies a PhD (Industrial Relations) student, at the **School of Management, Information Technology & Governance**, of the University of KwaZulu-Natal. You are invited to participate in a research project entitled: **Assessing teachers' perceptions on organizational justice in the filling of positions within schools in the Kranskloof Circuit.** The main aim of this study is to assess teachers' perceptions on organisational justice in the filling of positions within schools in the Kranskloof circuit.

The main objective is addressed by the following sub-objectives:

1. To understand teachers' perceptions on the practice of distributive justice in the filling of positions within schools in the Kranskloof circuit.

2. To ascertain how the teachers perceive the practice of procedural justice in the filling of positions within schools in the Kranskloof circuit.

3. To determine how the practice of interactional justice is perceived by the teachers in filling of positions within schools in the Kranskloof circuit.

Through your participation, I hope to understand the procedure that is followed in the filling of positions within schools in the Kranskloof Circuit. The results of the survey are intended to contribute to finding solutions to the problems in filling of positions within schools.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this interview. Confidentiality and anonymity of records identifying you as a participant will be maintained by the **School of Management, Information Technology & Governance**, UKZN.

The interview should take about thirty minutes to an hour (30 min – 1H00) to complete. I hope you will take the time to participate in this interview.

Sincerely

Investigator's signature_____ Date_____

<u>CONSENT</u>

I hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participate in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT.................................... DATE.................................

ANNEXURE 2- RESEARCH INSTRUMENT

Category A

Questionnaire: Teachers only (Excluding the principals)

Section A: Biographic and Professional Information

Please read the questions very carefully and answer them honestly.

Mark the selected answers with an X next to each question.

Please select only one answer.

1. Please indicate your gender:

☐	- Male
☐	- Female

2. Please indicate your age.

☐	- 22 – 29
☐	- 30 – 39
☐	- 40 – 49
☐	- 50 – 59
☐	- 60 – 65

3. Please indicate your official position in your school.

☐	- Vice Principal
☐	Head of Department
☐	- Teacher

4. Please indicate your years of teaching experience.

☐	- Less than a year
☐	- 1 – 3 years
☐	- 4 – 9 years
☐	- 10 – 19 years
☐	- 20 - 29 years
☐	- More than 30 years

5. Please indicate your highest academic qualifications.

☐	- National Diploma
☐	- Advance Diploma
☐	- Degree in Education
☐	- Bachelor's Degree plus Postgraduate Teaching Diploma
☐	- Honours Degree
☐	- Honours Degree plus Teaching Diploma
☐	- Master's Degree

☐ - **Master's Degree plus Teaching Diploma**
☐ - **Doctoral Degree plus Teaching Diploma**
☐ - **Other (please specify)** _____

6. Please indicate a teacher trade union that you are affiliated too.

☐ - **SADTU**
☐ - **NATU**
☐ - **NAPTOSA**
☐ - **NEHAWU**
☐ - **Other (specify)** _____
☐ - **None (I pay a compulsory fee but I am not affiliated with any union)**

Section B:

Please indicate whether you: Strongly Agree, Agree, Strongly Disagree, or Disagree with each of the following statements

(These statements relate to the teachers' perceptions on the practice of distributive justice in the filling of positions within schools in the Kranskloof circuit).

Question	Strongly Agree	Agree	Strongly Disagree	Disagree
1. In my opinion, my school ensures that all the teachers have equal access to promotion in the filling of positions.				
2. In my opinion, my school is addressing the imbalances of the past in order to achieve a broad representation in the filling of posts by appointing female educators or teachers according to the Employment of Educators Act No. 76 of 1998 section 7(1) contemplated in section 195(1) of the Constitution of the Republic of South Africa Act No. 108 of 1996 and Employment Equity Act 55 of 1998.				
3. In my opinion, the decisions that are taken during the recruitment and selection process in filling posts in my school are correct.				
4. In my opinion, there have been cases where qualified and experienced candidates or teachers were not selected because of their political affiliations.				
5. In my opinion, the teachers in your school who are politically connected have better chances of getting promotions in filling of positions.				
6. In my opinion, the decision taken in the filling of positions in my school is influenced by trade unions.				
7. In my opinion, money plays a role in the filling of positions in my school.				

(These statements relate to how procedural justice is perceived by the teachers in the filling of positions within schools in the Kranskloof circuit).

Question	Strongly Agree	Agree	Strongly Disagree	Disagree
1. In my opinion, there is a fair employment equity policy in the filling of positions within my school.				
2. In my opinion, the procedures for the filling of positions within my school are conducted according to the policies of the Department of Education.				
3. In my opinion, the procedures in the filling of positions within my school are based on the good working experience of a qualified candidate.				
4. In my opinion, there have been cases where qualified and experienced candidates or teachers are not treated correctly because of their political affiliations.				
5. In my opinion, the procedures for filling positions in my school are free without any prejudice.				
6. In my opinion, the procedures for filling positions in my school are conducted correctly.				
7. In my opinion, the procedures in conducting the filling of positions within my school are influenced by bribery.				
8. In my opinion, the procedures in conducting the filling of positions within my school are influenced by the trade unions.				

(These statements relate to how is the practice of interactional justice perceived by the teachers in the filling of positions within schools in the Kranskloof circuit).

Question	Strongly Agree	Agree	Strongly Disagree	Disagree
1. In my opinion, the principal provides information to all the teachers in a truthfully way.				
2. In my opinion, the principal presents information to all the teachers in an open manner.				
3. In my opinion, the principal treats all the teachers equally with dignity.				
4. In my opinion, the principal makes statements that are intolerant against all the teachers.				
5. In my opinion, the principal answers all the questions that are asked by the teachers in a respectful manner.				
6. In my opinion, the principal is apologizing when he or she has wronged the teacher.				
7. In my opinion apology by the principal creates a good working relationship with the teachers				
8. In my view in our school, a good relationship is maintained even when the teacher has not been shortlisted for a promotional post.				
9. In my view in our school, there is a good working relationship between the teachers and management.				

10. In my view, the decision that has been taken by the principal and school governing body in past helped the school to select a good candidate to fill positions.				
11. In my view, I expect the interview panel to treat each applicant with respect looking at their teaching experience and academic qualifications yet this doesn't happen in my school.				
12. In my view, the Department of Education encourages the school to build a supportive relationships among the teachers.				
13. In my view, the principal in my school communicates information to all the teachers in an honest manner.				
14. In my view, the principal in my school is able to resolve conflict among the teachers in a fair manner.				

Category B

Interview Schedule: Principals only

1. How is the interview committee constituted?

2. In your opinion, what are the roles of unions and who can be an observer?

3. Broadly speaking how is the shortlisting done?

4. In the interview process how the performance of the interviewee is assessed (rating scale)?

5. In the event where there is a grievance or dispute, how is it handled or what is the procedure for handling a grievance or dispute?

6. In your opinion, how does the teachers' affiliation to a particular union affect the manner he or she relates to his or her colleagues?

7. In your opinion to what extent do you think the candidate's affiliation to a particular union affects his or her chances of being appointed?

8. Broadly speaking what is the management plan that needs to be followed from the time the bulletin is released by the District office right up to the time the candidate who has been promoted assumes duty?

………………..*THANK YOU VERY MUCH FOR PARTICIPATING*……………………..

ANNEXURE 3 - ETHICAL CLEARANCE

16 May 2017

Mr Augustus Benson Plaatjies (204008669)
School of Management, IT & Governance
Westville Campus

Dear Mr Plaatjies,

Protocol reference number: HSS/0352/017D
Project title: Assessing tachers' perceptions on organisational justice in filling of positions within schools in the Kranskloof Circuit

Full Approval -- Expedited Application

In response to your application received on 18 April 2017, 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.
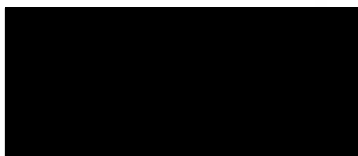
Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Dr WB Zondi and Professor TI Nzimakwe
Cc Academic Leader Research: Professor Brian McArthur
Cc School Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
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ANNEXURE 4 – PERMISSION TO CONDUCT THE STUDY

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Mr AB Plaatjies
86 Chelsea Court
67 Margaret Mncadi Avenue
Durban
4001

Dear Mr Plaatjies

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"ASSESSING TEACHERS' PERCEPTIONS ON ORGANISATIONAL JUSTICE IN FILLING OF POSITIONS WITHIN SCHOOLS IN THE KRANSKLOOF CIRCUIT/ WARD"**, 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 29 August 2017 to 09 July 2020.
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.

Pinetown District

Dr. EV Nzama
Head of Department: Education
Date: 29 August 2017

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ANNEXURE 5 – TURNITIN REPORT

PhD Thesis