

**PERCEPTIONS OF EDUCATORS ABOUT THE INVOLVEMENT OF
THE SOUTH AFRICAN DEMOCRATIC TEACHERS' UNION IN
PROFESSIONAL DEVELOPMENT**

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PROFESSIONAL DEVELOPMENT**

By

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**Dissertation of limited scope submitted in partial fulfilment of the
requirements for the degree**

**MAGISTER EDUCATIONIS IN EDUCATIONAL LEADERSHIP
at the**

**FACULTY OF EDUCATION
UNIVERSITY OF PRETORIA**

**Supervisor
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**PRETORIA
October 2013**

DEDICATION

I dedicate this mini-dissertation to my beloved wife, Morokomobe Lucy Tlhakola (Mogaleadi Ngwana-Shoroma). And to my beloved son, Thabang, and daughters Reneilwe and Tumishang.

Thank you very much for the great support and many sacrifices you have made during the course of my studies.

You are the pillar of my strength, my motivation and inspiration.

AND

my late mother Raisebe Annah (Serogole Ngwana-Tjale), my late father Lesetja Alpheus (Nape-Mokone) as well as my late brother-in-law Sonti Jacob Matlebjane. You will always be a treasure in my memory.

ACKNOWLEDGEMENTS

I would like to express my sincere appreciation and gratitude to all those who gave incomparable and invaluable assistance and support to me from the beginning to the end of this mini-dissertation research project.

- To my Creator, The Almighty God, for providing me with good health, enough space, valuable time, courage, strength, great wisdom and perseverance to complete my mini-dissertation.
- To my supervisor Professor J. L Beckmann for his motivation, guidance, constructive criticism, patience, love, commitment and academic insight.
- To Mrs Ailsa Williams a word of gratitude and appreciation for editing my mini-research text.
- To all my lecturers, administration officers, fellow students and library staff in the Department of Education at the University of Pretoria for contributing towards the completion of my studies.
- To Morokomobe Lucy, my lovely and beautiful wife, without whose support and sacrifices I would not have been able to complete this project.
- To my family members, my brother Lesetja Klaas Tlhakola (Moraswi) and my sisters Mapula Martha Hlakola (Pheladi), Seala Elizabeth Matlebjane (Koko-Chuene) for always talking words of wisdom to my ears.
- To my nephew Mahlodi Jerry Hlakola (Ngwa'ga) and niece Mapula Melida Makwane (Pheladi Ngwana-Matlebjane) for the support you gave me.
- To my kids, Reneilwe, Thabang and little Tumishang for having allowed me to take away their time to further my studies. Thank you very much Ba-Kone!
- To my Pastor T F, his wife Mrs M E, and their son Bro Maishe Mamabolo a word of gratitude for the great support you gave me during my studies.
- To my family friends Mr Lala Peter and Mrs Magdeline Phoshoko and Bro Thomas Mogale (Kolobe) a word of appreciation for your support and forgiving all your electronic gadgets to me.
- Limpopo Province Department of Education, District office Capricorn

District and South African Democratic Teachers' Union Limpopo Province for granting me permission to conduct research.

- Last but not least to all schools, principals and educators, in particular SADTU members, without whose support this research would not have been a success.

DECLARATION OF ORIGINALITY

I, Malesela Albert Tlhakola (Student number 95083619), hereby declare that this dissertation for the degree Magister of Education at the University of Pretoria, has not previously been submitted by me for degree purposes at this and any other university. This mini-dissertation “The perceptions of educators about the South African Democratic Teachers’ Union’s involvement in their professional development” is my own work in design and execution and work from other sources has been duly acknowledged as complete references.

Signature_____

Date_____

GLOSSARY OF TERMINOLOGY

ACE	Advanced Certificate in Education
ANA	Annual National Assessment
AEU	Australian Education Union
AFT	American Federation of Teachers
ANC	African National Congress
ATEE	Association for Teacher Education in Europe
BBBEE	Broad Based Black Economic Empowerment
BTU	Botswana Teachers' Union
CAPS	Curriculum and assessment Policy Statement
COSATU	Congress of South African Trade Unions
CPTD	Continuing Professional Teacher Development
EI	Education International
ELL	English Language Learners
ELRC	Education Labour Relations Council
ER & D	Education Research and Dissemination
ETDP SETA	Education Training and Development Practice's Sector Education and Training Authority
ETUCE	European Trade Union Committee for Education
HRD	Human Resource Development
FEA	Florida Education Association
ICT	Information and Communication Technology
ILO	International Labour Organisation
IQMS	Integrated Quality Management System
ITU	Israeli Teachers' Union
KEYS	Keys to Excellence for Your School
MDR	Mass Democratic Revolution
NEA	National Education Association
NGOs	Non-Governmental Organisations
NPC	National Planning Commission
NPDE	National Diploma in Education
NPDP	National Professional Development Program
NSC	National Senior Certificate
NSTU	Nova Scotia Teachers' union
NSWTF	New South Wales Teachers' Federation
OBE	Outcomes Based Education
OECD	Organisation for Economic Co-operation and Development
PD	Professional Development
PDEs	Provincial Departments of Education
PDS	Professional Development School
PMG	Parliamentary Monitoring Group
PTC	Primary Teachers' Certificate
QTU	Queensland Teachers' Union
REQV	Relative Education Qualification Value
SACE	South African Council for Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Education Quality
SACP	South African Communist Party
SADTU	South African Democratic Teachers' Union

SAPA	South African Principals' Association
SIHOLD	SADTU Investment Holdings
SIT	SADTU Investment Trust
SSTUWA	State School Teachers' Union of Western Australia
TPD	Teacher Professional Development
TUT	Trade Union Trading
UDF	United Democratic Front
WTU	Washington Teachers' Union

ABSTRACT

The claim by the South African Democratic Teachers' Union (SADTU) that it is investing more of its resources in teacher professional development than in supporting collective bargaining has led to this research. SADTU is the biggest teacher union with more than 230 000 members in South Africa (SA) and is more often than not using strikes and other forms of industrial action to put pressure on the Department of Basic Education to address its demands as a union. It even joins industrial action called by COSATU which has no relation to education matters. The aforementioned statement by SADTU is captured in Nxesi (2005) and SADTU (2002). However, the public media disagrees with what SADTU claims to be doing when it vowed to halt teaching and turn every court case involving its members into a holiday despite the crisis the strike has caused for school children (Mashaba, et al: 2007: 11).

Internationally teachers' unions like the Israeli Teachers' Union (ICT), National Education Association (NEA), Nova Scotia Teachers' Union (NSTU), Botswana Teachers' Union (BTU), Florida Education Association (FEA) and the New South Wales Teachers' Federation (NSWTF) have already started with teacher professional development programmes and initiatives in their respective countries and this is captured in NEA (2006), BTU (2005), FEA (2010), NSWTF (2010). SADTU's initiatives are in line with international trends. The need for SADTU members to be accorded teacher professional development is given more emphasis in that SADTU has established The Curtis Nkondo Teacher Professional Institute. This institute aims to address the challenges of poorly skilled educators in South Africa particularly SADTU members, and is emphasised in SADTU (2013).

SADTU's initiatives are in line with the Continuing Professional Teacher Development (CPTD) initiative which is a performance standard in the Integrated Quality Management System (IQMS) which is emphasized in Department of Education (2006).

The finding of this research indicates that SADTU is involved in its members' professional development.

KEY WORDS

Educators

trade union

professional development

perceptions

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CHAPTER 1: CONTEXUALIZATION, ORIENTATION AND STATEMENT OF THE PROBLEM

1.1 STATEMENT OF PURPOSE

The purpose of my study was to investigate the perceptions of teachers of the South African Democratic Teachers' Union's (hereafter SADTU) involvement in professional development as SADTU claims to be investing much of its resources in teacher professional development.

1.2 BACKGROUND

The South African Democratic Teachers' Union claims to be investing a significant part of its financial resources in the professional development of its members. The former General Secretary of SADTU and the president of Education International (EI), Mr Thulas Nxesi, asserts that SADTU has been ploughing more of its own limited budget into the professional development of its members than in supporting collective bargaining (Nxesi, 2005). The State School Teachers' Union of Western Australia (SSTUWA, 2005) states that unions continue to show their commitment by providing professional development that will assist members in the practical skills and strategies of their teaching and career enhancement. Most teacher unions, if not all, would claim to provide organisational unionist opportunities for its members as well as professional development and commercial benefits (Myburgh, 2005:118). As a member of SADTU for the past seventeen years I have not yet seen professional development included on the agenda of a branch meeting.

SADTU represents more than 230,000 teachers spread across the provinces. This makes it the largest union in the country (SADTU, 1990). Today the union's membership stands at **more than 260,000** representing nearly two-thirds of South Africa's educators. SADTU is the largest union in the public service and the second largest in the country (SADTU, 2007a). This makes it easy for SADTU to bring schooling to a halt in South Africa once negotiations with the employer reach deadlock. Once SADTU embarks on a strike, the majority of learners in the country cannot receive education. SADTU is the only teachers' union affiliated to COSATU (SADTU constitution, 2002:1). Forged in the struggle against apartheid and Bantu

education, SADTU, participates fully in the Tripartite Alliance of COSATU, the ANC (African National Congress) and the SACP (South African Communist Party) and it is also a member of Education International (EI), an international trade union coordinating body organising workers in the education sector with over 23 million members (SADTU, 2007b). Whenever COSATU calls for a strike about conditions of service, SADTU as an affiliate will participate. This is done even if the issues are not directly linked to education.

Staff development is a process involving evaluation, identification of needs and planned activities of individuals. It aims to improve those elements of professional knowledge and skills that affect work performance (Heystek, Roos and Middlewood, 2005:24). For total quality public education to be realised, professionally developed teachers are compulsory. The then president of SADTU, Mr Willie Madisha, asserted in 2004 that teachers' professional development is essential and will ensure that the democratic society in South Africa is assured a better life for all (Madisha, 2004).

Many sources (BTU, 2005; Brimelow, 2003; Caldwell, 1997; Department of Education, 2006; Department of Education, 2007; De Wet, 2007; EI, 2007; Govender, 1996; Henderson, Urban and Wolman, 2004; Heystek and Lethoko, 2001; 2005; ILO, 2007a; Masoga, 2005; Meyer, 2005; Myburgh, 2005; NCREL, 2007; Poole, 2001; Roberts, 2007; Rotherham, 2006; Sambar, 1997; Sparks, 2000; SSTUWA, 2005; Stossels, 2006; ITU, 2002) address the issue of teacher unions' involvement in professional development. Most of the literature seems to report what unions say and address and there seem to be lack of research on in this regard.

1.3 RESEARCH QUESTION AND SUB-QUESTIONS

The main research question was: What are educators' perceptions of the contributions of the South African Democratic Teachers' Union regarding professional development?

I looked at the following sub-questions:

- (i) How do educators understand the concept of professional

- (ii) What is the image educators have of SADTU?
- (iii) What are educators' perceptions of SADTU's ability to defend their labour rights?
- (iv) What are educator's perceptions of SADTU's contribution to teachers' professional development?
- (v) What are educators' perceptions regarding teacher unions being viewed as havens for bad teachers?
- (vi) What are educators' perceptions of SADTU engaging in militant action?
- (vii) What are educators' perceptions of teacher union's role in education reform?

1.4 AIMS

- (i) To establish educators' understanding of the concept of professional development;
- (ii) To explore the perceptions of teachers of SADTU;
- (iii) To establish what educators' perceptions are of SADTU's ability to defend their labour rights;
- (iv) To understand the perceptions of educators of the involvement and efforts of SADTU regarding professional development;
- (v) To explore educators' perceptions on teacher unions being viewed as havens for bad teachers;
- (vi) To understand educators' perceptions of SADTU engaging in militant actions;
- (vii) To establish educators' perceptions of teacher unions' role in educational reform.

1.5 RATIONALE

Teacher unions have allowed their role to become blurred. In some places, union journals are a curious mix of industrial relations matters, professional issues, political comment, economic affairs and general consciousness-raising issues ranging from sexism to overseas aid to the state of the world economy. It would be bizarre to find

these themes in the professional literature of doctors, engineers and lawyers (Caldwell, 1997: 169).

SADTU, as an affiliate of the Congress of South African Trade Unions (COSATU), does not focus only on education issues but also on broad issues that affect South African citizens. When COSATU strikes for broader issues, SADTU also participates in the strikes. The general secretary of COSATU, Mr Zwelinzima Vavi, addressing the SADTU congress in 2002 about a strike stated that (SADTU, 2002):

Our strike will also demand measures to control the soaring price of food which has caused tremendous hardship in this year. In particular, we called for a windfall profit-tax on maize producers and traders, as well as improved measures including the immediate extension of child grants to all eligible children. In the longer run, government must commit to a basic income grant to ensure that no South African faces absolute poverty.

Vavi's sentiments reflect the real focus of a trade union which is more occupied with bread-and-butter matters than with issues such as knowledge and skills development.

SADTU believes that teaching, more than any other profession, influences who we are and also influences the society we live in. The union believes that taking up the aims to balance the professional and the trade union aspects of members' lives is in the long term interests of its members and society at large (SADTU, 1990).

Unions, like all stakeholders in education, have an important role to play in the restoration of teacher professionalism (Heystek *et al.*, 2001: 24). In order for teachers and unions to be respected, they must take a leadership role in assisting their members become more professional and provide them with a higher level of service, training and leadership. They have to assume a new role and become responsible partners rather than adversaries who are always on the defensive and who sit hat in hand waiting to be asked to participate (Sambar, 1997).

The above three references suggest a need for teachers' unions to shift from traditional practices like strikes, chalk down, go-slows, marches, and picketing to professional roles.

In order to meet its goals, SADTU has to constantly improve its organisation, to mobilise members and encourage them to be more conscientious (SADTU, 2007). SADTU played a crucial role in urging the government of the day to effect changes in the educational arena and in the broader social and political spheres (Govender, 1996:6). The new democratic government of South Africa recognised the need for teachers' unions to participate in policy formulation, the democratic right to represent their members and to inform their membership and the public about their role in a democracy.

The politicization of teacher unions and their use of industrial action have undermined the image of teaching as a profession in the minds of the general public and teachers themselves. The general public tends to think of teachers in the same way as they think of other employees who go on strike; although it may be that the general public regards teachers in a poorer light than other employees in this respect (Caldwell, 1997:169). It is not surprising that teacher unions feel under siege today. They are facing criticism from many directions. Some of the criticisms come from those who want to see teacher unions banished from the educational scene (Rotherham, 2006).

In South Africa teachers' unions have acquired the status of legal entities in the Education Labour Relations Council (ELRC) with a mandate to negotiate with the employer (Department of Education) to maintain and improve working conditions for the teachers they represent. However, whenever negotiations reach deadlock, the unions (particularly SADTU) opt for industrial action which is perceived by other teachers' unions, public or civil society, and government to be unprofessional. Teachers' unions are the best marketers of the teaching profession, and what they do and say about it have a large bearing on how the profession is viewed by the public.

Whenever SADTU embarks on industrial action, it earns a bad reputation i.e. its image is tarnished by conduct that appears unprofessional to the public. The chairman of SADTU in Mpumalanga, Solwaka Mahlangu, has been lambasted by the Mpumalanga Democratic Alliance leader Anthony Benadie for allegedly defending teachers who conducted an extensive strike that had a negative impact on grade 12 results in 2007, as having contributed to the decline in the province's matric results (Hlatswayo, 2007). SADTU has vowed to halt teaching and to turn every court case involving its members into a holiday despite the crisis the strike has caused for school children (Mashaba and Dibakwane, 2007: 11). SADTU used militant rhetoric that did not make provision for a climb-down ... it created the perception that victory amount[ed] to nothing (City Press, 2007: 22).

In South Africa, teachers' unions are engaged in partnerships with a number of provincial education departments to provide high quality training on outcomes based education (OBE) to teachers (Nxesi, 2005). The crux of the matter is how unions, particularly SADTU, manage to balance the industrial action or unprofessional conduct (strikes, marches, go-slows, and picketing) with professionalism (workshops, lectures, seminars, and conferences) aimed at developing the knowledge and skills of teachers.

SADTU continues to claim success in its initiatives. It initiated a series of curriculum seminars that focused on History grade 12. The seminars enabled SADTU and the Apartheid Museum to deliver high quality support for educators and learners in South Africa (Madisha, 2004).

By 1990, the NEA (National Education Association), the federal American educators' union, had developed one of the most effective legislative and political programmes in the country. All of these were achieved while the NEA was expanding its professional development and instructional development programmes (Henderson, Urban and Wolman, 2004:130; NEA, 2006).

In the context of this dissertation, Human Resource Management is included in Human Resource Development. Human Resource Development includes an array of activities to develop personnel inside of organisations, including career development.

Human Resource Management is the effective use of human resources in order to enhance the performance of the organisation. SADTU as a partner in education has to assist the department so that the performance of the entire system of education is enhanced.

Since becoming a teacher and a unionist seventeen years ago, I have not really agreed with what SADTU claims about professional development and what it practises. I decided to **formally** investigate SADTU's involvement in professional development.

1.6 LITERATURE REVIEW

Educators' professional development is one of the responsibilities of the various provincial departments of education (PDEs) (the employers). The Department of Education is obliged to provide professional development opportunities for teachers. The Continuing Professional Teacher Development (CPTD) system depends more on strong leadership in schools and on support systems in district, provincial, and national offices than on teacher unions. All employers of teachers must ensure that their employees are properly encouraged and equipped to participate.

The Department of Basic Education has the lead responsibility for teacher education policy, planning, monitoring, and funding. The Department has to give effect to everyone's right to a basic education, and progressively to further education. This implies a duty to ensure that sufficient well-prepared teachers are available to deliver quality education to all. The Department of Basic Education and the South African Council for Educators (SACE) share particular responsibilities in the system of teacher education and development (Department of Education, 2007:23).

The Department of Basic Education is obliged to provide an enabling environment for the preparation and development of teachers to take place whereas SACE plays a guiding role for teachers themselves to take charge of their self-development. The duty of every government is to provide quality public education for its citizens (EI, 2007). In South Africa, it is also the responsibility of teachers themselves, guided by their professional body, the South African Council for Educators (SACE), to take

charge of their self-development by identifying the areas in which they want to grow professionally, and to use all opportunities made available to them for this purpose, as provided for in the Integrated Quality Management System (IQMS) (Department of Education, 2006).

However, unions as partners in education have a role to play in the professional development of their members. In America, unions are actively involved in the professional development of their members, and step in to provide professional training courses to its membership (Brimelow, 2003:93-94). While their current influence and power derive much from their role as trade unions, many leading unionists agree that their future is not in bread, butter, and classroom size bargaining but in their ability to improve the quality of education and the status of teaching as a profession (Meyer, 2005).

In Israel the Association of Teachers for Advancement of Teaching and Education was established by the Israel Teachers' Union in 1990, as an educational body designed for the professional advancement of teachers and teaching. Its activities include lectures, discussions, joint entertainment, and educational tours (The Israeli Teachers' Union, 2002).

As skilled human resources are central to the pursuit of decent work, the International Labour Organisation (ILO) established a training arm in Turin, Italy, in 1965 to assist countries in social and economic development through training. This is done in close partnership with regional and national institutions (ILO, 2007). A large number of countries are reforming their vocational education and training system. In a rapidly changing environment, new ways are explored to ensure that people who work possess the necessary knowledge, skills and attitudes critical for seizing the opportunities inherent in globalization and technological progress while reducing their unwanted consequences (ILO, 2007).

With the advent of technologies in communication, Education International (EI) is concerned that Information and Communication Technology (ICT) poses a risk to the value of qualified education workers. Hence Education International (EI) is working with its affiliates on finding ways to harness ICT to benefit the teaching profession

and education, and use it as a tool to bridge the knowledge gap rather than widen it (EI, 2007b). The formal and mutual binding of relations established between unions and employers or between unions, employers and government may be characterised as partnership in the labour market. With regard to teaching and labour in education, as well as all other matters relating to teachers as salary earners, a representative teacher organisation is the trade union movement's social partner (EI, 1998). In South Africa, there is a dearth of information about unions offering professional training. The scarcity of information on this issue is also due to lack of research, and thus it needs further exploration.

Unions are sometimes viewed as havens for bad teachers. Taking six years to dismiss a teacher does not do anyone any good – except bad teachers, so why do it? The short answer to why schools are not able to dismiss bad teachers is unions (Stossel, 2006). Unions protect even bad teachers. Roberts (2007) concurs with Stossel by asking, “What kind of a person could you get to run a small business if you told them not to get rid of people they thought weren't any good?...Not really great ones because if you are smart you go, ...what is really wrong with schools in this nation is that they have become unionised in the worst possible way ...This unionisation and life time employment of K-12 teachers is off-the-chart crazy.”

Ask educational reformers what role teachers' unions play in reform, and they will likely say that teacher unions obstruct reform and preserve the status quo (Poole, 2001:137). SADTU continues to engage in traditional activities to protect its educators.

SADTU is a union which is known for its militancy. It seems to believe that, when negotiations come to a deadlock, a strike can help them achieve what teachers want; regardless of how much of learners' time is wasted (Heystek and Lethoko, 2001: 224-227). The SADTU membership seems to view strikes as the solution to their demands. If the union resolves to do away with that element of militancy, their membership could start to decrease. This is basically the reason why they are not prepared to change their image by doing away with strikes.

SADTU called for teachers' development in order for them to keep pace with the development and the changes in education (Daniels, 2005:4). There had been concerns about the changing face of education and lack of skills among teachers to successfully implement changes (Bolawana 2005: 4). It is clear that the Department of Basic Education alone can't successfully develop teachers; teachers' unions too have to contribute towards the professional development of members to live up to the changes in education.

A study of the international literature on the role and functions of teachers' unions by the Botswana Teachers' Union (BTU), (2005), found the following:

A ROLE

Unions' roles are:

1. To improve conditions of service;
2. To provide economic services and promote social welfare;
3. To improve education standards;
4. To improve professional competency among members; and
5. To protect the welfare of students.

B FUNCTIONS

Unions have the following functions:

1. To protect education and culture;
2. To co-operate with all institutions of learning;
3. To advise government on matters relating to education;
4. To educate the public on the value of education;
5. To give aid to teachers who need it;
6. To accord assistance to teachers in legal and professional matters;
7. To support teachers to pursue the highest education possible (to raise the level of qualifications and standard of performance of teachers);
8. To participate in other organisations;
9. To exchange information and ideas with sister organisations in other countries; and
10. To attend to all matters affecting teachers and education.

1.7 WORKING ASSUMPTION (CLAIM OR ARGUMENT)

I work on the assumption that the majority of teachers will not agree with what SADTU claims. They may believe that SADTU is likely to obstruct reform and preserve the status quo (Poole, 2001:137) and SADTU is known for its militancy (Heystek and Lethoko, 2001: 224-227). Unions are also often viewed as havens for bad teachers (Stossel, 2006).

1.8 THEORETICAL AND CONCEPTUAL FRAMEWORK

The theory that underpins this study is that of partnerships and professional human resource development. Professional development is done in partnership by government, teachers' unions and SACE (Department of Education, 2007). I want to look at one of the partners viz teachers' unions and in particular SADTU.

The study also explores HRD theory which postulates that Human Resource Management and Development is responsible for the development aspects on how to ensure that available resources are sufficiently trained and supported to deliver the quality service demanded (Masoga, 2005).

The study is built on the following concepts:

- Educators are the professionals teaching and offering subjects to learners in classrooms;
- A trade union is an agency and medium of power seeking to address the imbalance of power in the work place (Wood, 1998:7). In South Africa they operate in terms of labour legislation.
- Professional development is a process involving the evaluation, identification of needs and planned activities of individual educators. It aims to improve those elements of professional knowledge and skills that affect work performance; and
- Perceptions are the thoughts, views and ideas of educators about SADTU (as a teacher union) and professional development.

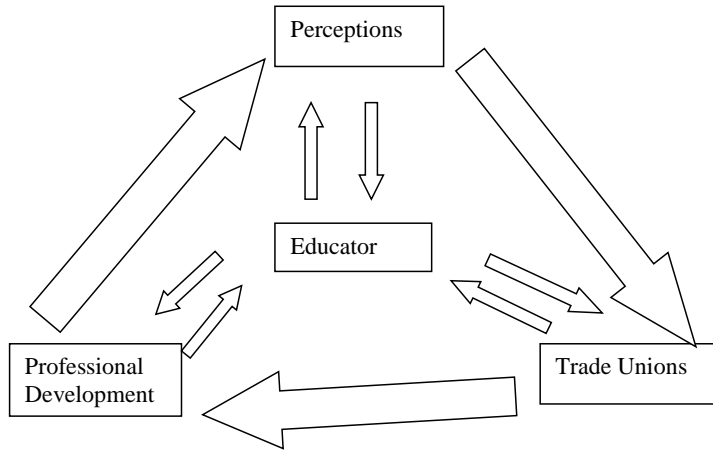


Figure 1.1: Concepts and the relationships between them

Figure 1.1 shows that educators have perceptions about the role of teachers' trade unions' involvement in their professional development and that these concepts (educator, perceptions, professional development and trade unions) are interdependent in the context of this research.

1.9 RESEARCH DESIGN

1.9.1 Research paradigm

This study is premised on a social constructivist theory. Within an interpretive framework, I applied this theory to explore in depth the attitudes, beliefs, and the perceptions of the respondents towards SADTU as a teachers' union. Social constructivism assists researchers to understand research findings from the respondents' own perceptions (Fay, 1996:113), using a bottom-up approach. This theory is appropriate because it acknowledges the individual and social phenomena linked with meaning making, and it emphasises the significance of experience.

Moreover, constructivism stresses the importance of life experience, self-direction, and collective enquiry for effective adult learning. Adult learners have stronger conceptual control over their own cognitive process, assisting educators as adult

learners to acquire the level of awareness and cognitive skills necessary to develop the unique role of professional development providers (NCREL, 2007).

Constructivism has ideas that are interested in ending all forms of domination through the transformation of society (Knight, 2006:130). I argue that in any form of education the intention is to produce an ideal citizen. This is built on the notion of creating a perfect society (Gutek, 1988: 202). I further argue that this ideal individual is part of a bigger society and is influenced by its ideas.

1.9.2 Research approach

The research enquiry was qualitative because multiple realities exist in any given situation and the only reality is that constructed by the individuals involved in the research situation (de Vos, 1998: 45). It is of specific relevance to the study of social relations, owing to the fact of pluralisation of life worlds (Flick, 1998: 2). It is exploratory and may be needed where the topic is new or has never been addressed (Kvale, 1996).

Other reasons for its use include among others the following:

- if the purpose is to understand an area where little is known or where previously offered understanding appears inadequate;
- if the purpose is to learn from the participants in a setting or process the way they experience it, the meanings they give to it, and how they interpret what they experience; and
- if the purpose is to understand phenomena deeply and in detail (Morse and Richards, 2002: 27).

1.9.3 Epistemology

It is not possible to find the absolute truth and what I can do is to find it as it exists in participants' minds and views, represent it and interpret it as accurately as I can.

1.9.4 Methodology

I collected data through **semi-structured** interviews. Information about and understanding of the social world is achievable through in-depth interviewing and it provides a way of generating empirical data about the social world by asking people

to talk about their lives. In this respect, interviews are special forms of conversation (Silverman, 2004: 126 & 141). I developed a framework (interview guide) (See Annexure F) within which to conduct the interviews. I formulated further questions spontaneously during an interview. This was carried out in individual interviews. This approach to data collection is extremely useful in situations where either in-depth information is needed or little is known about an area (Kumar, 1996: 169).

I used purposive sampling to collect data from schools. This type of sample is based on the judgement of the researcher, in that a sample is composed of the elements which contain the most characteristic, representative or typical attributes of the population (Morse, 2002: 198). It is sampling whereby the researcher chose subjects who were relevant to the project (Sarantakos, 2005: 168) and were likely to have information relevant to the project (See Annexure G).

I also used document analysis and a literature review to get more insight into the topic of my research (See Chap. 2 and Chap. 4).

The research was conducted in one district in the Limpopo Province namely the Capricorn district (See Annexure D). In the Capricorn district there are five circuits namely, Dimamo, Kgakotlou, Lebopo, Mamabolo and Mankweng circuits. Mankweng circuit has 35 schools and 2 were sampled, Dimamo has 31 schools and 4 were sampled, Kgakotlou has 33 schools and 2 were sampled, Lebopo has 33 schools and 1 was sampled and Mamabolo has 28 schools and 2 were sampled. In each circuit, schools with a significant number of SADTU members were chosen. Therefore out of the 160 schools, 11 schools with a number of 11 SADTU members (5 males and 6 females) were purposively sampled. In each sampled school, males and females were systematically sampled in order to cater for both gender groups.

1.9.5 Data collection and analysis

I conducted informal piloting which served as an initial try-out, through which I could judge the feasibility of my overall research plans, and then make adjustments as necessary. After that I conducted formal piloting to test out the research techniques and methods I planned and see how they worked in practice and if there was a need to modify plans accordingly.

- All the **transcribed** data was read through to obtain the general sense of the information to reflect on the overall meaning (See Annexure A).
- A detailed analysis was done with a coding process. The coding process was used to generate a description of the respondents' views.
- The categories and patterns were generated from the developed codes.
- The meaning of the interpreted data was captured as I understood it.

1.9.6 Validity/Reliability

To ensure reliability I used audio recordings and transcripts of the raw material comparable to my field notes to which the public can have access. Tape recorded conversations could be studied again and again, where other scholars could look at what I studied and make of it what they could. If they want to critique me, they will be able to do so. To increase reliability I went through interview training at the University of Pretoria, checking the interview guides or generative questions in test interviews. I **was** also trained as an observer, in the interpretation of data, in reflexive exchange about interpretive procedures and about methods of coding.

In order to ensure the reliability and trustworthiness of the study, the following factors were also considered:

- **A MEd student** will be used to review the entire research project.

In ensuring validity I

- checked to see if it was possible to guarantee the authenticity which I aimed at during the interview.
- produced notes that are as exact as possible.
- began to write early to allow **participants** to see for themselves.
- gave complete and candid reports and
- sought feedback on my findings and presentations in the field from my colleagues and participants (member checking).

1.9.7 Limitations

This research faced the following limitations

- The research took place in one district (Capricorn district).
- Only one union (SADTU) was researched because the research was of a limited scope.
- Members possibly gave only the information that would make their union look good
- I am a member of the management of a SADTU branch

1.9.8 Ethical considerations

Letters requesting permission from the Limpopo Department of Education (See Annexures C and E) and Limpopo SADTU (See Annexures I and J) were written and delivered to the relevant offices. I masked the names of participants, schools, and places (for the sake of anonymity and confidentiality) (Mouton, 2001: 138-145).

1.10 SIGNIFICANCE OF THE RESEARCH

The contributions of this study could be to provide insight into how a union with SADTU's history i.e. born out of the struggle of the United Democratic Front (UDF) and the Mass Democratic Revolution (MDR) is coming to terms with the challenge of being both a labour union and a professional development (professionalizing) agent in a democracy. The findings of this study could be useful to the teacher unions, in particular SADTU, in the professional development of members. It could also add to existing knowledge and fill the gaps left by other researchers about teachers' perceptions of teachers' unions' involvement in professional development.

This research will benefit the unions in the promotion of teacher professionalism (Heystek and Lethoko, 2001). They could also take the leadership role in assisting their members become more professional and provide them with a higher level of service, training and leadership (<http://sambar.com>, accessed on 4 .04.2006).

1.11 STUDY PLAN

This study was divided into five chapters as follows:

CHAPTER 1

The chapter outlines the following:

The purpose of the study, its background, the research questions and the aims of the study, the rationale, the working assumptions, the conceptual framework and theoretical underpinnings, the research design and research paradigm, data collection and analysis, the validity and reliability of the study, limitations of the study, ethical considerations, the significance of the research, the work plan, a conclusion and the chapter divisions.

CHAPTER 2

The chapter contains the literature review that is relevant to the topic of the study.

CHAPTER 3

This chapter discusses the research design and methodology.

CHAPTER 4

This chapter deals with the data analysis and interpretation and research findings.

CHAPTER 5

This **chapter contains** a summary and the findings. It contains findings (related to the research aims), conclusions (related to the working assumptions) and recommendations (for the improvement of practice and for further research). A final evaluative statement of the contribution and success of the research concludes the report.

1.12 CONCLUSION

In this chapter I have given an orientation to the study. In the next chapter I will discuss the literature that I reviewed.

CHAPTER 2:

TEACHERS' UNIONS AND PROFESSIONAL DEVELOPMENT

2.1 INTRODUCTION

This chapter addresses trends in teacher union involvement in teacher professional development, the situation in South Africa, SADTU, professional development and professionalism, teacher unions in other countries, models of teacher professional development and concluding thoughts.

2.2 TRENDS IN TEACHER UNION INVOLVEMENT IN TEACHER PROFESSIONAL DEVELOPMENT

In the context of this dissertation, educators' professional development refers to how individual teachers develop. My argument is that all endeavours to develop teachers must be legitimate and continuous. Knowing how teachers develop professionally can help foster continued growth. Professional development is used here to mean growth experienced as teachers move through the stages of their professional careers (Glatthorn and Fox, 1996: 6 & 10). In contributing to teacher development, teachers must be told how to teach, and if they already know how, how to teach better than they are doing. Another way is to improve the conditions under which they work, relieve them of psychological discomfort of one kind or another, and in general help them to come to terms with the demands of their work (Hargreaves and Fullan, 1992: 62 & 64).

Professional development generally refers to on-going learning opportunities to develop skills and knowledge attained for both personal development and career development by teachers and other education personnel. Professional development encompasses all types of learning opportunities, ranging from higher education degrees to formal course-work, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage (Education Week, 2004).

There is a variety of approaches to professional development, including consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision

and technical assistance (Pianta, 2011). Villegas-Reimers (2003:19) contends that, aside from the individual satisfaction or financial gain that teachers may obtain as a result of participating in professional-development opportunities, the process of professional development has a significant positive impact on teachers' beliefs and practices, students' learning, and on the implementation of education reforms.

Often the literature portrays **teachers'** unions as organisations that are more interested in issues that improve their members' working conditions and salaries than in the professional betterment of their members. Unions are viewed as self-serving (Louis and Kruse, 1995: 7). Teacher unions are known for their strikes, marches, picketing, go-slows and chalk downs. All these actions of teacher unions are perceived to be negatively affecting teaching and learning in schools. Teacher unions are portrayed by the literature as disruptors of teaching and learning. They are also viewed as bargaining and striking organisations interested only in themselves. Interestingly, while the right to strike is protected in the Constitution and the Labour Relations Act, the right to workplace participation in a statutory form is subject to a collective trigger in the form of a majority trade union in the Labour Relations Act (Anstey, 1997: 88). There is no doubt that teachers continue to use collective bargaining and strikes in attempting to gain their demands and they are not likely to relinquish their new-found power and sense of freedom (Myers, 1973: 95).

2.3 THE SITUATION IN SOUTH AFRICA

In South Africa there are public debates about the standard and quality of public education. Strikes and industrial conflicts have generated a level of public concern about the state of education which focuses on negative aspects. Teacher unions (particularly SADTU) seem to be taking a larger share of the blame than other teacher unions precisely because of its strikes and militant behaviour. In South Africa an opposition party contests that education is in crisis and life-altering inconvenience for children and should be declared an essential service. It further argues that South African children receive one of the worst standards of education in the world - a fact which is confirmed by a variety of studies (Sowetan, 2010a: 5; **Motshekga, 2010: 12; Monama, 2010: 12; Department of education, 2006: 17**).

Professional development in a variety of forms enables teachers to remain active learners about both their students and their craft (Louis, 1995: 90). It is also clear that significant changes will be needed in the traditionally negative union response to calls for professional development (Jacobson and Conway, 1990: 25). The poor matric pass rates over the last years have been a cause for concern and point to problems lower than down in the system. Many schools are dysfunctional. South African learners exit the foundation phase without basic literacy and numeracy skills required to succeed later on. The majority of teachers lack the required subject knowledge or are not teaching what they are trained to teach and too often lack the commitment to teach for six-and-half hours every day (Motshekga, 2010: 12).

Teachers need to enhance their skills, not necessarily qualifications, for the delivery of a new curriculum. A large majority need to strengthen their subject knowledge base, pedagogical content knowledge and teaching skills. The National Teacher Audit in 1995 indicated that a third of the teaching force at that time was engaged in qualifications driven in-service education, and that in many instances, though there were considerable rewards in terms of salary increases; such qualifications had little or no impact on classroom practice (Department of Education, 2006: 17).

The Department of Education (2006: 17) continues to state that the report of the 2003 TIMMS study showed that South African teachers have extensive development opportunities, but the evidence of poor learner performance shows that these have limited impact (Department of Education, 2006: 17).

The Gauteng Education MEC says that the biggest problem they have is that learner performance is not improving (Monama, 2010: 12). The Gauteng MEC continues to argue that, in grade 3 less than 39 per cent of learners can read and write, and less than 40 per cent are numerate. In matric there is a yo-yo effect. In some years they perform poorly and in others not. They are never able to break through the 80% pass rate barrier (Monama, 2010: 12).

Teacher development lies at the heart of long-term, sustainable improvement. In the South African context, there is a belief that teachers need development in three

dimensions simultaneously: content knowledge, teaching approaches, and professional attitude (Kriek and Grayson, 2009:199).

In the new system it is intended that the South African Council for Educators (SACE), as a statutory body for professional educators, will have the overall responsibility for the implementation and management of the **Continuing Professional Teacher Development** (CPTD). The Professional Developments (PD) points method is an internationally recognised technique used by professional bodies in many fields to acknowledge their members' professional development activities that suit their own requirements. The education PP points system has been endorsed by SACE (Department of Education, 2006: 18). However, South Africa has a poor reputation for the implementation of education policies **and this leads to the poor performance by the education system** (Blaine, 2010).

Continuing Professional Development (CPD) is a performance standard in the IQMS policy which aims to contribute to the professional development of teachers. My research is framed by school effectiveness and school improvement movements that clearly establish the link between teacher development and learner achievement. Professional development as an important agenda in schools could be seriously affected because IQMS has not yet been successfully implemented in some provinces such as Mpumalanga and Limpopo whilst in Gauteng and KwaZulu-Natal implementation is at a very slow pace. The resistance of the different unions because of the unilateral decisions taken by the Department on IQMS is one of the reasons cited (Mestry and Hendricks, 2009: 476 – 476 & 488). Mestry *et al.*, further argue that professional development as an aspect of IQMS could be a powerful strategy to improve the knowledge and skills of teachers in order to enhance the quality of teaching and learning. The school management team, responsible for teacher professional development in schools, must encourage teachers to attend development programmes that will assist them in improving their knowledge, skills, values, and attitudes in order for them to become better equipped in the management of their classrooms (Mestry, *et al.*, 2009: 476 – 476 & 488).

In South Africa the poor performance of learners is often attributed to the poor professional skills of teachers.

2.3.1 SADTU, professional development and professionalism

According to a study by Tokiso, an independent dispute resolution company, the South African Democratic Teachers' Union, the single largest union representing teachers, was responsible for 42 per cent of all work days lost between 1995 and 2009 (Sowetan, 2010a: 5). While education is essential for the well-being of society, strikes inconvenience many people (Myers, 1973: 120). The Detroit teachers' strike lasted for twenty-seven days and affected 170 000 students (Spring, 1996: 78). Spring further indicates that this strike by the Detroit teachers' union emphasises that unions are primarily interested in the welfare of their members and in maintaining union power. Primarily teacher unions are interested in expanding their membership increasing teachers' salaries, and creating better working conditions.

Majova (2010:5) expressed the belief that SADTU was to blame for the low matric pass rate. Most teachers in failing schools are SADTU members and SADTU's record of irresponsible strikes and protection of the worst teachers shows that if it gets undisputed power to represent teachers, it will push our teetering system over the cliff of total failure

A critical question that also arises in this research dissertation is whether teachers are professionals or trade unionists or both at the same time. If ever they regard themselves as professionals, how they practically balance their professional activities with the trade union activities and vice versa remains a question to be addressed in this dissertation. As researcher on SADTU's role as a union on teachers' professional development, I became interested in teachers themselves being involved in the dual roles of being unionists and professionals simultaneously.

The question of professional status is further complicated by the deemed conflict between the occupational and economic goals of the teachers and their professional and social goals. For example, teachers may bargain for salary increases and use strikes as a weapon while at the same time they strive for professional recognition and the upgrading of teacher qualifications, curriculum and educational standards.

This question is seldom raised by teachers themselves as they appear to have rationalised their various activities (Blum, 1969: 36).

Blum (1969: 36) further argues that the question is still raised by many school trustees and the general public. The answer to this question is probably that teachers strive for and consider themselves as having professional status while at the same time they employ whatever trade union tactics are necessary to achieve their economic objectives (Blum, 1969: 36). **In my view teachers and in particular SADTU members employ union tactics to better their financial situation and at the same time improving themselves professionally.**

Teachers, like members of any other occupation, vary in ability and they need to update their practices on a regular basis (Myers, 1973: 127). The more compelling claim available to teacher unions is that greater professional control over schooling is a necessary condition for them to have more power over a number of aspects in the schools and system of education (Gutmann, 1999: 80). In my view teacher unions and in particular SADTU have a duty to perform to develop teachers professionally. I further assert that unions need teachers who are well educated in their field, who understand the nature of their knowledge and acumen, who are continuously learning, who set and enforce high standards of performance, who justify their claims and modify their profession in the interest of human and social expectations.

Unions (in particular SADTU) are seen to be compounding the problem **(of poor curriculum delivery in schools)** as they unduly protect some teachers. When curriculum implementers ask **lazy** teachers to teach, they run to SADTU (Chuenyana, 2010: 10) but SADTU (2012a) declared teacher training and development key in the delivery of quality public education and committed itself to put into operation its own institute for professional development to provide quality training programmes for teachers and education workers. The Parliamentary Monitoring Group (PMG) chairperson, Ms F Chohan, argues that teacher development is not keeping up with the current developments in curriculum changes (PMG, 2010). The PMG further states that the department has failed to set up certain parameters on what should be delivered in the classroom and what development level every teacher that enters the profession has to reach within a specific period. Foulds (2002) concurs that inadequate orientation, training and development of

teachers was one of the factors that affected the implementation of Outcomes-Based Education (OBE).

My argument in this context is that the single most crucial reason why educators should be professionally developed, is the conviction and belief that the quality of teachers correlates positively with the quality of the learners' experience and achievement. A professional development school (PDS) is a functioning, exemplary, public school which has three major functions namely teacher development, student achievement, and improvement practice. Schools which share this mission are also known as professional practice schools and clinical schools (Ismat, 1992).

To significantly improve the quality of schools and learners' performance, teachers' professional development in particular is crucial. Teacher unions have co-responsibility with the Department of Basic Education and SACE to professionally develop teachers. Education International (EI, 1998) states that the formal and mutually binding relations established between unions and employers or between unions, employers and government may be characterised as a partnership in the labour market. The majority of teachers belong to teacher unions and this simply means that unions can easily influence them in their professional development. Schools cannot be significantly improved without improving the quality of teachers. Teacher unions significantly influence how teachers perceive their work. Some teachers do not belong to teacher unions, but in the USA more than 90 % of the 2,6 million public school teachers belong to either the American Federation of Teachers (AFT) or the larger National Education Association (NEA). While some do not sheepishly follow union leaders, it seems unlikely that major school improvement can happen without the support and resources of teacher unions (Hanley, *et al.*, 2010). On-going professional development programs aim to help the vast majority of teacher candidates, beginner teachers and veteran teachers better (Goldrick, 2009).

Research shows that most teachers in poor performing schools lack professional skills. Teachers have to be skilled in handling big class-sizes, subject content, behaviour management, and students with high learning barrier needs. One teacher answering a question on class-size as an obstacle of teaching, stated that as a teacher s/he was faced with a shortage of skills (Ewing and Setsubi, 1998: 12 - 14).

The research further indicates that most teachers (42) were trained in the subject that they taught, while 11 others were trained in some subjects they taught, and only two were not trained in any of the subjects they taught (Ewing *et al.*, 1998: 14).

The environment in which teachers work, and the demands placed upon them by society are increasingly complex. Teachers strive to equip learners with a wide range of skills that they will use to take their place in the world that is in constant evolution. This intensifies the need for the development of more competence-centred approaches to teaching, together with greater emphasis on learning outcomes. Teacher quality is significantly and positively correlated with pupil attainment and it is the most important within-school explanation of student performance (Scheerens, 2010: 12-19).

In South Africa SADTU is the largest teacher union and boasts a membership of 240 000, more than 2/3 of the teaching force in the country and its members are spread across the 9 provinces in South Africa (SADTU: 2010b). SADTU called on the Department of Basic Education to live up to its responsibilities by facilitating teacher professional development and support. It further called for the speedy conclusion of the post-summit¹ process to develop a new, strengthened, integrated national plan for teacher development. The plan is based on the premise that teachers must be evaluated in order to identify their needs for training and development (SADTU, 2010c). Despite SADTU being the largest teacher union in the country, there is a dearth of information relating to its involvement in teacher professional development. I argue that given the large membership that SADTU has, it should have adequate resources to assist in teacher professional development.

SADTU has been calling for a national strategy and plan for teacher development since 1994. The reasons include among others:

- The fact that a substantial minority of teachers is unqualified or under-qualified,

¹ The summit of 29 June to 2 July 2009 was called by teacher formations to discuss amongst others a strengthened integrated national plan for teacher professional development to address challenges faced by teachers in executing their professional work and the participants were SACE, ELRC, ETDP SETA, organised teacher formations, Department of Education.

- Even amongst qualified teachers, there are question marks about the quality of pre-service training, often delivered by poorly resourced Bantu-style education or embodied in a very conservative pedagogy,
- Research shows that many educators lack essential content knowledge, and
- Massive curriculum and policy change post-1994 resulted in policy overload for teachers and require new skills and retraining of teachers. There is a large degree of consensus that training and support to implement the new curriculum was inadequate (SADTU, 2010a).

SADTU promised to create its own institute for curriculum studies as an important means to assist in the process of developing a new teacher (SADTU, 2012a): A teacher who understands that education is an ideology, a teacher who understands the kinds of values required to promote society, a teacher who is committed to the total liberation of all the people of South Africa, and a teacher who is committed to produce a person with a high quality of education (SACP, 2001). SADTU established the Curtis Nkondo Professional Institute for the purpose of professional development of its members (SADTU, 2010: 15). SADTU formed its own investment company called SADTU Investment Holdings (Pty) Ltd in 1998 and SADTU Investment Trust (SIT) which are owned by members and members are the beneficiaries (SADTU: n. p). In South Africa there is an energetic political press to judge a teachers' quality by measuring the learners' performance. Raising the quality of teacher performance through teacher development programmes is essential to improve the overall performance of the education system (Mestry, Hendicks and Bisschof, 2009: 475). I believe that SADTU has to prove to its members and to the entire South African public that it is involved in teacher professional development. It has to match its promises and press statements with deeds.

2.4 TEACHER UNIONS IN OTHER COUNTRIES

In England teachers led a period of sustained industrial action in the mid-1980s. Such action was a reflection of both the teachers' unhappiness about the lack of funds available for education and of the perceived inadequacy of the pay rises (Broadfoot and Osborn, 1993: 38).

Teacher unions' **leaders**, although elected by members, are not accountable to the general public and yet have influence that extends beyond the individual school (Powell, 1990: 12). Meanwhile, the unions in England have already discovered that militant activity could be more effective in certain conditions than any amount of persuasion (Barber, 1992: 13).

In other countries, teachers affiliate to teacher associations which register as unions but do not align themselves with trade unions. This is done precisely to preserve teachers as professionals. In India, teachers seem to believe that becoming a union member will lessen their major responsibility as education professionals. The justification for this is that the teacher in India is generally a dedicated person, conscientious in the discharge of his duties. His love for his pupils and his work is great (Blum, 1969: 135). If a referendum were taken among teachers of the country, their decision would in all probability be against affiliation to top unions. If the same vote were taken among patrons of the public schools, their decision would probably be more to be members of unions.

In countries such as Australia, teacher unions such as the Australian Education Union (AEU) play a pivotal role in resourcing teacher development programmes (AEU, 2013). The professional role of the Australian Education Union (AEU) is to provide a broad range of training and PD opportunities to members in all sectors, including industrial training, workshops, interview techniques and workplace seminars. The Federal Government's National Professional Development Program (NPDP) funding was stopped by the Howard Government and the unions combined to fund from their own resources one of the NPDP programs - The Teacher Learning Network (Graham, *et al.*, 2009:1). The Aussie Educator (2013) asserts that while union membership in the workforce has declined over recent years, a vast majority of teachers and non-teaching staff at all levels of education seem to be affiliated with a union in addition to any other association to which they belong. Teachers in several states belong to state-based unions.

Bredson's (2001) findings indicate that rethinking, restructuring, and organisational re-culturing in schools are initial expressions of a new unionism that has the potential to lead to the development of more powerful professional learning communities in

schools. In Queensland, the Queensland Teachers' Union (QTU) has been conducting Positive Behaviour Management Seminars for the past **twelve** years. Bredson points out that these seminars are conducted by Jo Lange, an educational consultant who specialises in behaviour and management. (The Association for Teacher Education in Europe (ATEE), 2008) states that all teacher education in Europe should be at Master's level. Teachers in today's society are subject to a range of demands, including in-depth subject knowledge, advanced pedagogical skills, use of new information technology and much more. Demands on teachers reflect the complexities that characterise studies at Master's level. It is therefore the firm belief of the ETUCE (European Trade Union Committee for Education) that in order to fulfil the requirements placed on teachers today, the objective should be that all teachers are educated at Master's level.²

The Washington Teachers' Union (WTU) (2008) was pleased to announce the Foundation of Effective Teaching I, ER&D (Education Research and Dissemination) graduate course offering, a free and dynamic professional development opportunity facilitated by the WTU professional development graduate instructors, and sponsored by the District of Columbia Public Schools for new teachers with one to three years teaching experience. The Providence Teachers' Union (2008) offers a variety of professional development for its members. All programmes are at no cost to its members and are based upon the American Federation of Teachers Educational Research and Dissemination Program. The programmes are grounded in sound research in that they have been used over a number of years, some more than eighteen years, by teachers across the United States in diverse school settings with diverse student bodies. Teachers who have participated in these programmes have improved their professional practice as well as increased their students' achievement.

In Canada the Nova Scotia Teachers' Union (NSTU) (2010) states that in October of each year NSTU members from around the province are invited to attend professional development conferences organised by its professional associations. The catalogue of programmes on offer demonstrates a breadth of curriculum-based

² This is already practice among others in Canada and Finland

and other professional development opportunities that are designed to ensure Nova Scotia's students benefit from the latest pedagogical advances.

The mission of the Baltimore Teachers' Union (BTU) Professional Development Centre is to provide opportunities for teachers and paraprofessionals to enhance their education and educational growth in order to increase their ability to more effectively meet the needs of the diverse population of the students they teach (Baltimore Teachers' Union Professional Development Centre, 2010). The FEA (Florida Education Association) (2010) offers premier professional development programme opportunities like the nationally recognised American Federation of Teachers' (AFT) Educational Research and Dissemination Program (ER & D) and the National Associations programme for English Language Learners (ELL) and the school climate assessment instrument like Keys to Excellence for Your School (KEYS). FEA wants to make it easy for teachers to access skills, strategies and the underlying research to meet the needs of those students wherever they may be on the learning continuum. This is where professional development success and opportunities are highlighted.

The Australian New South Wales Teachers' Federation (NSWTF) (2010) have joined forces with the Faculty of Education and Social Work at the University of Sydney to offer its members a range of professional learning experiences which, it is hoped, will be found professional, stimulating and of benefit to its members' daily practice. Its courses and programmes offer members access to the blend of expertise of its own officers, the university's academic staff and practising teachers in public schools - the perfect mix. Wynne (2010) states that Trade Union Trading (TUT) is responsible for the co-ordination, planning and delivery of the union's professional programme. This programme is the responsibility of the TUT officer, whose work is supported by the TUT secretary. The Federation conducts a range of training courses each year. There are two streams of training namely core courses training activities offered every year as a regular part of the programme, and campaign courses designed to meet the needs of particular groups of members, or in response to a particular issue.

In the subsequent paragraph I discuss the various models of teacher professional development that can be used to develop teachers in South Africa.

2.5 MODELS OF TEACHER PROFESSIONAL DEVELOPMENT

Models of teacher professional development are addressed in this section. These models are training and coaching, individually guided development, observation and assessment or site-based programmes, involvement in a development or improvement process and inquiry.

2.5.1 Training and coaching model

This model is also termed the “cascade” or “train the trainer” or “standardised model.” This model uses programmes that involve ICTs. One or two “champion” teachers at a school might attend a centralised workshop to build computers skills or learn about integrating computers into teaching and learning. When they return to their schools, these champion teachers provide TPD (Teacher Professional Development) to their colleagues that also build computer use and integration skills (Gaible and Burns, 2010).

The model highlights the need for professional development programme developers to be aware of the impact that teachers’ prior knowledge and beliefs about teaching and learning and about technology can have upon the meaning they make of the key learning area. The model also stresses that there is a need for a combination of theoretical, practical and reflective experiences to be built into professional development programmes on technology to provide teachers with the opportunities they may need to develop their understanding, while at the same time represent and promote technology as a process as well as a product (Stein, McRobbie and Ginns, 1999)

This model focuses on expanding an individual repertoire of well-defined classroom practices. Subject matter, collaborative and other emerging alternatives are found to embody six principles that stand up to the complexity of reforms in subject matter teaching, equity, assessment, school organisation, and the professionalization of teaching (Little, 1993). A training design includes an expert presenter who selects the objectives, learning activities, and outcomes. Usually the outcomes involve awareness, knowledge, or skill development, but changes in attitude, transfer of training, and “executive control” need to be addressed as well. The improvement of

teachers' thinking should be a critical outcome of any training programme. Sparks and Loucks-Horsely (1989:40-57) argue that the most effective training programmes include exploration of theory, demonstration of practice, supervised trial of new skills with feedback on performance, and coaching within the workplace. In my view this is the most centralised model and can best be used to disseminate information and skills among a large teacher population.

This approach was piloted by the Department of Education in the Eastern Cape (East London and Port Elizabeth), Gauteng (Tshwane), and Free State (Bloemfontein) and later in Limpopo and Kwa-Zulu Natal in 2007. Principals of schools were nominated to participate in ICT sponsored programmes. The requirements for selection were ICT literacy, access to computers, connection to the internet, and a complete motivation and application form for participation in the programme (Naidoo: 2011: 1). Naidoo indicates that this programme was not successful due to the limited number of computers as this meant that those schools could not be used as venues for training and those teachers did not have adequate access practice and mastery of skills.

Despite all these challenges, I tend to support this model as teachers experience guidance and support from the coaches because of immediate or instant feedback and teachers' classroom practices will be impacted and both the teacher and the coach can reflect on the teacher's performance.

2.5.2 Individually guided development model

The teacher designs his or her own learning activities. An assumption of this model is that individuals are motivated by being able to select their own learning goals and means of accomplishing those goals. A belief that underlies this model is that self-directed development empowers teachers to address their own problems and by so doing creates a sense of professionalism (Sparks and Loucks-Horsley, 1989: 40-45). Imel (1999) concurs that professional development is a continuing process consisting of activities that enhance professional growth. It may include workshops, independent reading and study, conferences, and consultation with peers and experts. Since its primary purpose is to benefit an individual, professional development should be planned and managed by the individual.

Project ExCELL (1997: 15) contends that support is necessary if teachers are to implement and participate in these models of professional development. Teachers need opportunities to participate, to study, to observe, to mentor, and to travel. Formulating a professional development plan that accommodates the needs of all the teachers in a particular location or district will require much effort, as will the appropriate apportionment of funding. Furthermore, in order to use these models, many teachers will need training as mentors and / or as peer coaches. Technology such as e-mail, telephone conferences, and audio and video tapes are useful, particularly for the coaching and individually guided models.

In this model teachers are involved in initiating and designing their own professional development programmes and would share materials, ideas and discuss challenges and solutions. I feel strongly that this model can add value to teachers' professional development in South Africa. This is because teachers themselves are intrinsically motivated to initiate and engage in professional development programmes in which they identify for themselves areas where development is required.

2.5.3 Observation and assessment model

Instructional practices are improved if a colleague or other person observes a teacher's classroom practice and provides feedback. Having someone else in the classroom to view instruction and provide feedback or reflection is also a powerful way to impact classroom behaviour. In this case, the person observing acts as another set of "eyes and ears" for the teacher. Observers also learn as they view their colleagues in action (Sparks and Loucks-Horsley, 1989: 40-57). Gaible and Burns (2010) argue that this will intensify learning by groups of teachers in a school, district or region and province, promoting profound and long-lasting changes in instructional methods. Hooker's in Gaible and Burns (2010) assertion is that teachers work with local facilitators or master teachers to engage in more gradual processes of learning, building master pedagogy, content and technology skills.

My assertion is, that because this model is site-based and addresses locally based needs and reflects local conditions, it should be the cornerstone of teacher development across the education system. In my view this model will make assessor

teachers suggest and recommend improvement of skills, knowledge, attitudes, values and practices to other teachers who are still struggling in executing their professional duties. The recommendations must also include the support the teachers who are struggling must get from the school management and, for example, the Provincial Limpopo Department of Basic Education (PLDE).

2.5.4 Involvement in a development or improvement model

Systematic school-improvement processes typically involve assessing current practices and determining a problem whose solution will improve student outcomes. The solution might include developing curricula, designing programmes, or changing classroom practice. New skills or knowledge may be required and can be attained through reading, discussion, observation, training, and experimentation. Consequently, involvement in the improvement process can result in many new skills, attitudes, and behaviours (Sparks and Loucks-Horsley, 1989: 40-57).

In terms of this model my assertion is that teachers can learn from other successful colleagues or teachers by forming groups with them where good practices are discussed and observed. In these collegial groups, teachers can be trained through workshops and they can be given an opportunity to experiment with their attained skills, knowledge, attitudes, values and practices. They can also register with institutions of higher learning in order to improve themselves professionally.

2.5.5 Inquiry

Teachers formulate questions about their own practice and pursue answers to these questions. Inquiry involves the identification of a problem, data collection (from the research literature and classroom data), data analysis, and changes in practice followed by the collection of additional data. The inquiry can be done individually or in small groups. This model is built on the belief that the mark of a professional teacher is the ability to take “reflective action” (Sparks and Loucks-Horsley, 1989: 40-57). Ayers (2002:5) argues that, in inquiry, professionals seek out change by reflecting on their practice. They do this by posing questions or “wonderings”, collecting data to gain insight into their wonderings, analysing data along with reading relevant literature and making changes in practice based on new understanding developed during the inquiry. Cochran-Smith and Lytle, (1993) concur

that teacher inquiry, also referred to as teacher research or action research is defined as systematic, intentional study by teachers of their own classroom practice. Groundwater-Smith, *et al.*, (2009) contend that inquiry-based forms of professional learning do contribute to the growth of professional knowledge for teachers and about teachers' work.

It is assumed that any successful teacher will pause and reflect on his or her practices and how to improve them. This inquiry model requires that a teacher or a group of teachers ought to ask themselves questions about whether their practices are yielding the necessary results. If not, the inquiry must be conducted by asking questions that will be answered by collating data that will assist in answering the questions. This must ultimately influence the professional practices of teachers for the better.

2.6 CONCLUSION

The literature indicates that teacher professional development has shifted from being the sole responsibility of the government to including teacher unions and other professional bodies. I have also referred to the involvement of teacher unions in teacher professional development in countries such as Australia, the United States and Canada.

Different models of teacher professional development were identified. It seems, in my view, that two of the five models - training and coaching, and observation and assessment or site-based training - are likely to be more influential in shaping teacher professional development in South Africa. This is because these models will not take teachers out of their classrooms and teaching and learning at school level will not be interrupted.

The chapter that follows presents an explanation of the research approach and methodology that I followed.

CHAPTER 3: RESEARCH DESIGN

3.1 INTRODUCTION

In this chapter I discuss the research paradigm and methodology, the population, the sample, data collection and data analysis and also the reliability and validity of the methods used.

3.2 RESEARCH PARADIGM

This research was conducted in the **social constructivist paradigm within an interpretive framework** because I sought to understand the subjective world from human experience by asking questions and getting information from teachers and understanding their situation from within. The SADTU members **were** in a position to state their own personal views and perceptions of the participation and role of SADTU in their professional development.

3.3 APPROACH

The research enquiry was qualitative because multiple realities exist in any given situation and the only reality is that constructed by the individuals involved in the research situation (de Vos, 1998: 45). It is of specific relevance to the study of social relations, owing to the fact of the pluralization of life worlds (Flick, 1998: 2). It is exploratory and may be needed where the topic is new or has never been addressed (Kvale, 1996).

Other reasons for its use include the following:

- if the purpose is to understand an area where little is known or where previously offered understanding appears inadequate;
- if the purpose is to learn from the participants in a setting or process the way they experience it, the meanings they give to it, and how they interpret what they experience and
- if the purpose is to understand phenomena deeply and in detail (Morse, et al., 2002: 27).

3.4 PROBLEM AND RATIONALE

There is a **belief** that teacher unions do not do what they are supposed to do as compared to other professional bodies belonging to doctors, engineers and lawyers (Caldwell, 1997: 169). In South Africa, SADTU would go to as far as joining an industrial action which is not related to the teaching profession (Vavi, 2002). SADTU argues that the reason for this is that teaching influences the people (SADTU, 1990)

Scholars assert that teacher unions as valuable partners have a critical role to play in education like assisting their members in professional development, training and leadership (Heystek, *et al.*, 2001: 24 and Sambar, 1997). However, the public tends to have a dim picture of the role played by teacher unions in education as they are regarded **as** highly politicised and engage themselves in industrial actions (Rotherham, 2006; Hlatswayo, 2007; Mashaba, *et al.*, 2007 and City Press, 2007: 22).

In this study I explored the perceptions of teachers of South African Democratic Teachers' Union's involvement in professional development as SADTU claims to be investing much of its resources in teacher professional development.

3.5 RESEARCH QUESTION AND SUB-QUESTIONS

I looked into the following research question and sub-questions:

What are educators' perceptions of the contributions of the South African Democratic Teachers' Union regarding their professional development?

Sub-questions

- (i) How do educators understand the concept of professional development?
- (ii) What is the image educators have of SADTU?
- (iii) What are educators' perceptions of SADTU's ability to defend their labour rights?
- (iv) What are educator's perceptions of SADTU's contribution to teachers' professional development?

- (v) What are educators' perceptions regarding teacher unions being viewed as havens for bad teachers?
- (vi) What are educators' perceptions of SADTU engaging in militant action?
- (vii) What are educators' perceptions of teacher unions' roles in educational reform?

The purpose of my study was to investigate the perceptions of teachers on the South African Democratic Teachers' Union's (hereafter SADTU) involvement in professional development as SADTU claims to be investing much of its resources in teacher professional development.

3.6 AIMS

I looked into the following aims:

- (i) To establish educators' understanding of the concept of professional development;
- (ii) To explore the perceptions of teachers of SADTU;
- (iii) To establish what educators' perceptions are of SADTU's ability to defend their labour rights;
- (iv) To understand the perceptions of educators on the involvement and efforts of SADTU regarding professional development.
- (v) To explore educators' perceptions on teacher unions being viewed as havens for bad teachers.
- (vi) To understand educators' perceptions of SADTU engaging in militant actions.
- (vii) To establish educators' perceptions of teacher unions' role in educational reform

3.7 THE POPULATION

A research population is defined as a larger group of participants or a group of potential participants (Salkind, 2003:33 & 86). The population of my research study was the members of SADTU (See Annexure G) of high and primary schools in the 5 circuits (Dimamo, Kgakotlou, Lebopo, Mamabolo and Mankweng) in the Mankweng cluster in the Capricorn District in Limpopo in South Africa. The total population of

this study consists of 11 **individuals from** schools in the Capricorn District. I focussed on 11 schools in order to be in a position to select my interviewees from the 11 schools. I selected 7 participants from primary schools and 4 from high schools. I selected a total of 11 **individuals as** participants.

3.7.1 The sample

Purposive sampling is defined as handpicking supposedly typical or interesting cases (Blaxter, *et al.*, 2006: 163). Purposive sampling was employed for selecting schools, and secondly for selecting members of SADTU. For it to be effectively done, it was done after pilot interviews had been concluded where informants furnished more detailed information. Schools that have more active members of SADTU, which in my view are those that have teachers occupying leadership positions or those that have office bearers in SADTU, were sampled. Singleton *et al.*, (1988) and De Vos *et al.*, (2002: 207) state that this type of sample is based on the judgement of the researcher, in that a sample is composed of elements that contain the most characteristics, representative or typical attributes of the population. The advantage of purposive sampling is that **participants** are easy to access given the limited resources and time.

These may serve as the criteria for selecting meaningful cases (especially for interviewees). They should have the necessary knowledge and experience of the issue at their disposal to answer the questions in the interview. They should also have the capability to reflect and articulate, should have time to be interviewed, and should be ready to participate in the study (Flick, 1998: 123). This was the best sampling method for my research as I needed to interview knowledgeable teachers who are actively involved in the activities of SADTU and those who could furnish informative responses to questions.

3.8 DATA COLLECTED

3.8.1 Interview

Interviewing is the predominant mode of data or information collection in qualitative research (De Vos *et al.*, 2002:292). Seidman (1998:1) cited by De Vos *et al.*, (2002: 292) contends that one uses interviews because one is interested in other people's

stories. Stories are a way of knowing that an interview involves **individuals on** a one-on-one verbal interaction between the researcher and the respondent and its advantages are that one can clarify answers and one can follow up on interesting answers. Bloor and Wood (2006) contend that qualitative (or 'semi-structured', or 'in depth') interviews have a more informal, conversational character, being shaped partly by the interviewer's pre-existing topic guide and partly by concerns that emerge during the interview. Moore (2006: 141) argues that semi-structured interviews are best used when one wants to collect both structured information and information about attitudes or beliefs.

I conducted semi-structured interviews. I conducted interviews on an individual basis to allow every participant to be at liberty to express his or her own views and perceptions in private. The nature of the interview was such that every SADTU member was able to give his or her understanding of SADTU's involvement in their professional involvement and their feelings concerning SADTU's claims about its involvement in their professional development. The interviews were conducted in their staffrooms, in order to ensure that they were within their own environment. I also explained to them that their identity would not be disclosed to anyone and that their names would not be written on the transcriptions generated out of the interviews. I also explained to them that as a researcher I was bound by the code of ethics of the University of Pretoria.

The first question on my research interview schedule (See Annexure F) required the individual participants to state their own views of teacher professional development. One of the questions was to determine their feelings towards SADTU's involvement in teacher professional development as well as whether there is a need for teachers to be professionally developed. Another question required them to state factors that have prevented their professional development. This was individual interviews.

The questions below were used to solicit information from the respondents during the interviews.

1. Do you consent to this interview being tape recorded?
2. Are you a member of SADTU?

Participants were assured that the questions and responses would be strictly confidential.

CATEGORY A

Biographical data: Mark the correct column

1. Age	Between 30 and 40	Between 41 and 50	Between 51 and 60
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2. Marital status	Married	Single	Divorced
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3. Faith	Christian	African faith	Other(Specify)
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4. Language	Sepedi	English	Other (Specify)
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CATEGORY B

SADTU MEMBERS

- 1 When did you join SADTU?
- 2 Please tell me about when your interest in SADTU began?
- 3 What are your teaching profession and academic qualifications?
- 4 How do you understand the concept of professional development?
- 5 What professional challenges do you encounter in fulfilling your professional functions?
- 6 What do you see as the main benefits of professional development for you?
- 7 Does SADTU have an appropriate policy on teacher professional development?
- 8 Does SADTU contribute to teachers' professional development?
- 9 Does SADTU budget for its members' professional development?
- 10 Please tell me about the contributions of SADTU in your professional development as a teacher.
- 11 Have you ever attended SADTU's workshops/ training sessions in respect of teacher professional development?

- 12 What was your overall experience of teacher professional development workshops organized by SADTU?
- 13 What did you gain from the professional development workshops/ training sessions organized by SADTU?
- 14 Was there any particular workshop, training session or any other particular incident in your professional development which you saw as a turning point?
- 15 Compared with your teaching today, what was your pre-teacher professional development teaching world like?
- 16 How much “dignity” do you experience in your professional world today after professional development?
- 17 How much meaningful professional activity did you have in SADTU?
- 18 How long have you been a member of SADTU?
- 19 What is it about SADTU that you most like?
- 20 How would you describe your attitude towards SADTU?
- 21 Why is SADTU important to you?
- 22 What is your perception (view) of SADTU’s image?
- 23 What are the benefits of being a SADTU member?
- 24 Does SADTU have the capacity or the capability to defend your labour rights?

Interviews were recorded on tape. The duration of the interviews was approximately 30-45 minutes each. This interview time allowed sufficient probing and was not too long to get participants bored. SADTU documents were also used to elicit data.

I was informed by the insights I gained from my literature review as well as my experience as an ordinary and inexperienced member and later as a SADTU site steward and SADTU branch leader.

SADTU documents were analyzed and literature review was conducted to get more information on the topic.

3.9 DATA ANALYSIS

Blaxter, Hughes and Tight, (2006: 211) postulate that analysis involves working with data, organising it, breaking it up into manageable units, synthesising it, searching

for patterns, discovering what is important and what is to be learned and deciding what you will tell others. The constant comparative (iterative) method of analysis was employed.

Data collected was transcribed into general meaning and then reduced and categorised into themes (See Annexure A). As a researcher I searched through the data for frequent responses and patterns as well as topics that were covered by the data and thereafter wrote words and phrases to represent the topics and patterns.

I focused on getting a holistic understanding when analysing data. I went through the transcripts in order to arrive at the same understanding as the respondents' perceptions, opinions and views. I studied the transcripts in depth in order to determine the issues which were repeatedly mentioned during the interviews.

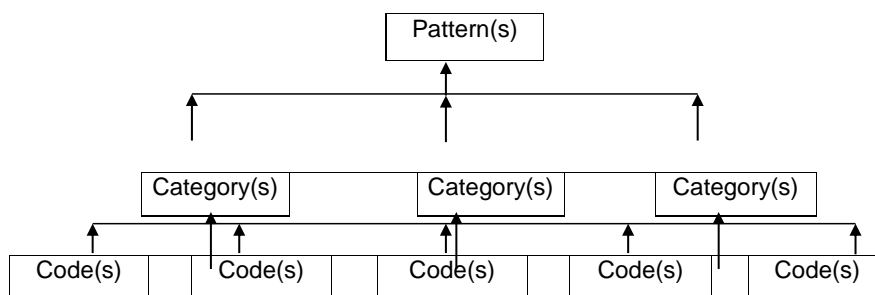


Figure 1.2: How codes developed into categories and how categories developed into patterns

3.10 RELIABILITY AND VALIDITY

Bloor *et al.*, (2006) state that strategies to improve validity include member validation. Flick (1998: 226) contends that the promise of further authenticity made here is twofold. On one hand the interviewee's agreement with the contents of his or her statements is obtained after the interview. On the other hand, the interviewee himself or herself does structuration of his or her statements in terms of the complex relations the researcher is looking for. Silverman cited by Flick (1998:223) argues

that reliability can be increased by checking the interview guides or generative questions in test interviews or after the first interview.

In order to ensure reliability of the information provided by the participants, I used an array of strategies. The following were included: creating a relaxed and favourable atmosphere for interviewees to feel free to talk, rephrasing a question whenever the interviewees did not hear or understand it clearly, and discussing transcribed data with the participants served as member checking or validation. I asked participants to tell me whether I had accurately described their experiences. Going back to SADTU members actually helped in the reliability of the results, as they confirmed after reading the transcripts whether their views were accurately and correctly reflected and captured.

3.11 LIMITATIONS

The inherent problems of the interview method chosen were that it could stop me from getting reliable data because my status as a SADTU office bearer could cause interviewees to fear being victimised for betraying the revolution. Holliday (2002: 3) says that there are well-known problems with **interviews** - how the mode of the question influences the mood of the response, how far people tell the truth, how far they understand the question anyway, and how far the social impact of the questionnaire will influence perception.

To prevent these problems from influencing my research I explained to the participants that I was interviewing them in the capacity of a researcher from the University of Pretoria, I also explained that their identity would not be revealed to anyone except me as a researcher but their voice would be made explicit in the research. If they did not understand a question they were free to indicate the same, follow-up interviews would be conducted and interview transcripts would be verified by the respondents to check their authenticity and I would read the interview transcripts many times to get a clear and sensible meaning out of them. Barzum (1985: 153) argues that the remedy is simple but arduous: to scan every word, not once but many times, until you are assured that it is the word corresponding to what you know and want to say. Holliday (2002: 175) concurs that making appropriate claims is not simply a matter of technical accuracy, but of creating images of the

people we research which promote understanding of humanity and do not reduce and package them. This is thus a deeper, ethical and indeed political issue.

3.12 CONCLUSION

In this chapter the interpretive research paradigm was discussed as a means to understand the subjective world from the SADTU members' experience and viewpoints. I approached the topic from a qualitative approach perspective. This topic has never been explored or addressed (See Kvale, 1996). The problem and rationale are that teacher unions have allowed their roles and functions to be blurred (see Caldwell, 1997: 167). Purposive sampling and interviews were used because as a researcher I was interested in SADTU members' stories. The interviews were later transcribed and analysed (See Annexure A).

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

As indicated in chapter 1, this research was aimed at investigating the perceptions of teachers of the South African Democratic Teachers' Union's involvement in their professional development. Specifically I wanted to investigate or determine whether SADTU is as involved in the professional development of teachers and in particular its members as it claims to be. I indicated that I would be focusing on eleven SADTU members from five different SADTU branches in the Capricorn District of the Limpopo Province in South Africa in order to achieve my research goals. I deliberately and purposively chose SADTU members who are likely to have information on this topic to be my **participants**. I did not include any other teacher who is not a member of SADTU because he or she may not have information on SADTU's activities and in particular teachers' professional development. In doing so, I hoped to ascertain if SADTU does in fact contribute to teachers' professional development as it claims it does. This, I assumed, would give me some indication of how SADTU members perceive SADTU's contributions to, and efforts in their professional development.

In chapter 3 I discussed the research design and methodology. The chapter included the research instruments, the purpose for which they were created, the interviewees in the research study, the sampling procedure, the data collection methods and techniques, reporting and the ethical aspects to be taken into consideration. In this chapter I will present and discuss my findings and analyse and interpret them.

I made use of a number of research strategies to collect and analyse data. My primary and basic research instrument was face to face or one-on-one interviews. I conducted these with available individual SADTU members made up of seven teachers, one deputy principal and three principals. These included members who served as office bearers at branch, regional and provincial level. All of them were treated as members because in SADTU there is no differentiation and all are regarded as members (See **Annexure G**). I also reviewed the literature on unions'

involvement in general in teachers' professional development and conducted document analysis.

I was informed by my literature review as well as my experience as an ordinary and inexperienced SADTU member and later as a site steward and SADTU branch leader.

The purpose of this research study was to investigate SADTU's claim that it spends more of its financial resources on teacher development than on the bargaining process for teachers' conditions of service. I then asked questions that would elicit responses that would enable me to answer the research questions/aims.

For the purposes of data analysis I grouped the questions I asked together as follows -

- (i) How do educators understand the concept of professional development?
- (ii) What is the image educators have of SADTU?
- (iii) What are educators' perceptions of SADTU's ability to defend their labour rights?
- (iv) What are educators' perceptions of SADTU's contributions to teachers' professional development?

The questions above led to the following aims:-

- (i) To establish educators' understanding of the concept of professional development;
- (ii) To explore the perceptions of teachers about SADTU's image;
- (iii) To establish what educators' perceptions are of SADTU's ability to defend their labour rights; and
- (iv) To understand the perceptions of educators about the involvement and efforts of SADTU regarding their professional development.

I used the responses as perceptions from members of SADTU only. In the data below the symbol M stands for teachers who are members of SADTU. I will also use figures and tables to enhance the presentation of the collected data.

In this chapter I also bring my experience first as an ordinary inexperienced SADTU member, later as a site committee member, site steward and branch leader to bear on the data. I worked in a secondary school as a teacher for seven years, as a deputy principal for seven years and in a higher primary school for four years. All these years I was a member and a leader of SADTU. It is imperative that the results of this research study be based on what the interviewees chose to tell and reveal, what they regarded as important and what they recalled during the interview sessions and not on my own experiences and opinions.

I will now present and discuss the data in the context within which the study was done, as I understood it from the SADTU members' perceptions, understanding, and knowledge in the form of contextualized verbal descriptions as answers to the four questions. However, I will present the picture that emerged of the participants themselves.

4.2 PROFESSIONAL AND ACADEMIC QUALIFICATIONS AND INTEREST

I first read through a thirty percent sample of the transcriptions of my interviews several times. Then, a coding frame was developed from all the samples of my interview transcripts which ultimately translated into codes. Data was classified or coded in a particular way by marking or tagging the pieces of information with high lighters in order to make them ready for analysis. In other words data was cleaned or organized around a particular view in order of its occurrence on the involvement of SADTU on teachers' professional development.

After the development of codes, they were identified and clustered into meaningful groups which formed themes or categories which reduced the data to a manageable size. Thereafter, data was interpreted and scrutinised, and categories or themes were identified and reduced into patterns that address the topic more broadly.

The responses are neither views nor perceptions regarding the research questions and aims but factual knowledge that the interviewees have about three issues:

- (i) The year of their joining SADTU / The number of years they have been in SADTU;
- (ii) The professional and academic qualifications members have; and
- (iii) The time their interest in SADTU began.

The responses are from the eleven members consisting of three principals, one deputy principal and seven teachers. However, all are grouped and treated as members.

In this chapter I will present an analyses and interpretation of the responses of the participants to the questions that were put to them. In my discussion below I first state the questions and then analyse and **interpret** the responses in terms of categories and patterns.

In par. 4.4 I will present the patterns of the findings on each of the aims of the study as set out in par. 4.1. In regard to each aim I will present and discuss the patterns that emerged from the responses.

I first asked the question below to ascertain when the participants joined SADTU.

4.2.1 When did you first join SADTU?

Most members appear to have joined SADTU before and during 1994 which is the year when democracy came to South Africa. However, there are some members who joined SADTU after 1994.

Most members joined between 1990 and 1994. Most of those who were already in the teaching field joined SADTU in 1990. However those who joined after 1990, which is the year SADTU was formed, joined when they started teaching.

Most members mentioned that they joined SADTU in the early 1990s. During these years SADTU was formed and challenged the apartheid education system. The reviewed literature states that SADTU was launched in Johannesburg on 6th October 1990 and challenged the legitimacy of ethnic education departments and made an

important contribution to the struggle for non-racialism (SADTU Constitution, 2002: 1).

It has been found that the majority of SADTU members joined it when it was formed or a few years later but before 1994 and it was during the time of the Mass Democratic Movement's (MDM) struggles against apartheid. There was only one "younger" member there who joined SADTU in 2004 and the other ten were "older" and they joined SADTU in the 1990s. This is because in South Africa particularly in Limpopo there was an over-supply of teachers by colleges of education and many teachers who qualified at colleges and universities were facing serious challenges of employment and most young **learners** became less interested in the teaching profession. Hence, less number of younger members in SADTU and, SADTU still uses industrial action as its preferred method of operation as most of its members are those who participated in the liberation struggle against apartheid prior to 1994.

4.2.2 Please tell me about when your interest in SADTU began.

There is convergence in members' responses. They agree that their interest in SADTU began when there were strikes, political upheaval and systemic challenges in the country. "You know it was during the time of turmoil, of political upheavals in South Africa" (M2). M4 says, "That's when, during the – the time when Mandela was just to be released." M6 responded, "When there was about to be a strike in terms of negotiations – of salary negotiations." "No, it began right in 1992, immediately after the national strike of 1992" (M8). M9 said, "My interest in SADTU began in 1992 when there was a massive strike and SADTU fought for the rights of the teachers."

However, there are those who differed somewhat in their response. M10 responded, "My interest in SADTU began immediately we were told that they are busy trying to negotiate and even come up with one union which will represent all." "It began in 1990. When we first had the first redeployment" (M7). M1 stated, "When SADTU began in 1990, and I was doing Matric it was launched. Then as my brothers and sisters were educators, they started talking of SADTU."

Most of the members' interest to join SADTU seemed to start during teacher strikes.

The interest of some of those who joined was not necessarily triggered by teachers' strikes but also by other challenges teachers were facing in their profession.

Most of the years which members indicated as the beginning of their interest in joining SADTU, are the years that the country was going through a transition and SADTU used the strikes as one of its means to achieve what it wanted (Heystek and Lethoko, 2001: 224 -227, Hlatswayo, 2007, Mashaba, *et al.*, 2007: 11, Sowetan, 2010b: 5).

The findings from the responses of the respondents and the literature seem to confirm the working assumption that SADTU is known because of its militancy and its militant actions which negatively affect teaching and learning. However, SADTU's militant actions seem to have enabled it to achieve its goals. If SADTU had not employed militant actions, **there would not have been more teachers joining it** if anything, it would have been at a snail's or chameleon's pace.

It has been found that problems and challenges like strikes, political upheavals and challenges of redeployment triggered teachers' interests in joining SADTU. Militancy was found to have played a crucial and significant role for SADTU to achieve its goals. Members seemed to be interested in SADTU because of its militancy.

4.2.3 How long have you been a member of SADTU?

Most members mention that they have been members of SADTU for more than ten years. Very few mention less than ten years as members of SADTU. Conversely, there are those who sound unsure about exactly when they became members.

M5 replied, "SADTU is 21 years old. I mean they will be celebrating the 21st anniversary on the 6th October. I have been a member since then." "Eighteen years and I will never change to another union" (M6).

Although some sounded uncertain or unsure, they also suggested more than ten years as SADTU members. M8 stated, "Is around eighteen to twenty three years." M2 said, "I think yah! is plus minus twenty years." "That would almost be seventeen years" (M9). This suggests that the majority of members of SADTU are those who

have been in the teaching field for many years as opposed to those who are new. Furthermore, the majority of the members joined between 1990 and 1994. Very few members seemed to have been members for fewer than ten years. The duration of their membership suggests satisfaction with, and loyalty to SADTU. It may also “colour” their responses.

According to SADTU (1990), it represented more than 230,000 teachers and members that were spread across the provinces in 1990. This made it the largest union in the country.

In the five high schools where I worked from 1991 to 2010 and the primary school where I have been working since 2010, the majority of teachers were and still are, SADTU members.

I have been a member of SADTU for nineteen years.

4.2.4 What are your teaching profession and academic qualifications?

Most members mentioned a three year diploma after high and/or secondary school (REQV 13) which is the minimum requirement in South Africa for one to qualify as a teacher. However, there are those who mentioned a PTC which they augmented by in-service training with an NPDE qualification to meet the minimum requirement.

Despite the fact that members of SADTU meet minimum teaching qualification requirements, there is a need for teacher professional development due to curriculum changes taking place. A study by Mannah & Lewis (in Compton and Weiner, 2008: 177) also reveals that SADTU has supported Outcomes Based Education as a progressive education framework. However, the system is now fraught with bureaucratic processes of implementation and lack of resource mobilization. Hence, teachers and learners have failed to benefit from it due to lack of proper training and support, continuing historical deficiencies and overemphasis on assessment and administration. SADTU is also lamenting the fact that even amongst qualified teachers there are question marks about the quality of pre-service training, often delivered by poorly resourced Bantu-style education or embodied in a very conservative pedagogy and that massive curriculum and policy changes post-

1994, resulted in policy overload for teachers requiring new skills and retraining for teachers (SADTU, 2010).

In terms of the Department of Basic Education's vision 2025, Action Plan 2014, by the end of the year 2014 the minimum entry qualification for all teachers will be REQV 14, meaning 98 848 teachers (who are currently REQV 13) have also been found not to be "sufficiently" qualified. This makes another compelling argument for strong and quality pre- and in-service processes (SADTU, 2012: 2).

It has been found that most members of SADTU are professionally qualified with a three year diploma which is REQV 13. Even though they are qualified currently, some will not meet the minimum requirement in 2014 as it will be raised to REQV 14 and this will make them unqualified and / or under-qualified educators. It has also been found that the majority of SADTU members do not have academic qualifications which, in my view, would boost the subject content knowledge of educators (SADTU, 2010c and SADTU, 2012).

In par. 4.3.1 I will present, interpret and analyse the responses of the interviewees to the research questions about the perceptions of members of SADTU of the concept of professional development. In paragraph 4.3.1 I will also give, interpret and analyse the responses of the respondents to the research questions about the perceptions of teachers of the contributions of SADTU to their professional development. I will group these under twelve main questions: teacher professional development, professional challenges, **benefits**, policy, efforts, contributions, budget, workshops or training, comparison of teaching, dignity, meaningful professional activity, 'like', attitude, importance, image, benefits, and capacity or capability to defend labour rights.

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When and where applicable, my descriptions below include verbatim quotes meant to familiarize readers with the specific union contexts, given that such contexts serve as frames of reference within which the interviewees' perceptions, understanding and knowledge of SADTU's contributions to teachers' professional development as a union can be better understood. I will first present the question and then analyse,

interpret, and discuss the responses. I will conclude with a summary in the form of a table for the first question.

4.3 PERCEPTIONS OF THE RESPONDENTS

In chapter 2, I indicated that professional development refers to skills and knowledge attained for both personal and career development. Professional development encompasses all types of learning opportunities, ranging from higher education degrees to formal course work, conferences and informal learning opportunities situated in practice.

The main question was:

What are educators' perceptions of the contributions of the South African Democratic Union regarding professional development?

I asked the first sub-question:

4.3.1 How do you understand the concept of professional development?

Members displayed a profound understanding of professional development as furthering their studies with institutions of higher learning and attending workshops, seminars and conferences. This therefore suggests that, if they are given an opportunity, they are likely to utilize it towards the betterment of their profession.

Members seemed to clearly understand the concept of professional development. What they articulated seems to be what they do in practice. M1 remarked, "Maybe you can enrol so that you can be more knowledgeable through the field of profession." M2 said, "Academically, it would be qualifying as an educator, and then as an educator in practice, I would say development would understand the methodologies and practices of teaching. How to do curriculum issues in teaching practice." "Is actually aiming at developing and capacitating the educators or teachers professionally, in a way that will enhance **their** profession by way of equipping **them** with the current policies, current legislation and even approaches, which are relevant to the current education endeavours" (M5). M6 agreed, "Is a way

in which people are capacitated to do their job. Their day to day job professionally.” M7 expanded, “Isn’t it you must have a certain qualification to be within that profession, but you mustn’t stay or be standstill in your qualification. You have to be a life-long learner.”

The reviewed literature states that teachers must be told how to teach, and if they already know how, to teach better than they are doing (Hargreaves and Fullan, 1992: 62 & 64). Another way is to improve the conditions under which they work and also by relieving them of psychological discomfort of one kind or another and, in general, by helping them to come to terms with the demands of their work (Hargreaves, *et al.*, 1992: 62 & 64). Hillard (1995: 72) elaborates by pointing out that education, training and acquisition of more productive skills by employees are fundamentally important adding greater value to them as individuals as well as enhancing their worth to the public institution.

Arguments advocated in the literature resonate with what is happening in the members’ professional lives. I was also engaged in professional self-development being a member of SADTU and studied at renowned universities in South Africa. I must indicate that I became better in performing my work as a teacher of Agricultural Sciences, deputy principal and latterly principal, than before I underwent professional development. I must indicate that my participation in the union exposed me to the latest discourses, debates and trends in education. It served as an impetus to pursue my professional development although I must indicate that I personally funded my studies, SADTU triggered that intrinsic motivation in me. As a principal, the department offered me an opportunity to further my studies in the ACE School Leadership and Management with one university in South Africa. My determination, will and intrinsic motivation were triggered by SADTU.

I discovered that members of SADTU understand professional development and they indicated the importance of professional development to them as teachers. However, even if they understand and know how to teach, the literature suggests that there is a need for them to be told how to teach better and help them to come to terms with the demands of their professional work. This, in my view, can be done through teacher professional development.

4.3.2 What professional challenges do you encounter in fulfilling your professional functions?

Members are faced with enormous challenges ranging from lack of resources, technological skills, cooperation from parents, having to perform multiple tasks while being ill-informed about departmental decisions and continuous changes taking place in the curriculum.

There are many challenges, such as curriculum changes, money, time, performance of multiple tasks, lack of knowledge and technological skills listed. M1 asserted that, “Yah! this one is difficult because when you want to develop yourself it means you must have something, a sort of money... it means you must go extra mile, maybe during the holidays or weekends... let me mention technology...they are doing something and you don't have that knowledge.” “... the curriculum changes” (M2).

M3 agreed that, “When we develop ourselves we use distance education which we find the institution is very far from your place. And then number two is time...have a problem of language, medium of instruction is English. They have a problem of English and English is not their mother tongue.”

“Number one is the question of time...Secondly there are no incentives...policies of education are actually not in line with what is actually taking place in class” (M4)

M5 mentioned “The ever changing approaches, and maybe the way in which we are expected to improve curriculum. The curriculum that, procedures are not actually the same as in the manner in which when we trained to become educators.”

“This year we are saying NCS, next year is OBE, next time, now we are talking about CAPS” (M6). M7 expanded, “I qualified to be an educator at a high school but when I looked for a job it wasn't easy for me to get a job at high school. Then I worked at a primary.” “You have to perform a number of duties, which in essence in most of the time were not trained for” (M8).

M9 lamented, “It’s about learners, and our learners are a way out.” “Most of the decisions that are taken from the national office down to the provincial we are not in such a way totally informed” (M10).

There seem to be few, if any, actions from SADTU to address the challenges. However, the literature suggests that, given changes in curriculum and other challenges, unions have to assist their members to cope. Matome Raphasha, the secretary of the SA Democratic Teachers’ Union in Limpopo, said the department should stop lying about the textbooks. “We say books have not been delivered. Most schools don’t have textbooks. We have a list of all the schools without textbooks,” he said, adding that the union has compiled a list of schools with text book problems (Masondo, 2013b).

The South African Government News Agency (2012) states that SADTU commits to putting into operation its Institute for Professional Development to provide quality training programmes for teachers and education workers as well as addressing ethical issues in the training of teachers. Compton (in Compton & Weiner, 2008: 211) agrees, “If you talk to teachers in South Africa, they will tell you that as much as we have had policy changes, in terms of real transformation we are still talking about overcrowded classrooms, lack of basic resources, and poor preparation of teachers...is still a dream to talk about libraries...needless to say there are hardly any computers.” Masondo (2013a: 6) elaborates that the SA Democratic Teachers’ Union in Limpopo said it was true that many schools in the province were still without textbooks. Motshekga (2010: 12) says the majority of teachers lack the required subject knowledge, are not teaching what they are trained to teach and too often lack the commitment to teach six and a half hours every day

Kudumo (2011: 91) asserts that many teachers in Namibia were trained in Afrikaans, but after independence were required to teach in English. The reviewed literature agrees that, with the advent of technology in communication, Information and Communication Technology (ICT) poses a risk to the value of qualified education workers (EI, 2007, Zeichner (in Compton, *et al.*, 2008:138) confirms that not only should teacher unions continue to combat the punitive attacks on teaching as a profession, such as we have seen in the United States and Namibia, but also that

they should join with teacher educators in the tertiary sector and defend the right of teachers to receive the kind of preparation for tertiary education that will improve teachers' professional skills and that this is necessary for teachers to enact their professional roles. Rossouw (2013:27) asks if the ANC is in crisis and Hlumelo Biko answers that it's important for the ANC to look at participating in discussions about...and change the way civil servants are motivated.

Teachers also have a challenge in funding their professional development, especially in furthering their studies. Monama, (2013: 8) says one of the grade 12 students interested in the teaching profession could not study teaching in 2011 after having passed matric because she did not have enough money. In my view this may be an opportunity for any teacher union and in particular SADTU to contribute financially in helping practising and potential teachers to develop their skills and follow the teaching profession.

The NEA (National Education Association in America) promoted technology in teaching and learning. It has also sponsored ground-breaking research on indicators of quality in distance learning (Maitland & Hendrickson, 2004 in Henderson, *et al.*, 2004: 126). In my view SADTU can learn lessons from NEA. The challenges that members face as professional teachers do not seem to be adequately addressed by the Department of Basic Education.

This therefore creates an opportunity for SADTU as a partner in education to address these challenges faced by its members as it claims to be doing. The findings therefore seem to confirm the working assumption that SADTU is not doing enough to professionally develop its members. It has the will, the vision and resources, but it has not yet fully implemented a programme that addresses challenges that are faced by the majority of members.

Teachers are faced with numerous challenges and as such they need to be developed by being professionally developed in order to be able to address the challenges as and when they arise. Issues like lack of resources, lack of skills, time, and lack of cooperation from parents and multi-tasking are critical challenges.

Teachers suggest that they need to be developed in these areas for them to be able to perform up to their expectations.

4.3.3 What do you see as the main benefits of professional development for you?

Members contend that professional development brings enormous benefits. Benefits such as career planning, promotions, money, part time work, improvement in learner academic achievements, and innovativeness top the list.

An element of convergence among members manifests itself in this case. Members agree that professional development has many positive effects on teachers' professional work.

M2 stated, "Yah, I think first and foremost the learners that I teach will benefit a lot and after the school where I teach will benefit."

"I think one will improve the teaching skills" (M3).

M4 remarked, "Opportunities do arise."

"It opens up the way for career pathing" (M6).

M9 mentioned, "It also brings money in."

"Presently as I'm in the university I'm learning many new things that are assisting me at school" (M10).

M11 asserted, "I attended so many workshops that encouraged me to apply for environmental education."

Professional development as an aspect of IQMS could be a powerful strategy to improve the knowledge and skills of teachers in order to enhance the quality of teaching and learning and, to be effective, motivation should be intrinsic rather than extrinsic (Mestry, *et al.*, 2009). The study by Zeichner (in Compton, *et al.*, 2008:138)

points out that the futures of colleges and university-based teacher education and public schooling are closely linked, and it is time that teacher educators and teachers and their unions joined together to create the conditions that will provide a high quality education to everyone's children. The reviewed literature concurs that professional development in a variety of forms enables teachers to remain active learners about students and their craft (Louis, 1995: 90). Kodumo (2011: 42) concludes that trade unions go beyond their traditional functions, and address economic, political and social issues.

The findings indicate that both respondents and the literature contend that professional development offers many benefits, given the challenges that members have raised and listed. It would be prudent of SADTU to prioritise and implement professional development initiatives that would address members' challenges.

It has been discovered that professional development brings an array of positives such as money, skills, part-time jobs, and improved performance for teachers and good academic achievements for their learners.

4.3.4 Does SADTU have an appropriate policy on teacher professional development?

Very few members agree that there is a policy on teacher professional development. Most members are unsure about SADTU's teacher professional development policy and plead ignorance. Others indicate that the policy does exist. However it is inadequate and they suggest that it needs to be reinforced and enhanced.

M1 agreed, "Yes, SADTU encourages educators to develop."

"Yah! documentatively I might not say there are many things" (M2).

M3 said, "No, I'm not sure about it. I never met it."

"SADTU is actually having that; unfortunately the department is actually not bringing the hand back" (M4).

M6 mentioned, “Yah! although I’m not sure about it”.

Most members indicated uncertainty as far as SADTU’s teacher professional development policy is concerned. Some indicated that it is not there and pleaded ignorance. Very few agreed that the policy is there but it is inadequate.

M1 said, “Yes, SADTU encourages educators to develop.”

“No, I’m not sure about it” (M3).

M9 said, “I’m not sure about the policy.”

“I cannot really say there is no policy” (M10).

M5 agreed “Yes, I believe as an organization we do have a good policy around the professional development because we are able to outsource, the organization is able to forge links with the private sector and even engage the department.”

“No, SADTU has got a policy on teacher development, but I think is inadequate. It is only after 2010 conference that we then developed the Curtis Nkondo Institute for the Development of Educators” (M8).

Contrary to the uncertainties and disagreements indicated by some members, SADTU’s documents show that SADTU has got a policy on teacher professional development.

SADTU’s constitution (2010: 6) states that the objectives of the union shall be:

- 6.3 to promote and further the interests of its members and to voice collectively their opinions on matters pertaining to education;
- 6.5 to promote and advance the education, cultural and social interests of workers and working class communities in South Africa, Africa, and the whole world;
- 6.11 to plan educational change and development, and conduct research into educational matters.

In his 2013 message to members, SADTU President Thobile Mabhelonke Maphelo Ntola corroborated SADTU's constitution by saying that central to the commitments to its Vision 2030 is for SADTU to improve its role in the professional development of its members. He further stated that, at the end of 2011 it set up the operations of the SADTU Curtis Nkondo Professional Development Institute. The first of its assignments was to investigate and introduce programmes. They had made impressive strides into the professional development space.

The reviewed literature does not agree with what the SADTU constitution avows and what its president advocates. Chuenyane (2010: 10) argues that in South Africa the poor performance of learners is often attributed to the poor professional skills of teachers. Unions, in particular SADTU, are seen to be compounding the problem as they unduly protect teachers. When curriculum implementers ask teachers to teach, they run to SADTU. Mashaba *et al.*, (2007: 11) state that SADTU has vowed to halt teaching and turn every court case involving its members into a holiday despite the crisis caused for children. Govender (1996: 75) suggests that teachers need to be supported and motivated to perform at their maximum.

In terms of the teacher professional development policy, members have not been thoroughly informed. The members' sentiments suggest that SADTU has not been doing enough on the issue of the teacher professional development policy. The findings appear to confirm that SADTU has a teacher professional development policy; however the policy has not been adequately advocated to its members. The policy has not yet been implemented to the satisfaction of its members.

It has been found that the majority of members are either not sure of, or do not know about SADTU's policy on teacher professional development, and only a few know about it and are indicating that it is inadequate. In its documents SADTU has a policy on teacher professional development but it has not been thoroughly advocated to members and hence they plead ignorance.

4.3.5 Please tell me about the efforts of SADTU regarding professional development. What is it that SADTU is doing about professional development?

According to members, SADTU is making some **efforts as** far as the issue of teacher professional development is concerned.

M2 replied, “SADTU is doing a lot though there are other workshops, after the site stewards have been developed they also go and develop the general members.”

“I repeat SADTU organizes workshops to capacitate its members” (M3).

However some indicate that it does not contribute in terms of money. M1 dismissed SADTU’s efforts, “No! No! It doesn’t contribute in terms of money,” whereas others said they were uncertain. **These perceptions suggest that SADTU is not committing its money to teachers’ professional development.**

M4 said, “Well, I’m not sure about that.”

Teacher professional development efforts seem not to be a priority for SADTU. What SADTU does tend to do is workshops that capacitate members to run the union as an organization. These workshops tend to be worker biased and not assisting teaching and learning in the classroom at school level. The workshops seem to have minimal or no bearing on teaching and learning.

“There are other workshops, where site stewards would be called in to develop them about – the rights of workers” (M2).

M3 elaborated, “The secretaries of all branches were last workshopped about ELRC matters, how to solve grievances at work.”

M4 observed, “Yes, I think of one workshop that I attended but it was about many years ago, but is around 2000” (M5).

M7 stated, “The, the, main, main effort is the code of conduct.”

The reviewed literature indicates that SADTU is engaged in partnership with a number of provincial departments. It initiated a series of curriculum seminars focused on History Grade 12 (Nxesi, 2005, SADTU, 2004). SADTU (2013a: 5) concurs that SADTU's Curtis Nkondo initiative is aimed at connecting the dots and creating alignment in all teacher development processes with teachers being the drivers of the development processes.

A study by Kerchner and Koppich in Henderson, Urban & Wolman (2004: 200) also revealed that unionists) are generally better at rocking boats than steering them. Organising, a core union skill, requires motivating people for action, usually for a short period – say, during a political campaign, strike, representation election, or some other episodic event. Unions are thus less organized for the “steady work” of education – creating and spreading curriculum, encouraging professional development, and actually operating schools. Their core purpose is to represent people who do the work of schooling, not to get the work itself done. Murray (in Henderson, *et al.*, 2004: 153) does not agree and points out that the Columbus Education Association (an affiliate of the National Education Association (NEA)) has also joined with Ohio State University to create a Professional Development Academy for teachers and to create 26 professional development schools to strengthen the university's teacher education programmes.

Some members raised critical comments that suggest that the efforts by SADTU are very little and need to be enhanced so that a larger population of members is taken on board. M6 said, “It is not doing much.”

“It doesn't contribute in terms of money” (M1).

It has been found that SADTU is making efforts in teacher professional development such as offering members money for professional development especially in sport, art and culture **only for leaders serving as desks** convenors and its efforts are not noticed by all members. Its efforts tend to be very little and minimal as compared to its size.

4.3.6 Does SADTU contribute to teachers' professional development?

According to members, there are SADTU contributions related to teacher professional development, although the contributions are unsatisfactory and too little.

Most members tend to agree that SADTU makes some contributions towards teacher professional development. M2 agreed, "Yah! Through the workshops that we attend."

"Yes, they sometimes organize some workshops inviting all their members to attend the workshops" (M3).

However, others indicated that SADTU does not contribute money towards teacher professional development, and that the contributions are minimal and do not match the big size of the union. M1 attested, "No, no, it does not contribute in terms of money, but it will just motivate you."

"I'm not yet personally satisfied that we are playing the role of a big organization in terms of development" (M8).

SADTU (2011: 4) says the research project related to the establishment of their Teacher Professional Development Institute is unique in the sense that SADTU members will be interviewed through focus group discussions and questionnaires so as to solicit their views and experiences as to what will contribute to relevant professional development that will enhance their teaching practices especially those in poor and so-called underperforming schools.

The reviewed literature differs from the sentiments of the members. Majova (2010: 5) states that SADTU was to blame for the low matric results. Most teachers in failing schools are SADTU members and SADTU's record of irresponsible strikes and protection of the worst teachers shows that if it gets undisputed power to represent teachers, it will push our system over the cliff.

The findings tend to disprove my working assumption that members will disagree that SADTU is making a contribution to their professional development. However, members' views point in one direction and the literature points in another different direction. Foreign literature agrees with members' responses.

It has been found that there are contributions in terms of teacher professional development by SADTU. The contributions are said to be unsatisfactory, tend to be very little and do not match the big size of the union.

4.3.7 Does SADTU budget for its members' professional development?

Even though most members indicate that they are uncertain about the existence of SADTU's teacher professional development budget, some indicate their certainty about the budget. Very few indicated they believed that no budget existed.

Despite members' different opinions, it seemed to them that the budget for teacher professional development is there at national level and at provincial level, and very little if any at other lower levels which are the regions, branches and sites. The budget appears not to be as effective and efficient as it is expected to be. M5 said, "I have got no doubt that when budgets are passed either at national, particularly at national, because that is where programmes are planned."

"Yes, I'm definitely sure; I'm one of those who attended a workshop at national level. Everything was paid for by SADTU and the flight for your information" (M7).

M8 concurred, "The province itself has to spend not less than 10% of the budget for education on curriculum development."

M10 agreed, "Yes, SADTU national office do that."

Nonetheless, there are members who are uncertain about the budget. M2 said, "As you are at workshops you see that there is money that is utilized there. By inference, I would say, yes."

"No, the money is used but I don't know how they get the money" (M3).

M11 stated, "I am not sure, let me not say there is a budget for that." There were a few who disagreed that there was a budget for the teacher professional development. M1 disagreed, "No such budget."

The Mail & Guardian (2012) says SADTU declared their commitment to improving the quality of public education by defending the education budget (the budget presented by both the Minister of Finance and the Minister of Basic Education towards the running of all education related issues in the country), and called upon government to levy multi-national corporations to invest in public education. SADTU (2010b: 9) asserts that SADTU sponsored membership monitoring and evaluation focusing on how its membership meets its professional obligations against the set objectives of the employer. This should be a member driven process that supplements and does not replace the employer driven process. SADTU (2011: 4) expatiates on the need for SADTU to focus its research on professional development programmes that are relevant to the needs of teachers in poor communities and underperforming schools. Samuel (in Compton & Weiner, 2008:232) elaborates on this turnaround of SADTU raising its funds to the extent that it was financially self-sufficient amazed SADTU leaders and confounded their international friends as well. They were reliably informed that this was unique in the annals of donor funding. Many other emergent national collectives, some in existence for over twenty-five years, could not subsist on their own and were forced to depend heavily on donors. SADTU (n. p.) says SADTU Investment Holdings founded in 1998, SADTU Investment Holdings (Pty) Ltd (SIHOLD) is a BBBEE (Level 1 Contributor) investment company wholly owned by the SADTU Investment Trust (SIT). The beneficiary communities of SIT are the more than 256 000 members of SADTU. SADTU owns a company called SIHOLD which is responsible for assisting its members by funding its union activities such as conferences, workshops and meetings.

The North Central Regional Education Laboratory (2000) corroborates that time and financial challenges further complicate this picture as resources such as time and money are at a premium in American schools. Time and money are desperately needed to provide this ongoing professional development coupled with continuous support to encourage high-quality people to remain in the teaching profession, and to purchase the curriculum material and technology that support a standard-based

curriculum. More or less similar challenges of time and money are raised by the respondents in this research which was conducted in South Africa. Therefore parallels can be drawn from what is happening in American and South African schools.

In America NEA and AFT are funding projects and research to enhance the quality of education. Henderson *et al.*, (2004: xxiv) concur that NEA sponsored the well-regarded Keys to Excellence for Your School (KEYS), which is used for teacher development. In the reviewed literature SADTU is said to belong to the same organization as NEA namely Education International (EI), which serves as a platform for member teacher organisations to share their experiences, successes and challenges so as to learn from each other.

The findings therefore seem to **confirm** my working assumption that members will not agree that SADTU has a budget for professional development. However, I must indicate that, given the ignorance and uncertainty, the budget has to be made known to all members and must be distributed down for all members to be able to benefit. Unions in the USA particularly NEA and AFT are sponsoring teacher professional development initiatives through their budget.

It has been found that most members are unsure about the existence of a SADTU budget in this regard. Some teachers are sure of the existence of the budget at national and provincial levels and little at regional and none at branch level, whereas very few teachers indicate that there is no budget for teacher professional development.

4.3.8 Have you ever attended SADTU's workshops or training sessions in respect of teacher professional development?

Not all members acknowledged attending SADTU's workshops and training sessions. Most attended workshops that capacitated members to address labour related issues rather than issues concerning teaching and learning in the classroom. Very few indicated non-attendance. As a result, this makes SADTU's involvement in teachers' professional development inadequate as it concentrated on labour matters rather than on classroom practices and subject or content matters.

Teacher professional workshops seem to be conducted by SADTU. However, they tend to be focused more on addressing labour related issues than on addressing teaching and learning. M6 mentioned “the labour relations workshop.”

“Mh! Mh! The other thing that was there was on the absorption of the, discussion of temporary teachers absorption” (M11).

M4 stated, “It was capacity building workshop where we were actually learning all acts, and how to manage disputes.”

Those workshops that address teaching and learning tend to be inadequate. M7 said, “I was well acquainted with it (CAPS), because of the workshops run by Vivlia through SADTU.”

“Yes, the recent one is on CAPS” (M8).

There were those who indicated that they never attended a workshop on teacher professional development. M1 dissented, “No, is still in the pipeline. I have not attended.”

“No, that I must attest, no” (M2).

The reviewed literature seems to indicate that in South Africa SADTU seems to be doing little or nothing to develop members as teachers for teaching and learning in the classroom. It suggests that SADTU’s actions negatively affect teaching and learning in schools (Heystek, *et al.*, 2001:14; Govender, 1996: 6; Hlatswayo, 2007; Mashaba, *et al.*, 2007: 11).

The findings **confirm** the working assumption that teachers will disagree with SADTU’s claim that it spends more of its resources on teacher development than on bargaining and the reviewed literature indicates that SADTU is doing nothing. However, there is a convergence between the reviewed literature and findings that SADTU is doing very little. Although most members agree that they attended

SADTU's professional workshops and/or training sessions, they feel that it is not enough.

M8 elaborated, "I'm not yet personally satisfied that we are playing the role that we can actually play as a big union in terms of development."

It appears that most members have attended SADTU's workshops or training sessions. However, the workshops and training sessions attended were rarely addressing subject matter related issues; hence the findings that SADTU is doing little on this matter.

4.3.9 What was your overall experience of teacher professional development workshops organized by SADTU?

Most members indicated that SADTU must do more, especially on the issue of curriculum and they suggest that workshops be for all members and not for site stewards and leaders only. They further suggest that these workshops be conducted outside of meetings and conferences.

Members seem to want more from SADTU. They want SADTU to address curriculum issues and they also suggest teacher professional development be offered outside meetings and conferences because these are dominated by issues not related to teaching and learning, especially politics.

M2 said, "Yah! They are more political, wider political issues, yes those, yes." M2 suggested, "And I think if SADTU could specifically conduct these courses of developing teachers professionally outside of meetings and conferences, h! that would be very much important."

"I think it's minimal" (M3).

M6 asserted, "Yah! Not that much."

"What I liked about that is that it can be good if those workshops can be what can I say? They can serve as induction courses for educators" (M7).

M8 concurred, “I would wish to see one day when we are trained about curriculum, but from the perspective of SADTU. Not from what the department expects, so that we are able to actually beef up what the department is actually doing.”

The reviewed literature gives different and divergent views about experiences of SADTU’s workshops. SADTU documents claim success in its initiatives (Nxesi 2005; SADTU, 2004; SACP, 2001). The other version is that SADTU is doing badly, is responsible for 42 percent days lost, inconveniencing strikes, is only interested in the welfare of their members and maintaining power (Chuenyana, 2010: 10; Sowetan, 2010a: 5).

The findings indicate that SADTU is doing something.

M2 said, “Yah! They tend to build the spirit of unity.”

“I wouldn’t say is satisfactory” (M4).

M5 mentioned, “After the workshop one feels capacitated.”

“I really appreciate but I think if it can serve as an induction for new members, it would be excellent” (M7).

Therefore the working assumption that teachers were going to disagree with SADTU’s claim that it is investing most of its resources in teacher development does stand.

It has been discovered that most members want SADTU to do more than it is doing. They wish that their union would address curriculum related issues in their teacher professional workshops outside of meetings and conferences. This is because these meetings are dominated by union and political matters and not professional ones.

4.3.10 What did you gain from the professional development organized by SADTU?

Most members **disagree** that they did gain a great deal.

M2 commented, “Yah! I think I’m well-armed on labour issues.”

“I think knowledge wise, I think even in meetings I think I’m better off” (M4).

M5 noted, “Well, the skills of management and leadership have been enhanced.”

However, one of the members cited non-attendance. M1 disagreed, “Not yet attended.”

Most members mentioned that they gained a lot from the workshops and / or training sessions.

M3 commented, “I gained a lot. What can I mention? There are so many.”

“Number three, I think knowledge wise” (M4).

M10 elaborated, “I have gained a lot, since most of the workshops organized by the department are micro-oven workshops.”

However, not all of them did gain. One member did not even attend the teacher professional development training sessions or workshops.

M1 disagreed, “Not attended.”

A study by Samuel (in Compton & Weiner, 2008: 235) agrees with the respondents that surely it is no accident that the monogram of SADTU has the torch of learning in the first place for the learners of the South African nation. It is the centre piece - a sort of splendid torch - that they have to take care of as experienced leaders and members. The reviewed literature indicates that SADTU initiated a series of curriculum seminars that focused on History grade 12. The seminars enabled SADTU and the Apartheid Museum to deliver high quality support for educators and learners in South Africa (SADTU 2004).

From the convincing responses and literature, one concludes that members are **not** gaining **that much** from the professional development initiatives organized by SADTU. However, one member who indicated non-attendance is raising a critical

and very serious concern that requires SADTU's immediate attention. The North Regional Education Laboratory (2000) states that those teachers who are remaining in the classroom, now more than ever, need professional development in areas of standard based curriculum, student learning and motivation, and special needs children.

The findings appear to refute the working assumption that members will disagree that they are gaining from teacher professional development initiatives organized by SADTU.

It has been found that most members agree that they gained a great deal whereas, but that some disagree. It has also been discovered that those who attended gained more on labour related issues than professional matters.

4.3.11 Was there any particular workshop, training session or any particular incident in your professional development which you saw as a turning point?

Some members mentioned that they did not view anything from SADTU's teacher professional development initiatives as a turning point.

M1 said, "Not from SADTU."

"I don't think I should lie about a particular thing except for these conferences that I attended you know" (M2).

M4 elaborated, "Not yet, not yet."

There were those who were uncertain.

M3 said, "Mh! not so sure."

Few members seemed to have experienced a turning point.

M7 agreed, “I was given that opportunity of getting information and I feel proud ... knowledgeable as far as CAPS is concerned.”

Most members did not attend or see anything from SADTU’s teacher professional development initiatives as a turning point.

“I don’t think there is any” (M2).

M4 said, “Unfortunately because I don’t know the ones that are coming.”

“Ah! No, they were just normal, ordinary workshops” (M8).

Approximately four of them experienced a turning point.

M5 said, “But after undergoing a number of workshops, and even this training one I was able to draw a line between the two concepts of management and leadership.”

“Those people who were running the workshop are, they challenged me to an extent that I feel like I can be one of those” (M7).

M9 agreed, “I think given a chance, it’s unfortunate at primary school we do not have Accounting but EMS has some sort of Accounting in it. And I can now just go for it without fear.”

The reviewed literature indicates divergent views confirming the divergent views of members. SADTU is known for its militancy, believes that when negotiations deadlock, a strike helps to achieve what teachers want; irrespective of how much learners’ time is lost. It has vowed to halt teaching and learning, and to turn every court involving its members into a holiday despite the crisis caused by the strike (Heystek and Lethoko, 2001: 224-227 and City Press, 2007: 22). The study by Mannah & Lewis (in Compton & Weiner, 2008: 185) points out that when the new social movements arrived on the scene in the late 1990s, SADTU had its hands full. SADTU NGC’s (2010) (Declaration of the National General Council of the South African Democratic Teachers’ Union) resolved to double its commitment to get in operation its own institute for professional development to provide training

programmes for teachers and education workers in fulfilling its historic mission to create a new teacher and a new education worker to build socialism. SADTU (2013) investigated the causes of the increasing number of students dropping out at the higher education institutions and the observed increase of bridging courses to help students to cope; and it welcomed and commended the sterling work being done by the Curtis Nkondo Professional Development Institute on training teachers. SADTU (2010: 15) (SADTU 2030 Vision) argues that its 2030 vision represents a turning point.

The findings emanating from the responses of the respondents and literature seem to support the working assumption that members will not agree that there was a turning point for them in SADTU's professional development initiatives. The majority seem to confirm that there is nothing extraordinary about the teacher professional development initiatives of SADTU although there are a few who suggest that there were a few turning points.

In my view the Curtis Nkondo Professional Development Institute and the 2030 vision represent turning points in SADTU. It is therefore necessary for SADTU to initiate teacher professional development that will affect and strongly impact many members in their day to day work of learning and teaching. The findings indicate that SADTU is doing something although it is not extraordinary.

I will now present a conclusion in relation to the members' views on professional development events organized by SADTU which could be regarded as turning points.

It has been discovered that most members did not experience any initiative as a turning point and others were uncertain. There were a few that experienced SADTU's workshops as turning points, especially those who attended a workshop at national level for the first time.

4.3.12 Compared with your teaching today, what was your pre-teacher professional development teaching world like?

Almost all members mentioned the challenges they encountered before professional development. It was difficult for them to execute their duties with confidence.

Members mentioned that their pre-teacher development teaching world had its own peculiar descriptions or traits that affected teaching and learning negatively.

M11 said, “I was like frustrated.”

“I was tormented and haunted every day, it was very much frustrating” (M10).

M4 stated, “It wasn’t up to scratch ...as now I go to class, I do my work with that confidence.”

SADTU (2012: 2) points out that the South African system also acknowledges its unsatisfactory performance in relation to the Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) country profiles. According to the Integrated Strategic Planning Framework (the work of all education stakeholders on Teacher Education and Development) the findings of the National Planning Commission (NPC) report, the National Senior Certificate (NSC) results and the Annual National Assessment (ANA) all reveal that intensive development must be prioritised for teachers.

A study by Mannah & Lewis (in Compton & Weiner, 2008: 184-185) elaborates that SADTU was established on the basis of the need to marry trade unionism with professionalism. The objective was to ensure that the union played a leading role in the policy debates of the time and empowered teachers to cope with the new demands of education transformation.

The findings from respondents and literature indicate that before teachers could be professionally developed they faced many challenges. However, professional development assisted teachers to perform better than before. In this particular study, members of SADTU acknowledged the significance of SADTU’s workshops and its

professional development related activities. The findings contradict the working assumption that teachers will not agree with SADTU's claim that it is investing more of its resources in teacher professional development than on bargaining.

It has been found that almost all members faced enormous challenges and they used old approaches to the profession before they were developed. After their active participation in SADTU's professional activities they were in a better position to handle challenges that came their way. This was possible because they improved in knowledge and insight became lifelong learners and they also grew in the profession.

4.3.13 How much "dignity" do you experience in your professional world today after professional development?

The following **categories** could be distinguished in the responses of members: most members assert that their dignity grew and that professional development also boosted the confidence of teachers. However, some indicated that their dignity remained the same.

The following **pattern** emerged from the categories: most teachers indicated a need to have members' dignity boosted.

Members also see the need to grow their dignity and confidence. Their dignity and confidence grow after their involvement in teacher professional development activities.

Members perceived teacher professional development as a "dignity" and/or a confidence-builder. They indicated the need for more dignity and or confidence.

M2 said, "I'm well respected by my colleagues on a professional level."

"The dignity is high, the way I'm capacitated" (M3).

M4 concurred, "I think I'm better off than when I started ...I still need a lot more."

“Today’s dignity has grown up” (M5).

M6 elaborated, “The dignity is much better than before. I am more advanced today; I know what to do after being developed. The dignity is a bit high.”

A study by Hypolito (in Compton & Weiner, 2008: 156) points out that a new professional identity has been built for new professionals who are much more plural and who participate in the processes of democratic school governance, workshops, interdisciplinary projects, participatory planning and collaborative production, and a rich process of in-service education. Kodumo (2011: 92) agrees. The views of the two unionists confirm that, in addition to improving the proficiency and competencies of teachers to teach through the medium of English, the programme also served the purpose of confidence-building. It aimed at building the confidence of teachers in using a language in which the majority had not been trained.

The findings from the responses of the respondents and the literature agree that professional development boosts dignity and confidence in teaching and learning phenomena. Members indicated that professional development assisted them to understand and teach better than before they were developed. They indicated the need for teacher professional development because it boosted their dignity and confidence. These findings disaffirm the working assumption that unions are likely to obstruct reform and maintain the status quo and are viewed as havens for bad teachers. Members’ responses indicated that they attended professional development programmes organized by SADTU although they felt that they were inadequate.

Members mentioned that their dignity grew after professional development. They also indicated that their confidence was boosted.

M7 said, “I’m a changed person. I can stand strong; have confidence, going up the ladder.”

“The confidence is being boosted” (M8).

M9 expanded, “Now is high, I can stand in front of teachers irrespective of the number and tell them what I intend to do and they listen to me.”

“They would always hold you with dignity, they respect me” (M10).

M11 agreed, “Is so wonderful. Teaching right now I enjoy it. I don’t think of retiring.”

4.3.14 How much meaningful professional activity did you have in SADTU?

A small number of participants believed they had a variety of meaningful teacher professional development activities that assisted them in executing their work of teaching and learning, and they mentioned that they had no meaningful professional activity.

Members indicated many activities related to teacher professional development. However, some of them are not related to teaching and learning in the classroom.

M1 asserted, “Those workshops, I went to publishers - reports that I got were positive reports from our members.”

“We went to a conference in a - to a regional conference. There I gained a lot on how to present motions” (M2).

M4 said, “I have a lot, involved in leadership positions.”

“The workshops’ purpose was to build a professional educator and I think I emerged as one” (M5).

M8 elaborated, “Yah! I think they are very great, have given one confidence. I think they have a large impact.”

Although members mentioned many meaningful teacher professional activities, the fact that recently SADTU (during its 2010 national conference) (SADTU, 2010) resolved to operate its own professional development institute supports members’

sentiments. However, the findings seem to gainsay the working assumption that unions are likely to obstruct reform and maintain the status quo and are havens for bad teachers.

It has been found that SADTU is engaged in development activities which are more biased towards labour issues than towards professional issues. However, cognizance needs to be taken of the fact that SADTU has recently initiated its own professional development institute, named the Curtis Nkondo Professional Institute.

4.3.15 What is it about SADTU that you most like?

Members like SADTU because of many reasons. They think they need SADTU in their professional lives.

SADTU is regarded as a home, a sanctuary, a dynamic organization and hope for its members.

M2 stated, "I think SADTU is a sanctuary...I think things would have been harsher, I think SADTU plays a great role in neutralizing the employer."

"It is a dynamic organization; it accommodates all my expectations as an educator" (M5).

M8 elaborated, "You feel that this is my second home ... SADTU is our hope against all oppression."

"Is a union that cares about the wellbeing of learners, cares about the wellbeing of teachers. It cares about the nation" (M9).

The reviewed literature points in different directions. There are views that unions, like all stakeholders in education, have a role to play in the restoration of teacher professionalism. SADTU played a crucial role in urging the government of the day to effect changes in the educational arena and in the broader social and political spheres (Heystek, *et al.*, 2001: 24; Govender, 1996: 6). A study by Murphy (in Compton & Weiner, 2008: 75-76) indicates that teachers want the protection of

benefits and the economic and legal security that their unions offer, but they, as well as their unions, view themselves as professionals, albeit professionals in a union. Kodumo (2011: 42) concludes that trade unions were traditionally established to protect and promote the interests of their members.

The other perspective from literature is that the politicization of teacher unions and the use of these unions of industrial actions have undermined the concept of teaching as a profession in the general minds of the public and of the teachers themselves. That is the reason teacher unions are under siege today. They are receiving criticism from many directions and some of these criticisms are from those who hate unions with all their hearts and want to see them banished from the educational arena (Caldwell, 1997: 169; Rotherham, 2006).

M8 elaborated, “No, personally I think the system is not sufficient or adequate. SADTU has ... but I think is inadequate. It is only after the 2010 conference that we then developed **the Curtis Nkondo Professional Institute** for the development of educators.”

In the main, the findings contradict the working assumption that teachers will disagree with the claims made by SADTU.

It has been found that members like SADTU because it serves as their second home. It represents, defends and protects them as and when they are under siege and attack. It was also found that on curriculum related issues SADTU is not doing enough.

4.3.16 How would you describe your attitude towards SADTU?

Most members perceived SADTU positively. However, a small number have a negative perception of SADTU.

M1 said, “Is hundred percent positive. SADTU is an organization that acts on the interests of people.”

“I’m overwhelmed by the influence they have in education” (M2).

M3 agreed, “Is a union that I like most.”

“Is very much positive” (M6).

M8 concurred, “SADTU is our home.”

However, there are a few who give negative responses about their attitude towards SADTU.

M11 disagreed, “They are like no more helping teachers. They are looking at positions, their attitude of looking at money. They are just there to be government officials, to occupy high posts.”

M11 elaborated further, “They wanted to be bigger than their members.”

The reviewed literature indicates that in South Africa, when curriculum implementers ask teachers to teach, they turn to SADTU (Chuenyana, 2010: 10). In her research Bascia (in Compton, *et al.*, 2008: 95) points out that those teachers’ perceptions of their unions are obscured by lack of organizational visibility, by a focus on an apparent narrow range of issues, by a persistently negative and unflattering press, and by a sense that the union belongs to a select group of teachers.

In the main, the responses point in the same direction as the literature. Most members indicate that they have a positive attitude towards SADTU as their union. Whenever any bad thing happens to them, they run to their “home” (SADTU as a union) to get protection. This seems to suggest that even bad teachers would run to SADTU for protection. This supports my working assumption that a union may be a haven for bad teachers. However, it also seems to be a haven (home) for good teachers.

It has been discovered that most members have positive attitudes towards SADTU, although some have registered negative attitudes towards SADTU.

4.3.17 Why is SADTU important to you?

Members perceive SADTU as their home as it gives them a sense of belonging. They feel they are served by the union.

An analysis of the categories and patterns of the importance of SADTU to members is presented in below.

An element of satisfaction manifests itself in this matter. Members seem to have positive reasons why the union is important in their professional lives.

M 4 mentioned, "It means I'm protected labour wise."

"Gives me full service" (M6).

M7 asserted, "Fights for the rights of educators." "Always updates us with what is happening" (M11).

The reviewed literature indicates a number of indicators regarding the importance of a union. SADTU points out that the union believes that taking up the aims to balance the professional and trade union aspects of members' lives is in the long term interests of members and society at large (SADTU, 1990). And also, it has played a crucial role in urging the government of the day to effect changes in the educational arena and the broader social and political sphere (Govender, 1996: 6). SADTU continues to indicate that it has sponsored membership monitoring and evaluation that focus on how membership meets its professional obligations against the set objectives of the employer (SADTU, 2010b). It also praises and recognizes teachers' hard work (SAPA, 2013). The union SADTU is also prepared to go the extra mile in all teacher development processes (SADTU, 2011:12). The other significance of SADTU is that its more than 256 000 members are the beneficiary community of SADTU Investment Holdings (Pty) Ltd (SIHOLD) which is owned by SADTU investment Trust (SIT). A SADTU official said, "We have an employer and we have to fight for our rights within the particular framework that every other member of the working class has to fight for his salary" (Govender 1996: 47).

The reviewed literature and responses of the respondents agree that the union is doing a good job for its members. The findings therefore refute the working assumption that the teacher union (SADTU) is likely to obstruct reform and preserve the status quo and that it is viewed as a haven for bad teachers. However, SADTU is adamant that if it comes to the push, a strike will always be its last resort should negotiations fail.

It has been discovered that members regard SADTU as very important to them. This is because SADTU as a union represents, protects and fights for them and that they have a sense of belonging.

4.3.18 What is your perception of SADTU's image?

Most members perceive the image of SADTU to be growing. They suggest that its image be improved as there is room for improvement.

M1 responded, "In SADTU there is always motivation. The image is good."

"Is good from where I stand" (M2).

M5 concurred, "The image of SADTU is great."

However, there are a few with different perceptions. M4 disagreed, "Is actually wrong ... is no longer the SADTU I used to know."

"Has been tainted by some of the behaviour that we as members display publicly or even privately" (M10).

An analysis of the categories and patterns on members' perceptions of SADTU's image is presented below.

Members' perceptions about the image of SADTU are divergent. There are those who say it is good. They are in the majority.

M7 elaborated, "A developing, as a growing union."

“Is one of the unions that is weighted in the world” (M9).

Others said it is tainted but they are in the minority.

M10 asserted, “Most of the teachers who are fairly dismissed are our members.”

“They just wanted to occupy high posts. They wanted to be bigger than their members, is like they don’t want to serve their members. They just want to serve themselves” (M11).

M6 said, “Although people may view it somehow, as a member I see SADTU as a moving organization.”

“Elderly people, they don’t have a positive image, the middle aged people their thinking about SADTU is more moderate. Has got a good image, must have a room to improve its image” (M8).

The reviewed literature is just like the responses of the respondents which point in different directions. SADTU is said to be responsible for 42 percent of all work days lost between 1995 and 2009, the low matric pass rate, industrial action and militant action (Sowetan, 2010: 5; Majova, 2010: 5; Hlatswayo: 2007 & City Press, 2007: 22). However, there are other perspectives that SADTU is doing some positive things which build its image. SADTU is said to be in partnership with the Department of Basic Education and conducts seminars and workshops (See Nxesi, 2005; SADTU, 2004).

The findings indicate that there are good and bad sides of the image of SADTU in terms of responses from members. Most members mention that the image of SADTU as a union is good. Conversely, there are also those that say it has a tainted image.

Although members are indicating a positive image, there are those that show both positive and the public perspective of the image as negative. The media in South

Africa which feeds the public with information seems to give a bad or negative image about SADTU. The findings seem to support my working assumption that SADTU is known because of its militancy and that unions are also viewed as havens for bad teachers.

4.3.19 What are the benefits of being a SADTU member?

Members believe that the benefits they receive from SADTU are many.

M2 mentioned, "Oh! Plenty, but largely I would say it's being represented."

"There are so many things. To be a SADTU member you have a funeral scheme" (M3).

M4 elaborated, "We have got many opportunities of ensuring that I attend workshops, attend conferences and get paraphernalia for free."

Members mentioned a number of benefits received either from or due to their union. They seemed to be satisfied by the benefits they receive.

M5 stated, "Well conversant when it comes to the issues of labour, generally able to engage on issues. SADTU educators are actually always in the forefront."

"That benefit is that you know you have legal protection day and night. And then the other thing is that you will always benefit in development workshops they organise" (M9).

"Have got a space in SADTU to make a contribution through its meetings, contribution towards the betterment of education, serves as a representative structure" (M8).

Since the advent of bargaining for teachers, certain factors have promoted uniformity in labour practices across the nation (Johnson, 2004; in Henderson, *et al.*, 2004: 47). Kodumo (2011: 42) asserts that trade unions go beyond their traditional functions, and address economic, political and social issues. Research by Bascia (in Compton,

et al., 2008: 107) points out that a viable teacher union engages intelligently and respectfully with its members, seeking always to be their organization. A viable teacher union values democracy in its functioning.

It has been found that members are being work shopped, represented, protected and have a funeral scheme among other things as benefits.

4.3.20 Does SADTU have the capacity or capability to defend your labour rights?

Members believe that, due to its big size, its resources, its track record and capacity it is able to protect, defend and represent them.

M11 said, "I did not have a case that went to SADTU that never got resolved. I know of cases that SADTU won. They are protecting us."

"Yes, was able to recover our monies which were deducted" (M10).

M9 agreed, "Yes, the biggest union, got all the meaningful means to stand for my rights."

Almost all members asserted that SADTU had the capacity and capability to defend their labour rights.

M1 mentioned, "Yes, you see, that's where SADTU comes in."

"When SADTU coughs the employer sneezes wherever he is, is so powerful" (M2).

M4 elaborated, "Yes, our labour rights are actually not taken for granted by the department."

"Yes, won a number of battles, salaries were brought back; some were able to be reinstated" (M5).

M8 expatiated, "Yes, ...has actually developed a corps of full-time shop stewards, are there on full time basis to represent members, have been trained on many

occasions. Out of ten cases you would find we win eight cases. Cases that we will lose are very, very few.”

Thulas Nxesi stated that one of the main aims of SADTU was to fight for the rights of educators (Compton, 2008 in Compton & Weiner, 2008:211). Kerchner *et al.*, (in Henderson, *et al*, 2004: 188) concur that gaining real bargaining and political power created a new era for teacher unions, one in which they became part of the educational establishment. The recognition that unions were strong created new expectations that they would solve educational problems in addition to representing their members’ interests in wages and working condition. McKay (2013) says that the Western Cape Department of Education had charged more than 20 teachers with misconduct following protest actions the month before. SADTU provincial Secretary Jonavin Rustin confirmed that the union had received the charge sheets from the Department and that they were consulting and getting feedback from them and that they would defend their members.

It has been found that members regard SADTU as having the necessary capacity and / or capability to defend their labour rights. Members explained that SADTU is like an elephant, is the biggest union and has all meaningful resources to protect and defend them.

It has been discovered from the responses of the respondents and the reviewed literature that the unions and in particular SADTU seem to have the capacity to fight, represent, protect and defend their members. The findings confirm the militancy of SADTU. It also confirms that development activities may be more focused on union matters than on professional ones.

4.4 PATTERNS EMERGING IN REGARD TO THE AIMS OF THE STUDY

The findings in regard to the aims of the research covered the following: patterns of members’ understanding of the concept of professional development, perceptions of teachers about SADTU, SADTU’s ability to defend teachers’ labour rights and SADTU’s involvement and efforts regarding professional development.

Members' perceptions and understanding of teacher professional development include issues like self-development, development offered by the employer which is the Limpopo Department of Education and the union SADTU. They understood self-development as the initiative by an individual teacher to register with any credible and accredited institution of higher learning to further his or her studies. The other indication they made was that any workshop and / or training session, meeting and conference offered by the Department of Basic Education and SADTU is also regarded as professional development. They indicated that they are capacitated and skilled by the development initiatives and activities of the union even though they are more union related and politically inclined than addressing curricula issues.

Members of SADTU perceived it to be their defender especially when they are in trouble with the employer. They indicated that SADTU protects and represents them when they have a case to be heard. Members also concurred that SADTU represents them during salary negotiations with their employer. They mentioned SADTU as their (spiritual) home, their sanctuary and / or haven. The indication was that they feel comfortable with SADTU as their union.

In terms of SADTU's ability to defend their labour rights they are more confident that SADTU has that ability and they rated the ability very high. Concerning teachers' professional development, members indicated that SADTU addresses union and political matters more than curricular or teaching matters. Members indicated that although SADTU is addressing union and political matters they felt the issues were relevant and beneficial to their work. They indicated that SADTU motivates and inspires members to further their studies and to continuously engage in professional opportunities offered by both the union (SADTU) and the employer.

4.5 CONCLUSION

The study has found that the members do not fully agree with the claim that SADTU is investing most of its resources in teacher professional development. They agree that on union and political matters SADTU is doing well and they feel that it assists them in their work as teachers. However, members did not agree that SADTU is doing more on curricular matters.

CHAPTER 5: OVERVIEW, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of the research was to investigate the perceptions of educators about the South African Democratic Teachers' Union involvement in their professional development.

I addressed the perceptions of **participants** (SADTU members as teachers) of the concept of professional development, the image educators have of SADTU, its ability to defend their labour rights and its contribution to teachers' professional development. The main question and sub-questions were given in each case and were then discussed, interpreted and analysed.

I will outline the aim and objectives of the research study below.

5.2 THE AIM AND OBJECTIVES OF THE STUDY

The aim of the research study was to investigate educators' perceptions of the contributions of the South African Democratic Teachers' Union regarding their professional development.

The objectives of this study were:

- To establish educators' understanding of the concept of professional development;
- To explore the perceptions of teachers of SADTU;
- To establish what educators' perceptions are of SADTU's ability to defend their labour rights; and
- To understand the perceptions of educators about the involvement and efforts of SADTU regarding their professional development.

To attain the aim and objectives of the research study literature review, an empirical investigation and analysis of data were conducted.

5.3 OVERVIEW

This mini-dissertation is composed of five chapters. They are as outlined below:

Chapter one: The chapter outlined the statement of purpose, background, research questions, aims of the study, rationale, working assumptions, conceptual framework and theoretical underpinnings, research design, research paradigm, data collection and analysis, validity and reliability, limitations, ethical considerations, significance of the research, work plan, conclusion

Chapter two: The chapter contained the literature review. It gave an overview of trends in teacher unions' involvement in teachers' professional development, the situation in South Africa, SADTU's professional development and professionalism, teacher unions in other countries and models of teacher professional development.

Chapter three: Chapter three addressed the research design, working assumption, theoretical framework, conceptual framework, epistemology, research paradigm, and methodology. This included research instruments/tools and their purpose; the population / participants sampled and the sampling procedure followed; data collection and analysis techniques used, reliability and validity, limitations, reporting and ethical considerations.

Chapter four: This chapter outlined the contextual data about the knowledge and perceptions that the respondents have about SADTU and its involvement in their professional development.

In 5.4 the findings from the literature review and the empirical research are discussed.

5.4 FINDINGS

In the first part of this section the review of literature and empirical research findings are discussed.

5.4.1 Findings from reviewed literature

The reviews of literature focused on the year of joining SADTU or years in SADTU, interest in SADTU and teaching profession and academic qualifications. The findings are below.

5.4.1.1 *Year of joining SADTU / years in SADTU*

The reviewed literature confirms that most of the members joined SADTU during the years that the country was going through transition and SADTU used strikes as one of its means to achieve what it wanted (Heystek and Lethoko, 2001: 224 – 227, Hlatswayo, 2007, Mashaba, *et al*, 2007: 11, Sowetan 2010b: 5).

5.4.1.2 *Interest*

The literature confirms that unprecedented levels of militant actions such as strikes, marches and sit-ins by teachers as they joined fellow South Africans in demanding changes in education and government in the early 1990s triggered teachers' interest in SADTU (Govender, 1996: 1).

It has also been found that the SADTU membership seems to view strikes as the ultimate solution to their demands. If the union resolves to do away with the element of militancy, their membership could start to decrease. This is basically the reason why they are not prepared to change their image by doing away with strikes (Heystek and Lethoko, 2001: 224 – 227). Majova (2010: 5) mentions that most teachers in failing schools are SADTU members and SADTU's record of irresponsible strikes and protection of the worst teachers shows that if it gets undisputed power to represent teachers, it could push our education system over the cliff.

5.4.1.3 *Teaching profession and academic qualifications*

Despite the fact that most teachers possess the minimum qualifications, there is a need for teachers' professional development due to frequent curriculum changes.

The literature states that SADTU is also lamenting the fact that even amongst qualified teachers there are question marks about the quality of pre service training, often delivered by poorly resourced Bantu-style education or embodied in a very conservative pedagogy and that massive curriculum and policy changes post-1994, resulted in policy overload for teachers and require new skills and retraining for teachers (SADTU, 2010c).

The literature further indicates that by the end of the year 2014 the minimum entry qualification for all teachers will be REQV 14, meaning 98 848 teachers (who are currently REQV 13) have also been found to be not “sufficiently” qualified, and that at least 15 004 need serious attention. This makes another compelling argument and adds urgency to strong and qualitative pre and in-service processes (SADTU, 2012).

In 5.4.2 I will present the empirical findings of the research study on The Perceptions of Educators about SADTU’s involvement in their professional development.

5.4.2 Empirical findings

I addressed the perceptions of educators about the contributions of the South African Democratic Teachers’ Union regarding their professional development. I will now discuss the perceptions of educators in this section.

5.4.2.1 Contextual data - Years of joining SADTU/Years in SADTU, professional and academic qualifications and interest

I asked four main questions in this regard.

5.4.2.1.1 When did you join SADTU?

I found that most members joined SADTU in the early 1990s during the years that SADTU was formed. Those who joined after 1994 did so when they joined the teaching fraternity. I also found that very few teachers joined SADTU after the year 2000 (See par 4.2.1).

5.4.2.1.2 Please tell me about when your interest in SADTU began?

I found that most of the members' interest in joining SADTU was triggered by the teachers' strikes of ... which made the union achieve its goals and some by the challenges teachers were facing in their profession (See par 4.2.2).

5.4.2.1.3 How long have you been a member of SADTU?

I found that the majority of the members indicate being members of SADTU more than ten years. Although some were unsure, many suggest being SADTU members for more than ten years. However, a small number of members have been members of SADTU for less than ten years (See par 4.2.3). Comment on the implications

5.4.2.1.4 What are your teaching profession and academic qualifications?

I found that most members have a three year diploma after high and/or secondary school (REQV 13) which is the minimum requirement in South Africa for one to qualify as a teacher. However, there are those who obtained a PTC which they augmented by further in-service training with a NPDE qualification to meet the minimum requirement. The majority had obtained other qualifications after obtaining their minimum qualification requirements and they are still furthering their studies.

Despite the fact that members of SADTU as teachers had obtained the minimum requirements, there is a need for professional development due to constant curriculum changes taking place (See par 4.2.4).

5.4.2.2 Addressing the aim of the research study

The purpose of this research study was to investigate the perceptions of teachers of the South African Democratic Teachers' Union's involvement in professional development. The following aims were therefore addressed:

5.4.2.2.1 To establish educators' understanding of the concept of professional development;

5.4.2.2.2 To explore the perceptions of teachers of SADTU and to understand their perceptions of the involvement and efforts of SADTU regarding professional development.

5.4.2.2.3 To establish what educators' perceptions are of SADTU's ability to defend their labour rights

I will now present the empirical findings of the perceptions of the respondents in order to address each objective mentioned above.

5.4.2.2.1 To establish educators' understanding of the concept of professional development

I found that SADTU members seem to understand professional development. This suggests that if they are given an opportunity they will utilize it to better their profession (See par 4.3.1).

I also found that members are facing many professional challenges (See par 4.3.1). These challenges range from lack of resources, technological skills, cooperation of parents, and performance of multiple tasks, being ill informed about national department decisions and constant changes taking place in the curriculum (See par 4.3.1).

Members agreed that professional development brings many benefits. These benefits are career pathing, promotions, money, part-time work, improvement in learner achievements, and innovativeness. (See par 4.3.1).

I also found that some members are not sure of SADTU's teacher professional development policy. Others indicate that the policy is there but inadequate, whilst some adduce ignorance and lack of information on the policy (See par 4.3.1).

5.4.2.2.2 To explore the perceptions of teachers of SADTU and to understand their perceptions of the involvement and efforts of SADTU regarding professional development

I found that most members believe that SADTU is making an effort. Very few indicate that it does not offer members money for professional development and some mention that they are uncertain about its efforts (See par 4.3.5). Teacher professional development tends not to be a priority for SADTU. What SADTU tends

to do is workshops that capacitate members to run the union as an organization. These workshops tend to be worker biased and are not specifically assisting teaching and learning in the classroom at school level. The workshops members are referring to have minimal or no bearing on teaching and learning (See par 4.3.5).

I also found that SADTU is making contributions towards teacher professional development, but not in terms of money. The contributions are said to be very little and do not match the size of the union (See par 4.3.6).

I found that most members are unsure about the existence of a SADTU budget for professional development. Others are sure of the existence of the budget, whereas very few indicate that there is no budget for teacher professional development (see par 4.3.7). Despite members' different opinions, it seems that the budget for teacher professional development is there at national level and provincial level, and very little if any at other lower levels which are the regions, branches and sites (See par 4.3.7).

I also found that most members have attended SADTU's workshops or training sessions in respect of teacher professional development. However, a small number have dissenting views (See par 4.3.8). Teacher professional workshops seem to be conducted by SADTU. However, they tend to be more about addressing labour related issues than on addressing teaching and learning. Those that address teaching and learning tend to be inadequate (See par 4.3.8). Members seem to want more from SADTU. They want SADTU to address curriculum issues and they also suggest that teacher professional development be outside meetings and conferences because of these events being dominated by issues not related to teaching and learning especially politics (See par 4.3.9). Most members also indicate that they do gain much from these workshops whereas very few disagree (See par 4.3.10). Some members indicate that they did not experience any workshop as a turning point and some are uncertain (See par 4.3.11).

The findings are that almost all members indicate the challenges they encountered before professional development. It was difficult for them to execute their duties with confidence (See par 4.3.12). Members mention that their pre-teacher development teaching world had its own peculiar descriptions or traits that affected teaching and

learning (See par 4.3.12). Members mention that their dignity grows after professional development. They also mention that their confidence is boosted (See par 4.3.13). Most members believe they had plural meaningful teacher professional development activities that assisted them in executing their work of teaching and learning. Very few respondents disagreed (See par 4.3.14).

The findings indicate that SADTU is regarded as a home, a sanctuary, a dynamic organization and hope for its members and that is why they like it (See par 4.3.15).

I found that members regard SADTU as important to them because it represents, protects and fights for them and that they have a sense of belonging (See par 4.3.17). Most members present the image of SADTU as growing. They suggest that its image be improved as it has room for improvement. However, there are some different perceptions (See par 4.3.18). Members mention an array of benefits received from or due to their union. They seem to be satisfied with the benefits they receive (See par 4.3.19).

The findings therefore appear to refute the working assumption that the majority of teachers will not agree with what SADTU claims. It is likely to obstruct reform and preserve the status quo. However the findings seem to confirm that unions are viewed as havens for bad teachers as some mention that you would find that on one or two occasions where there are cases or there are issues, members of SADTU are involved and that continues to taint the image of the union.

5.4.2.2.3 To establish what educators' perceptions are of SADTU's ability to defend their labour rights

I found that SADTU is perceived as having the capacity and / or capability to defend its members' labour rights. It is likened to an elephant, it is the biggest union, its track record speaks for itself, it has meaningful resources to protect and defend them (See par 4.3.20). Almost all members assert that SADTU has the capacity and capability to defend their labour rights (See par 4.3.20).

The findings therefore appear to confirm the working assumption that SADTU is known because of its militancy.

5.5 CONCLUSIONS ABOUT THE WORKING ASSUMPTIONS

My working assumption was that the majority of teachers would not agree with what SADTU claims. SADTU would likely obstruct reform and preserve the status quo and SADTU was known because of its militancy and that unions were viewed as havens for bad teachers. The findings therefore seem to confirm the assumption that the majority of teachers would disagree with SADTU's claims to be investing a significant part of its resources in the professional development of its members and could think that it was likely to obstruct reform and preserve the status quo and that it was a haven for bad teachers.

The findings appear to confirm that SADTU is viewed as a militant union. This is because it is likened to an elephant, is the biggest union, its track record speaks for itself, has all the meaningful resources to protect, defend and represent its members.

5.6 RECOMMENDATIONS

5.6.1 For the improvement of practice

I recommend that:

- There should be financial assistance from SADTU to members in the form of bursaries for them to be professionally developed by institutions of higher learning.
- SADTU should be in the forefront in addressing professional challenges faced by teachers in general and members in particular, especially on the issues of incentives, shortage of textbooks, class sizes, technological skills and curriculum workshops.
- The teacher professional development workshops that members are attending in the union should be accredited by renowned and/or prestigious institutions of higher learning and they should be curriculum related.

- SADTU should develop a teacher professional development policy and cascade it through advocacy to all its members, especially ordinary members at the lowest level.
- Satellite Campuses of The Curtis Nkondo Professional Institute should be opened in all nine provinces to service membership.
- Ordinary members of SADTU at site and branch levels should be informed about the budget to fund their professional development.
- SADTU must improve its image by developing its members' professional conduct as they are mostly found to be involved in cases

5.6.2 Suggestions for further and future research

Because in South Africa teacher unions' involvement in teachers' professional development remains largely unexplored terrain, it would be prudent and useful if researchers and scholars could make a more detailed research study of the following research topics:

5.6.2.1 The extent of teacher unions' involvement in teachers' professional development (including budgetary aspects);

5.6.2.2 Teacher unions policies on teacher professional development and

5.5.2.3 The role of teacher unions in addressing the professional challenges of their members.

5.7 CONCLUDING REMARKS

In conclusion, I would say that there is a dire need for SADTU to revisit its policy on teacher professional development. However, there is also an urgent need for SADTU to consider its effort and involvement in curriculum related workshops and training sessions for its members. It is therefore through a thoroughly and purposefully drawn up budget that issues related to teacher professional development can be judiciously addressed by the union.

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ANNEXURE A: RAW DATA FROM INTERVIEWS

4.1 INTRODUCTION

As indicated in chapter 1, this research study was aimed at investigating the perceptions of teachers about the South African Democratic Teachers' Union involvement in their professional development. Specifically I wanted to investigate or determine whether SADTU is really involved in the professional development of teachers and in particular its members. I indicated that I would be focusing on eleven SADTU members from five different branches in the Capricorn district of the Limpopo Province in South Africa in order to achieve my research goals. I deliberately and purposively chose SADTU members who are likely to have information on this topic to be my respondents. I did not include any other teacher who is not a member of SADTU because he or she may not have information on SADTU's activities and in particular about teachers' professional development. In doing so, I hoped to ascertain if SADTU does contribute to teachers' professional development as it claims it does. This, I assumed, would give me some indication of how SADTU members perceive SADTU's contributions and efforts towards their professional development

In chapter 3 I discussed the research design and methodology. This included the research instruments, the purpose for which they were created, the interviewees in the research study, the sampling procedure, data collection methods and techniques, reporting and the ethical aspects to be taken into account e. In this chapter I will present and discuss my findings and analyse and interpret them.

I made use of a number of research strategies to collect and analyse data. My primary and basic research instrument was face to face or one-on- one interviews. I conducted these with available individual SADTU members consisting of seven teachers, one deputy principal and three principals, and who had also served as office bearers at branch, regional and provincial level. All of them were treated as members because in SADTU there is no differentiation and all are regarded as members. I also reviewed literature on unions' involvement in teachers' professional development.

I was informed by the insights I gained from my literature review as well as my experience as an ordinary and inexperienced member and later as a SADTU site steward and SADTU branch leader. I worked in a high school as a teacher for seven years, as a deputy principal for seven years, and in a higher primary for four years. It is important to bear in mind that the results will be precisely based on what the respondents or interviewees were able to recall, decided to tell and/or reveal and felt was significant at and during the interview.

The aim and/or purpose of this research study was to explore or investigate SADTU's claim that it spends more of its financial resources on teacher development than on bargaining. I then asked questions that would elicit responses that would enable me to answer the research questions/aims. I asked the following questions:-

- (i) How do educators understand the concept of professional development?
- (ii) What is the image educators have of SADTU?
- (iii) What are educators' perceptions about SADTU's ability to defend their labour rights?

- (iv) What are educators' perceptions of SADTU's involvement in teachers' professional development?

The questions above led to the following aims:-

- (i) To establish educators' understanding of the concept of professional development;
- (ii) To explore the perceptions of teachers about SADTU's image;
- (iii) To establish what educators' perceptions are of SADTU's ability to defend their labour rights; and
- (iv) To understand the perceptions of educators about the involvement and efforts of SADTU regarding their professional development.

I used the responses as perceptions from members of SADTU only. The symbol M stands for teachers who are members of SADTU. I will also use figures and tables to enhance the presentation of the collected data.

I also included in this chapter my experience first as an ordinary inexperienced member of SADTU and later as a site committee member, site steward and branch leader. I worked in a secondary school as a teacher for seven years, as a deputy principal for seven years and in a higher primary school for four years. All these years I was a member and a leader of SADTU. It is imperative that the results of this research study are based on what the interviewees chose to tell and reveal, what they regarded as important and what they recalled at and during the interview sessions.

I will now present and discuss the data in the context within which the study was done, as I understood it from SADTU members' perceptions, understanding, and knowledge in the form of contextualized verbal descriptions as answers to the four questions.

4.2 CONTEXTUAL DATA – YEAR OF JOINING SADTU/ YEARS IN SADTU, PROFESSIONAL AND ACADEMIC QUALIFICATIONS AND INTEREST

These are neither views nor perceptions regarding the research questions and aims but factual knowledge that the interviewees have about four issues:

- (i) The year of joining SADTU/ The years in SADTU;
- (ii) The time of interest in SADTU.
- (iii) How long have you been a member of SADTU?
- (iv) The professional and academic qualifications members have

The responses are mainly from the eleven members: three principals, one deputy principal and seven teachers. However all are grouped and treated as members. At the end of these four issues I will give a brief conclusion and summary of the responses.

These facts form the basis and the context or the framework within which I asked the questions.

I asked the first question:

4.2.1 When did you join SADTU?

4.2.1.1 Responses

Members as teachers indicated that they joined SADTU in 2004; 1990; 1991; 1992; 1993; and 1994.

(a) Code(s)

- (i) 2004
- (ii) 1990
- (iii) 1991
- (iv) 1992
- (v) 1993
- (vi) 1994

(b) Category(s)

- (i) The year of joining the field of teaching
- (ii) During its inception

(c) Patterns(s)

- (i) Eleven years after it was formed
- (ii) The year it was formed
- (iii) A year after it was formed
- (iv) Two years after it was formed
- (v) Three years after its launching
- (vi) Four years after it was formed

(d) Discussion

Most members appear to have joined SADTU before and during 1994 which is the year of democracy in South Africa. However, there are a few members who joined SADTU after 1994.

I will now give a summary of the responses of the interviewees.

4.2.1.2 Summary

Above are the years that members joined SADTU. Most members joined between 1990 and 1994. Most of those who were already in the teaching field joined SADTU in 1990. However those who joined after 1990, which is the year SADTU was formed, did join when they started teaching.

M5 responds that:

Since its inception in 1990.

M10 states that:

1990 during the birth of SADTU.

M1 mentions that:

I joined in 2004 when I joined the field of teaching.

M7 responds that:

In 1994 when I started teaching.

Most members mentioned that they joined SADTU in the early 1990s. During these years SADTU was formed and challenged the apartheid education system. The reviewed literature states that SADTU was launched in Johannesburg on 6th October 1990 and challenged the legitimacy of ethnic education departments and made an important contribution to the struggle for non-racialism (SADTU constitution, 2002: 1).

I then asked the following questions to the authenticity of the information given.

4.2.2 Please tell me about when your interest in SADTU began?

4.2.2.1 Responses

The majority of the members stated that their interest in joining SADTU was triggered by SADTU's strikes. Some mentioned that they were told about SADTU by their brothers and sisters when they were still school learners.

(a) Codes

- (i) In 1990 when I was doing Matric
- (ii) During the time of turmoil, of political upheavals
- (iii) When SADTU started
- (iv) During the time when Mandela was just to be released
- (v) As soon as I started working in 1988
- (vi) Somewhere around 1993 when there was about to be a strike
- (vii) In 1999. When we had the first redeployment
- (viii) Immediately after the national strike of 1992
- (ix) In 1992 when there was a massive strike
- (x) Immediately after we were told that eh! they were busy trying to negotiate and come up with one union
- (xi) Joined NOTTU before it was SADTU

(b) Category(s)

- (i) During strikes, political upheavals
- (ii) During redeployment and redistribution (rationalization) process

(c) Pattern(s)

- (i) During problems and challenges

(d) Discussion

There is convergence in members' responses. They agreed that their interest in SADTU began when there were strikes, political upheavals and systemic challenges in the country.

"You know it was during the time of turmoil, of political upheavals in South Africa" (M2).

M4 replies, "That's when, during eh! the – the time when Mandela was just to be released".

M6 responds, "When there was about to be a strike in terms of negotiations – of salary negotiations".

"No, it began right in 1992, immediately after the national strike of 1992" (M8).

M9 says, "My interest in SADTU began in 1992 when there was a massive strike and SADTU fought for the rights of the teachers".

However there are those who differed a bit in their response These are their responses:

M10 responds, "My interest in SADTU began immediately we were told that eh! they are busy trying to negotiate and even come up with one union which will represent all".

"Eh! It began in 1990. When we had the first redeployment" (M7).

M1 states, "When SADTU began in 1990, and I was doing Matric it was launched. Then as my brothers and sisters were educators, they started talking of SADTU".

A summary of the responses of the members follow in 4.2.2.2 below

4.2.2.2 Summary

Most of the members' interest in joining SADTU was started by the teachers' strikes.

M2 say that:

You know it was during the time of turmoil, of political upheavals in South Africa

M4 replies that:

That's when, during eh! the – the time when Mandela was just to be released.

M6 responds that:

When there was about to be a strike, in terms of negotiations – of salary negotiations".

Some of those who joined did so because of other challenges teachers were facing in their profession and not necessarily because of teachers' strikes.

M10 responds that:

My interest in SADTU began immediately when we were told that eh! they are busy trying to negotiate and even come up with one union which will represent all”.

M7 states that:

Eh! it began in 1990. When we had the first redeployment.

Most of these years, which members indicated as the years when their interest in joining SADTU was sparked, are the years that the country was going through the transition and SADTU used the strikes as one of its means to achieve what they wanted. See (Heystek and Lethoko, 2001: 224 -227, Hlatswayo, 2007, Mashaba, et al, 2007: 11, Sowetan, 2010: 5a).

The findings from the responses of the respondents and literature seem to confirm the working assumption that SADTU is known because of its militancy. And its militant actions negatively affect teaching and learning. However, one must add that SADTU’s militant actions seem to have made it achieve its goals. In my view if SADTU had not employed militant actions, there would not have been reform and transformation related to education in South Africa, or, if anything, it would have been at a snail’s or chameleon’s pace.

I then asked the last question in paragraph 4.2.3

4.2.3 How long have you been a member of SADTU?

4.2.3.1 Responses

Members indicate seven; seventeen; eighteen; nineteen; twenty; twenty one; and twenty two years.

(a) Code(s)

- (i) Seven**
- (ii) Seventeen**
- (iii) Eighteen**
- (iv) Nineteen**
- (v) Twenty**
- (vi) Twenty one**
- (vii) Twenty two**

(b) Category(s)

- (i) Less than a decade**
- (ii) More than a decade**

(c) Pattern(s)

- (i) Few members have fewer than ten years or a decade
- (ii) More members have more than ten years
- (iii) Uncertainty – they report on what they can remember which may not be the actual years

(d) Discussion

Most members mention being members of SADTU for more than ten years and very few mention fewer than ten years as members of SADTU. Conversely, there are those who sound unsure about exactly when they became members; however the impression created is that it is more than ten years.

A summary of the responses of members follows in 4.2.3.2 below.

4.2.3.2 Summary

The majority of the members indicated being members of SADTU for more than ten years.

M5 replies, “SADTU is 21 years old. I mean they will be celebrating the 21st anniversary on the 6th October, I have been a member since then”.

“Eighteen years and I will never change to another union” (M6).

M10 states, “This is the twenty second year I have been a member of SADTU”. Although some sound uncertain or unsure, they also suggest more than ten years of SADTU membership.

M8 states, “Is around eighteen to twenty three years”.

M2 says, “I think yah! is plus minus twenty years”.

“Eh! That would almost be seventeen years” (M9).

“From 2004” (M1).

This suggests that the majority of members of SADTU are those who have been in the teaching field for many years. And the majority of the members joined between 1990 and 1994. Very few members have been members for fewer than ten years. According to SADTU (1990), it represents more than 230,000 teachers and members are spread across the provinces. This makes it the largest union in the country. Today SADTU represents more than 200 000 teachers, making it the largest teacher organization in the country (SADTU constitution, 2010: 1).

In the five high schools where I worked from 1991 to 2010 and the primary school where I have been working since 2010, the majority of teachers was and still is SADTU members. And like most respondents, I have been a member of SADTU for nineteen years, which is more than ten years as a member of SADTU.

4.2.4 What are your teaching profession and academic qualifications?

4.2.4.1 Responses

Members as teachers mention Primary Teachers' Certificate (PTC); Advanced Certificate in Education (ACE); Senior Primary Teachers' Diploma (SPTD); Primary Teachers' Diploma (PTD); Secondary Teachers' Diploma (STD); FDE; National Professional Diploma in Education (NPDE); Higher Education Diploma (HED); professional degrees (B Ed and B Tech) and academic degrees (BA and Bachelor of Information Sciences).

(a) Code(s)

- (i) PTC
- (ii) PTD
- (iii) ACE
- (iv) SPTD
- (v) STD
- (vi) NPDE
- (vii) HED
- (viii) FDE
- (ix) B Ed
- (x) B. Tech
- (xi) B Ed Honours
- (xii) BA
- (xiii) Bachelor of Information Sciences Honours

(a) Category(s)

- (i) Three years diploma after high or secondary school (SPTD and STD) which is a minimum requirement for one to be a teacher in South Africa (REQV 13)
- (ii) One year diploma after qualifying with an academic degree and/or teaching diploma (HED and FDE)
- (iii) Teacher certificate after qualifying as a teacher or ACE
- (iv) Degree after qualifying as a teacher B Tech
- (v) Post-graduate degree
- (vi) Academic degree

(a) Pattern(s)

- (i) Many have a three year diploma which is a minimum requirement
- (ii) Many furthered their professional qualifications after qualifying as teachers
- (iii) Many are still furthering their studies in an advanced certificate or honours
- (iv) Very few have academic qualifications
- (v) Very few are furthering their studies in academic qualifications

(c) Discussion

Most members mention a three year diploma after high and/or secondary school (REQV 13) which is the minimum requirement in South Africa for one to qualify as a teacher. However, there are those who mention PTC which they augmented by

furthering in in-service training with the NPDE qualification to meet the minimum requirement.

I will now give the summary of the responses of the respondents in 4.2.4.2 below

4.2.4.2 Summary

Above are the teaching qualifications members as teachers possess. Some of them have minimum qualifications required by the Basic Department of Education in South Africa.

M4 agrees that:

I'm having STD III, is a diploma and I have got honours in Bachelor of Information Sciences.

M6 states that:

I have got SPTD and also furthered my ACE Management in Education.

The majority had obtained other qualifications after obtaining their minimum qualification requirements and is still furthering its studies.

M1 says that:

I have Secondary Teachers' Diploma, I again have B. Tech Education Management. Now I'm doing B Ed Honours.

M2 mentions that:

I went for an STD, I got a BA degree, I wrote certificate in Labour Relations. I'm presently busy with honours degree and also I have ACE certificate.

M9 states that;

I did SPTD and HED. I'm busy with honours.

Despite the fact that members of SADTU as teachers had obtained the minimum requirements, there is a need for teacher professional development due to curriculum changes taking place. A study by Mannah & Lewis (2008; in Compton, et al, 2008: 177) also reveals that SADTU has supported Outcomes Based Education as a progressive education framework. However, the system is now fraught with bureaucratic processes of implementation and lack of resource mobilization. Hence, teachers and learners have failed to benefit from it due to the lack of proper training and support, continuing historical deficiencies and overemphasis on assessment and administration. SADTU is also lamenting the fact that even amongst qualified teachers there are question marks about the quality of pre-service training, often delivered by poorly resourced Bantu-style education or embodied in a very conservative pedagogy and massive curriculum and policy changes post-1994, resulted in policy overload for teachers and all require new skills and retraining for teachers (SADTU, 2010).

In terms of the department’s vision 2025, action plan 2014, by the end of the year 2014 the minimum entry qualification for all teachers will be REQV 14, meaning 98 848 teachers (who are currently REQV 13) have also been found to be not “sufficiently” qualified. This makes another compelling argument and urgency for strong and qualitative pre- and in-service processes (SADTU, 2012: 2). Mapumulo, (2013: 9) concurs, ‘Expect the unexpected ...and prepare to be shocked.’ That is Health Minister Aaron Motsoaledi’s advice to his colleagues in Cabinet who have embarked on a skills audit of South Africa’s public service. The Minister strongly believed that what is happening in his department is also happening in other departments. SADTU (2012) agrees that at least 15 004 teachers need serious attention.

I mentioned earlier the questions, the analysis, interpretation and discussion of the responses. This section will be concluded with a summary taking the form of a table of the first question. Then Annexure B will contain the rest of the table later in the research study.

Table 4.1: Table of data and assigned coding categories

When did you join SADTU?

Responses Codes Categories Patterns

M1: I joined in 2004 when I joined the field of teaching. 2004 The year of joining the field of teaching

Eleven years after it was formed

M2: It’s a long time ago. It should be around 1993, is when I started teaching the second time. 1993 During its inception The year it was formed

M3: 1990 1990 A year after it was formed

M4: I joined SADTU in 1991. 1991 Two years after it was formed

M5: Since it’s inception in 1990. 1990 Three years after its launching

M6: 1993 1993 Four years after it was formed

M7: In 1994 when I started teaching. 1994

M8: In 1992. 1992

M9: I joined SADTU in 1993. 1993

M10: 1990 during the birth of SADTU. 1990

M11: It was in 1990 when it was NOTTU (Northern Transvaal Teachers Union) 1990

In par. 4.3.1 I will give, interpret and analyse the responses of the interviewees to the research questions about the perceptions of members of SADTU as teachers on their understanding of the concept of professional development. In paragraph 4.3.1 I will give, interpret and analyse the responses of the respondents to the research questions about the perceptions of teachers as members of SADTU about the involvement of

SADTU in their professional development. I will group this under sixteen main questions: teacher professional development, professional challenges, benefit, policy, efforts, contributions, budget, workshops or training, comparison of teaching, dignity, meaningful professional activity, 'like', attitude, importance, image, benefits, and capacity or capability to defend labour rights.

When and where applicable my verbal descriptions include verbatim quotes meant to familiarize readers with the specific union contexts given that such contexts serve as frames of reference within which interviewees' perceptions, understanding and knowledge of SADTU's contributions to teachers' professional development as a union can better be understood.

I will give the question, analyse, interpret, and discuss the responses. I will conclude with a summary in the form of a table for the first question only and the rest will appear as Annexure C of the research study.

4.3 Perceptions of the respondents

Section 4.3.1 will address the perceptions of members of SADTU as teachers. I will give the main question and sub-question, discuss, interpret and analyse the responses of the respondents. I will then summarise the responses of the members at the end of every sub-question. I will then conclude the section with a summary in the form of a table for the first question only. I will give the rest of the table as Appendix D in the research study.

4.3.1 Perceptions about teacher professional development

In chapter 2, I indicated that professional development refers to skills and knowledge attained for both personal and career development. Professional development encompasses all types of learning opportunities, ranging from higher education degrees to formal course work, conferences and informal learning opportunities situated in practice. They will therefore be considered as such in this study.

The main question was:

What are educators' perceptions about the involvement of the South African Democratic Teachers' Union regarding professional development?

I asked the first sub-question:

4.3.1.1 Sub-question 1:

How do you understand the concept of professional development?

4.3.1.2 Responses

Members reply that they understand professional development and they indicate the importance of professional development to them as teachers.

(a) Code(s)

- (i) Maybe you can enrol so that you can be more knowledgeable in the field of your profession\
- (ii) It would be qualifying as an educator, understanding methodologies and practices of teaching satisfying curriculum issues
- (iii) A step further than when I entered teaching
- (iv) A way that will enhance his profession by way of eh! equipping him with the current policies, current legislation and even approaches
- (v) Is a way in which people are capacitated to do their job
- (vi) Be able to cope. Reading more and more or getting more qualifications
- (vii) In essence, in the main it talks about improvement of the performance of educators
- (viii) Developing in the line of duty
- (ix) It means that as an educator you must move with time.
- (x) Be able to teach learners according to the situation that learners are in presently.

(b) Category(s)

- (i) Self-development
- (ii) Qualifying as an educator
- (iii) Develop in the profession
- (iv) Capacitated for the job
- (v) Improvement of performance
- (vi) To be in tune with the changes
- (vii) Move with time

(c) Pattern(s)

- (i) Almost all members understand professional development

(d) Discussion

Members indicated a profound understanding of professional development. This therefore suggests that if they can be given an opportunity they will graciously utilize it towards the betterment of their profession.

A summary of the responses of members follows below in 4.3.1.3

4.3.1.3 Summary

Members seem to clearly understand the concept of professional development. What they articulate seems to be what they do in practice.

M1 concurs, “Maybe you can enrol so that you can be more knowledgeable through the field of profession”.

M2 says, “Academically, it would be qualifying as an educator, and then as an educator in practice, I would say development would understand the methodologies and practices of teaching. How to do curriculum issues in teaching practice”.

“Is actually, aiming at developing and capacitating eh! the educators or teachers professionally, in a way that will enhance his profession by way of eh! equipping him with the current policies, current legislation and even approaches, which are relevant to the current education endeavours” (M5).

M6 agrees, “Is a way in which people are capacitated to do their job. Their day to day job professionally”.

M7 expands, isn’t it eh! you must have a certain qualification to be eh! to be within that profession, but you mustn’t stay or be standstill in your qualification. You have to be a life-long learner”.

The reviewed literature states that, in contributing to teacher development, teachers must be told how to teach, and if they already know how, by telling them how to teach better than they are doing. Another way is to improve the conditions under which they work and lastly by relieving them of psychological discomfort of one kind or another and in general helping them to come to terms with the demands of their work (Hargreaves, et al, 1992: 62 & 64). Hillard, (1995: 72) elaborates that education, training and acquisition of more productive skills by employees are fundamentally important to adding greater value to them as individuals as well as enhancing their worth to the public institution.

The arguments advocated by literature sound as if this is what is happening in the members’ professional lives. Being a member of SADTU, I was also engaged in professional self-development with renowned universities in South Africa. I must indicate that I became better in performing my work as a teacher of Agricultural Sciences, deputy principal and latterly principal, than before my professional development. I must indicate that my participation in the union exposed me to the latest discourses, debates and trends in education. This served as an impetus to pursue my professional development. SADTU triggered that intrinsic motivation in me although, I personally funded my studies,. As a principal, the department offered me an opportunity to further my studies in ACE School Leadership and Management with one university in South Africa. My determination, will and intrinsic motivation were triggered by SADTU.

I asked sub-question 2.

4.3.2 Sub-question 2

What professional challenges do you encounter in fulfilling your professional functions?

4.3.2.1 Responses

Members contend that there are many challenges.

M1 agrees, “There are many challenges”.

“Yah! Mostly challenges are there” (2).

M3 concurs, “Yah, problems”.

“Yah!, is possible and there are so many” (M4).

M5 tells, “Are actually related to the ever changing approaches”.

“So these are the challenges, because we were not trained the OBE way, the NCS way, such kind of things” (M6).

M7 laments, “Those are some of the challenges I have got”.

“Eish!, numerous ... that we can face eh! all the challenges” (M8).

M9 states, “The professional challenges that I face these days, it’s about learners”.

(a) Codes

- (i) A sort of money
- (ii) It means you must go extra mile, maybe during weekends
- (iii) Technology, you find we don’t know how to open a computer
- (iv) Sudden changes in today’s world, the changes are quick
- (v) We use distance education which we find that the institution is far from your place
- (vi) The learners have got a problem of language
- (vii) There are no incentives
- (viii) We are not paid, this leads us to Mashonisa (Money lenders, I end up being stressed
- (ix) Ever changing approaches
- (x) Changing curriculum
- (xi) Learners did not have resources
- (xii) Classrooms are packed
- (xiii) Qualified to work at a high school but I work at a primary
- (xiv) Parents don’t cooperate
- (xv) Perform a number of duties: a preacher, social worker, violent learners
- (xvi) Learners who are ill disciplined
- (xvii) LTSM, there are so many to choose from suppliers
- (xviii) Most of the decisions are taken from national office and we are not informed
- (xix) Linkage of the curriculum
- (xx) The teaching that we had in the past
- (xxi) Stiff teachers

(b) Category(s)

- (i) Lack of money, time and resources
- (ii) Lack of skills in technology
- (iii) Inappropriate placement
- (iv) No cooperation from parents
- (v) Perform many tasks
- (vi) Not informed on decisions taken by national
- (vii) Curriculum challenges

- (c) **Pattern(s)**
- (i) A need for cooperation among stakeholders in education
 - (ii) A need for sponsors, bursaries and time
 - (iii) A need for correct placement
 - (iv) A need to adhere to professional duties by teachers
 - (v) A need for professional development
- (d) **Discussion**

Members as teachers are faced with enormous challenges ranging from lack of resources, technological skills, cooperation from parents, and performance of multiple tasks, ill-informed about national department decisions and changes taking place in the curriculum. To address these challenges members spontaneously just react.

A summary of the responses of members follow in 4.3.2.2 below

4.3.2.2 Summary

Although there are many challenges, such as, curriculum changes, money, time, performance of multiple tasks, lack of knowledge and technological skills listed.

M1 asserts that, “Yah! This one is difficult because when you want to develop yourself it means you must have something, eh! a sort of money... it means you must go extra mile, maybe during the holidays or weekends... eh! let me mention technology...they are doing something and you don’t have that knowledge”.

“Eh! the curriculum changes” (M2).

M3 agrees that, “When we develop ourselves we use distance education which we find the institution is very far from your place. And then number two is time... the learners have a problem of language, medium of instruction is English. They have a problem of English and English is not their mother tongue”.

“Number one is the question of time...Secondly there are no incentives...policies of education are actually not in line with what is actually taking place in class” (M4).

M5 mentions that, “The ever changing approaches, and eh! maybe the way in which we are expected to improve curriculum. The curriculum that, eh! Procedures are not actually the same as in the manner in which when we trained to become educators”.

“This year we are saying NCS, next year is OBE, next time, now we are talking about CAPS” (M6).

M7 expands, “I qualified to be an educator at a high school but when I looked for a job it wasn’t easy for me to get a job at high school. Then I worked at a primary”.

“You have to perform a number of duties, which in essence is most of the time we are not trained for” (M8).

M9 laments, “It’s about learners, and our learners are a way out”.

“Most of the decisions that are taken from the national office down to the provincial we are not in such a way totally informed” (M10).

Members are indicating an array of challenges they face in executing their professional chores. There seems to be little if any of some actions from SADTU to address the challenges. However literature suggests that given changes in the curriculum and other challenges, unions have to assist their members to cope. Matome Raphasha, the secretary of the SA Democratic Teachers’ Union in Limpopo, said the department should stop lying about the textbooks. “We say books have not been delivered. Most schools don’t have textbooks. We have a list of all the schools without textbooks,” he said, adding that the union has compiled a list of schools with text book problems (Masondo, 2013).

South African Government News Agency, (2012) states SADTU commits to put into operation its institute for professional development to provide quality training programmes for teachers and education workers as well as addressing ethical issues in the training of teachers. Compton, (2008, In Compton & Weiner, 2008: 211) agrees, “If you talk to teachers in South Africa, they will tell you that as much as we have had policy changes, in terms of real transformation we are still talking about overcrowded classrooms, lack of basic resources, and poor preparation of teachers...is still a dream to talk about libraries...needless to say there are hardly any computers. Masondo, (2013: 6) elaborates that the SA Democratic Teachers’ Union in Limpopo said it was true many schools in the province were still without textbooks. Motshekga (2010: 12) says the majority of teachers lack the required subject knowledge, are not teaching what they are trained to teach and too often lack the commitment to teach six and a half hours every day

Kudumo, (2011: 91) asserts that many teachers in Namibia were trained in Afrikaans, but after independence were required to teach in English. The reviewed literature agrees that with the advent of technologies in communication, Information and Communication Technology (ICT) poses a risk to the value of qualified education workers (EI, 2007 Zeichner, (2008, in Compton, et al., 2008:138) confirms that not only should teacher unions continue to combat the punitive attacks on teaching as a profession such as we have seen in the United States and Namibia, but they should also join with teacher educators in the tertiary sector and defend the right of teachers to receive the kind of preparation for tertiary that is necessary for teachers to enact their professional roles. Rossouw, (2013:27) asks, Is the ANC in crisis? And Hlumelo Biko answers,

It’s important for the ANC to look at participating in discussions about...and change about the way civil servants are incentivised. Teachers also have got a challenge in funding their professional development, especially in furthering their studies. Monama, (2013: 8) says one of the students could not study teaching in 2011 after having passed matric because she did not have enough money.

Dolor, (2008, in Compton, et al., 2008: 170) laments that, on the island of St Lucia these expressions are manifested through actions such as taunts, jokes, and physical abuse. On account of the negative reactions gay students face within the education system, it is reasonable to expect that they are likely to stay “in the closet” and to suffer all the attending negative repercussions associated with such a closed existence.

NEA promoted technology in teaching and learning. It has also sponsored ground breaking research on indicators of quality in distance learning (Maitland & Hendrickson, 2004; in Henderson, et al., 2004: 126). In my view SADTU can learn a lesson or two from NEA. The challenges that members face as teachers in their teaching profession seem not to be adequately addressed by The Department of Basic Education.

This therefore creates an opportunity for SADTU as a partner in education to brutally address these challenges faced by its members as it claims it is doing. The findings therefore seem to confirm the working assumption that SADTU is not doing enough to professionally develop its members. It has the will, the vision and resources, but it has not yet fully implemented a programme that addresses challenges that are faced by the majority of members.

I then asked sub-question 3:

4.3.3 Sub-question 3

What do you see as the main benefits of professional development for you?

4.3.3.1 Responses:

Members attest that professional development brings lots of benefits.

M1 says, “It opens lots of doors for me”.

“The learners that I teach will benefit a lot” (M2).

M3 states, “One will improve his teaching skills”.

“Able to acclimatise with situations” (M4).

M5 contends, “One is able to be in line with what is currently taking place”.

“One is able to be in line with what is currently taking place” (M6).

M7 tells, “I’m able to cope”.

M8 expands, “The capacity to discharge ones responsibilities”.

“Always on par with the world” (M9).

(a) Code(s)

- (i) It opens lots of doors for me
- (ii) The learners will benefit
- (iii) One will improve his teaching skills
- (iv) Assist other teachers
- (v) Can be promoted/ opportunities arise/ marketable
- (vi) Can work part time

- (vii) Able to acclimatize/ Able to cope
- (viii) To be abreast/ To know and be updated
- (ix) I'm innovative, creative, dynamic and ready to change
- (x) It also brings money
- (xi) Able to make partnership with people

(b) Category(s)

- (i) Creates opportunities for promotion
- (ii) Learners' academic performance improved
- (iii) Increase teacher performance
- (iv) Bring money
- (v) Improves teachers' knowledge

(c) Pattern(s)

- (i) Adequate benefits

(d) Discussion

Members contend that professional development brings enormous benefits. Benefits such as career pathing, promotions, money, part time work, improvement in learner academic achievements, and innovativeness top the list. This therefore suggests that teacher professional development has to be prioritised and implemented by SADTU.

A summary of responses of members follows in 4.3.3.2 below

4.3.3.2 Summary

An element of convergence among members manifests itself in this case. Members agree that professional development brings many positive effects on teachers' professional work.

M2 states, "Yah, I think eh! First and foremost the learners that I teach will benefit a lot and after the school where I teach will benefit".

"I think one will improve the teaching skills" (M3).

M4 remarks, "Opportunities do arise".

"It opens up the way for career pathing" (M6).

M9 mentions, "It also brings money in".

"Presently as I'm in the university I'm learning many new things that are assisting me at school" (M10).

M11 asserts, "I attended so many workshops that encouraged me to apply for environmental education".

Professional development as an aspect of IQMS could be a powerful strategy to improve the knowledge and skills of teachers in order to enhance the quality of teaching and learning and to be effective, motivation should be intrinsic rather than extrinsic (Mestry, et al., 2009). The study by Zeichner, (2008, in Compton, et al, 2008:138) points out that the future of colleges and university-based teacher education and public schooling are closely linked, and it is time that teacher educators and teachers and their unions joined together to create the conditions that will provide a high-quality education to everyone's children. The reviewed literature concurs that professional development in a variety of forms enables teachers to remain active learners about students and their craft (Louis, 1995: 90). And Kodumo (2011: 42) concludes that trade unions go beyond their traditional functions, and address economic, political and social issues.

The findings negate the working assumption as SADTU is prioritizing professional development. Both respondents and literature contend that professional development offers many benefits, given the challenges that members have raised and listed. It would be prudent of SADTU to prioritise and implement professional development initiatives that would address members' challenges.

Sub-question 4 followed:

4.3.4 Sub-question 4

Does SADTU have an appropriate policy on teacher professional development?

4.3.4.1 Responses:

Some members remark that they are not sure of SADTU's teacher professional development policy. Others reply that the policy is there but inadequate, whilst some plead ignorance and lack of information on the policy.

- (a) Code(s)
 - (i) Yes, SADTU encourages teachers to develop
 - (ii) Yah, I might not say there are many things
 - (iii) No, I'm not sure about it. I never met it
 - (iv) Eh! SADTU has that, yes, our professional development would be in line with the organization, not in line with education
 - (v) Our own policy as SADTU we do not have it as such
 - (vi) Yah! Although I'm not sure about it. No, I'm not sure about that one
 - (vii) Eh! to tell the truth, even if I don't have the idea of the policy, let me be faithful and say no
 - (viii) No, personally I think the system is not sufficient or adequate. SADTU has got a policy but I think is inadequate
 - (ix) Not so sure about that
 - (x) I cannot say there is no policy
 - (xi) I have never gone through that document
- (b) Category(s)
 - (i) Not sure and does not know about policy

- (ii) **Has policy**
- (iii) **No policy**
- (iv) **The policy is there but inadequate**

(c) **Pattern(s)**

- (i) **Most are uncertain**
- (ii) **Very few know about it**
- (iii) **Inadequate**
- (iv) **Ignorance**
- (v) **No policy**

(d) **Discussion**

Very few members agree that there is a policy on teacher professional development. Most members are unsure about SADTU's teacher professional development policy and plead ignorance. Others indicate that the policy does exist, however it is inadequate and suggest that it needs to be reinforced and revamped.

M1 agrees, "Yes, SADTU encourages educators to develop".

"Yah! Documentatively I might not say eh! there are many things" (M2).

M3 says, "No, I'm not sure about it. I never met it".

"Eh! SADTU is actually having that; unfortunately the department is actually not bringing the hand back" (M4).

M6 mentions, "Yah! Although I'm not sure about it".

A summary of the responses of members follows in 4.3.4.2 below

4.3.4.2 Summary

Most members indicated uncertainty in as far as SADTU's teacher professional development policy is concerned. Some indicated that it is not there and pleaded ignorance. Very few agreed that the policy is there but is inadequate.

M1 says, "Yes, SADTU encourages educators to develop".

"No, I'm not sure about it" (M3).

M9 says, "I'm not sure about the policy".

"I cannot really say there is no policy" (M10).

M5 agrees, "Yes, I believe as an organization we do have a good policy around the professional development because we able to outsource, the organization is able to forge links with the private sector and even engage the department".

“No, SADTU has got a policy on teacher development, but I think is inadequate. It is only after 2010 conference that we then developed the Curtis Nkondo Institute for the Development of Educators” (M8).

Contrary to the uncertainties and disagreements indicated by some members, SADTU’s documents show that SADTU has got policy on teacher professional development.

SADTU’s constitution (2010: 6) states the objectives of the union shall be:

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

6.5 to promote and advance the education, cultural and social interests of workers and working class communities in South Africa, Africa, and the whole world;

6.11 to plan educational change and development, and conduct research into educational matters.

In his 2013 message to members, SADTU President Thobile Mabhelonke Maphelo Ntola corroborates SADTU’s constitution by saying; ‘central to the commitments to our Vision 2030 is for SADTU to improve its role of professional development of its members’. He further states that, ‘at the end of 2011 we set up operations of SADTU The Curtis Nkondo Professional Development Institute. The first of its assignments was to investigate and introduce programmes. We have made impressive strides into professional development space. However, for professional development to be effective the motivation should be intrinsic rather than extrinsic (Mestry, et al., 2009). SADTU has stated that teachers must be on time, on task, thoroughly prepared and behave professionally (Mail & Guardian, 2012)

The reviewed literature negates what the SADTU constitution says and what its president advocates. Chuenyane, (2010: 10) argues that, in South Africa the poor performance of learners is often attributed to the poor professional skills of teachers. Unions, in particular SADTU, are seen to be compounding the problem as they unduly protect teachers. When curriculum implementers ask teachers to teach, they run to SADTU. Mashaba, et al., 2007: 11) states that SADTU has vowed to halt teaching and turn every court case involving its members into a holiday despite the crisis the strike has left on school children. Govender, (1996: 75) suggests that teachers need to be supported and motivated to perform at their maximum.

In terms of teacher professional development policy, members have not been thoroughly updated. The members’ sentiments suggest that SADTU has not been doing enough on the issue of teacher professional development policy. The findings appear to confirm that SADTU has a teacher professional development policy; however the policy has not been adequately advocated to its members. The policy has not yet been implemented to the satisfaction of its members.

I asked sub-question 5

4.3.5 Sub-question 5

Please tell me about the efforts of SADTU regarding professional development. What is it that SADTU is doing about professional development?

4.3.5.1 Responses

Most members point out that SADTU is making an effort; very few indicate that it does not offer members money for professional development and some mention that they are uncertain about its efforts.

(a) Code(s)

- (i) Doesn't contribute in terms of money. It will just motivate you.
- (ii) There are other workshops
- (iii) Organizes workshops
- (iv) Well I'm not sure about that
- (v) On advisory capacity, advise certain directorates within the department
- (vi) Trying the exchange programmes
- (vii) Eh! like it is not doing much
- (viii) It really builds up its partnership with the department
- (ix) Institute task teams which we are participating with the department
- (x) Have got a desk for education that sees to every activity that happens in the education system
- (xi) Most of the sport conveners are registered with different universities
- (xii) Is taking part to teach the teachers how to put resolutions
- (xiii) Is developing teachers on the skills of conflict management
- (xiv) Taking a CS1, to be a chairperson, secretary, treasurer and so on is a development

(b) Category(s)

- (i) Does not give money only motivates and encourages
- (ii) Conduct workshops
- (iii) Partner with the department
- (iv) Influence or advise the department/ Is in partnership with the department
- (v) Involved in exchange programmes/ partner with universities
- (vi) Meetings and teacher professional forums
- (vii) Registered some sport conveners with the universities
- (viii) Professional development institute
- (ix) Uncertainty

(c) Pattern(s)

- (i) Efforts are there but inadequate or lacking and irregular
- (ii) No offering of money for members to develop themselves
- (iii) Only motivates and encourages
- (iv) Uncertain

(d) Discussion

According to members, SADTU is making some efforts in as far as the issue of teacher professional development is concerned.

M2 replies, “SADTU is doing a lot through eh! There are other workshops, after the site stewards have been developed they also eh! go and develop eh! the general members”.

“I repeat SADTU organizes workshops to capacitate its members” (M3)

However some indicate that it does not contribute in terms of money.

M1 dismisses, “No! no! it doesn’t contribute in terms of money”,

Others plead uncertainty,.M4 says, “Well, I’m not sure about that”.

A summary of the responses is given in 4.3.5.2.

4.3.5.2 Summary

Teacher professional development efforts tend not to be a priority for SADTU. What SADTU tends to offer is workshops that capacitate members to run the union as an organization. These workshops tend to be worker biased and do not assist teaching and learning in the classroom at school level. The workshops members are referring to have minimal or no bearing on teaching and learning.

M1 replies, “It will just motivate you as an educator”.

“There are other workshops, where site stewards would be called in to develop them about eh! – the rights of workers” (M2).

M3 elaborates, “The secretaries of all branches were last workshoped about ELRC matters, how to solve grievances at work”.

M4 states, “Yes, I think of one workshop that I attended but it was about many years ago, but is around 2000” .

M6 confirms, “Eh! like it is not doing much”.

M7 states, “Eh! the, the, main, main effort is the code of conduct”.

The reviewed literature indicates that SADTU is engaged in partnership with a number of provincial departments to initiate a series of curriculum seminars focused on History Grade 12. Also see Nxesi, 2005 and SADTU, 2004. SADTU, (2013: 5) concurs that the SADTU Curtis Nkondo initiative is therefore aimed at connecting the dots and creating alignment in all teacher development processes with the teacher being in the driver’s seat of the development processes

A study by Kerchner and Koppich (2004 in Henderson, Urban & Wolman, 2004: 200) also reveal that these people are generally better at rocking boats than steering them. Organising, a core union skill, requires motivating people for action, usually for a short period – say, during a political campaign, strike, representation election, or some other episodic event. Unions are thus less organized for the “steady work” of education – creating and spreading the curriculum, encouraging professional development, and actually operating schools. Their core purpose is to represent people who do the work of schooling, not to get the work itself done.

Murray, (2004 in Henderson, Urban & Wolman, 2004: 153) says that Columbus Education Association, an affiliate of the National Education Association (NEA), has also joined with Ohio State University to create a Professional Development Academy for teachers and to create 26 professional development schools to strengthen the university's teacher education programmes.

Few members raise critical comments that suggest that the efforts by SADTU are very little and need to be enhanced so that a larger population of members is taken on board. M6 says, "Eh! it is not doing much".

"It doesn't contribute in terms of money" (M1).

The findings appear to contradict my working assumption that teachers will disagree with what SADTU claims to be doing. Most members agree, however the sentiments of the few may assist SADTU to multiply its efforts to cover almost all its members in its professional development endeavours.

Sub-question 6 was asked:

4.3.6 Sub-question 6

Does SADTU contribute to teachers' professional development?

4.3.6.1 Responses:

Members mention that there are contributions in terms of teacher professional development. They also indicate that the union does not make contributions in terms of money. The contributions are said to be unsatisfactory, they tend to be very little and not match the big size of the union.

(a) Code(s)

- (i) No, no, it doesn't contribute in terms of money
- (ii) Yah! Yes, through the workshops in collaboration with eh! institutions like Heinemann, Oxford
- (iii) Yah! yes, they sometimes organize workshops inviting their members to attend the workshop
- (iv) Yes, is actually working hand in glove with SACE
- (v) Played a pivotal role, like the programme that I have just indicated that of Advanced Certificate in Education Leadership and Management
- (vi) Make research with outside countries whereby ultimately some of our members in an exchange programme may go to countries like Australia and New Zealand through Education International
- (vii) Yes, they sometimes call these workshops
- (viii) Yes, newspaper called The Voice was having a lot, lot of information
- (ix) SADTU diary, it encourages
- (x) To a little extent ...although I'm not yet personally satisfied that we are playing the role that we can actually play as a big organization

(b) Category(s)

- (i) Professional development workshops are there**
- (ii) Does not contribute money**
- (iii) Work hand in glove with SACE**
- (iv) Played a pivotal role in the development of Advanced Certificate in Education Leadership and Management**
- (v) Involved in Exchange programmes and research**
- (vi) Has newspaper called The Voice**
- (vii) SADTU diary**

(c) Pattern(s)

- (i) Professional development contributions are there, played a role in developing ACE Leadership and Management**
- (ii) Exchange programmes**
- (iii) Has a newspaper and a diary**
- (iv) Does not contribute in monetary terms**

(d) Discussion

According to members there are contributions related to teacher professional development, although the contributions are unsatisfactory and very minute.

Paragraph 4.3.6.2 summarises the responses of the respondents.

4.3.6.2 Summary

Most members tend to agree that SADTU makes some contributions towards teacher professional development.

M2 agrees, “Yah! through the workshops that we attend”.

“Yes, they sometimes organize some workshops inviting all their members to attend the workshops” (M3).

However, a few others indicate that SADTU does not contribute money towards teacher professional development, and that the contributions are very minimal and do not match the big size of the union.

M1 attests, “No, no, it does not contribute in terms of money, but it will just motivate you”.

“I’m not yet personally satisfied that we are playing the role that as a big organization in terms of development” (M8).

SADTU, (2011: 4) says the research project is unique in the sense that SADTU members will be interviewed through focus group discussions and questionnaires so as to solicit their views and experiences as to what will contribute to relevant professional development that will enhance their teaching practices especially those in poor and so-

called underperforming schools. Dolor, (2008 in Compton, & Weiner, 2008: 170) elaborates that the selected teachers were all reading for a Masters in Education degree from the University of Sheffield. This programme is a joint venture between the St. Lucia Teachers' Union and the university and represents one of the union's efforts to improve the quality of teachers in St. Lucia.

The reviewed literature dismisses the sentiments of the members. Majova, (2010: 5) states that SADTU was to blame for the low matric results, most teachers in failing schools are SADTU members and SADTU's record of irresponsible strikes and protection of the worst teachers, shows that if it gets undisputed power to represent teachers, it will push our teetering system over the cliff of total failure.

The findings tend to dismiss my working assumption that members will disagree. However members' views point in one direction and South African literature in a different direction. Foreign literature agrees with members' responses.

I asked sub-question 7:

4.3.7 Sub-question 7

Does SADTU budget for its members' professional development?

4.3.7.1 Responses

Most members are unsure about the existence of the budget. Others are sure of the existence of the budget, whereas very few indicate that there is no budget for teacher professional development.

(a) Code(s)

- (i) No such budget
- (ii) As you are at workshops you see that there is money
- (iii) No, the money is used but I don't know where the money comes from
- (iv) Not sure
- (v) I think each and every desk has its budget
- (vi) Yes, there is a budget for that
- (vii) Yes, I'm definitely sure
- (viii) Yes, we have got a special desk for budget for teacher development within the education desk
- (ix) Yes, workshops that are organized by publishes are paid for by SADTU. I'm not sure
- (x) Yes, SADTU national office do that
- (xi) I'm not sure, let me not say there is a budget

(b) Category(s)

- (i) There is a budget
- (ii) No budget
- (iii) Uncertain about the existence of the budget

(c) Pattern(s)

- (i) Teacher professional development is budgeted for**
- (ii) No budget for teacher professional development**
- (iii) Unsure of the existence of the budget for teacher professional development**

(d) Discussion

Even though most members indicate that they are uncertain about the existence of the teacher professional development budget, some indicate their certainty about the budget. Very few indicate non-existence of the budget.

A summary of the responses is presented in 4.3.7.2.

4.3.7.2 Summary

Despite members' different opinions, it seems that the budget for teacher professional development is there at national level and at provincial level, and very little if any at other lower levels which are the regions, branches and sites. The budget sounds as if it is not as effective and efficient as it is expected to be.

M5 says, "I have got no doubt that when budgets are passed either at national, particularly at national, because that is where programmes are planned".

"Yes, I'm definitely sure; I'm one of those who attended a workshop at national level. Everything was paid by SADTU and the flight for your information" (M7)

M8 concurs, "The province itself has to spend not less than 10% of the budget for education on curriculum development".

M10 agrees, "Yes, SADTU national office do that".
Nonetheless, there are members who are uncertain about the budget.

M2 says, "As you are at workshops you see that there is money that is utilized there. By inference, I would say, yes."

"No, the money is used but I don't know how they get the money" (M3).

M11 states, "I am not sure, let me not say there is a budget for that".

There are very few who disagree that there is a budget for teacher professional development.

M1 disagrees, "No such budget".

Mail & Guardian, (2012) says SADTU declared their commitment to improving quality public education by defending the education budget, and called upon government to levy multi-national corporations to invest in public education. SADTU, (2010a: 9) asserts that SADTU sponsored membership monitoring and evaluation that focuses on

how membership meets its professional obligations against the set objectives of the employer. This should be a member driven process that only supplements and does not replace the employer driven process. SADTU, (2011: 4) expatiates it is therefore necessary for SADTU to focus its research in professional development programmes that are relevant to the needs of teachers in poor communities and underperforming schools. Samuel, (2008 in Compton & Weiner, 2008:232) elaborates on SADTU that this turnaround amazed us and confounded our international friends as well. We were reliably informed that this was unique in the annals of donor funding. Many other emergent national collectives, some over twenty-five years in existence, could not subsist on their own and were forced to depend heavily on donors. SADTU (n. p) agrees SADTU Investment Holdings founded in 1998, SADTU investment Holdings (Pty) Ltd (SIHOLD) is a BBBEE (Level 1 Contributor) investment company wholly owned by the SADTU investment Trust (SIT). The beneficiary communities of SIT are the more than 256 000 members of SADTU.

North Central Regional Education Laboratory, (2000) states that that time and financial concerns; further complicating this picture is that resources of time and money are at a premium in American schools. Time and money are desperately needed to provide this ongoing professional development coupled with continuous support to encourage high-quality people to remain in the teaching profession, and to purchase the curriculum material and technology that support a standard-based curriculum.

In America NEA and AFT are funding projects and research to enhance the quality of education. Henderson, et al., (2008: xxiv) concurs that NEA sponsored the well-regarded Keys to Excellence for Your School, which used diagnostic questionnaires to query school staff and develop their criteria for quality learning. They further state that AFT also expanded its research work with regard to issues of education standard.

The findings therefore seem to dismiss my working assumption that members will not agree that SADTU has a budget for professional development. However, I must indicate that given the dissenting and uncertainty views, the budget has to be known by all members and be trickled down for all members to be able to benefit. And it also shows that unions in America particularly NEA and AFT are sponsoring teacher professional development initiatives through their budget.

I asked sub-question 8:

4.3.8 Sub-question 8

Have you ever attended SADTU's workshops or training sessions in respect of teacher professional development?

4.3.8.1 Responses:

Most members indicate that they have attended.

M3 says, "Yah! I attended a workshop".

"Yes, I attended one" (M4).

M5 agrees, "Yah! several workshops".

However, there are those with dissenting views. M1 states, "Not yet, but I know there are some".

- (a) **Code(s)**
- (i) Mh! Yes, not yet, but I know there are some
 - (ii) Not actually, not actually
 - (iii) Yah! I attended a workshop which capacitated secretaries about welfare cases
 - (iv) Yes, I attended one. It was a capacity building workshop where we were actually learning Acts
 - (v) Yah! Several workshops
 - (vi) Yes, the labour relations workshops
 - (vii) Eh! Isn't it I told you that SADTU organized publishers to run workshops for us
 - (viii) Yes, the recent one is on the CAPS
 - (ix) Eh! I attended (silent) NCS workshop organized by SADTU
 - (x) Yah! When I was part of eh! eh! when a site steward
- (b) **Category(s)**
- (i) Most members acknowledge attendance
 - (ii) Few did not attend
 - (iii) Some attended long ago
- (c) **Pattern(s)**
- (i) Inadequate workshops and/ or training sessions attended
 - (ii) No workshops
- (d) **Discussion**

Not all members acknowledge attendance. Most attended workshops that capacitated members to address labour related issues more than teaching and learning in the classroom. Very few indicated non-attendance. This as a result makes SADTU's involvement in teachers' professional development inadequate.

A summary of the responses is given in 4.3.8.2 below.

4.3.8.2 Summary

Teacher professional workshops seem to be conducted by SADTU. However, they tend to be more on addressing labour related issues than on addressing teaching and learning.

M6 mentions, "the labour relations workshop".

"Mh! Mh! The other thing that was there was on the absorption of the, discussion of temporary teachers' absorption"(M11).

M4 states, "It was capacity building workshop where we were actually learning all acts, and how to manage disputes".

Those that address teaching and learning tend to be inadequate.

M7 says, “I was well acquainted with it (CAPS), because of the workshops run by Vivlia through SADTU”.

“Yes, the recent one is on CAPS” (M8).

And there are those who indicate that they never attended a workshop on teacher professional development.

M1 dissents, “No, is still in the pipeline. I have not attended”.

“No, that I must attest, no” (M2).

The reviewed literature seems to be indicating that in South Africa, unions particularly SADTU as the biggest union seems to be doing little or nothing to develop members as teachers for teaching and learning in the classroom. It continues to points that SADTU’s actions negatively affect teaching and learning in schools. Also see (Heystek, et al., 2001:14; Govender, 1996: 6; Hlatswayo, 2007; Mashaba, et al., 2007: 11).

The findings contradict the working assumption that teachers will disagree and the reviewed literature on the assumption that SADTU is doing nothing. However, there is a convergence between reviewed literature and the findings that SADTU is doing little. Although most members agree that they attended, they feel that it is not enough.

M8 elaborates, “I’m not yet personally satisfied that we are playing the role that we can actually play as a big union in terms of development”.

I asked sub-question 9.

4.3.9 Sub-question 9

What was your overall experience of teacher professional development workshops organized by SADTU?

4.3.9.1 Responses

Members mention that they need SADTU to do more than it is doing . And they wish their union to address curriculum related issues in their teacher professional workshops outside meetings and conferences.

M2 says, “And I think if SADTU could specifically conduct these courses for developing teachers professionally outside meetings and conferences”.

“And I suggest that they should carry on” (M6).

- (a) Code(s)
 - (i) Not yet attended
 - (ii) Tend to build spirit of unity, serve as hubs of information
 - (iii) Procedure of handling welfare cases
 - (iv) I think it’s minimal.

- (v) Since I joined SADTU I am no more longer the same
- (vi) Yah! Not that much
- (vii) It can be good if those workshops can serve as induction courses for educators
- (viii) I would wish to see one day when we are trained eh! about curriculum
- (ix) I think they always gave the latest information
- (x) SADTU must do more to develop education and also educators
- (xi) They were only looking at the site stewards

(b) Category(s)

- (i) A perception for SADTU to do more
- (ii) Satisfied perception of members
- (iii) Members dissatisfaction

(c) Pattern(s)

- (i) Need more effort
- (ii) Satisfaction
- (iii) Dissatisfaction

(d) Discussion

Most members indicate that SADTU must do more, especially on the issue of curriculum, and they suggest that workshops be offered to all members and not only to site stewards and leaders . They further suggest that these workshops be conducted outside meetings and conferences.

A summary of the responses is presented in 4.3.9.2.

4.3.9.2 Summary

Members seem to want more from SADTU. They want SADTU to address curriculum issues and they also suggest teacher professional development to be outside meetings and conferences precisely because of these being dominated by issues not related to teaching and learning, especially politics.

M2 says, “Yah! They are more political, wider political issues, yes those, yes”.

M2 suggests, “And I think if SADTU could specifically conduct these courses of developing teachers professionally outside meetings and conferences, h! that would be very much important”.

“I think it’s minimal” (M3).

M6 asserts, “Yah! Not that much”.

“Eh! mh! What I liked about that is that it can be good if those workshops can be what can I say? They can serve as induction courses for educators” (M7).

M8 concurs, “I would wish to see one day when we are trained eh! about curriculum, but from the perspective of SADTU. Not from what the department expects, so that we are able to actually eh! beef up what the department is actually doing”.

Reviewed literature gives different and divergent views about experiences of SADTU’s workshops. SADTU documents claim success in its initiatives. See (Nxesi 2005; SADTU, 2004; SAPC, 2001). The other version is that SADTU is doing badly, is responsible for 42 percent days lost, inconveniencing strikes, interested in the welfare of their members and maintaining power. See Chuenyana, 2010: 10; Sowetan, 2010: 5).

The findings indicate that SADTU is doing something.

M2 says, “Yah! They tend to build the spirit of unity”.

“I wouldn’t say is satisfactory” (M4).

M5 mentions, “after the workshop one feels capacitated”.

“I really appreciate but I think if it can serve as an induction for new members, it would be excellent” (M7).

Therefore the working assumption does not stand.

I asked sub-question 10.

4.3.10 Sub-question 10

What did you gain from the professional development organized by SADTU?

4.3.10.1 Responses

While most members agree that they gained a lot, others disagree.

- (a) Code(s)
 - (i) Not yet attended
 - (ii) I’m well-armed on labour issues
 - (iii) Mh! Just for example we have mh! deemed dismissal and section 17
 - (iv) I have learnt to control myself
 - (v) Protocols
 - (vi) Knowledge wise
 - (vii) Skill of management and leadership
 - (viii) Capacitating members in terms of when there are interviews and short listing
 - (ix) One must be proud of himself or herself as a SADTU member
 - (x) An insight about eh! eh! how to handle challenges
 - (xi) I know what Accounting entails
 - (xii) I have gained a lot
 - (xiii) Leadership skill

- (b) **Category(s)**
 - (i) **Not attended**
 - (ii) **Gained labour issues**
 - (iii) **Gained curriculum related content**
 - (iv) **Gained leadership and management skills**
- (c) **Pattern(s)**
 - (i) **Gained**
 - (ii) **Not gained**
- (d) **Discussion**

Most members agree that they do gain a lot.

M2 comments, “Yah! I think I’m well-armed on labour issues”.

“I think knowledge wise, I think even in meetings I think I’m better off” (M4).

M5 notes, “Eh! Well, the skill of management and leadership has been enhanced”.

However, one of the members disagreed pleading non-attendance. M1 disagrees, “Not yet attended”.

The responses of the respondents are summarized in 4.3.10.2.

4.3.10.2 Summary

Most members mention that they gained a lot from the workshops and/ or training sessions.

M3 comments, “I gained a lot. What can I mention? There are so many”.

“Number three, I think knowledge wise” (M4).

M10 elaborates, “I have gained a lot, since most of the workshops organized by the department are micro-oven workshops”.

However, not all of them do gain. One member did not even attend the teacher professional development training sessions or workshops. M1 disagrees, “Not attended”.

A study by Samuel, (2008, in Compton & Weiner, 2008: 235) agrees with the respondents that, surely it is no accident that the monogram of SADTU has the torch of learning in the first of the nation. It is the centrepiece- a sort of splendid torch-that we have hold of for the moment and that we should want to make burn as brightly as possible before handing it on to future generations. The reviewed literature indicates that SADTU initiated a series of curriculum seminars that focused on History grade 12. The seminars enabled SADTU and the Apartheid Museum to deliver high quality support for educators and learners in South Africa. See SADTU (2004).

From the convincing responses and literature, one concludes that members are gaining from the professional development initiatives organized by SADTU. However, one member who indicated non-attendance is raising a critical and very serious concern that requires SADTU's immediate attention. North Regional Education Laboratory, (2000) states that those teachers who are remaining in the classroom, now more than ever, need professional development in areas of standard based curriculum, student learning and motivation, and special needs children.

The findings appear to dispel the working assumption that members will disagree that they are gaining from teacher professional development initiatives organized by SADTU.

I asked question 11.

4.3.11 Sub-question 11

Was there any particular workshop, training session or any particular incident in your professional development which you saw as a turning point?

4.3.11.1 Responses

Members mention that they did not experience any initiative as a turning point and others are uncertain.

M1 disagrees, "Not from SADTU".

"Yah!, I don't think I should lie about a particular thing except for these conferences" (M2).

M4 mentions, "Not yet, not yet".

There are a few that experienced a turning point.

M7 agrees, "As far as the workshop that I attended at national, yes to me I can see it as ..."

(a) Code(s)

(i) Not from SADTU

(ii) Yah, I don't think I should lie about a particular thing except for these conferences

(iii) Not sure

(iv) Not yet

(v) Yes, the turning point in the training of the workshops

(vi) Yah, the workshops conducted by SADTU in partnership with these publishers

(vii) The recent workshop that I attended at national

(viii) Ah! No, they were just normal

(ix) Yes, at primary we don't have accounting ... I can now just go for it without fear

(x) Workshops, especially IQMS, NCS

(xi) I don't remember

(b) Category(s)

- (i) Not attended**
- (ii) Not sure**
- (iii) Just normal workshops**
- (iv) Some showed a turning point**

(c) Pattern(s)

- (i) Nothing**
- (ii) Uncertain**
- (iii) Attended**

(d) Discussion

Some members mention that they did not realize anything as a turning point from SADTU's teacher professional development initiatives.

M1 says, "Not from SADTU".

"I don't think I should lie about a particular thing except for these conferences that I attended you know" (M2).

M4 elaborates, "Not yet, not yet".

There are those who are uncertain.

M3 says, "Mh! not so sure".

And few members seem to have experienced a turning point. M7 agrees, "I was given that opportunity of getting information and I feel proud...knowledgeable as far as CAPS is concerned".

I will now give a summary of the responses from members in 4.3.11.2.

4.3.11.2 Summary

Most members as teachers did not attend or see anything as a turning point from SADTU's teacher professional development initiatives.

M1 mentions, "No, no, I have not attended workshops of SADTU".

"I don't think there is any" (M2).

M4 says, "Eh! Unfortunately because I don't know the ones that are coming".

"Ah! No, they were just normal, eh! ordinary eh! workshops" (M8).

However, some members, approximately four of them experienced a turning point. M5 says, “But after undergoing a number of workshops, and even this training one I was able to draw a line between the two concepts of management and leadership”.

“Those people who were running the workshop are, they challenged me to an extent that I feel like I can be one of those” (M7).

M9 agrees, “I think given a chance, it’s unfortunate at primary school we do not have Accounting but EMS has some sort of Accounting in it. And I can now just go for it without fear”.

The reviewed literature indicates the divergent views confirming the divergent views of members. SADTU is known for its militancy, believes that when negotiations deadlock, a strike helps to achieve what teachers want; irrespective of how much learners’ time is lost. It has vowed to halt teaching and learning, and to turn every court case involving its members into a holiday despite the crisis the strike has left on school kids (See Heystetek and Lethoko, 2001: 224-227 and City Press, 2007: 22). The study by Mannah & Lewis (2008, In Compton & Weiner, 2008: 185) points out that when the new social movements arrived on the scene in the late 1990s, SADTU had its hands full. SADTU NGC, (2010) resolved to double its commitment to get in operation its own institute for professional development to provide training programmes for teachers and education workers in fulfilling its historic mission to create a new teacher and a new education worker to build socialism. SADTU, (2013) the NEC further resolved to investigate the causes of the increasing number of students dropping out of the higher education institutions and the observed increase of bridging courses to help students to cope; and it welcomed and commended the sterling work being done by the Curtis Nkondo Professional Development Institute in training teachers. SADTU, (2010: 15) argues that the vision 2030 represents a turning point.

The findings emanating from the responses of the respondents and literature seem to support the working assumption that members will not agree that there was a turning point in SADTU’s professional development initiatives. The majority seem to confirm that there is nothing extraordinary about the teacher professional development initiatives of SADTU. Although there are the few who suggest that there were a few turning points. And in my view the Curtis Nkondo Professional Development Institute and 2030 vision represent turning points in SADTU. It is therefore necessary for SADTU to initiate teacher professional development that will affect and strongly impact many members in their day to day work of learning and teaching. The findings indicate that SADTU is doing something although it is not extraordinary. These findings negate the working assumption.

I asked sub-question 12.

4.3.12 Sub-question 12

Compared with your teaching today, what was your pre-teacher professional development teaching world like?

4.3.12.1 Responses

Almost all members indicated that they faced challenges.

M2 says, “I was practicing from oblivion, then I understood more, I grew, SADTU played a great role in that. After joining SADTU things became clearer”.

“I was just moderate, now I’m better in knowledge” (M3).

M5 elaborates, it was too narrow... I’m able to realize that as a teacher you are a lifelong learner”.

“It was the same old way of teaching, badging...the education is better than before” (M6).

M7 asserts, “I was in the mist, was even fearful...now that I’m one of those who were trained I’m ready”.

“Find challenges that you never anticipated but after the workshop you have then gained insight” (M 8).

(a) Code(s)

- (i) I was only practicing from oblivion
- (ii) I was just moderate
- (iii) It wasn’t up to scratch
- (iv) It was too narrow
- (v) It was the same old way of teaching, badging.
- (vi) I was in the mist, was even fearful, not even sure
- (vii) Finding challenges that you never anticipated
- (viii) I always took things for granted
- (ix) Not comfortable with what you were doing
- (x) I was like frustrated

(b) Category(s)

- (i) Members appear to have many challenges
- (ii) Diverse responses were mentioned

(c) Pattern(s)

- (i) Many challenges

(d) Discussion

Almost all members mention the challenges they encountered before professional development. And it was difficult for them to execute their duties with confidence.

4.3.12.2 Summary

Members mention that their pre-teacher development teaching world had its own peculiar descriptions or traits that affected teaching and learning negatively.

M11 says, “I was like frustrated”

“I was tormented and haunted every day, it was very much frustrating” (M10).

M4 asserts, “It wasn’t up to scratch ...as now I go to class, I do my work with that confidence”.

SADTU, (2012: 2) points out that the South African system also acknowledges its unsatisfactory performance in relation to the SACMEQ countries profiles. According to the Integrated Strategic Planning Framework (the work of all education stakeholders on Teacher Education and Development) the findings of the NPC report, NSC results and ANA reveals intensive development must be prioritised for teachers. SAPA, (2013) SADTU commends teachers for their hard work against the odds – teachers had worked to improve the marks despite having “very little training” from the department.

A study by Mannah & Lewis (2008, in Compton & Weiner, 2008: 184-185) elaborates that SADTU was established on the basis of the need to marry trade unionism with professionalism. The objective was to ensure that the union played a leading role in the policy debates of the time and empowered teachers to cope with the new demands of education transformation.

Kodumo, (2011: 91) elaborates that many teachers in Namibia were trained in Afrikaans, but after independence were required to teach in English. Murray, (2004 in Hendeson, Urban & Wolman, 2004: 151) argues that in Toledo, the principal, the union’s building committee, or both may ask experienced teachers who are not performing effectively to undergo a performance review. If the Intern Board of Review determines that the teacher needs remedial assistance, it may arrange for the teacher to participate in intervention programmes or assign the teacher to the School of Consultation Program.

The findings from respondents and literature indicate that before teachers could be professionally developed, they faced many challenges. However, professional development assisted teachers to perform better than before. In this particular study members of SADTU acknowledge the significance of SADTU’s workshops and its professional development related activities. The findings negate the working assumption.

4.3.13 Sub-question 13

How much “dignity” do you experience in your professional world today after professional development?

4.3.13.1 Responses

Members mention that their dignity grew after professional development. They also indicate that their confidence is being boosted.

M7 says, “I’m a changed person. I can stand strong; have confidence, going up the ladder”.

“The confidence is being boosted” (M8).

M9 expatiates, “Now is high, I can stand in front of teachers irrespective of the number and tell them what I intend to do and they listen to me”.

“They would always hold you with dignity, they respect me” (M10).

M11 agrees, “Is so wonderful. Teaching right now I enjoy it. I don’t think of retiring”.

(a) Code(s)

- (i) It has grown up
- (ii) I’m well respected
- (iii) Yah, the dignity is high
- (iv) I think I’m better off than when I started
- (v) Today’s dignity has grown up
- (vi) After being developed the dignity is high
- (vii) I can stand strong
- (viii) Have confidence
- (ix) I see dignity remaining the same, the confidence is being boosted
- (x) Now is high
- (xi) Community look at me with high esteem
- (xii) Is so wonderful

(b) Category(s)

- (i) Dignity grows
- (ii) Dignity remains the same

(c) Pattern(s)

- (i) A need for members dignity to be boosted
- (ii) A need for confidence to be boosted

(d) Discussion

Members also see the need to grow their dignity and confidence. Their dignity and confidence grow after their involvement in teacher professional development activities.

4.3.13.2 Summary

Members perceive teacher professional development as a “dignity” and/or confidence-builder. They indicate the need for more dignity and/or confidence.

M2 says, “I’m well respected by my colleagues on a professional level”.

“The dignity is high, the way I’m capacitated” (M3).

M4 concurs, “I think I’m better off than when I started ... I still need a lot more”.

“Today’s dignity has grown up” (M5).

M6 elaborates, “The dignity is much better than before. I am more advanced today; I know what to do after being developed. The dignity is a bit high”.

A study by Hypolito, (2008. in Compton & Weiner, 2008: 156) points out that a new professional identity has been built for new professionals who are much more plural and who participate in the processes of democratic school governance, workshops, interdisciplinary projects, participatory planning and collaborative production, and a rich process of in-service education. Kodumo, (2011: 92) agrees, the views of the two unionists confirm that in addition to improving the proficiency and competency of teachers to teach through the medium of English, the programme also served the purpose of confidence-building. It aimed at building the confidence of teachers to use a language in which the majority had not been trained.

The findings from the responses of the respondents and literature agree that professional development boosts dignity and confidence in the teaching and learning phenomena. Members indicate that professional development assists them to understand and teach better than before they were developed. They indicate the need for teacher professional development because it boosts their dignity and confidence. These findings negate the working assumption that unions are likely to obstruct reform and maintain the status quo and are viewed as havens for bad teachers.

4.3.14 Sub-question 14

How much meaningful professional activity did you have in SADTU?

4.3.14.1 Responses

- (a) Code(s)
- (i) Lots of activities, the reports were positive
- (ii) I had benefited a lot
- (iii) No comment
- (iv) Involved in leadership positions
- (v) The workshops’ purpose was to build a professional educator and I think I have emerged as one
- (vi) No, I don’t have- I won’t say I had one
- (vii) I think they are very great
- (viii) We celebrate many, many celebrations

- (b) **Category(s)**
 - (i) **Many meaningful activities**
 - (ii) **No meaningful activity**
- (c) **Patter(s)**
 - (i) **Adequate meaningful activities**
 - (ii) **No meaningful activities**
- (d) **Discussion**

Most members believe they had plural meaningful teacher professional development activities that assisted them in executing their work of teaching and learning. Very few mention that they had no meaningful professional activity.

4.3.14.2 Summary

Members indicate many activities related to teacher professional development; however, some of them are not related to teaching and learning in the classroom.

M1 asserts, “Those workshops, I went to publishers- reports that I got were positive reports from our members”.

“We went to a conference in a- to a regional conference. There I gained a lot on how to present motions” (M2).

M4 says, “I have a lot, involved in leadership positions”. “The workshops’ purpose was to build a professional educator and I think I emerged as one” (M5).

M8 elaborates, “Yah! I think they are very great, have given one confidence. I think they have a large impact”.

SADTU (2010) concurs that the union has resolved to double its commitment to get into operating its own institute for professional development to provide quality programmes for teachers and education workers in fulfilling its historic mission to create a new teacher and a new education worker to build Socialism. Kodumo, (2011: 93) elaborates that in Namibia teacher unions implemented the English language programme to enhance the professional development of teachers, and to promote the efficiency and competencies of teachers who were mostly trained in Afrikaans to teach in through the medium of English. SADTU (2013) expatiates, “We will play our part in ensuring that the quality learning and teaching campaign is intensified. We further call upon our teachers to do their revolutionary duty and teach our children”.

Although members mention many meaningful teacher professional activities, the fact that recently SADTU, during its 2010 national conference, resolved to operate its own professional development institute suggests otherwise. However, the findings seem to oppose the working assumption that unions are likely to obstruct reform and maintain the status quo and are havens for bad teachers.

4.3.15 Sub-question 15

What is it about SADTU that you most like?

4.3.15.1 Responses

(a) Code(s)

- (i) Is always acting in the interest of their members
- (ii) I don't think without SADTU we would have been safe with the employer
- (iii) Is democratic
- (iv) Fights for the rights of educators/ its strength in fighting for the rights of members
- (v) Negotiates wage
- (vi) Considers wellness of educators
- (vii) Organize sports, arts, gender and other activities
- (viii) Solve the cases for the members
- (ix) Is a dynamic organization
- (x) Its policies, objectives and operations
- (xi) The truth and transparency
- (xii) Is the home for me
- (xiii) The mutual existence
- (xiv) Support
- (xv) Is my second home
- (xvi) Is our hope against oppression
- (xvii) Able to influence the department
- (xviii) It cares
- (xix) The way we are groomed
- (xx) They speak the truth

(b) Category(s)

- (i) Members like SADTU because of many reasons

(c) Pattern(s)

- (i) A need for SADTU

(d) Discussion

Members like SADTU because of many reasons. They think they need SADTU in their professional lives.

4.3.15.2 Summary

SADTU is regarded as a home, a sanctuary, a dynamic organization and hope for its members.

M2 expatiates, "I think SADTU is a sanctuary...I think things would have been more harsher, I think SADTU plays a great role in neutralizing the employer".

“It is a dynamic organization; it accommodates all my expectations as an educator” (M5).

M8 elaborates, “You feel that this is my second home ... SADU is our hope against all oppression”.

“Is a union that cares about well-being of learners, cares about the well-being of teachers. It cares about the nation” M9).

The reviewed literature points in different directions. The one perspective confirms the responses from respondents that unions, like all stakeholders in education, have a role to play in the restoration of teacher professionalism. SADTU played a crucial role in urging the government of the day to effect changes in the educational arena and in the broader social and political spheres, see (Heystek, et al., 2001: 24; Govender, 1996: 6). A study by Murphey (2008, in Compton & Weiner, (2008: 75-76) indicates that teachers want the protection of benefits and economic and legal security that their unions offer, but they, as well as their unions, view themselves as professionals, albeit professionals in a union. Kodumo (2011: 42) concludes that trade unions were traditionally established to protect and promote the interests of their members.

The other perspective from literature is that the politicization of teacher unions and the use of these unions of industrial action have undermined the concept of teaching as a profession in the minds of the general public and of the teachers themselves. And that is the reason teacher unions are under siege today. They are receiving criticism from many if not all directions and some of this criticism is from those who hate unions with all their hearts and want to see them banished from the educational arena, see (Caldwell, 1997: 169; Rotherham, 2006).

In a time of attacks on unions, in particular on SADTU, there is a need for articulate members to defend their democratic and progressive structure with researched and well thought out evidence. SADTU must not allow itself and its members to be treated with disrespect. However, this suggests a need for SADTU as a teacher union, to continue doing the good work it does for its members. However, it must consider rolling out a curriculum programme that is mentioned by members as an area which is lacking in SADTU.

M8 elaborates, “No, personally I think the system is not sufficient or adequate. SADTU has...but I think is inadequate. It is only after the 2010 conference that we then developed the Curtis Nkondo Institute for the Development of Educators, which has not yet been kick-started”.

In the main, the findings negate the working assumption that teachers will disagree with the claims made by SADTU, that SADTU is likely to obstruct reform and maintain the status quo and that unions are havens for bad teachers.

Sub-question 16 followed:

4.3.16 Sub-question 16

How would you describe your attitude towards SADTU?

4.3.16.1 Responses

Even though most members mention positive attitudes towards SADTU, others reply negatively about their attitude.

- (a) Code(s)
 - (i) Is hundred percent positive
 - (ii) I'm overwhelmed
 - (iii) Is a union that I like most
 - (iv) It's marvelous
 - (v) Is very much positive
 - (vi) I have hundred percent trust upon SADTU
 - (vii) Is positive attitude
 - (viii) They are like no more looking at helping teachers
- (b) Category(s)
 - (i) Most have a positive attitude
 - (ii) Very few mention a negative perception
- (c) Pattern(s)
 - (i) Positive attitudes
 - (ii) Negative perception
- (d) Discussion

Most members perceive SADTU positively. However, very few have a negative perception about SADTU. This negative perception has to be probed and addressed in order to address the members' concerns.

A summary of the responses of respondents follows in 4.3.16.2 below.

4.3.16.2 Summary

The majority of the respondents assert SADTU in a positive way.

M1 says, "Is hundred percent positive. SADTU is an organization that acts on the interests of people".

"I'm overwhelmed by the influence they have in education" (M2).

M3 agrees, "Is a union that I like most".

"Is very much positive" (M6).

M8 concurs, "SADTU is our home".

However, there are a few that give negative responses about their attitude towards SADTU.

M11 disagrees, “They are like no more helping teachers. They are looking at positions, their attitude of looking at money. They are just there to be government officials, to occupy high posts”.

M11 elaborates further, “They wanted to be bigger than their members”.

Reviewed literature indicates that in South Africa when curriculum implementers ask teachers to teach they run to SADTU (see Chuenyana, 2010: 10). In her research Bascia, (2008, in Compton, et al., 2008: 95) points out that, teachers’ perceptions of their unions are obscured by lack of organisational visibility, by a focus on an apparent narrow range of issues, by a persistently negative and unflattering press, and by a sense that the union belongs to a select group of teachers.

In the main, the responses point in the same direction as the literature . Most members indicate that they have a positive attitude towards SADTU as their union. And whenever any bad thing is happening to them they run to their “home” (SADTU as a union) to get protection. This seems to suggest that even bad teachers would run to SADTU for protection. And this confirms my working assumption that a union may be a haven for bad teachers.

Then I asked sub-question 17:

4.3.17 Sub-question 17

Why is SADTU important to you?

4.3.17.1 Responses

Members remark that the union represents, protects and fights for them and that they have a sense of belonging.

M1 states, “I know I’m protected”.

“Protects against unfair labour practice” (M2).

M2 elaborates, “I have a sense of belonging”.

- (a) Code(s)
- (i) I know I’m protected
 - (ii) Represent me
 - (iii) Fights for the rights of educators
 - (iv) Protects me against unfair practice/ I’m protected labour-wise
 - (v) Is democratic
 - (vi) Capacitate educators
 - (vii) Develops educators
 - (viii) Has some arts and culture activities

- (ix) I have a sense of belonging
- (x) I do enjoy benefits
- (xi) Being my mouthpiece/ its voice is heard
- (xii) Creates that home
- (xiii) Give me full service
- (xiv) Is transparent
- (xv) look for wellness
- (xvi) organize workshops
- (xvii) one of the most active unions as far as education is concerned
- (xviii) challenge the government
- (xix) gives me opportunity to influence the decisions of the department
- (xx) make a contribution to the improvement of education
- (xxi) create conditions in schools where people are free to air their views
- (xxii) its mind and blood of teachers
- (xxiii) always update us with what is happening presently

(b) Category(s)

- (i) Represents, fights and protect members
- (ii) Is democratic, transparent and develops to capacitate
- (iii) Has activities and is active
- (iv) Create home and members have sense of belonging
- (v) Cares and is mind and is important to teachers
- (vi) Challenges and serves as platform to influence the department
- (vii) Gives updates

(c) Pattern(s)

- (i) It gives service to members
- (ii) Is home for members

(d) Discussion

Members perceive SADTU as their home and this gives them that sense of belonging. They feel they are serviced by the union.

A summary of the responses of the respondents is presented in 4.3.17.2 below.

4.3.17.2 Summary

An element of satisfaction manifests itself in this matter. Members seem to have all positive reasons for the importance of the union in their professional lives.

M 4 mentions, “It means I’m protected labour-wise”.

“Gives me full service” (M6).

M7 asserts, “Fights for the rights of educators”.

“Always updates us with what is happening” (M11).

The reviewed literature indicates the importance of a union (SADTU). It points out that the union (SADTU) believes that taking up the aims to balance the professional and trade union aspects of members' lives is in the long term interests of members and society at large (SADTU 1990). And also, it has played a crucial role in urging the government of the day to effect changes in the educational arena and the broader social and political sphere (Govender, 1996: 6). SADTU continues to indicate that it has sponsored membership monitoring and evaluation that focuses on how membership meets its professional obligations against the set objectives of the employer (SADTU, 2010a). It also praises and recognizes teachers' hard work (SAPA: 2013). The union SADTU is also prepared to go the extra mile in all teacher development processes (SADTU, 2011:12). The other significance of SADTU is that its more than 256 000 members are the beneficiary community of SADTU Investment Holdings (Pty) Ltd (SIHOLD) which is owned by SADTU Investment Trust (SIT). A SADTU official said, "We have an employer and we have to fight for our rights within the particular framework that every other member of the working class has to fight for his salary (Govender 1996: 47).

The reviewed literature and responses of the respondents converge in that the union is doing a good job for its members. The findings therefore negate the working assumption that the teacher union (SADTU) is likely, to obstruct reform and preserve the status quo, and that it is viewed as a haven for bad teachers. However, SADTU is adamant that if it comes to the push, a strike will always be its last resort should negotiations fail.

I asked sub-question 18:

4.3.18 Sub-question 18

What is your perception of SADTU's image?

4.3.18.1 Responses

Most members mention that the image of SADTU as a union is good. Conversely, there are also those that say it has a tainted image.

- (a) Code(s)
- (i) Is growing and good
 - (ii) Is good
 - (iii) To see its members working in conducive environment
 - (iv) Is actually wrong
 - (v) Is great I see SADTU as eh! a moving organization
 - (vi) A developing, as a growing union
 - (vii) Is a good image
 - (viii) Is one of the unions that are weighted in the world
 - (ix) Has been tainted
 - (x) Is not like before, they even demoralise

- (b) **Category(s)**
 - (i) **Growing, moving, good and weighted**
 - (ii) **Wrong, tainted and not like before**
- (c) **Pattern(s)**
 - (i) **The image is good**
 - (ii) **The image is bad**
- (d) **Discussion**

Most members perceive the image of SADTU as being a growing organisation. And they suggest that its image be improved as it has room for improvement.

M1 responds, “In SADTU there is always motivation. The image is good”.

“Is good from where I stand” (M2).

M5 concurs, “The image of SADTU is great”.

However, there are a few with different perceptions.

M4 disagrees, “Is actually wrong... is no longer the SADTU I used to know”.

“Has been tainted by some of the behaviour that we as members display publicly or even privately” (M10).

A summary of the responses of the respondents is presented in 4.3.18.2 below.

4.3.18.2 Summary

Members perceptions about the image of SADTU are divergent. There are those who say it is good. And they are in the majority.

M7 elaborates, “A developing, as a growing union”.

“Is one of the unions that are weighted in the world” (M9).

Those who say it is tainted are in the minority.

M10 asserts, “Most of the teachers who are fairly dismissed are our members”.

“They just wanted to occupy high posts. They wanted to be bigger than their members, is like they don’t want to serve their members. They just want to serve themselves” (M11).

There are those who agree that the image is good and present the image the public has about SADTU as a bad one.

M6 says, “Although people may view it somehow, but a person as a member I see SADTU as eh! a moving organization”.

“Elderly people, they don’t have a positive image, the middle aged eh! people their thinking about SADTU is more moderate. Has got a good image, must have a room to improve its image” (M8).

The reviewed literature, just like the responses of the respondents, points in different directions. SADTU is said to be responsible for 42 percent of all work days lost between 1995 and 2009, the low matric pass rate, industrial action, militant action (See, Sowetan, 2010a: 5; Majova, 2010: 5; Hlatwayo: 2007 & City Press, 2007: 22). However, the other perspective is that SADTU is doing some positive things which build its image. SADTU is said to be in partnership with the Department of Basic Education, conduct seminars and workshops (See Nxesi, 2005; SADTU, 2004).

The findings indicate that there is the good and the bad side of the image of SADTU. Although members are indicating a positive image, there are those that show both positive and the public perspective of the image as negative. The media in South Africa which feeds the public with information, seems to give a bad or negative image about SADTU. The findings seem to support my working assumption that SADTU is known because of its militancy and viewed as a haven for bad teachers.

4.3.19 Sub-question 19

What are the benefits of being a SADTU member?

4.3.19.1 Responses

Members mention being represented, protected and offered a funeral scheme as benefits.

M2 says, “Being represented in welfare cases and protecting from unfair labour practice”.

“Have got space in SADTU to make a contribution through it’s meetings, towards the betterment of education, serves as a representative structure” (M8).

M9 agrees, “You know, you have legal protection day and night. And then the other thing is that eh! you will benefit in the development workshops they organise”.

(a) Code(s)

- (i) It will build me
- (ii) Being represented/ Protecting/ legal protection
- (iii) Funeral scheme SAfrican
- (iv) GEMS
- (v) Attend workshops and conferences
- (vi) Get paraphernalia for free
- (vii) Well conversant when it comes to the issues of labour
- (viii) Guiding

- (ix) Members are moving up the ranks because of the workshops
- (x) Salary negotiations
- (xi) Flying from here to Jo'burg
- (xii) Make a contribution through its meetings
- (xiii) Associate with other members
- (xiv) Leadership and management skill

(b) Category(s)

(i) Many benefits

(c) Pattern(s)

(i) There are plenty of benefits

(d) Discussion

Members believe that the benefits they receive from SADTU are plenty.

M2 mentions, "Oh! Plenty, but eh! largely I would say it's being represented".

"There are so many things. To be a SADTU member you have a funeral scheme SAfrican" (M3).

M4 elaborates, "We have got a lot many opportunities of ensuring that I attend workshops, attend conferences and get paraphernalia for free".

A summary of the responses of respondents follows in 4.3.19.2 below.

4.3.19.2 Summary

Members mention a number of benefits received either from or due to their union. They seem to be satisfied by benefits they receive.

M5 states, "Well conversant when it comes to the issues of labour, generally able to engage on issues. SADTU educators are actually always in the forefront".

"That benefit is that eh! you know you have legal protection day and night. And then the other thing is that eh! you will always benefit in development workshops they organise" (M9).

"Have got a space in SADTU to make a contribution through its meetings, contribution towards the betterment of education, serves as a representative structure" (M8).

Since the advent of bargaining for teachers, certain factors have promoted uniformity in labour practice across the nation (Johnson, 2004; in Henderson, et al., 2004: 47). Kodumo asserts that trade unions go beyond their traditional functions, and address economic, political and social issues. Research by Bascia (2008, In Compton, et al, et al., 2008: 107) points out that a viable teacher union engages intelligently and respectfully

with its members, seeking always to be their organization. A viable teacher union values democracy in its functioning.

The findings appear to dispel the working assumption that members as teachers will not agree with SADTU claims that SADTU obstructs reform, preserves the status quo, is militant and a haven for bad teachers. However, its militancy is necessitated by negotiations failing.

I asked question 20:

4.3.20 Sub-question 20

Does SADTU have the capacity or capability to defend your labour rights?

4.3.20.1 Responses

Members point out that SADTU has the capacity and/or the capability to defend their labour rights. They explain that it is like an elephant, is the biggest union and has all the meaningful resources to protect and defend them.

(a) Code(s)

- (i) Yes, that's where SADTU comes in
- (ii) I would compare it to an elephant
- (iii) Yes, stands for its members as the lawyer
- (iv) Yes, our labour rights are actually not taken for granted
- (v) Yes, won a number of battles
- (vi) Yes, it is because of SADTU that some of us are still in the teaching field
- (vii) Yes, has got capacity
- (viii) Yes, the biggest union, got all the meaningful means
- (ix) Yes, was able to eh! recover our monies
- (x) Yes, I did not have a case that went to SADTU that never got resolved

(b) Category(s)

- (i) Has more capacity

(c) Pattern(s)

- (i) Large capacity

(d) Discussion

Members believe that due to its big size, its meaningful means, its track record and capacity it is able to protect, defend and represent them.

M11 says, "I did not have a case that went to SADTU that never got resolved. I know of cases that SADTU won. They are protecting us".

"Yes, was able to eh! recover our monies which were deducted" (M10).

M9 agrees, “Yes, the biggest union, got all the meaningful means to stand for my rights”.

A summary of the responses of the respondents is presented in 4.3.20.2 below.

4.3.20.2 Summary

Almost all members assert SADTU has the capacity and capability to defend their labour rights.

M1 mentions, “Yes, you see, that’s where SADTU comes in”.

“When SADTU coughs the employer sneezes wherever he is, it is so powerful” (M2).

M4 elaborates, “Yes, our labour rights are actually not taken for granted by the department.”

“Yes, won a number of battles, salaries were brought back; some were able to be reinstated” (M5).

M8 expatiates, “Yes, ...has actually developed a corps of full-time shop stewards, are there on a full-time basis to represent members, have been trained on many occasions. Out of ten cases you would find we win eight cases. Cases that we will lose are very, very few”.

Thulas Nxesi states that one of the main aims of SADTU was to fight for the rights of educators (Compton, 2008 in Compton & Weiner, 2008:211). Kerchner, et al., (2004, in Henderson, et al., 2004: 188) concurs that gaining real bargaining and political power created a new era for teacher unions, one in which they became part of the educational establishment. The recognition that unions were strong created new expectations that they would solve educational problems in addition to representing their members’ interests in wages and working conditions. McKay, (2013) says the Western Cape Department of Education has charged more than 20 teachers with misconduct following protest action last month. SADTU provincial Secretary Jonavin Rustin confirmed that the union had received the charge sheets from the department and that they were consulting and getting feedback from them and that they will defend their members.

The responses of the respondents and the reviewed literature tend to agree that unions, and in particular SADTU, have the capacity to fight, represent, protect and defend their members. The findings confirm the militancy of SADTU and to an extent it seems that unions, and especially SADTU in South Africa, are a haven also for bad teachers.

ANNEXURE B: ETHICAL CLEARANCE CERTIFICATE



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

Faculty of Education

Ethics Committee

23 September 2010

Dear Mr Tlhakola

REFERENCE: EM10/08/02

Your application was carefully considered and discussed during a Faculty of Education Ethics Committee meeting on 13 September 2010 and the final decision of the Ethics Committee is:

Your application is approved.

This letter serves as notification that you may continue with your fieldwork. Should any significant changes to the study occur after approval was given, it is your responsibility to notify the Ethics Committee immediately.

Please note that this is **not a clearance certificate**. Upon completion of your research you need to submit the following documentation to the Ethics Committee:

- 1) Investigator(s) Declaration that you adhered to conditions stipulated in this letter (D08/01).
- 2) Investigator(s) Declaration for the storage of research data and/or documents (Form D08/02).
- 3) Supervisor's Declaration for the storage of research data and/or documents (Form D08/03).

On receipt of the above-mentioned documents you will be issued a clearance certificate. Please quote the reference number EM10/08/02 in any communication with the Ethics Committee.

Best wishes,



Prof Liesel Ebsersohn
Chair: Ethics Committee
Faculty of Education

ANNEXURE C: APPLICATION LETTER TO LIMPOPO DEPARTMENT OF EDUCATION



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education
Department Education Management and
Policy Studies

Post Box 258
0721 DIKGALE

8 April 2010

Head of Department
Dept of Education
Limpopo Provincial Government
Private Bag X9498
0700 POLOKWANE

Sir

APPLICATION TO CONDUCT RESEARCH

My name is Malesela Albert Tlhakola and I registered for an MEd degree with the University of Pretoria. My supervisor is Prof JL Beckmann.

I hereby apply to conduct research in the schools that are in Capricorn district in the Mankweng cluster. The research will be conducted in 2010.

The research will be conducted under the topic "The perceptions of educators about the South African Democratic Teachers' Union's involvement in their professional development."

This research will contribute to educator professional development.

Respondents' participation will be protected by adhering to an ethical code of conduct and anonymity will be ensured in the research. The respondents will voluntarily participate in the research and will be able to withdraw at any stage.

For record keeping purposes please respond in writing.

I hope for a favourable response to this request.

Regards

MR TLHAKOLA MA
STUDENT

PROF JL BECKMANN
SUPERVISOR

ANNEXURE D: APPLICATION LETTER TO DISTRICT SENIOR MANAGER

Eng: Tlhakola M.A

Cell: 0823417630

POST OFFICE BOX 258

DIKGALE

0721

27 JANUARY 2011

Attention: Mr M.D. Mabote

District Senior Manager

Department of Education

Capricorn District

Dear Sir

CONDUCTING RESEARCH IN CAPRICORN DISTRICT SCHOOLS

My name is Malesele Albert Tlhakola and I registered for an MEd degree with the University of Pretoria. My supervisor is Prof J.L Beckmann.

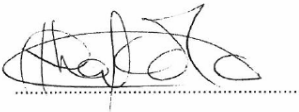
I hereby request permission from your office as directed by Head of Department of Education, Mr LB Boshielo, before I could conduct research in Mankweng cluster.

Enclosed with this letter are copies of my application to conduct research, permission to conduct research from HOD and ethics permission from the University of Pretoria.

For record keeping purposes please respond in writing.

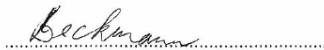
I hope for a favourable response to this request.

Regards



Mr M.A. TLHAKOLA

STUDENT



PROF J.L BECKMANN

SUPERVISOR

**ANNEXURE E: PERMISSION FROM HEAD OF DEPARTMENT: LIMPOPO
DEPARTMENT OF EDUCATION**



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

Mr MA Thakola
P O Box 258
DIKGALE
0721

MAY 13 2010

Dear Mr Thakola

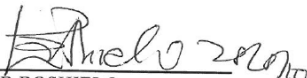
CONDUCTING RESEARCH IN CAPRICORN DISTRICT SCHOOLS

This is to inform you that you have been granted permission to visit schools in the Capricorn District for purposes of conducting research for your Masters during 2010.

This permission is subject to you presenting yourself and this letter to Mr Dan Mabote (District Senior Manager) for further instructions.

I wish you all the luck in your study and hope you will make a copy available to my office on completion.

Thank you


LB BOSHIELO
HEAD OF THE DEPARTMENT

ANNEXURE F: INTERVIEW SCHEDULE

TLHAKOLA M.A STUDENT NUMBER: 95083619

THE PERCEPTIONS OF EDUCATORS ON THE SOUTH AFRICAN DEMOCRATIC TEACHERS' UNION'S CONTRIBUTIONS TO THEIR PROFESSIONAL DEVELOPMENT.

INTERVIEW SCHEDULE

INSTRUCTIONS: QUESTIONS FOR SADTU MEMBERS

1. Do you consent to this interview being tape recorded?
2. Are you a member of SADTU?
3. The questions and responses will be strictly confidential.

CATEGORY A

Biographical data: Tick the correct column

1. Age	Between 30 and 40	Between 41 and 50	Between 50 and 60
2. Marital status	Married	Single	Divorced
3. Faith	Christian	African faith	Other (Specify)
4. Language	Sepedi	English	Other (specify)

CATEGORY B

SADTU MEMBERS

1. When did you join SADTU?
2. Please tell me about when did your interest in SADTU began?
3. What are your teaching profession and academic qualifications?
4. How do you understand the concept professional development?
5. What professional challenges do you encounter in fulfilling your professional functions?
6. What do you see as the main benefits of professional development for you?
7. Does SADTU have an appropriate policy on teacher professional development?
8. Does SADTU contribute to teachers' professional development?
9. Please tell me about the efforts of SADTU regarding professional development?
10. Does SADTU budget for its members' professional development?
11. Please tell me about the contributions of SADTU in your professional development as a teacher?
12. Have you ever attended SADTU's workshops / training sessions in respect of teacher professional development?

13. What was your overall experience of teacher professional development conducted by SADTU?
14. What did you gain from the professional development workshops / training sessions organized by SADTU?
15. Was there any particular workshop / training session or any particular incident in your professional development which you saw as a turning point?
16. Compare with your teaching today, what was your pre-teacher professional development teaching world like?
17. How happy were you before professional development?
18. How happy are you now, having completed your teacher professional development?
19. How contented / discontented were you before professional development?
20. How contented / discontented are you now, after completing your professional development?
21. How much 'dignity' did you experience before professional development?
22. How much 'dignity' do you experience in your profession today, after professional development?
23. How much meaningful professional activity did you have in SADTU?
24. How long have you been a member of SADTU?
25. What is it about SADTU that you most like?
26. How would you describe your attitude towards SADTU?
27. Why is SADTU important to you?
28. What is your perception / view of SADTU's image?
29. What are the benefits of being a SADTU member?
30. Does SADTU have the capacity / capability to defend your labour rights?

Thank you very much for your time.

From

M.A Tlhakola

ANNEXURE G: LETTER TO SADTU MEMBERS

ENQ: Tlhakola M.A

Cell: 082 341 7630

P.O. BOX 258

DIKGALE

0721

19 October 2010

TO: SADTU MEMBER

Dear Sir / Madam

REQUEST FOR YOUR ASSISTANCE AS A PARTICIPANT IN RESEARCH

I, Malesele Albert Tlhakola, a registered M Ed (Educational Leadership) student at the University of Pretoria (Student Number: 95083619), request your participation in my research. My research dissertation topic is: **The perceptions of educators on the South African Democratic Teachers' union's contributions to their professional development.**

To accomplish my objectives I require participants that will be interviewed. The target group for this research is members of SADTU.

The research procedure to be followed is:

During interviews:

The interview will last 45 minutes.

An interview guide will be used when conducting the interview with you in order to establish the following:

- Your understanding of the concept professional development
- Your perceptions of the image of SADTU
- Your perceptions of SADTU's ability to defend your labour rights
- Your perceptions on the involvement and efforts of SADTU regarding teachers' professional development

Timelines

- Interviews will be done during a time suitable for you –preferably during official hours
- Duration: 45 minutes
- Venue: At SADTU's office or your school in the staff room / office / principal's office
- All interviews will be recorded in full, audio-taped and transcribed verbatim
- They will be administered during the month of February 2011

Voluntary participation, anonymity and confidentiality will be maintained and you can withdraw at any stage of the research.

I hope that you will be in a position to assist me in this research.

Regards



Prof. J.L. Beckmann
(Supervisor)

MA Thlakola M.A
(Student)

Reply slip participation / non-participation

For attention: Mr M.A Thlakola (0823417630)

I, _____ (name of participant)

Hereby agree / decline to participate in the research project.

Signed: _____

Date: _____

Signature: _____

ANNEXURE H: LETTER TO PRINCIPALS

H



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education
Department Education Management and
Policy Studies

Post Box 258
0721 DIKGALE

8 April 2010

The Principal

..... Primary/High School

Sir

APPLICATION TO CONDUCT RESEARCH

My name is Malesela Albert Tlhakola and I am registered for an MEd degree with the University of Pretoria. My supervisor is Prof JL Beckmann.

I hereby apply to conduct research in your school. The research will be conducted in 2010.

The research will be conducted under the topic "The perceptions of educators about the South African Democratic Teachers' Union's involvement in their professional development."

This research will contribute to educators' professional development.

Respondents' participation will be protected by adhering to an ethical code of conduct and anonymity will be ensured in the research. The respondents will voluntarily participate in the research and they will be able to withdraw at any stage.

For record-keeping purposes will you please respond in writing.

I hope for a favourable response to this request.

Regards

MR TLHAKOLA MA
STUDENT

PROF JL BECKMANN
SUPERVISOR

Building and office no
Groenkloof Campus, University of Pretoria
PRETORIA 0002
Republic of South Africa

Tel number:
Fax number:

E-mail address:
www.up.ac.za/education

ANNEURE I: APPLICATION TO CONDUCT RESEARCH ADDRESSED TO SADTU LIMPOPO

Received by: Tshapho

Date: 16/04/10

Provincial Receptionist SADTU

Tel: 015 297 4648



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education
Department Education Management and
Policy Studies

Post Box 258
0721 DIKGALE

8 April 2010

The Secretary
South African Democratic
Teachers' Union
(SADTU)
LIMPOPO PROVINCE

Sir

APPLICATION TO CONDUCT RESEARCH

My name is Malesela Albert Tlhakola and I registered for an MEd degree with the University of Pretoria. My supervisor is Prof JL Beckmann.

I hereby apply to conduct research in the schools that are in Capricorn district in the Mankweng cluster. The research will be conducted in 2010.

The research will be conducted under the topic "The perceptions of educators about the South African Democratic Teachers' Union's involvement in their professional development."

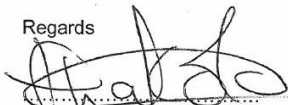
This research will contribute to educators' professional development.

Respondent's participation will be protected by adhering to an ethical code of conduct and anonymity will be ensured in the research. The respondents will voluntarily participate in the research and will be able to withdraw at any stage.

For record-keeping purposes please respond in writing.

I hope for a favourable response to this request.

Regards


MR TLHAKOLA MA
STUDENT

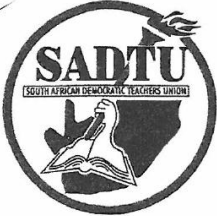

PROF JL BECKMANN
SUPERVISOR

Building and office no
Groenkloof Campus, University of Pretoria
PRETORIA 0002
Republic of South Africa

Tel number:
Fax number:

E-mail address:
www.up.ac.za/education

ANNEXURE J: PERMISSION FROM SADTU LIMPOPO



**SOUTH AFRICAN DEMOCRATIC TEACHERS' UNION
LIMPOPO PROVINCE**

SADTU LIMPOPO PROVINCE HOUSE
91 BICCARD STREET
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To: Mr. Tlhakola M.A
P.O.Box 258
Dikgale
0721

17 May 2010

Dear Sir

RE: RESPONSE TO YOUR REQUEST TO CONDUCT RESEARCH

1. The above matter refers.
2. SADTU Limpopo Province acknowledges receipt of your letter dated the 8 April 2010. This letter should serve as a response to your letter.
3. You are hereby granted permission to conduct research in Capricorn District in the Mankweng Cluster amongst SADTU members. We will appreciate if you can provide us with a copy of your research.

We hope you will find this in order.

Yours in SADTU


MUDUMELA K.G

PROVINCIAL SECRETARY