

UNIVERSITY OF PRETORIA

**The role of teacher unions in the appointment and promotion of teachers in
public schools**

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UNIVERSITY OF PRETORIA

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by

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DECLARATION

I declare that this dissertation is my own, unaided work. It is submitted in partial fulfilment of the requirements for the Master's Degree in Education Management, and Policy Studies in the University of Pretoria. It has not been submitted before for any degree or examination at any other university.

Nozipho Isabel Ramokgotswa

DEDICATION

I dedicate this work to my son Oseremen, two daughters Lesedi and Neo for their support and understanding and for doing everything in their power to ensure that after a hectic day at work and university, I could come back to a warm and comfortable home. You are my pride and joy.

I also dedicate this work to my parents, Mosibudi and Dekilane Maqxhuku Khumalo. I thank you for your support and care but most importantly, I thank you for taking care of my children every time when I was engaged at work and university. You have been my pillars of strength and I take pride in what you both have modelled to me in my life.

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ABSTRACT

This study explores the role of teacher unions in the appointment and promotions of teachers in public schools. It focuses on the perspective that teacher unions are often seen as the principal contributors to the challenges that are experienced by schools during the appointment and promotion process and to the overall ineffectiveness of the school system. The study was framed by the following research questions:

- What is the role of teacher unions in the appointment and promotion of teachers in public schools?
- What are the factors influencing the process of appointment and promotion?

A qualitative case study was used and data were collected in two secondary schools in Gauteng Province. Semi-structured interviews were conducted with principals, SGB teacher representatives, SGB parent members and teacher union representatives. The Departmental Official from the Labour Relation Unit at Johannesburg east, also participated in the interviews.

The research established that even though there are Educational policy guidelines that are made available to guiding schools on how the process of appointment and promotion is conducted, schools are still experiencing major challenges with some stakeholders who could not keep to their roles. Several factors such as the SGB's level of education, the inadequate training of the SGB members, negotiated compromises and most importantly, the conflicting interest of the constituencies surfaced as factors conducive to the hindrance of pursuing fair processes when dealing with appointments and promotions. Further research is recommended in finding the ways and means of allowing teacher unions' roles to be reviewed by policy makers including the Department of Education.

ACRONYMS

AU	- African Union
CA	- Collective Agreement
DoE	- Department of Education
EEA	- Employment of Teachers Act
GPG	- Gauteng Provincial Government
HOD	- Head of Department
ILO	- International Labour Organisation
LRA	- Labour Relation Act
NNSSF	- National Norms and Standards for School Funding
OAU	- Organisation of African Union
OECD	- Organisation for Economic co-operation and Development
PAM	- Personnel Administrative Measures
PPM	- Political Progress Model
RSA	- Republic of South Africa
SADTU	- South African Democratic Teachers Union
SASA	- South African School Act
SGB	- School Governing Body
UN	- United Nations

LIST OF TABLES

TABLE 4.2: Biographical Information of the Participants from the two schools.

TABLE OF CONTENTS

DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
ACRONYMS	vii
LIST OF TABLES	vii
TABLE OF CONTENTS	viii
CHAPTER ONE	1
1.1 INTRODUCTION	1
1.2 BACKGROUND	2
1.2.1 THE POLICY BACKGROUND ON THE PROCESS OF APPOINTING AND PROMOTING TEACHERS	3
1.2.2 CHALLENGES IN THE APPOINTMENT AND PROMOTION OF TEACHERS AND HOW THEY IMPACT ON EDUCATION	7
1.3. PROBLEM STATEMENT	9
1.4 PURPOSE OF THE STUDY	10
1.5 RESEARCH QUESTIONS	11
1.6 RATIONALE	11
1.7 SIGNIFICANCE OF THE STUDY	12
1.8 CONCLUSION	13
CHAPTER TWO: LITERATURE REVIEW	14
2.1 INTRODUCTION	14
2.2 THE ROLE OF TEACHER UNIONS IN PROCESSES OF APPOINTMENTS AND PROMOTIONS OF TEACHERS	14

2.2.1 Processes of appointments and promotions.....	14
2.3 CRITICISM ONTEACHER UNIONS'OBSERVATIONAL ROLE	17
2.3.1 Why are researchers critical about the role of teacher unions?.....	17
2.3.2 Effects of the teacher unions' role in the processes of appointment and promotion of teachers.....	20
2.3.3 Teacher unions' participation on strike has an effect in their observational role....	22
2.4 FACTORS INFLUENCING THE PROCESSES OF APPOINTMENTS AND PROMOTIONS	28
2.4.1 Interests of teacher unions in the candidates	28
2.4.2 Competence of SGB Panel Members	32
2.4.3 Contradiction in the role of teacher unions and their power in policy making.....	34
2.4.4 Teacher unions' role in policy making.....	35
2.4.5 Teacher unions' influence on the processes of appointment and promotion.....	36
3. THEORETICAL FRAMEWORK.....	39
3.1 RESEARCH APPROACH	43
3.2 RESEARCH PARADIGM	44
3.3 RESEARCH DESIGN	44
3.4 SAMPLING	46
3.5 PARTICIPANTS.....	48
3.6 DATA COLLECTION.....	49
3.7 SEMI-STRUCTURED INTERVIEWS	50
3.8 DATA ANALYSIS.....	51
3.9 TRUSTWORTHINESS AND CREDIBILITY	52
3.9.1 Triangulation of the study.....	53
3.9.2 Member-checking.....	54
3.9.3 Peer researcher	54
3.10 ETHICAL CONSIDERATIONS.....	55

3.10.1 Written permission	55
3.10.2 Seeking informed consent	55
3.10.3 Objectives of the study	56
3.10.4 Data collection devices and activities	56
3.10.5 Confidentiality and anonymity	56
3.11 CONCLUSION	57
CHAPTER 4: DATA PRESENTATION AND DATA ANALYSIS	58
4.1 INTRODUCTION	58
4.2 BIOGRAPHICAL INFORMATION OF THE SGB MEMBERS	59
4.3 PART ONE: DATA PRESENTATION	61
4.3.1 Role of teacher unions in the processes of appointment and promotions	61
4.3.2 Fairness and objectivity of the processes of appointments and	65
4.3.3 Factors influencing the process of appointment and promotion	71
4.3.4 CONCLUSION	90
PART TWO: DATA ANALYSIS	91
4.4 INTRODUCTION	91
4.4.1 The role of the teacher's union in the processes of appointments and	93
4.4.2 Teacher unions' observational role	94
4.4.3 Non-compliance with educational policies	95
4.4.4 The processes of appointments and promotions	95
4.5 Factors influencing the processes of appointments and promotions	97
4.6 CONCLUSION	101
CHAPTER FIVE: FINDING, CONCLUSIONS AND RECOMMENDATION	102
5.1 INTRODUCTION	102
5.2 FINDINGS	102
5.2.1 RESEARCH FINDINGS FROM THE LITERATURE REVIEW	102

5.3 FINDINGS THAT ARE DRAWN FROM THE EMPIRICAL DATA COLLECTION.....	105
5.3.1 The role of teacher unions	105
5.3.2 Political Role	107
5.3.3 Non-compliance with Educational Policies.....	108
5.4 FACTORS INFLUENCING THE PROCESS OF APPOINTMENT AND PROMOTION .	110
5.4.1 Competence of the SGB members.....	110
5.4.2 Inadequate training of the SGB members	110
5.4.3 The role of principals in the appointment and promotion process.....	111
5.5 RECOMMENDATIONS	113
5.5.1 <i>Recommendation 1</i> : The role of teacher unions in the appointment and promotion process	113
5.5.2 <i>Recommendation 2</i> : Competence of the SGB members.....	114
5.5.3 <i>Recommendation 3</i> : Inadequate training of the SGB members	115
5.5.4 <i>Recommendation 4</i> : the role of principals during the processes of	115
5.5.5 <i>Recommendation 5</i> : Negotiated compromises and transparency.....	116
5.6 RECOMMENDATION FOR FUTURE STUDIES.....	116
5.7 CONCLUSIONS.....	117
REFERENCES.....	119
APPENDICES	128

CHAPTER ONE

1.1 INTRODUCTION

South Africa became a member of international bodies such as the United Nations (henceforth UN) and the Organisation of African Union (henceforth OAU) at the onset of democracy in 1994 and this meant that its policies had to be constructed bearing in mind developments at the global level. The legislative regime in South Africa has seen a major paradigm shift during this democratic dispensation. This shift manifested itself across all spheres of social domains, including learning and teaching environments. The legislative developments in this regard culminated in the South African Schools Act, 1996 (Act No. 84 of 1996) which brought about many changes with regard to among others, the appointment and promotion of teachers within the public schools.

The South African Schools Act (henceforth SASA) has been preceded by the Labour Relations Act, 1995 (Act No. 66 of 1995) which deals with the rights of teachers as workers and by extension, the right to unionise and belong to a labour organisation of their choice. The nature of the work and the interest of the teachers become a paradox and a balancing act is required between the legislation.

The Labour Relations Act accords teachers' rights to, among others participate in matters that affect their working conditions, including appointments and promotions. This participation is enabled through the involvement of the teacher unions in the activities of the School Governing Body (henceforth SGB). The latter has the competence accorded to it by the SASA, of overseeing the process of appointing and promoting teachers.

The SGB as a post-apartheid structure within the school governing regime should be an added advantage in the governance of the school affairs if it were to strike a balance between the interests of the school community. The skills and knowledge of the members of the SGB cannot be over-emphasised as much as the conflict of interest cannot be ignored.

There is scholarly literature criticising the role of teacher unions in the process of appointment and promotions and there have been many accusations on the newspaper reports (Sunday Times, 2009) and other forms of media about teacher unions' role. They are criticising teacher unions by saying teacher unions play a negative role in the appointment and promotion process. In this context a negative role means that they ignore their observer status and want to influence the decisions taken by the SGB. I moved beyond criticism of teacher unions by doing the following:

- a) I aimed at understanding and explaining the role played by all three constituencies which are the SGB, the principal and teacher unions. Although it is a bit complicated because some of the principals have dual responsibilities, that is, they are union members and also members of the SGB as resourceful persons;
- b) I did this by looking at the actual process of appointment and promotion and understand how these three different groups struggle with one another during the process.

This is in brief what this study is about and so far nobody in the literature has studied it.

1.2 BACKGROUND

The premise of this study is situated in the perennial ratification of appointments and promotions of teachers, either by the Department of Education or School Governing Body as reported in the DoE Annual Report of 2013/ 2014. According to this report the appointment and promotion of teachers has become a complex and often contentious matter due to political struggle amongst constituencies and socio-economic factors influencing this process. The diagnostic report is alluded to by Zengele (2009:181) who made similar observations with regard to the controversial appointments and promotion of teachers in Gauteng.

Masenya (2013:98) on the other hand posits that the complexity that the report unearthed is due to the major interests shown by union representatives during the appointment and promotion process. This means the same as a shortlisting and interviewing process, the terms that are currently being used by schools. The interest is perpetuated despite clear directives as regulated by the SASA and LRA.

The school governing regime should, as its primary responsibility according to the SASA, ensure the creation of a teaching and learning environment, among others, through the promotion of skilled, knowledgeable and competent teachers for the learners. According to Oosthuizen (1994), the school is a very special institution, where all activities are focused on, enabling learners to achieve optimal quality education from teachers, managers and leaders who are experts in their fields. In this sense all impediments towards the realisation of such a state should be eradicated.

The report from the Department of Basic Education(henceforth DoE) is a serious indictment on how the school governing regime functions in relation to the appointments and promotions of teachers, showing signs of conflicting interest between teacher unions and other role players within the SGB and the principal being one. The process of teacher appointment and promotion is explicitly outlined in the SASA.

1.2.1 THE POLICY BACKGROUND ON THE PROCESS OF APPOINTING AND PROMOTING TEACHERS

Appointments and promotions are not synonyms and will not be used interchangeably in this study but rather complementary as they form an integral part of one another. The study invites the Department of Basic Education policies that regulate the process of appointing and promoting teachers in order to contextualise the conflict of interest that had been observed and that manifested during such an exercise.

The appointment and promotion of teachers are regulated by the following policies viz.: Circulars 42/2006, 43/2006, 47/2005 and 55/2008 of the Gauteng Provincial Government and the Employment of Teachers Act. These circulars outline the process involved in shortlisting and interviewing candidates as well as the role of each member of the SGB.

Over and above these mechanisms, Chapter 3, Section 3.6 of the EEA, makes provision for the appointment and promotion of teachers, a responsibility that resorts under the SGB. The SGB is a structure comprising of a diverse group of individuals from different backgrounds.

The very essential aspect in the business of the SGB is the different roles played by different players. All the SGB members have similar responsibilities with regard to the entire process of appointment and promotion of teachers. If not the teacher union representative, whose role, according to Section 3.2.1(d) of the Collective Agreement no.2 of 2005 of the LRA is to be just an observer. Perhaps this could be viewed as the area of contention, as the powers afforded role players differ from one another, although sitting in one session/panel.

These instruments regulate teacher unions and their participation in decision-making and other education-related matters. Union representatives become part of the interviewing panel and their role is to observe that the correct procedures of shortlisting and interviewing candidates are followed, and to ensure that there was no unfair discrimination against any candidate. According to the South African School Act, 84 of 1996, (South Africa 1996c) the interview panel must comprise of the principal, SGB parent members who must be in majority, and teacher representatives from the school.

Potgieter *et al.* (1997:127) contend that all members of the interview panel are elected from the governing body. The governing body is a statutory body of people elected to govern the school. A governing body is formed according to an act of parliament, in particular the SASA.

This legislation stipulates that the governing body must help and support the principal and other staff at the school in the performance of their professional functions.

While the interviewing panel is elected from the governing body, and expected to promote the best interest of the school (by shortlisting and interviewing the best candidates for the job) the school governing body enhances this ethos by ensuring the development of the school in providing quality education for all learners. South African Schools Act, section 17 stated that as one of their duties, the governing body must recommend and advise the Department of education on the appointment and promotion of teachers.

The inclusion of teacher unions in the appointment and promotion of teachers is clearly stipulated in Chapter B of the Personnel Administrative Measures (PAM) pages 76-77, (Republic of South Africa 1998). In these policies, it is stated that the relevant teacher unions must be informed about the meeting for shortlisting, and interviewing of candidates. Written invitations to unions are recommended and union representatives may attend these meetings.

Rossouw (2004:62) states that unions may not prescribe to the governing body or the appointing panel which criteria they may or may not use but it is advisable that the school governing bodies discuss and explain their criteria to union members.

In the light of the foregoing, it is explicit that representatives of the teacher unions have a very limited role during the appointment and promotion process and that is to observe if all procedures are followed to the letter. This scenario is unusual considering the political edge. Wood (1998:111) notes that teacher unions have, adhered to the stipulations of the procedures particularly the South African Democratic Teachers Union (SADTU). The interviewing panel should ensure that candidates, whom they perceive to be suitable, are recommended and that the District director will officiate if he/she agrees with the decision and recommendation made by the panel members. This is an ideal situation envisaged by the legislature were all its provisions observed by participants.

At this stage, it is essential to introduce the other members of the SGB. Joubert & Prinsloo, (2001) advises that for a successful process of appointment and promotion to happen, the following procedures, as described below, must be followed by the interview committee.

The shortlisting and interview panel shall comprise of the following:

- One departmental representative (who may be the school principal) as an observer and resource person;
- The principal of the school (if he or she is not the departmental representative, except where he/she is an applicant);
- Members of the school governing body, excluding teacher members, who are applicants to the advertised posts;
- One union representative per union, whose role will be that of an observer.

It is of paramount importance that processes and procedures agreed upon should be observed by all the role players in order to ensure a credible outcome for the benefit of the learning environment. In terms of the Chapter B of the Personnel Administrative Measures of 1999, the interview committee conducts firstly, the shortlisting process which must be followed by the interview process subject to the following guidelines:

- Use criteria that are fair, non-discriminatory and in keeping with the Constitution;
- Consider the curricular needs of the school;
- The interviews must be conducted according to the agreed- upon guidelines;
- All interviewees must receive similar treatment during the interview;
- Ensure that the interviews are both objective and unbiased;

- Avoid domineering behaviour from any member present but direct the interview towards attaining the initial objectives;
- At the conclusion of the interviews, the governing body will submit their recommendation to the provincial education department in their order of preference.

Section 3.7 of the Act stipulates that the process has to be based on the following:

- The ability of the candidate;
- The need to redress the imbalances of the past in order to achieve a broad representation in the civil service.

1.2.2 CHALLENGES IN THE APPOINTMENT AND PROMOTION OF TEACHERS AND HOW THEY IMPACT ON EDUCATION

Teacher unions are often seen as the principal contributors in the challenges that are experienced by schools during the appointment and promotion process and to the overall ineffectiveness of the school system (Poole, 2000:480). This implies that teacher unions are being blamed for pushing the promotion of under qualified teachers and for compromising teaching and learning at school.

Black teacher unions that were established back in the 1990s were based on the understanding that they would play a role in addressing the imbalances of power in school system (Wood, 1999: 211).

The main aim of the South African Democratic Teachers Union(henceforth SADTU), a popular teacher union which has 75% of all teachers in South Africa at present, was to fight for the rights of teachers and to pursue political interests of teachers (SADTU Constitution, May, 1994). Chapter 1 Section 1(d) of the LRA provides a framework within which employees and their trade unions can collectively bargain to determine the salaries and the terms and conditions of employment for teachers. Mahlangu (1998: 13) argues that the participation of these teacher unions in schools is tilted mostly towards one union viz.: SADTU and its dominance and influence serve only a section of the teachers.

Many learners suffer greatly as a result of negligence of the SGB and teacher unions during the appointment process. Zengele (2009:8) asserts that the inappropriate involvement of unions by ignoring their observer status, may lead to the infringement of teachers' rights if it goes unchecked by the DoE.

Khaobane (2010:2) is a political analyst who shared the sentiments by pointing out that millions of children have dropped out of schools and many have failed their Grade 12 examinations because teachers today are allowed to run amok and teacher unions obstruct children from acquiring their education. The writer is of the opinion that there is no true collaborative effort between the school leaders and teacher unions, but what we see is an on-going interference of stakeholders in one another's roles and responsibilities.

From the argument by Khaobana, one can clearly see that what is described by Grobler (2003:46) as a system may clearly not be practised at schools. Grobler describes a system as a whole that consists of a set of two or more parts where each part affects the behaviour of a whole, depending on the part's interaction with other parts of the system. It is easy enough to point out that each stakeholder, in this context, the interviewing panel, the principal and teacher unions need to work together in order to gain an enduring understanding desired by them as a system. The system allows every stakeholder to be aware of his/her respective functions and it must take care not to interfere with the duties and area of responsibility of others.

The appointments and promotions of teachers have generally become an appealing concept for several writers. Those writers have said that the role of teacher unions in the appointment and promotion of teachers is contentious and they have observed this role to be negative. Nobody has investigated and analysed the actual process of appointments and promotions through interviewing the different stakeholders, who are directly involved in the process of appointing and promoting of teachers. This study will investigate the process of appointment and promotion of teachers by looking at the role of teacher unions in particular in relation to the role of other two constituents namely, the principal and the SGB members.

1.3. PROBLEM STATEMENT

The learning environment is crucial for the development of a child, whether it be at foundation or an advance phase. The creation of an enabling environment for such learning cannot be over-emphasised. A number of inputs into the process are therefore equally important, such as the appointment of teachers as well as the other role players.

To this end, the SGBs are some of the entities who are officially accorded the status of forming part of the interviewing panel with teacher unions as observers of the process. Since the advent of democracy in South Africa these structures have been part of the school policy regime and their role should be of equal importance.

According to SASA, the teacher unions have an observer status (only) during the shortlisting and interviewing process, a limiting and unimportant role, an anomaly considering that the status of teacher unions in South Africa since 1990, Buhlungu (2012:120) posits that it has improved significantly, leading to a powerful teacher union presence in the policy domain, in social and educational change. This new role of teacher unions in education is not a strange phenomenon as Stone, (1988:57) observes, the teacher unions in the US also play an important role on matters of public education.

The power play that underpins the influence of the teacher union on general policy matters has unavoidably undesirable consequences when it comes to their role during the appointment and promotion process.

Perhaps this could be apportioned to the reasons in other instances, where teacher unions have been found to fiddle with the appointment and promotion process.

It has emerged, Mahlangu, (1998:62) notes, that the teacher unions are generally ignorant of the common good of the child and the learning environment by pursuing self-serving interest over quality appointments and promotions of teachers.

Often, this has compromised the process leading to mistrust and instability in the learning environment. This situation is further perpetuated as Murillo, (1999:40) points out, by the political edge that some teacher unions have over education policy. It is a dilemma that all should be worried about as the principle of fairness and objectivity will be compromised. The inevitable scenario is the manifestation of this dominant political edge during the appointments and promotion process, which is likely to cause teacher unions to ignore their observer status.

The problem that I wish to investigate is vested in the realisation that the appointments and promotions of teachers have generally become an appealing concept for several writers such as Taylor (2008), Murillo,(1999) Bascia (1994) and Kingdom et al (2010). While those writers have said that the role of teacher unions in the appointment and promotion of teachers is contentious, nobody has investigated and analysed the actual process of appointments and promotions, through interviewing the different stakeholders who are directly involved with the process.

I wish to contribute to the understanding of how these appointment and promotion processes work in practice. I suspect that little has been done by these writers to understand the complexity of what actually happens. This study will delve into the process of appointment and promotion of teachers by looking at the role of teacher unions in particular, in relation to the role of other stakeholders

1.4 PURPOSE OF THE STUDY

The purpose of this study is to investigate the role of the teacher unions in the appointment and promotion of teachers and to show what goes into the process. The study looked at the different factors influencing the process of appointment and promotion. The study was undertaken in two high schools located in the Johannesburg East District.

The areas where the schools are situated and the schools themselves are predominantly Black. The teacher unions' presence is dominated by SADTU. The findings of this study will not claim any generalisation, because of the stated limitation on the scope and type of participants.

1.5 RESEARCH QUESTIONS

The study was guided by the following questions:

5.1 What is the role of the teacher unions in the appointment and promotion of teachers in public schools?

5.2 What are the factors influencing the appointments and promotions process?

1.6 RATIONALE

I have developed an interest in the topic when I had first-hand experience as one of the panel members and as the principal at that time. I have previously undergone numerous interviews and I acknowledged that every interview is different. I could say that my experience as a teacher and being in the management position has thrown light on how the process of appointment and promotion process is supposed to be conducted and this gave me the need to know more.

I developed a zest to do research and to understand the role of each member of the panel, particularly the union representatives. I knew that studying about this topic will help me find out how the appointment and promotion process is conducted and who the role players are.

The following information below describes why I think the research on this topic is worth doing. Many schools, especially learners suffer greatly as a result of negligence on the part of the interviewing panel failing to make appropriate recommendations of the best teachers at school.

It cannot be denied that the general pattern presented by teacher union representatives during the interviews as alleged by many researchers, is evident that the Education system of South Africa might find it facing serious challenges with regard to the functioning of the management teams at school.

The central question is that I wish to understand the role of teacher unions in the appointment and promotional process. Although researchers have indicated the role played by teacher unions in the education system and policies, very few have actually studied the confusion and challenges emanating from the process of appointment and promotion. Contradictions still persist in relation to how this process is being conducted and the factors influencing this process.

1.7 SIGNIFICANCE OF THE STUDY

The SGBs have been touted as suitable vehicles for improving and enhancing good governance in schools. They remain a necessary element in the nexus of the development of both a teacher and a child, an internationally endorsed paradigm shift in education by organisations such as (OECD) and International Labour Organisation. The focus on SGB's and teacher unions in particular is based on their supposed significant contribution to ensuring good governance in the school and most importantly, the well-being of teachers and development of a child.

The inadvertent consequence of the involvement of teacher unions in the school affairs, in particular the appointments and promotion of teachers, as pointed out by Murillo (1999:40) earlier in the study, is not serving the intended object of the SGB and the subsequent edge some teacher unions have. This has resulted in some teachers who are not members of such unions, being ignored for appointments.

The SGB's have been constituted through legislation and they have been accorded significant powers over the appointment of teachers, among others. This responsibility by its very nature is able to shape and determine, positively or negatively, the future of the learning environment and education in particular for many years. Zengele (2008:8) observes this unavoidable consequence has partly contributed towards a low morale among some teachers and it has inadvertently spilled over to the quality of teaching.

The study will make a contribution to the knowledge base in ensuring the teacher union's involvement in the appointments and promotion of teachers' discourse and to contribute towards better articulation in such a process.

What is significant for the study is to yield a detailed understanding of how the process of appointment and promotion of teachers work and to provide a better articulation with regard to those who have been mandated by different regulations to conduct the process.

1.8 CONCLUSION

This chapter focused on the functions of the SGBs, their composition and the role of teacher unions in particular. These discussions were premised on the LRA and SASA as well as the related provisions. The chapter attempted to distinguish among the role players in the SGB and their responsibilities.

The emphasis has been on the role played by the teacher unions, in relation to the principal and the SGB members during the process of appointment and promotion. The foregoing discussions were highlighted in the introduction, background, and problem statement, purpose of the study, rationale and the significance of the study. The research questions were constructed as a precursor to the study and the context of this study was the two high schools located in the Johannesburg East District. The next chapter will examine international and national literature, based on the teacher unions' role in the process of appointment and promotions of teachers.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

The first chapter of this research study presented an overview of the role of the teacher unions especially in the appointment and promotion process. The educational policies regulating this process were also outlined as an attempt to embed the role of teacher unions in the process.

In Chapter two, critics criticise teacher unions and say they play a negative role, but the literature does not describe the actual process, and by process I mean, what role is played by each of the constituencies or stakeholders. This chapter will discuss how and why researchers are critical about the teacher unions' role in the process of appointment and promotion. The scope of the literature search will be both at international and national levels.

2.2 THE ROLE OF TEACHER UNIONS IN PROCESSES OF APPOINTMENTS AND PROMOTIONS OF TEACHERS

2.2.1 Processes of appointments and promotions

Several researchers have been critical of the role of teacher unions in the education system and in the role they play during the process of appointment and promotion. A researcher such as Zengele (2009:33) contends that the teacher unions' role have had a bad effect on education. In his view, teacher unions should have a key role to play to ensure that teachers are not discriminated against when appointments and promotions are made.

They have to ensure that suitable teachers are promoted. He indicated that teachers need the support and protection of their unions so that they are not discriminated against when it comes to the filling of promotional posts. However, in contrast, he argues that over the years, it has become clear that their role in different areas of the education system has constantly been questioned.

Furthermore, he claims that there seems to be a complaint from the school managers and school governors, accusing teacher unions of deviating from their duty to observe and not influence the appointment and promotion process.

Zengele (2013:19), pointed out that the inappropriate involvement of unions by ignoring their observer status, may lead to the infringement of teachers' rights if it goes unchecked by the Department of Education. This assertion is also alluded to by Fleisch (2010:23) in his study that focuses on the role of teacher unions in the educational system. He argues that union leaders appear to pay considerable attention to the procedural fairness associated with the teacher appointment or promotion process but show little concern about them complying with the limitations set on their roles in this process. Fleisch's focus necessitates an increased emphasis on the role of teacher unions in contrast with the responsibility placed on the SGB in securing the best and qualified teachers.

In support of the foregoing Mahlangu (1998:13) observes that the growing power of teacher unions who seek to protect their member's interests as well as to protect them from victimisation, have gone overboard, meaning it has now taken a different dimension. The point of discussion is based on the role that teacher unions are supposed to play as observers which is assumed to have shifted to a different role altogether.

In sharing the sentiments on the role of teacher unions and its effect in the education system, Stone (1988:80) has suggested in one of his findings that a new relationship between school organisations and teacher unions must be investigated. The researcher's postulation could be an indication that the broader literature on the role of teacher unions suggests that ways and factors in creating and maintaining a well-functioning cooperation between the unions, the school governing body and the school managers are needed in order to enhance quality education.

Stone (1998:80), further postulates that the cordial relationship amongst all role players in the short listing and interviewing process should be maintained in order to secure best teachers, because the ability and motivation that learners bring to the classroom paired with the teaching offered by best and qualified teachers in the classroom are important determinants of academic success.

This view is also supported by Murillo (1999:38) who posits that teacher unions have influenced education policy and social change throughout their history and that they have a political edge to their work.

In contrast to what other researchers have mentioned regarding teacher unions' role, Murillo further praises the role played by teacher unions in the educational system. In substantiating this position, Murillo could not put it better by saying that teacher unions' political edge needs to be utilised in schools as well in order to ensure that the best teachers are appointed on the basis of good credentials other than being just a member of a union.

The blurring role of teacher unions, as researchers claimed, makes sense if viewed from what they have observed. In the light of the foregoing, it is apparent that researchers and the broader literature are quite critical about the role that teacher unions play; however, what researchers have indicated might have its shortcomings too.

Maybe teacher unions are not playing a positive role and this is the major theme of this study, but I would like to find out if this is the case, by looking at the process of appointment and promotion, which I believe has been neglected by many researchers. Evidence of how the process is supposed to be conducted in practice can be indicated through the collection of data by means of interviews with different stakeholders, who make up the interviewing committee. In addition, different teacher union representatives and officials from the Departments of Education will form part of the participants so I can get everyone's voice to cast light on the topic of research. The role of teacher unions as regarded to be the problem according to literature can therefore be addressed.

2.3 CRITICISM ONTEACHER UNIONS'OBSERVATIONAL ROLE

2.3.1 Why are researchers critical about the role of teacher unions?

In this theme, numerous studies and researchers such as Murillo(1999), Patillo (2012), Taylor (2008), Bascia (1994) and Kingdom et al (2010) have been looked into as a way of developing an important understanding about the growing dissatisfaction of researchers with regard to the role of teacher unions. Criticism by researchers about the role of teacher unions in the appointment and promotional process is very much likely in the current context.

In many places, government, news media and the public portray teacher unions as illegitimate, unprofessional, simplistic and selfish in their priorities (Bascia & Osmond, 2012:211).

Within the school system more often than not, those entrusted with the powers and authority to appoint and promote teachers are believed to abuse their powers by pursuing their agendas and teacher unions are blamed for such allegations. The issue of teacher unions moving from their role of being an observer to influencing the appointment process as viewed by researchers is becoming an age-old problem in education and maybe viewed as one of the reasons why researchers are critical about the role of teacher unions who do not seem to be playing a positive role.

The foregoing practice of teacher unions not playing a positive role is supported by who focuses her studies on cadre deployment that refers to political appointment in this context. The researcher was criticising the way appointments have played a crucial role for teacher unions as a way to ensure its members that the union is there for them.

She argues that SADTU has influenced the type of leadership or leaders appointed in the management positions in education that had several consequences such as having underperforming schools that the term is now popular in every district of education in South Africa.

In her findings, Patillo (2012:58) voices her dissatisfaction by indicating that teacher unions have a powerful influence over which teachers were chosen for leadership positions. She concludes that there is an implication that the redeployment process in schools has been hi-jacked by union representatives as a tool for placing their comrades in promotional posts when such posts become vacant. She is also supporting the concern raised earlier in the study by Mahlangu (1998:30) that teacher unions are self-serving their members interest regardless of the consequences. What the researcher has stated is directly raising doubt with regard to the role played by teacher unions.

Feistritzer (2008:11) is critical of the idea that the process of selection and recruitment, which may in this study be closely referred to the appointment and promotion process involving shortlisting, interviewing and making recommendations for the preferred candidates, can improve by first understanding how it functions and where it tends to break down.

Over and above, the researcher implies that every stakeholder or members of the interviewing committee entrusted with the responsibility of shortlisting and interviewing candidates must first understand their roles or the role of each and every member of the committee. This she says will curb the issue of stakeholders applying double standards or shifting from their initial role in imposing their views.

Feistritzer (2008:13) further postulates that team-work and practising of good processes assist in selecting a high-quality candidate to interview for promotional posts, to avoid the impact that unqualified teachers will have on the department he/she manages or on the school at large.

Her discussion is based on the objective that the appointment and promotion process needs a collaboration effort based on mutual understanding from all stakeholders. This focus on collaboration is necessary in order to avoid negative influences and shifting roles that will fall short in addressing the real needs for schools.

Researchers such as Shedd and Bacharach (1991:33) argue that there has been an absence of truth in the role that teacher unions will play. They further argue that it is a matter of concern to other stakeholders such as the SMT and SGB. Much speculation has been the order of the day about the role that unions have vouched to play but little is known about how teacher unions understand their role in education and education reform. A plausible reason for that is that their role is assumed to be lacking value in schools and is perceived as rather intimidating to other stakeholders.

These researchers pointed out those teacher unions have actually lost the direction with regard to which role they are supposed to play during the process of appointment and promotion of teachers. It is equally essential to state that the shifting of roles by teacher unions does not support the self-proclaimed picture that teacher unions are trying to paint but instead it reveals some pitfalls in union roles. As alleged by researchers, their roles have shifted from that of being an observer to actively participating in appointing and promoting teachers.

Researchers summed up the research by critics regarding the role played by teacher unions by advising that it is necessary for processes, plans and strategies built on positive collaboration between those that are entrusted with the responsibility of shortlisting and interviewing.

Sharing the same sentiments are Levin & Quinn (2003:107) in the study they conducted regarding the hiring process and working with public school systems internationally. The study revealed that those that are engaged with the task of appointing and promoting teachers will do well by following the more formal and correct process of appointment and promotion. They claim that it will reduce the opportunity for stakeholders' perceptions and biases to impact on doing their job. It will also enhance the building of trust and collaboration and facilitate the removal of barriers to the processes of appointments and promotions. Teacher unions are accused of causing these barriers to the appointment of new staff and they are being brought to task for interfering with promotions.

It is clear that such an ethos of collaboration between the school managers and governors in following the right process of appointment and promotions of teachers is mirrored in the researchers' discussions and in the literature. The ethos of collaboration should be considered as a reason why they are critical about the teacher unions' role. It is again perspicuous that for as long as there is shared power between the interviewing committee and the teacher union as observers, the processes of appointment and promotion may not be such a daunting responsibility. However, what is not clear though from the intended discussion is whether, or not researchers themselves have investigated how the process is supposed to be conducted. The direction for this study lays in the purpose that was to investigate the role of the teacher unions and the manner in which the process of appointment and promotion is conducted.

2.3.2 Effects of the teacher unions' role in the processes of appointment and promotion of teachers.

This sub-theme moved from the premise of understanding why researchers and most literatures are critical about the role of teacher unions which is claimed to be shifting from its initial role of being observers during the processes of appointments and promotions.

The process that needs to be followed by teacher unions and schools in dealing with matters of appointments and promotions must be followed by a continuous discussion on the right way of administering or conducting the process and this was discussed in chapter one under educational policy background.

In this sub-theme, the study looks at how the teacher unions' role affects the appointment and promotion of teachers and learners. This is done in order to understand if the teacher unions' role in the appointment and promotion of teachers has anything to do with the claims made by researchers about the teacher unions' role being negative. The teacher unions are a negative impact because they encourage teachers to strike and to stay away from their duties at school, which has an impact on teaching and learning (Fleisch, 2010).

In other words, the role of teacher unions has not been adding value to the education of learners and has not helped in developing teachers whom they as unions feel are ready to be promoted as managers at school. This feeling is the one that makes teacher unions to act unruly during the processes of appointments and promotions, because they have an obligation to fulfil.

In general, the processes of appointments and promotions require that those who entrusted the responsibility to appoint and to promote take into account all the necessary steps to get to the right decision of appointing high quality leaders and managers at schools who hold the key to increasing academic achievements (Hanushek, et al: 1998:92). In addition to the foregoing, Berube (1988:198) assessed the political role of teacher unions in the United States and maintains that there has to be initiatives and strategies that prepare teacher unions to work effectively and productively with schools in enhancing their role in education and schools in general.

He further postulates that there is no clean working atmosphere between the school managers and the teacher unions, an antipathy that needs to be controlled before it hampers the Department of Education's pursuit to provide quality education effectively. But what are teacher unions doing to augment the vision that schools have on quality education?

One of the primary functions of teacher unions is to act as the vehicles by which teachers' concern about the conditions of teaching and learning reach the attention of policy makers and to nurture the vision schools have on providing quality education to learners (Bascia and Rothmann, 2011:211). But teacher unions are always seen as working in opposition with schools in enhancing students' learning, and that may be seen in their participation in strikes against the appointment and promotion of teachers whom they have identified as unworthy of the position.

Du Plessis (2009:22) contends that there should be a greater participation by teacher unions with all school role-players in enhancing the education of learners at school.

Though the voice of teacher unions has become more prominent in recent years, and are recognised as important role-players in education especially in schools, they are however still viewed as not engaging in parallel play with schools especially with regards to appointment and promotion process.

2.3.3 Teacher unions' participation on strike has an effect in their observational role.

The relevancy of this section to the topic of the teacher unions' role is found in their involvement in appointments and promotions. The teacher unions have rights to represent their members and do so guided by Educational policy, but they tend to forget the aftermath of their actions especially when appointments and promotions have to be made. Researchers allege that the teacher unions' role has direct effects on how schools should be run, especially their active participation in strikes that is viewed negatively by researchers. It is believed that if teacher unions are not having a problem taking away teachers from schools for some weeks and cause them to cease teaching and learning, they are obviously not going to see anything wrong with the role they play during the processes of appointments and promotions.

In the main, trade unions are powerful bodies whose strength has been acquired only after years of struggle. On the way they have faced many opponents including, at various times, the government in education and politics. There was a time where the very existence of unions was prohibited by law. This is according to Rooke(1972:53). Even after this ban was lifted, and even when parliament has repeatedly tried to clarify just what trade unions including teacher unions can and cannot do, their position remained confused for many years. We have the act such as SASA in South Africa that enables the teacher unions to be part of the education system and to play their part at school.

It is no surprise that this kind of legislation was popular with the teacher unions, for it increased their powers and gave them greater security. In his book entitled "The Trade Union movement, Rooke (1972:55) states that years ago nations were very sympathetic to unions in their fight for recognition but today, there are companies who believe unions are morally and economically wrong ,while schools believe that unions especially teacher unions are educationally wrong.

South African law acknowledges the right to freedom of association in which an employee has the right to participate in forming a union, to join an existing union of his/her choice, to participate in its activities and to be eligible for appointment as a union representative. Only registered unions have statutory organisational rights. (LRA section 6 to 8).

The South African Constitution Act 108 of 1996, states that every union has the right to determine its own administrative programmes, and every employee has the right to strike and to engage in collective bargaining (Constitution, section 23)

The Labour Relations Act acknowledges different forms of industrial action by employees and their unions namely strikes, picketing and protest action to promote and defend the socio-economic interests of employees. Section 23 of the Constitution grants all employees the right to strike. However, section 36 of the Constitution allows that the right to strike may be limited. In the next paragraph, Boyatzis (1998:143) indicates what collective bargaining in the form of strike at school is and how it can impact on education of learners in its entirety.

The labour Relations Act defines the term "strike" as:

- the partial or complete concerted refusal to work, or obstruction of work by persons who have been employed by the same or different employers for the purpose of remedying a grievance or solving a dispute of any mutual interest between the employer and the employee.

Few effects of strikes are mentioned below:

- Employee may not be dismissed for going on strike, however may be dismissed on account of operational requirements such as misconduct of intimidation, violence or vandalising property.
- Employers may not get a court interdict to stop the strike. However, the employer can apply for a court interdict to prevent unlawful action, such as damage to property (Section 67 of the Constitution).

This section laid down more reasons why researchers are of the view that the teacher unions' role is negative and that there are common challenges inherent in their role they play at school. While teacher unions in South Africa have historically been viewed as playing a positive role in educational policy making and having demonstrated flexibility in their role, they have however been blamed for not taking the education of learners in South Africa in high regards, especially when contesting for control and influence in the appointment and promotion of teachers and that teacher unions can resort to engaging if not influencing teachers to strike for appointments and promotions.

The proximity of teacher unions in managing and facilitating strikes by teachers as observed by researchers is said to have been lacking. This led to strikes, which affected teaching and learning. Fleish (2010:3) blames the teacher unions' participation in strikes to be one of the reasons why teacher unions' roles are considered to have an impact in the appointment and promotion process.

Fleish further points out that the Soweto strike of 2009 is a case in point in a sense that teacher unions' Soweto branch embarked on a stay-away protest against the appointments of school managers. This means nowadays the appointment and promotions of teachers has much to do with what teacher unions have to say about it, if they are not satisfied, and then they will encourage teachers to embark on strike.

This assertion was verified by Taylor (2011). He stipulates that the Soweto strike and the manner in which teacher unions handled themselves, send the message that the public union activities are more about subjective advances and benefits. It is all about benefitting the authority and its members. This rings true especially when the strike is about the appointment and promotion of an teacher to a managerial position such as Head of Department, Deputy Principal or Principal post.

Researchers continue to make claims that the teacher unions' role is not positive and is based only on their gains rather than on assisting learners in gaining quality education. In essence, such action might be interpreted as an effect that is exerted to learners' education. In sharing the sentiments, Streshly and DeMitchell (1994: 124) comments on the role of teacher unions in the school system.

Streshly and DeMitchell state that although teacher unions are able to negotiate with employers in education, on the ground of equality, they become respected by their members in consequence. Yet in spite of what teacher unions perceive to be their strength and hard-worm respectability, they remain the centre of controversy in the way they conduct themselves during strikes and the "go-slow." They continued to say that the strike of just a few hundreds of male and female teachers might lead to the laying off of many others who are not directly involved in the dispute as this happened in the past strikes by teachers and their unions. Today the situation of striking by unions and their teachers is very different. The results of a strike, or even a "go-slow", may be felt in all parts of the country. To the learners, it sometimes seems as though such actions are directed more against them than against the employer.

Govender (1996:267) comments on militant action, such as strikes, marches and "sit-ins" that teachers were engaged in as they joined millions of fellow South Africans in demanding changes in education and government especially in the critical years between 1990 and 1993.

The researcher dealt substantively with the reasons for and solutions to issues highlighted by the phenomenon of teacher militancy in South Africa and readers are offered an insight in the role played by teacher unions into the contribution of teacher militancy to the emerging democracy in South Africa.

The research revealed that this militancy is closely linked to the history of resistance and power struggle in the country, but attention was given to the emergence of powerful social movements of teachers in South Africa and the positive and negative consequences of militancy. In the findings, the researcher indicated and showed the teacher union as the major contributors as they did not put much effort in addressing the aftermath of hostile strikes which caused havoc in the education system and in schools. The unfortunate part is that teacher unions are seen as using strikes to make their demands known including demands based on promotions of teachers.

Findings from the research conducted by Mahlangu (1998:13) under the topic “the management of militant teacher organisation members” concur that to bargain collectively, teacher unions force everybody, especially teachers, whether a union member or not to sympathise with them. Those who do not toe the line are threatened in the work place; at times the leadership of the principal does not guarantee the teachers’ job protection.

Zengele (1998) states that when accused and criticised of misconduct and reckless behaviour of threatening others because of non-involvement, teacher unions deny and dismiss the allegations. This behaviour is oblivious because what their members know how to do is bound-up in what they do, and the meaning of what they do has to be understood in terms of the purposes they are attempting to achieve. This simply means that teacher unions could not control the behaviour of their members since they also could not behave particularly looking at the labelled accusations that school leaders and school governors have against them with regard to appointment and promotion of teachers.

In addition to this, researchers paid more attention to what teacher unions were doing in schools and concluded that a division still exists between teacher unions and school leaders. School leaders would like to see teacher unions become more powerful, taking a bigger part in planning of educational development than collective bargaining, she added.

Johnson (1983:279) postulates that the effect of teacher union on educational system is incremental. He focuses on the role of teacher unions and collective bargaining. Her study was conducted in United States of America. She asserts that the teacher unions are motivated by narrow self-interest. This way she means that they impose contractual restrictions on schools' efforts to meet the needs of learners. She concludes in her findings that teacher unions will do everything in their powers to be accepted by the district of education that includes their right to strike.

Although teacher unions have been accepted as the official representatives of teachers' interests and the legitimacy to strike there is still a challenge in the simple difference between schools and teacher unions which might be in the degree to which the two parties negotiate. In summing up the issue of teacher unions and strike, the researcher states that although teachers' dissatisfaction with salaries and prestige as motivation underlie teacher unionisation, teachers' general desire nowadays is to assert more control over decisions affecting both processes and policies. Simply put, teacher unions want to have more to say on the decisions that are taken by school leaders and school governing bodies and this may include influencing the decision taken on appointment and promotions of teachers.

While the focus of this study is to understand the roles played by teacher unions in the appointment and promotion of teachers, it also seeks to make a linkage of the extent of effects that teacher unions' role can have on learning, especially if their role is considered to be negative. The information reported is drawn from most literature but what do teacher unions say about all this? There are also anecdotal evidence about teacher unions' accusation on corruption and favouritism.

Perhaps teacher unions' participation in strikes and “stay-aways” could have effects on teaching and learning. Consequently, getting unqualified teachers into promotional posts could have effects on education. There is no evidence until the information is gathered through interviews with relevant teacher unions to get their side of the story.

2.4 FACTORS INFLUENCING THE PROCESSES OF APPOINTMENTS AND PROMOTIONS

This theme adds value and connects with the first research question that state: what is the role of teacher unions in the process of appointment and promotion of teachers? While it was indicated earlier in the study that researchers are critical about what seem to be the role of teacher unions, they are also having concerns about the factors that influence the appointment and promotion process for which teacher unions' conduct is identified as a factor.

2.4.1 Interests of teacher unions in the candidates

One of the most vital roles that teacher unions have to play is to be influential in matters that affect teachers in order for the fortunes of the union not to decline. This includes forging and strengthening a coalition with organisations that organised people in a precarious form of employment. It is clear that if membership of unions has to increase significantly, teacher unions must be able to deliver services for their members.

Researchers such as Buhlungu (2012:16) use the term “favouritism” which is perhaps one of the old-adages when describing the political role of teacher unions on educational matters. The main issue that emanates from this sub-theme is to highlight the overpowering challenges prompted by the participation and influence of teacher unions during the processes of appointment and promotions where teacher unions are expected to observe as stipulated in SASA.

The claims made by some researchers about teacher unions' influence during the process of appointment cannot be proven at this stage but the study hopes to thoroughly investigate the claims by looking at the process of appointment and promotions of teachers and not to deviate from the purpose and the rationale of the study.

Zengele (2013:183) states that the actual involvement of teacher unions at school during the filling of promotional posts is marked by commotion and turmoil. Like Buhlungu (2012:127), Zengele (2013:184) seems to believe that nepotism, favouritism and corruption by teacher unions as shown by their interests in candidates during the processes of appointments and promotions, have long-term effects on the incapability of the school to meet the needs of learners.

These are still claims by researchers but the point of this research is not to condemn teacher unions in particular SADTU for all the bad things that researchers are convinced they are guilty of. This research will be different from the above claims by directly looking at the role of each constituency in order to understand how the processes of appointments and promotions are conducted and to establish if the claims already made are proven correct.

Research publications released by Matthew Goniwe School of Leadership and Governance (2009), stresses the recruitment strategy that has to be used by all schools. They point out that a traditional practice, which still continues in most South African public schools today, is the promotion of teachers from within the teaching profession to the position of HOD, DP and Principal because of their specific subject expertise in a particular learning area or because of their management and leadership capabilities. Furthermore, it is expected of such candidates to use their skills, expertise and experience that are key to drive the performance of their respective departments or schools to a point where they make a sustained contribution to the overall well-being and improvement of the school.

Researchers such as (Kudumo, 2011, McDonnell & Pascal, 1988) are in agreement with the above statement but still point out teacher unions exist to protect and promote the material and other interest of their members. They note that the role of teacher unions is to meet members' demands in the types and benefits they seek. This means, as they further elaborated, that teachers join the union in order to secure more tangible benefits than they would be able to obtain without the union. Kudumo (2011) states that if the union cannot secure an appropriate increase in wages and other benefits, they make sure they are promoted to one of the management and leadership positions, and teachers cannot see the necessity of joining unions if those requirements that are mentioned are not met.

Maluleke (1998:5) states that the growing power of teacher unions who seek to promote and protect their members' interest has brought a dramatic change in the education system. Schools find it increasingly difficult to understand teacher unions' action during the processes of appointments and promotions. It is stated that when they work very hard to influence decisions taken by the interview committee, this action is viewed as antagonistic.

Moses (2011:30) describes how teacher unions are using schools as political tools by focusing her investigation on the interest of teacher unions in the school system. He states that teacher unions are taking their role in school politics to a new level by declaring themselves, not only protectors of teachers' rights but expanding their involvement in the management of schools especially in promotion posts.

The researcher strongly argues that schools are of the opinion that teacher unions' influence at school is already excessive and should be curbed and that the growth in teacher union membership has been matched by a mounting uneasiness about the effects that unionism, especially militant unionism, may have on the life of the nation and learners at school.

In consequence, researchers claim that teacher union critics have fluctuated and add irresponsible behaviour of exerting pressure to school leaders during the processes of appointments and promotions.

Teacher unions have gained tremendous political power. This power has failed to translate into real gains in the public education system. They are alleged to be using the political power to reinforce their own status rather than for implementing substantial changes in public school operations.

These claims can only be established and proven to be true or to be false through a series of interviews with stakeholders, which is what the research hopes to investigate.

Liebernman (1993: 66) and Moe (2001:43) add to such an idea by condemning teacher unions as the primary source of trouble in public schools and as obstruction to education. They state that teacher unions need to work with the government, school leaders and school governors that they have historically viewed as opponents.

They further elaborate that teacher unions have long held schools hostage as a way of getting their demands met, but the time has come for this power to be removed. Chase (1997) & Mooney (1999) see teacher unions as driven by self-interest, imposing lock-step conformity on schools, and deliberately blocking education to happen effectively and efficiently.

In the previous discussion of this study it was mentioned that teacher unions are seen as the major contributors of the problems experienced by schools nowadays. It is clear from our discussion of the literature thus far, that the role of teacher unions in the appointment and promotional process is still a dilemma.

Although teacher unions have done a remarkable job of securing rights for teachers and school employees, most notably the right to collectively bargain, teacher contracts, and now that these rights are firmly grounded in teachers' employment contracts, the focus needs to shift to improving school quality.

2.4.2 Competence of SGB Panel Members

Alvarez et al (2007) describes the competence of school governing body parents as a reason why teacher unions are alleged to be taking over the duties of the SGB, in addition, this dilemma is also viewed as one of the factors influencing the appointment and promotion process.

2.4.2.1 SGB Members

The level of competence of the SGB members becomes a matter when the issue of appointment and promotions is considered. The importance of this theme is found in the extensive body of research showing that a functional School Governing Body is the most important factor that provides a good prospect of enhancing and improving the quality of education for all learners as they are responsible for the appointment and promotion of teachers at school.

According to Alvarez *et al.* (2007:50) school governors are key stakeholders within the educational system and have a key role in influencing educational outcomes particularly due to their potential effect on accountability. It is quite clear by now that the main purpose of schooling is to promote learning and teaching where principals, deputies and HoDs need to be given a high priority to the management of teaching and learning. The promotion of such teachers to senior positions lies in the hands of the SGBs who are considered to be illiterate by most teacher unions and can be easily manipulated by teacher unions when filling of promotional post have to be made.

Based on the above framework, Pattillo (2011:62) recommends that transferring the power to a point and promoting teachers from the SGB to an independent agency or body of teachers unaffiliated with unions might be a better way of the Department of Education in taking a step towards valuing effective leadership in schools.

Pattillo (2004:51) bases her criticism on the Report of the Ministerial Review Committee on school governance, which indicates the following about the SGB's role in the appointment and promotion of teachers at school.

- Recent studies on school governance have revealed that most schools have SGBs, who have a serious lack of capacity and a high rate of illiteracy;
- They lack the knowledge and skills to ensure the effective functioning of the governance committee;
- They have a low level of education and they do not attend meetings as they are nominated and elected on the premise of non-payment services.

The above challenges are considered to be hampering the process of appointment and promotions as teacher unions are not very happy of the SGB's role in such process. Because of the incapability of some members of the SGB, teacher unions find it to be the perfect opportunity to influence decision making done by the SGB in any level of appointment and promotion (Patillo, 2012: 33).

2.4.2.2 Knowledge on the educational policies

The NNSSF document and SASA impose the responsibilities on all public school governing bodies to use their skills, resources and the capacity to secure the best teachers for promotional posts. Teacher unions reflect on their assumptions they made regarding the likely behaviour (lack of adequate knowledge of educational policies) of the school governing body during the process of appointment and promotion as not working to the advantage of the school vision. According to Patillo (2012) it is a non-avoidable fact that the school governing body does not possess a high degree of knowledge for educational policies that award them with the responsibility of appointing and promoting teachers.

The researcher postulates that teacher unions are therefore using mechanism to preventing the SGB to exercise their rights by manipulating their lack of knowledge to their advantage.

The educational policies and documents such as SASA and NNSSF are meant to assist and ensure compliances on all stakeholders when among other duties of the SGB, the processes of appointments and promotions are conducted.

However, the enactment of SASA in 1996 mandated that every school must have a school governing body, which will be given an increase influence and power over the process of appointing and promoting principals and other school leaders. The information stipulated in SASA indicates that the SGB's lack of knowledge and their lack of education is not viewed as a challenge in the eyes of the Department of Education as was viewed by teacher unions. The SGB's lack of knowledge in educational policies is viewed as a major concern and as one of the challenges affecting the processes of appointment and promotions (Bascia, 2000:385). The South African government still believes that the SGB members will use their full and effective participation, using a joint effort with the principal and assistance in the form of inductions, training and workshops provided by the DoE, to appoint and promote the best available teachers.

The purpose for this study is to review the literature concerning the role of teacher unions by looking directly at the process of appointment and promotions. This research is not relying on the developed arguments or stated opinions by researchers but maintains that the SGB does not operate as a single entity when this process has to be conducted. The contributions of other stakeholders such as teacher unions must also be considered. This consideration is applied in order to establish whether the accusations made by researchers about the teacher unions' role are valid and true.

2.4.3 Contradiction in the role of teacher unions and their power in policy making

This theme examines the influence of power that teacher unions have on education policies that have been viewed positively so far. Earlier in the study, it was mentioned that teacher unions have a political edge which if utilised properly, it can lift the negativity surrounding their role in education.

To this day teacher unions' roles in the processes of appointments and promotions as pointed out by most literature has a negative impact on teaching and learning, which can be viewed thus far as a contradiction to the good role they played when policies are enacted.

This theme will add to the already pointed out factors and the framework developed earlier which contributed to the critics on teacher unions' role.

2.4.4 Teacher unions' role in policy making

Traditionally, the role of teacher union in education was limited to their participation in the educational policies. A large corpus of empirical literature argues that teacher unions exert great influence in shaping the policies including educational policies and that this effect is not always positive especially when looking at their role in the appointment and promotional process (Poole 1999:210; Moe. 2001,& Myburg 1999: 43). All three researchers hint at the same perception that teacher unions are not really doing badly in participating actively and positively when policies are enacted and approved. Sharing the sentiments is Fernandez (2011) who adds that the most influential organised groups in the education sector of the country are the teacher unions especially on policy making.

Kingdon (2003) and Heystek and Lethoko (2001) argue that while teacher unions have been successful in demanding improved pay, job security, and service benefits, less progress has been made on broader improvements in the schooling system such as promotion of education in general and improving equity and efficiency in the education system.

Mulkeen (2010:23) is of the opinion that while teacher unions have been heavily criticised for their advocacy role for better pay and conditions of teachers, unions are also responsible for engaging teachers in other activities such as policy analysis and educational campaigns which can be viewed in positive light.

Kingdom and Teal (2010) posit that the most well-positioned and organised interest groups exerting pressure on the educational decision making process are usually teacher unions especially in school policies that directly affect them, such as teacher salaries.

There is a clear understanding of the role of teacher unions in educational policies based on the literature, but what is crucial in understanding though is why there is a contradiction and the contestation with regard to their role in the process of appointment and promotions. It is confusing that influential as they are in policy making, teachers unions are not been awarded the same power or allowed to play an active role in the appointment and promotion process.

This does not mean that government must alter the SGB's powers and functions which include their powers to appoint and promote school leaders (Govender, 2013: 267). This means that teacher unions should have the same duty and responsibility that is equal to the one given to the school governing body.

2.4.5 Teacher unions' influence on the processes of appointment and promotion

The general view in this sub-theme is that teacher unions were regarded by government as an important partner in helping to put in place school and educational policies as stated in SASA. While there is an understanding that their role was crucial in this regards, there is a question of whether their role in the appointment and promotion of teachers is viewed in the same light based on anecdotal evidence.

There is a contradiction in the teacher unions' role as observers, a role that is considered to be dormant and ineffective at this stage. It might be understood that not being allowed to play an active role of appointing and promoting teachers is the reason why teacher unions are exerting pressure on school leaders and the SGBs as it has been demonstrated by literature in the previous themes.

The study does not confirm or refute teacher unions' participation in policy decision-making, but needs to highlight that it is a point of concern. While on the one hand, teacher unions are given so much power in educational policy making decisions, on the other hand they are not allowed the same power to appoint and promote teachers.

Mazengwe (2012:64) argues that it is quite essential that teacher unions should respect the role that has been stipulated in SASA indicating them as observers during the appointment and promotional process regardless of how much power they are given in educational policies. It is clear that SASA places a great deal of emphasis on joint collaboration or a collective responsibility of the important stakeholders in education and at individual schools.

The appointment and promotion of qualified teachers to a management position such as the principal, Deputy Principal and Heads of Department creates an environment that promotes and rewards high academic achievement (Rhodes et al, 2009:36). This means that shortlisting and interviewing teachers who are competent to take the responsibility of being a manager and leader at school, must be done professionally in order to result in noticeable and well-functioning schools and in learner achievement gains.

The researcher further contends that while teacher unions' role in policy making is commendable, they are still viewed as contributing a lot to unprofessional conduct in many instances, reducing their conduct to being unethical and eroding the fabric of the profession. It is the purpose of this research to investigate if what is mentioned about teacher unions is what happens during the process of appointment and promotion.

Taylor (2008) supports the views raised by Mazengwe (2012) by highlighting that an effective school management team (SMT) and the governors of the school (SGB) who are entrusted with the responsibility of appointing and promoting teachers must have a vision of high expectation, stressing effective ways of being professionals. They must also be capable to evaluate mechanism in which they can relentlessly support and improve the effectiveness of leaders at school.

Prew (2007:201) highlights an emphasis on the need for schools and those responsible for appointing and promoting teachers to be very vigilant when doing so.

He maintains that when enough care has been exercised during the appointment process, it will be very unlikely that teacher unions will be blamed for being part of the problem, which is, jostling for power over promotions and acting to undermine centres of excellence.

Bascia (1994:210) and Hyslop (1986) assert that traditional union issues such as, job protection, economic issues and representation, which could also mean representing their members even on issues of promotions and appointments, remain relevant and legitimate concerns of teacher unions. They both offer persuasive cases maintaining that it often depends on where and how one looks at the duty of teacher unions at school when assessing the processes of promotions and appointments.

It is vital to ensure that their observer status and power with regard to educational policies do not impact their choices. Bascia (1994:210) observes that some famous teacher unions have seen no contradiction between them being a strong organisation, which is able to defend and promote the rights and interests of teachers, and simultaneously perform the duty as being an observer.

Brimelow (2003) contends that teacher unions are obliged to limit their interference in education. He contends that the teacher unions' focus is to provide more money and benefits for teachers and above all, better positions for them. The researcher's study aimed at exposing the teacher unions and their tendency to conduct a political and economic monopoly that uses political influence to suppress the education system.

Researchers continue to blame teacher unions' conduct as negative. Although these claims are still to be investigated, it is quite interesting to note that from what is mentioned by the researcher, one is able to recognise where teacher unions' rootedness of influence that is assumed to be a problem at school, is coming from. The claims seem to suggest that it is almost impossible for the standards of appointment and promotion to improve.

Brimlow (2003) maintains that the issue of teacher unions influencing decisions made at schools needs to be addressed. He suggests that it is wise to strike a balance between the power given to teacher unions in educational policies and the profound needs to be merged with the role they play in the appointment and promotional process.

3. THEORETICAL FRAMEWORK

In reviewing literature, numerous theories dealing with the role of teacher unions emerged. For the purpose of this study, the focus is on the theory of the power struggle and politics, which guided my data collection and analysis. The theory is rooted in the realisation that there is a struggle for power between the three constituencies that leads to the complex nature of the processes of appointment and promotions. A theoretical framework is a theory or an explanation that researchers use to help analyse the collected data. It might appear in a research as an argument, a discussion or a rationale that helps to explain phenomena that occur in the world (Creswell, 2009:61).

This theoretical framework is built on the politics of the processes of appointment and promotion, because it is clear from the literature review that the political role of teacher unions has been overlooked and disregarded as an area of research in South Africa. The theory on power struggle and politics is a notion that was developed by the researcher herself. Politics in this context is included, because it explains the redefined role that teacher unions might be playing during the processes of appointment and promotion.

In order to understand the role of teacher unions during the processes of appointment and promotion, I looked at the role of three stakeholders namely the SGB, the principal and the teacher's union as other constituencies, though the idea is to understand teacher unions' role.

Through interviews, I was able to understand that there is actually a power struggle coupled with the use of politics between the different stakeholders.

The terms “re-defined role” are used in this context to highlight the point that teacher unions’ roles might not be in line with their responsibility (observer status) as stipulated in SASA 84 (South Africa, 1996c).

To come up with this theory I took cognisance of the Political Process Model (PPM) highlighted by McAdams (1982:2). In this model, McAdams dealt with the issue of socio-economic processes that can be brought by expanded political opportunities that may in turn; give rise to the existence of political instability and the existing power relation among political groups.

An important feature in the above situation is the increased political leverage exercised by political groups. This notion could be incorporated in this theory of power struggle and politics in a sense that these different stakeholders, particularly teacher unions, might attempt to mobilise sufficient political leverage to advance its interest in the process of appointment and promotions.

The theory looks at power relations between different stakeholders and what I term “possible motivation or interest” amongst these stakeholders. The model shows that the different groups may co-operate with each other, but at other times there may be conflict. Different motives from each panel member might be clashing because each stakeholder has its own interest.

In other words, this interest can be further explained looking at the appointment and promotions of teachers that focus much on management functions, which might not have much to do with teacher unions except when they had to be present during process as observers. The presence of the unions and its motive or interest may clash with the motives of other stakeholders.

In gathering information through asking questions that relate to the role of each member of the panel, and from the analysis of the collected data, the researcher was able to indicate how power was harnessed as an instrument to dominate the will of others.

In this study, the principal is one of the constituencies that the study wishes to gather information from and the principal forms part of the interview panel. The presence of the principal might be interpreted as appropriate and holding a considerable control because he/she will provide advice and guidance on the role to be played on the management level by the possible candidate or the recommended candidate.

Badenhorst (1987:67) states that the principal has to plan, control, lead and organise all activities, and that the principal must manage human resources including militant teachers at school, which means that principals play a vital role during the processes of appointment and promotions because they are more knowledgeable of the process and are resourceful persons.

On the other hand, the researcher looks at the role that the SGB plays in this process that differs from the role played by the principal and other stakeholders because the SGBs have a substantial control over governance. These roles by different stakeholders as described above can help towards understanding what motivated each stakeholder during the processes of appointment and promotions and how these roles can be linked to the influence exerted by teacher unions as alleged by researchers in the literature review. The purpose of this study is not to prove that researchers were correct to condemn teacher unions' about their roles but to see how best to understand the role of all constituencies in the processes of appointment and promotions.

4. CONCLUSION

The scholarly literature is very critical about the role of teacher unions in the education system particularly their role in policy-making. Based on the literature, few researchers have indicated their dissatisfaction with teacher unions' role in the appointment and promotion of teachers. Teacher unions are viewed to be playing a negative role in the process, but the literature does not describe the actual process of appointment and promotion. This indicates that much has not been done regarding how the process is conducted in practice.

This researcher in this study wishes to investigate how the different constituencies such as the SGB, the principal and teacher unions play their part in the process to ensure fairness and objectivity in promotions and appointments. The researcher wishes to discover new facts, knowledge and insight about the role played by teacher unions and how the processes of promotions and appointments are conducted in practice. This is an area of neglect, which calls for investigation.

The researcher also discussed literature focusing on factors influencing the processes of appointment and the promotions. This study has opted for the above-discussed topics, because they provide direct and relevant information that are part-and-parcel of this process. The chapter sets out to map researchers' critics on the teacher unions' role and challenges faced by schools. Factors leading to the dissatisfaction in teacher unions' roles in appointments and promotions were identified.

CHAPTER THREE: RESEARCH METHODOLOGY

In order to validate and ensure reliability of the outcome of this study, the study outlines a systematic scientific methodology that was followed. In this chapter, the research approach, design and methods are discussed, the relevance of the chosen research approach, design and methods are adopted. The importance of ethical consideration and ethical procedures are also delineated in this chapter. The problem statement that led the investigation focuses on the role of teacher unions' in the processes of appointment and promotions of teachers and the areas of research are in public schools in Gauteng.

3.1 RESEARCH APPROACH

The study explored the teacher unions' role in the appointment and promotion of teachers in two public schools in Gauteng. In building a quality and more profound understanding of this phenomenon, a qualitative approach is used for this study and interactions with participants in the form of interviews is used as a critical variable in determining the views and perspectives of participants regarding the topic in a natural settings. Qualitative research approach is applicable and appropriate for this study because it allows the researcher to collect and capture data by recording what actual people say about the role of teacher unions and how the process of appointment and promotion is conducted in practice. This was important because the researcher was able to closely scrutinize the collected data in the form of interviews in order to look for hard evidence. In short, qualitative research was applied by doing a field study where empirical data was collected by interviewing different participants.

A qualitative research approach is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2009:4). Yin (2011:7) lists profound characteristics of qualitative research:

- Studying the meaning of people's lives, under real world conditions;
- Representing the views and perspective of the people or participants in the study;

- Covering the contextual conditions within which people live;

Qualitative approach allows the researcher to explain behaviours through interactions with participants, which are not easy to measure by using questionnaires (Creswell, 2012:4).

Leedy and Ormrod (2010:141) advise that qualitative approach is appropriate where there is no or little prior research on the issue of study. I was able to sample only two schools wherein I interacted with participants of different portfolios. I had to listen as they alluded to their experiences during one-on-one semi-structured interviews.

A thorough description of how schools were selected is covered under the section of sampling later in this chapter. The findings of the study will not be generalised. Boyce and Neale (2006) identify this as one of the disadvantages in qualitative research; however this does not mean that the outcome of this study is not valid. The nature of the data collected at schools through interviews is enough to validate the findings.

3.2 RESEARCH PARADIGM

The study used a qualitative approach that will be discussed thoroughly below. In addition to this, an interpretive paradigm, blended with a descriptive study is used as a means to elicit responses that can lead to a deeper understanding of the phenomena.

3.3 RESEARCH DESIGN

I am using a qualitative case study as a research design. A research design is a plan that the researcher draws upon to determine the way in which he/she will go about conducting research. Shelden et al (2010) contends that a research design is the arrangement of conditions for collection of data and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure; it is a conceptual structure within which research is conducted.

This view is supported by (Bromley, 1991:325) as he states that research design allows researchers to move from the underlying philosophical assumptions to specifying the selection of participants, data gathering techniques to be used and data analysis to be done.

Creswell (2009:3) defined a research design as plans and procedures from research that spans the decisions from broad assumptions to detailed methods of data collection and analysis. Creswell further states that data collection is one of the important steps in research design and therefore without it the research process would be incomplete and meaningless. In essence it will simply not satisfy the scientific criteria that validate the outcome of any such studies.

For this study, the researcher's intention was to understand the growing role of teacher unions, as underlying assumptions, in the appointment and promotions of teachers using a case study. A case study is a systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest (Bromley, 1990:302).

I preferred a case study because of its distinguished advantage of allowing the researcher to interpret the meaning of the experiences of the participants using multiple methods of collecting data but most importantly a case study is used to understand context and processes (Yin, 2003). I chose to use case study of two secondary public schools where different participants were interviewed. For example, in this study, I have given voice to all three groups of participants by means of interviews in school contexts and in natural settings.

The researcher would have preferred to use at least more than one method of collecting data, preferably observation or documentation. For this study, observation or access and perusal to any of the school documents such as the criteria list or interview protocols used to conduct the process of appointment and promotion was not possible.

According to the Guidelines for recruitment and selection process published on the 16th of January 2016 by the Department of Basic Education, it is only teacher unions' representatives as observers and officials representing the Department of Education who are allowed to observe the process of appointment and promotion because it is confidential.

That is, thirteen participants emanating from different stakeholders such as principals, SGB members, teacher unions representatives and District Official. These are participants with experience in conducting the process of shortlisting and interviews. The participants in this study are appropriate to help the researcher not to consider just the voice and perspective of one or two participants in a situation but the views of other relevant groups of participants as described above.

3.4 SAMPLING

For this study, participants were selected using non-probability purposive sampling strategy, because I was interested in interviewing participants who were more knowledgeable about the information needed for the study, therefore sampling was done with the specific purpose in mind. Non-probability, purposive sampling is defined by Neuman (2011:305) as a method that is appropriate in selecting those special cases that are likely to produce the required information.

The interpretivist perspective on qualitative research believes that the human mind is the purposive source of meaning (Cohen, Manion & Morrison, 2011). Therefore for the purpose of this study; it was quite fitting to interview the interviewing committee that have recently dealt with the process of shortlisting and interviews and who are still serving as SGB members before the term enraptures. The choice of sites and the sampling of schools was influenced by factors such as recent interviews; which means, it had to be schools that have conducted interviews within the past five years and recent or between the years 2009 to 2013.

The second factor was that one school had to have a number of grievances received by the relevant district of Education, and in this study, it is the Johannesburg East District of Education and the second school had to have no grievances lodged in the past five years.

The grievances must be lodged by school leaders, the principal or other stakeholders who all form part of the interviewing panel. According to SASA no individuals can lodge a complaint against the conduct of the shortlisting and interviewing process except the one if not all members of the interviewing process who were present, embracing the teacher union representatives who was observers at that time.

For this study, a school needed to have had two or three grievances in the past five years or between the years 2009 to 2013. A consideration was also given to newly established schools that have been operating between the years 2009 to 2013. Schools under Johannesburg East are sampled not to represent all other schools in Gauteng but they are sample-based on limited in scope of the project, because of the factors and characteristics already explained and the intention was not to generalise the findings, otherwise further research will be needed in case researchers have the intention of generalising the findings.

The decision to choose schools in J.E District was informed by a prior knowledge that this district is characterised by a high number of grievances on promotion posts. The researcher took caution not to use the selection criteria that are biased and favour schools where there were problems in the appointment process.

This information became evident when I attended a course that was organised by the department of education for new principals who dealt with labour relation issues. This training was conducted to help the new principals to deal with labour matters such as complaints and grievances concerning teachers and learners.

In the training, the subject of grievances about promotion posts was tackled and a percentage was given with regard to the number of grievances that each district in Gauteng Department of Education had to resolve in a year.

I took notice of the high number of grievances for senior positions Johannesburg East had to deal with in the past five years. The rate was very alarming, and I decided to investigate what the problem could be.

What followed the knowledge imparted was a meeting with the Johannesburg East District Director about the number of schools constituting the factors described above and permission was granted by the Department of Education Head office. Two secondary schools were selected and the researcher used pseudonyms for anonymity.

The researcher managed to obtain permission from those two schools known by the pseudonyms of Velabahleke secondary school and Tauyatswala secondary.

3.5 PARTICIPANTS

According to McMillan and Schumacher (2001), it is essential to indicate clearly who, where and when you will be collaborating with. For this study, I selected twelve participants from the two schools comprising of the principal, SGB members, teacher union representatives and SGB teacher representatives. The district official became participant number thirteen. The key was to find persons who were best qualified, in terms of providing information to answer the research questions.

The choice of the SGB members as participants is based on what Section 8(2) Act 78 Of 1998 of the Employment of Teachers Act states, that before the recommendation of the appropriate candidate is submitted to the district for appointment, there has to be a panel or an appointing committee that will conduct the process of shortlisting and the interview.

It further states that the appointing committee must comprise of the principal, members of the School Governing Body who must be in the majority, the teacher union representative (as an observer) and a teacher representative from school.

The number of participants comprised of:

- Two principals;
- Six SGB parent members;
- Two SGB teacher representatives;
- Two teacher union site stewards or representatives;
- One District official.

All these participants were selected from the two public schools; no independent schools were included from the population because of the knowledge that teachers in independent schools are not affiliated to any teacher union. All participants had fortunately given consent of participation therefore, there were no worries for under sampling.

The SGB parent members were selected based on the fact that they had been involved with the process of shortlisting and interviewing. In as far as District official is concerned; there is only one district director at each district of Education whom could not be available for an interview but alternatively referred me to the Dispute management official who was more than happy to be interviewed.

3.6 DATA COLLECTION

Data, according to Leedy and Ormrod (2010:89) are not only elusive but more transient. This implies as they explain, that we merely catch a fleeting glance of what seems to be true at one point in time but it is not necessarily true the next. He further states that the researcher must recognise that even the most carefully collected data may have an elusive quality about them and that at a later point in time they may have no counterpart in reality whatsoever. Data are volatile and they evaporate. Creswell (2009) maintains that qualitative data collection procedures entail four basic types, namely observations, interviews, documents and audio-visual materials.

This study chose to use interviews which were audio-taped with the consent from participants. Data collection had to happen at two schools that meant I had to obtain permission from several departments. I first appealed to the University of Pretoria's Ethics Committee for Ethical clearance, which was granted after several conditions have been met by me such as: proof that I have applied to the Gauteng Department of Education for approval to gain access to their schools in Gauteng. In addition, the university requested for proof of letters to school principals requesting permission to conduct research in their schools, as well as letters to invite participants to partake in the study. All those conditions I was able to fulfil and permission was granted by all three levels I have indicated.

I had to seek request for a prior meeting with each principal of the two schools, in their respective time, so that I could explain the title for my study and my intentions. For me to effectively do research in their schools, I needed to get cooperation from principals who gave me consent to address the SGB members.

3.7 SEMI-STRUCTURED INTERVIEWS

As one of the conditions that I had to fulfil, that was requested by the University of Pretoria, I had to provide an interview protocol before clearance certificate could be provided. I used one-on-one semi-structured interviews. Hove and Anda (2005:195) contend that semi-structured interviews usually requires the participants to answer a set of predetermined questions and it is suitable where one is particularly interested in the complexity of the process, or where there is a controversial issue. Furthermore semi-structured one-on-one interviews give the researcher and the participants much more flexibility in interacting with each other.

Kvale (1983:174) describes the qualitative research interview as an interview, whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena.

The semi-structured interviews were appropriate for my study, because they helped me to touch on crucial aspects, communicating with participants regarding the complexity of the process of shortlisting and appointments.

The idea was to elicit information regarding the union's role in processes of appointments and promotions, which has been a controversial issue. Interviews were done with thirteen SGB members, inclusive of teacher unions and a District official.

I used elaboration probing following what participants have said before and I asked for clarity where required and that happened all through the interviews with each individual because I felt that at some point, with some participants, the information given was not rich and was not thoroughly described. And in cases where participants answered with a yes or no, which happened but minimally, a follow up question was asked.

3.8 DATA ANALYSIS

The process of analysing qualitative data involves consolidating, deduction and interpretation of the participants' comments during the interview, which means that the researcher will have to analyse and evaluate data largely through interpretation of what participants say (Leedy and Ormrod, 2005:150). Creswell (2003:190) defines data analysis as a process that makes sense out of text and image data. It also involves preparing data analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data.

Neuman (2011: 508) supports Creswell in his notion that data should be organised and analysed, and this Neuman said it is done as follows:

- Data are captured in writing or and in audio-visual material during one on one interviews.
- Analysis of data was a continuous process.

In this study, data collection was not separated from data analysis in a sense that after interviews with participants which were recorded using a tape/voice recorder and notes, I had to go and listen to the interview several times so I could identify new emerging themes.

This means that I analysed data throughout the research process by listening to the voice recording again and transcribed verbatim the interview of each participant focusing on at least three participants a day.

3.8.1 Data coding: open coding

I used the collected and transcribed data to identify key points that arose from the participants and these key points enabled me to come up with themes. According to Maree *et al.* (2010:109) themes provide direction for what the researcher must look for in the data.

The emerging themes helped me to organise participants; description of their experience based on the phenomena at hand.

This made it easier for me to present the data after it had been interpreted, summarised and organised. Ritchie and Lewis (2003) suggest that when interpreting the analysed data, it means that the researcher will be searching for emerging patterns and engage in defining concepts. Interpretation of the analysed data enabled me to draw a theoretical conclusion from the text that supported the theory I explained earlier in the study i.e. the theory of power relation and politics.

The different themes also enabled me to synthesise the findings into conclusions and recommendations based on the role of teacher unions in the appointment and promotions of teachers.

3.9 TRUSTWORTHINESS AND CREDIBILITY

For any study to be credible and true, its validity and reliability should be beyond reproach. In order to ensure compliance to this requirement, researchers must understand what it means. The following researchers describe how the study can be true and credible:

According to Maree *et al.* (2009:80) and Lincoln and Guba (1985:991), the researcher is the data gathering instrument in qualitative research. This means that when qualitative researchers speak of research “validity and reliability which is commonly used in quantitative research” they are usually referring to research that is credible and trustworthy. On the hand, credibility refers to the correspondence between what the participants of a study have said and how the researcher portrays their viewpoints.

Credibility concerns the truthfulness of the findings of the inquiry (Denscombe, 2007:54). Neuman (2011:207) views reliability and validity as suggesting truthfulness. This means that validity and reliability are measurement tools that the researcher will state upfront and use in ensuring the credibility of the results or findings of the study.

Gibbs in Creswell (2009:190) defines qualitative validity as the duty of the researcher to check for the accuracy of the findings by employing certain procedures such as member-checking and peer-debriefing, while qualitative reliability indicates that the researcher’s approach is consistent across different researches and different project.

I used purposive sampling of the participants and also used interviews that were recorded using a tape and voice recorder. Triangulation, member-checking, peer-debriefing and using peer researcher’s validation after the data have been transcribed accompanied by an external audit was done to validate and show reliability of the study. These points are explained below:

3.9.1 Triangulation of the study

Triangulation refers to using more than one method in a study Jacob *et al.* (2006) and Maree *et al.* (2009:39) state that triangulation is the process of verification whereby a comparison is made between the results of analysed and interpreted data obtained from different sources.

Seidel (1998) states that it is easy to prove the trustworthiness of a qualitative research study using a case study because the researcher is given limited opportunities of methods of gathering data. Neuman (2011:164) states that looking at something from multiple points of view improves accuracy.

In this study, the use of triangulation of observers was not possible due to the confidentiality of the process of appointment and promotion. The use of only interviews as a method of collecting data became a restriction to this study. The researcher used questions that were developed to suit a specific group of participants other than the same tool for all participants. Questions varied based on the type of participants interviewed. This response enabled me to draw a concrete conclusion at the end of the study.

3.9.2 Member-checking

Member-checking refers to a process whereby the researcher asks the participants to review and critique data for accuracy (Maree *et al.*, 2009). Before the interview, letters of consent were issued to principals; each with his/her own team of SGB members agreed to be interviewed. The content of the letter included a portion where participants were made aware that the interviews would be recorded and participants would further be asked to indicate whether they wanted to be recorded or not.

They also had to indicate if they would like to hear the tape recorder and go through the transcript for checking of accuracy of the report and realistic detail of the description by the researcher. Transcripts were given to all the interviewees to check.

3.9.3 Peer researcher

I am also compelled to guarantee participants' confidentiality on what they would be revealing during the interview. In order for them to trust me, they needed to be sure that they would be collaborating with one researcher and not many. I made use of a peer researcher, who was not part of the interviews to assist with the interpretation of the data and this could enhance trustworthiness.

I ensured that the peer researcher listened to the information recorded and later compared notes I made and transcribed data. I focused on interpreting and understanding the recorded information. Furthermore, I gave her the collected and analysed data to find a correlation with the literature to determine trustworthiness of the research findings that were forwarded to the participants for verification of accuracy on the interpreted findings before submitted to the university.

Using a peer researcher is another way in which trustworthiness can be proven in qualitative research (Jacob *et al.*, 2006).

3.10 ETHICAL CONSIDERATIONS

Creswell (2009:190) proposes the following ethical principles discussed next.

3.10.1 Written permission

My study was conducted at school, it was important to respect schools by gaining permission from schools, governors and school leaders and the Department of Education in a case of public schools and from the university as well before entering the school premises. Permission was also requested from the participants whom I will be working closely with, and considering that they might disagree, especially members of the school governing body from local schools, who had very little knowledge of education. They might not understand the purpose of the study even if I would have explained it thoroughly to them as advised by Creswell (2003:192)

3.10.2 Seeking informed consent

In order to comply with the ethical considerations, the researcher ensured that letters asking for permission to conduct research were sent to the relevant people. Letters were sent to principals of the two selected schools. The researcher preferred a telephone conversation with the two principals prior to the interviews to issue letters asking for permission to conduct research by means of interviews. The permission to have the meeting was granted by both two principals in their respective schools and in their offices.

The meeting gave me a chance to explain what the research entailed and also the opportunity to issue principals with letters to ask them for their participation and to ask them for permission to utilise their schools as a site for interviews. Principals did not have a problem with the interviews and were ready to assist me. I was able to issue letters to the participants such as the SGB parent members, teacher union representatives and teacher component.

One principal indicated that his SGB members were very difficult to get hold off and that they did not respond well to strangers, therefore the introduction and explaining the objectives of the study to the participants were going to be difficult.

Despite the challenges I met with participants anyway and the meeting was successful. The letters also included information confirming voluntary participation.

3.10.3 Objectives of the study

As indicated in the above paragraph, the objective of the study was explained first to the principals' participants, and later everything was explained to the other relevant participants. The objective of the study was clearly described in each letter and also verbally to the participants before interviews could start.

3.10.4 Data collection devices and activities

The participants were informed of the data collection devices and activities to be used. In this case, the researcher used a tape/voice recorder which participants had to indicate on the consent form whether they would like to be recorded or not.

The participants' request was respected, although all of them had no problem for the device to be used.

3.10.5 Confidentiality and anonymity

The participants' rights were considered during data collection and were also written in the letter of consent. Participants were informed that they might remain anonymous and the majority of them preferred to be referred to by their titles.

In order to ensure anonymity and protection of participants' identities, participants were informed that the interview findings would be kept in a safe place and then they would be destroyed after five years.

3.11 CONCLUSION

Leedy (2003) stated that any research study starts with curiosity in the mind of the researcher which is informed by a particular observation over a variety of issues, a term that is famously used by quantitative researchers as a hypothesis or maybe an assumption.

The same can be true with the researcher of the this study who worked very closely with teachers and teacher unions to a point that an interest in the role that teacher unions play during the process of appointment and promotion became an issue of concern. As a current principal, the researcher conducted several processes of appointment and promotion and was able to detect a challenge when faced with one.

By conducting this research study and arranging questions in a manner that will not direct the participants to the answer, the researcher had confidence that the study would yield good results.

All questions were asked during the interviews, the research design was implemented and the sampling method led to an understanding of the role of teacher unions in the processes of appointment and promotion by specifically looking at the process itself. The next chapter deals with data presentation and the interpretation of data.

CHAPTER 4: DATA PRESENTATION AND DATA ANALYSIS

4.1 INTRODUCTION

This chapter is divided into two parts. The first part deals with the presentation of data where themes and sub-themes that emerged from the data collected are discussed. The second part deals with data analysis. In chapter one, it was explained that the purpose of this study was to investigate the role of teacher unions by looking directly at the process of appointment and promotions.

In pursuit of this purpose, the researcher interviewed school governing body members comprising of principals, teacher representatives, teacher unions site stewards/ representatives and parent school governing body members. One departmental official representing the Department of Basic Education was also interviewed. In chapter three, a detailed exposition of the methodology was supplied. It included sampling and the criteria to identify participants in this study.

The researcher used pseudonyms for anonymity of the participants and schools. In this study School A is known as Velabahleke Secondary School and School B is known as Tauyatswala Secondary School.

In Velabahleke Secondary School, six members were interviewed. It was the principal, the chairperson, the deputy chairperson of the SGB, the treasurer of the, teacher representative and the Union Site Steward. In Tauyatswala Secondary School, data were collected from the following six members of the SGB: principal, chairperson of the SGB, the deputy chairperson of the SGB, the secretary of the panel teacher union site, the steward and the teacher representative.

At School B, the treasurer was not available to be interviewed. The above were a first set of interviews after which follow-up questions were asked to some participants. The researcher deemed it necessary to probe some of the questions due to the contradictory responses from some participants and data for some participants especially the school governing body members could not be presented due to poor information.

4.2 BIOGRAPHICAL INFORMATION OF THE SGB MEMBERS

The following table outlines the participants' years of experience as SGB members, union representatives and as panel members during the processes of appointment and promotions.

Table 4.2: participant profiles

PARTICIPANTS	CLASSIFICATION OF SCHOOLS	YEARS OF EXPERIENCE AS SGB MEMBER/UNION REP	YEARS OF EXPERIENCE AS A PANELIST/ AN OBSERVER	GENDER
The principal	Velabahleke Secondary School	6 YRS	6 TIMES	M
<i>The chairperson</i>	<i>Velabahleke Secondary School</i>	<i>2 YRS</i>	<i>2 TIMES</i>	<i>M</i>
<i>The deputy chairperson</i>	<i>Velabahleke Secondary School</i>	<i>6 YRS</i>	<i>3 TIMES</i>	<i>M</i>
<i>The treasurer</i>	<i>Velabahleke Secondary School</i>	<i>3 YRS</i>	<i>2 TIMES</i>	<i>F</i>
<i>The teacher representative</i>	<i>Velabahleke Secondary School</i>	<i>3 YRS</i>	<i>2 TIMES</i>	<i>F</i>
<i>The union representative</i>	<i>Velabahleke Secondary School</i>	<i>6 YRS</i>	<i>4 TIMES</i>	<i>M</i>

	<i>School</i>				
<i>The principal</i>	<i>Tauyatswala Secondary School</i>	<i>12 YRS</i>	<i>12 TIMES</i>		<i>F</i>
<i>The chairperson</i>	<i>Tauyatswala Secondary School</i>	<i>3 YRS</i>	<i>3 TIMES</i>		<i>F</i>
<i>The deputy chairperson</i>	<i>Tauyatswala Secondary School</i>	<i>6 YRS</i>	<i>3 TIMES</i>		<i>M</i>
<i>The secretary</i>	<i>Tauyatswala Secondary School</i>	<i>5 YRS</i>	<i>2 TIMES</i>		<i>M</i>
<i>The teacher representative</i>	<i>Tauyatswala Secondary School</i>	<i>7 YRS</i>	<i>6 TIMES</i>		<i>M</i>
<i>The union representative</i>	<i>Tauyatswala Secondary School</i>	<i>10 YRS</i>	<i>6 TIMES</i>		<i>M</i>

The Departmental official from the Department of Basic Education who has 25 years of experience as a Dispute Manager was also interviewed. He was participant number thirteen.

4.3 PART ONE: DATA PRESENTATION

The study hopes to answer the research questions through the investigation of the role of teacher unions by looking directly at the process of appointment and promotion of teachers. Furthermore, the factors affecting the process will also be looked into. Verbatim quotes from the participants were used to confirm the provided evidence. The quotations will be typed in italics. Interview questions were constructed in line with the main questions in order to elicit relevant responses. The process of presenting data was informed by the derivation of three themes that are discussed hereafter.

THEMES FOR DISCUSSION

4.3.1 Role of teacher unions in the processes of appointment and promotions

Two principals from Velabahleke and Tauyatswala Secondary Schools respectively were asked to state their understanding on the role of teacher unions in the appointment and promotion process. It was quite fitting for the researcher to interview these participants. The principal of Velabahleke Secondary School had six years' experience as a principal and enough experience as an ex-officio and the resource person in the SGB.

The principal of Tauyatswala Secondary School had 12 years of experience as a principal and served as an SGB member for ten years. The knowledge and experience that the two principals had was likely to provide the much-needed responses.

The principal of Velabahleke secondary school responded as follows:

“Teacher unions are invited formally by means of a fax by schools as observers during the shortlisting and interviewing process and as deemed by a circular issued by the Department of Education which will be in line with the advertised post. The circular indicates the guidelines and the processes to follow and explains when schools need to invite teacher unions.”

Their presence is purely to observe but that does not mean that if teacher unions are absent or not honoring the invitation the process will not continue, it will still continue as long as they have been invited in time.”

The principal of Tauyatswala secondary school responded to the very same question and had this to say:

“The role of teacher union during the appointment and promotional process is to observe whether we are doing the right thing by following the guidelines, as per policy. It is very crucial to have somebody neutral and to me, we need teacher unions for checks and balances.”

The two principals responded to the question and the following observation was made: the principal of Velabahleke secondary school seemed comfortable with the absence of teacher unions in the appointment and selection process while principal of Tauyatswala Secondary School appeared very much in favour of the presence of teacher unions in the selection and promotion process. The differing views may demonstrate the serious underlying conflicting interests of principals as heads of schools and their roles as objective participants in the process. The revelation indicates the paradox embedded in referring to one person in different names, a principal or teacher as a principal or teacher respectively while they are also members of the teacher unions.

Over and above, the question on the teacher unions' role is the outcome of a contested piece of criticism by many researchers. As indicated in the literature review, and in this study, it serves as a form of guidance for the pre-existing beliefs and underlying assumptions by researchers that teacher unions' role is interpreted as negative and not adding value to teaching and learning especially in the process of appointment and promotion.

Furthermore, researchers of the provided literature indicate that the processes of appointments and promotions need a collaborative effort from all stakeholders. Put differently, principals do not operate in a vacuum but collaborate with other members of the SGB.

The researcher incorporated the response of two other participants such as the chairpersons of the panel or the interview committee and teacher representatives to answer the very same question based on the role of teacher unions.

The chairperson of Velabahleke secondary school said:

“I understand that teacher unions must be there to see if we are doing anyone, or any candidate a favour. I don’t know how I must put it. I mean, in a case where we as the panel like or are in favour of any candidate during the process of shortlisting and interview, teacher unions are there to ensure that we do the process fairly and square. It means they are there to observe if things are alright.”

The chairperson of Tauyatswala secondary school “B” responded as follows:

“To observe. The way I see it is that this observer as kind as he is, is there to observe the process. He is there to ensure that the principal and the deputy principal do not put pressure on the chairperson or the principal does not dictate things.”

The response is unprecedented as it shifts the focus to the panel members’ role as subjective participants. Apparently the panel members are likely to flout procedures during the selection and appointment processes in general, hence the presence of the teacher union is necessary.

The participant from Tauyatswala secondary school presented a different dimension in that he focused on the principal as the person requiring close scrutiny as opposed to the general members of the panel. This response is however not much different from the first chairperson of Velabahleke secondary school, but highlights a fear of influence on the role of the chairperson. It is quite interesting to observe what the situation would be like when the teacher union is found to be fiddling with procedures, as there will be no observer to ensure fairness and objectivity.

The teacher representative of Velabahleke secondary school had this to say:

“When we shortlist the candidates for a certain post, the principal will normally ask who has to be in the panel basing his question on teacher representatives because we are two in the SGB committee. After we have agreed on who has to be in, the whole panel that has been chosen to conduct the process of shortlisting and interviews including the teacher unions present, have to agree on the rules and criteria to be used for shortlisting.

Although teacher unions are there as observers, we include them in the discussions regarding rules and criteria to be applied during the process.”

Teacher representative of Tauyatswala secondary school said:

“Is to observe the processes...but it also depend on the panel...I am not trying to ridicule the SGB parent members for not being educated, especially on the curriculum part of the school and needs. There are challenges on teacher union’s observer status. There is always conflicts between the SGB members and teacher unions because the SGB have their own candidates been earmarked and that makes the union to forget their observer status and say something”.

In light of the above-mentioned responses from both teacher representatives, the following was observed about the first participant. He said that the principal in collaboration with his panel flouted the fairness and objectivity of the entire process by virtue of including the teachers union in the discussion of rules and criteria.

From the second participant the focus and blame was apportioned on the SGB members who were not from the school community. They were blamed for a lack of understanding the procedures and needs of the schools. Furthermore, the processes seemed too infested with vested interests from most panel members.

4.3.2: Fairness and objectivity of the processes of appointments and promotions

Fairness and objectivity are fundamental principles of any process especially if it involves a choice of one or two persons from a multitude of others who availed themselves for the process. These two concepts, inherently inseparable provides a rigorous test for all involved in a process. In order to firstly solicit appropriate responses, those providing answers should be familiar with the subject matter and secondly their personal interest in the process should be subjected to the “checks and balances.” To this end this elusive balance is missing. As it was demonstrated in theme 1, it is rather challenging to source such a response, as some participants happened to be included in the basket of interviewees by virtue of their positions.

Participants were also questioned on the aspect of fairness and objectivity as an element of the processes and this is how they responded:

“The principal of Velabahleke secondary school mentioned that “the word observer status is self- explanatory as it means that teacher unions are invited to observe the processes of appointment and promotions and to ensure fairness and in the case where they are not satisfied with the process, they can lodge a dispute. The observer status, if looked in the dictionary, should mean that one observes the proceedings without interfering or mentioning anything. By ignoring the observer status, teacher unions have made their role to be critical and questionable, because they push their own interest irrespective of whether their members are capable or have potential to handle the responsibility that comes with the post and make the whole process to be very unfair.”

The principal was asked to elaborate further on the issue of fairness and objectivity and this is what he said:

“...as far as teacher unions are concerned, the phrase fairness and objectivity becomes a different ballgame. This means that the process has not been fair because teacher union has a mandate to carry by pushing their comrades and

if they do not succeed they will find any little mistake that they can use to lodge a query at the Department of Education just to derail the whole process. The panel and the observer can come to an agreement to say:,' Let's do this because the policy says it but if there is nothing contradictory, meaning anything dissatisfying the observer, then the process should continue as normal, an observer must be seen taking notes and following the process like anyone else.'"

Participant 2, Principal from Tauyatswala secondary school provided the following response:

"The process of appointment and promotions is not conducted fairly and objectively these days but teacher unions are not the only people to be blamed for the unfairness and the subjectivity of the process. It all depends on how they have agreed before the process begins.

The panel itself can be unfair and this is expected considering the level of literacy of some of SGB parents members and if this is identified by the observer, he/she can decide to keep quiet and lodge a complaint later, therefore the best thing is to work with observers for the fairness and completion of the process...."

".....In actual fact the observer should not be opening his/her mouth but if the panel wants to avoid conflict and grievances, they can use their discretion to say, in between intervals let's talk and see if we are still on the same track but under normal circumstances, they are not allowed to say anything. Teacher unions are required to observe and make sure the process runs smoothly with fairness and to ensure that there are no fights until the process is done and this they ensure by sitting down and not intervene with the process."

The difference of opinion between the two principals becomes clearer with more questions. They seemed to be a contrasting version of each other.

The principal from Velabahleke secondary school was adamant that teacher unions were more often than not, not honouring their assigned role as observers but interfered with the process simply because of their predetermined position. It is against this background that he strongly believed that the place of fairness and objectivity was not granted.

On the one hand the principal of Tauyatswala secondary school notwithstanding also acknowledged the unhealthy role that the teacher union eventually assumed. However, he put the blame not only on the teacher unions but on the rest of members of the SGB. His main gripe seemed to be that SGB parent members were not educated hence teacher union felt that they should intervene, maybe in their view, to save the situation.

This participant seemed to be comfortable with the involvement of teacher unions in every aspect of the process as according to him; they could be participant's pre-selection and appointment process. His view was that if that happened, then the process would have an element of fairness. Although it had been mentioned earlier on that fairness and objectivity were inseparable, with that participant the former was fine even if the latter was missing in the equation.

The researcher wanted clarity on how the observer status was then emphasised by the policy guidelines and circulars that were derived from the official policy of SASA if schools would at any given moment decide to change the role of teacher unions in the process of appointment and promotions. The researcher was guided by what the principal participant mentioned above. She found these rules to be impeding and hampering the fairness and objectivity of the process.

This response is not unprecedented especially considering the fact that this principal was also a member of a Union. This seemed to be an anomaly and a paradox which then became inherent in those processes considering the dynamics of policy construction and implementation.

The third participant, Teacher representative from Tauyatswala secondary school provided the following response:

“The observer status binds teacher unions to do nothing but observe that the process runs smoothly or observe how things unfold but at the end of the process either of short listing or interview as this is not conducted concurrently, the panel can just give the observer time to state his observation.

In my years of experience as a teacher and as a member of the panel, I have seen teacher unions SADTU members to be precise, bulldozing the panel by insisting to have a say on how the process should run instead of being observers. And this happened when I was a teacher rep in the year 2008 at my former school. At the end of the day, they just need to be put in their place otherwise they tend to compromise the whole process and they are the ones who runs to the Labour unit to make allegations of misconduct of the panel. The process is just not been fairly tackled and I think this has gone far long enough. I think that the people who are rightfully entitled to run the process of appointment and promotions have not been respected by teacher unions and this is a matter of serious concern that needs to be looked into by the policy makers.”

This participant apparently had many interactions with teacher unions during the process of selecting and appointment of teacher, and his experience was a nasty one. He understood the role of teacher unions as that of an observer, however because they overstepped their boundaries the process itself was compromised and the element of fairness let alone objectivity disappeared.

His experience was that he had observed teacher unions “bulldozing” the process, therefore this conduct could neither said to be neither fair nor objective. Although the question of observer status needed participants’ deeper understanding, it became apparent that the four of them responded and hinted at the same explanation.

The next participant to be interviewed on the theme of fairness and objectivity was the SGB Chairperson of Velabahleke secondary school.

“I have acted fairly and objectively in the process of short-listing and interviewing of teachers. I am saying this confidently because there were never disputes lodged from the union observers or any complain from various stakeholders, therefore it was deemed that my participation in the process was fairly done.

The process is never fair where teacher unions are concerned. There is always a question of who has more power than the other or a question of a power struggle between the panel and the observers due to their competing interests. Teacher unions will always interfere with the process because they want to dominate the panel. They will push their members to be taken through but the panel must just agree to use the policy guidelines they received from the Department of Education to strengthen their boundaries. Therefore I am saying the process becomes fair and objective only when the right procedures and policies are used, because the policy guides you on how the process should run and if followed accordingly, despite any form of intimidations from other stakeholders or union observers, the process will be fair and objective to all candidates.”

This participant appeared rather confident about his role as the chairperson of the SGB and that of the panel. His emphasis revealed information about the competency of the chairperson of the process. If he were competent and understood his role, then all that followed were bound to be fair and objective. He further mentioned the role of policy and guidelines as the underlying foundation towards ensuring fairness and objectivity of the process. However he posited that pressure and intimidation were always lurking from other members of the panel, particularly the teacher unions.

Intimidations occurred in a sense that teacher unions were always saying that they would lodge complaints, because the SGB members were not following the process correctly. In summary, the fairness and objectivity of the process depended much on the competency and fairness of the chairperson.

This also highlighted his concerns about the conduct of some members of the panel who were serving their own interests. The one participant was rather direct with his response to the question of fairness and objectivity. He was strongly concerned with the role of each and every, member of the panel and indicated that he could not count on them but could only state how fairly and objectively he performed his role as a chairperson of the SGB and of the panel.

Teacher Union representative from Velabahleke secondary school indicated the following:

“We, as unions understand that we are supposed to observe the processes of appointment and promotions. We also understand that each and every member of the panel is conducting this process with an objective in mind, by this I mean, much as they, the panel sees teacher unions as problematic, we see them as a problem because they have an agenda too. We are mostly worried about the influence of principals to the panel and that I can confidently say that it makes the process unfair and unjust to all the candidates not only candidates who are members of the union. You know, because of the much emphasised assumptions about teacher unions’ conduct during the process of shortlisting and interview, the bad conduct that these people paint about us, every person including the SGB members sees us as a threat but we actually do our job.”

The teacher union representative of Tauyatswala secondary school said the following:

“There could be many accusations about us but we have always acted fairly when invited to observe. We do exactly as the phrase indicates and observe. Perhaps other unions do that which I cannot speak on their behalf.”

I always see the process as fair and just. I mean you can ask so many schools where I have been invited to, to represent the union. I go there and do my work fairly. Besides, if anyone should be blamed it is the whole panel of interviewers because they get a chance to speak and agree on terms before we even get there.”

There is a strong correlation between what the two participants mentioned on the issue of the processes being fair. Based on the interview reports, it is quite clear that the processes of appointment and promotions were conducted very unfairly as almost every interviewee pointed and blamed teacher unions' role in the process as unfair and very subjective to their own gain. It is also evident that participants were well aware of how the process should be conducted; this point emerged in almost every interview.

Their comments were based on the point that unlike before, the department availed themselves to workshop and train the panel members and SGB members on how to conduct the process of short-listing and interviews. The Department also made policy guidelines handy to assist the SGB members and the panel in the process. In contrast to the above, the teacher unions' representatives defended themselves by pointing out that they were not to be blamed and that every panel member was at fault if the process were considered to be wrong. Principals were also brought to the equation of influencing the process. The unions saw the process as fair and objective.

4.3.3 Factors influencing the process of appointment and promotion

This theme emerged in the literature review and was reiterated by participants when they further elaborated on why in their view, the processes of appointments and promotions are considered unfair and subjective. This was demonstrated in the previous theme. Participants pointed out several factors that they believed were hampering and impeding the process of appointment and promotion.

The importance of these factors is found in the logic that the involvement of policy makers, in this context, all stakeholders including the DoE and trade unions is essential to combat what they view as impediments to the process. Different participants comprising the SGB members, teacher unions from both school A and B and the Departmental Official were interviewed selectively. Though theme three was part of the question asked during the interview, the researcher investigated and deduced follow using the three questions below.

4.3.3.1 Competency of SGB panel members

There are many factors impacting the process of appointment and promotions which participants hinted in their responses, but the level of competency and literacy is more glaring to most participants who were interviewed. Participants indicated that this factor was the focus of most teacher unions, and indicated in that sense that teacher unions used a lack of knowledge and competence of the SGB as a way to interfere with the process.

The teacher union representative from Velabahleke secondary school and the principal from school A had a different view about teacher unions taking advantage of the SGB's ordeal and each responded.

The teacher union representative from Velabahleke secondary school said:

“In my experience as a union representative, my presence is mainly to ensure that the principal does not dictate to the panel which consists of parent SGB members who are in majority and who do not have much knowledge and not so much competence to run the process. It is very clear to everyone by now including teacher unions that most of the parents who are SGB members at local schools did not get proper education but I don't remember using any of that to my advantage as a union member. I have always honoured the status I was given considering the much negative talk revolving teacher unions” conducts. If other unions do that then I guess it should be on a mutual agreement.”

The principal of Velabahleke secondary school stated that:

“The level of competency and literacy is one of the factors that I don’t believe the appointment and promotion process should be left in the hands of the SGB members. The SGB parent members are not educated; hence they are entrusted with a very demanding task of appointing managers and leaders at school. This process is very daunting and all is in written form therefore the promotional posts requires someone with an academic competence. The SASA policy makers and the DoE need to address this issue because this is where you will find that teacher unions are being blamed of interfering with the process or that the SGB are being taken advantage off.”

The principal of Velabahleke secondary school and the teacher representative had a similar understanding that it was the agreement made between the panel and the union observer as a way of being transparent with the whole process.

This theme emerged when participants were raising their views on the level of readiness for the SGB members and also how they felt regarding the decision made that the appointment and promotion of teachers lay in the hands of the SGB members as per educational policies.

The principal participant from Tauyatswala secondary school pointed out that the status of SGB was illiterate and they were not very knowledgeable to hold such a demanding task which was an age-old problem. The participant reflected on the existence of educational policies and the availability of departmental officials and principals to assist the SGB members. He indicated the following:

“It is true that schools are governed by the SGB members who are not well endowed with the policies and circulars that are made available by the DoE. This process is currently been managed and conducted by the SGB members and I don’t think the decision is about to change anytime soon. Yes the process of appointment and promotion is not being conducted properly but some

schools like the former model C schools are doing their best in ensuring fairness in the process.”

The teacher representative of Tauyatswala secondary school had eight years of experience as a panel member participating in the process five times as a panelist.

He had this to say:

“I believe the level of competence of the SGB members is a problem but not all of them are completely uneducated. I think the powers to appoint and promote teachers should be left in their hands, because they know what is best for their kids and besides, they don’t operate in vacuum, they rely much on the guidance and assistance of the principal and the training received. I also know that the DoE has an issue with this decision but frankly I have seen the SGB doing a much better job than what could have been done by teacher unions and principals if they were entrusted with the responsibility to appoint and promote.”

In their responses, the two principals and the union representative seemed to be defensive of the idea that teacher unions were blamed for interfering with the process and undermining those who had been given the responsibility of appointing teachers.

It was within this context that they blamed the policymakers for making a decision that affected learning and teaching in South Africa. The principal participant of Tauyatswala secondary school stated that it was true that some processes of appointment and promotion were not conducted properly. He gave an example of the process he once conducted in his former school where almost all of the SGB members lacked proper education to the extent that electing a chairperson was very impossible. He stated again that it needed to be noted that not all of them were incorrect especially those that were conducted by people with integrity who always upheld policies. The participant believed that it was a challenge that most schools were facing as incompetent people were left to run the process.

In contrast with what had already been mentioned by the two participants, the Departmental Official (DO) who was a Labour Relation Manager and Deputy Chief Specialist in the dispute management complained about the lack of or absence of commitment to the role of teacher unions. He claimed that he dealt with so many grievances based on promotional posts where from time to time teacher unions' conduct became a controversial matter.

On the matter of the level of competency and literacy of the SGB members he had this to say:

“The Department of Education is only involved with the rolling out of the Educational policies and to ensure that it is implemented by schools. There are lots of amendments that the DoE wants to see happening especially in the Collective Agreement 2 of 2005. The policy was last amended ten years ago and needs to be reviewed. The issue of the level of competence of the SGB members and the process of appointment and promotion being left in their hands are some of the things that the DoE wants to see changing.”

He continued to say that:

*“We have soon realized that the process becomes defrauded, because policy makers have appointed people who are not well educated and who are coming from the **socio-economic background** wherein if “carrots are dangled” to them (a bribe in the form of money), they can be easily manipulated to appoint wrong people to lead and manage school and teach their children. This does not mean of course that poor people do not have a say in the education of their children but it means they soon gave up and let their conditions take the better of them. The whole process of asking questions in the interview needs someone with a **knowledge base of curriculum**, therefore this will mean that principals will champion the kind of questions parents should ask in the interview, which precisely mean that principals become the sole custodians of the questions while teacher unions appoints and promote teachers. This is not a healthy situation of course.*

On the whole, all four participants mentioned the level of competency as the problematic factor that impeded on the process of appointment and promotion. They also underscored the fact that while uneducated as they were, the SGB parent members might not be allowed to run the process of appointment and promotions. This brings us to the second factor that emerged to be hampering the process.

4.3.3.2 Inadequate training of the SGB members

Participants believed that inadequate training given to the SGB members played a key role in making the processes of appointment and promotions unfair and very subjective. Despite the fact that the SGB members were not very competent to run the process as it alleged, workshops and training they received were insufficient to prepare them fully to conduct the process, and therefore their level of readiness was questioned. The issue pertaining to inadequate training certainly meant that the DoE was responsible and they were criticised for not playing their role.

The Collective Agreement 2, of 2005 clearly states that the DoE was responsible for the training and workshops of the SGB members before they could run with the process. It was expected to train the SGB members intensively on their duties and responsibilities. This training was very crucial to the new crop of SGB members as they were still new to the system. They required ample information regarding the role of each member of the panel including the role of observer that seemed to pose havoc at schools during the process of appointment and promotions. According to the participants, DoE released two to three vacancy lists in January, April and in October for promotional posts every year. Before the process could be run, the DoE was expected to have trained the SGB members, and if there were three vacancy lists, then it meant six workshops and trainings had to take place depending on when the vacancy list was released. Schools were also requested to organise their own workshops to augment the information given during the training and workshop.

During the formal interview with the Departmental Official, it became very clear that he was very much aware of the responsibility of the DoE as enclosed in the Collective Agreement for training the SGB members.

In response to the question of factors negating to the process of appointment and promotion, which in this study, the inadequate training of the SGB members was identified as the one of the factors, and the primary responsibility of the DoE. As the first participant in factor no 2, the Departmental Official further stressed his points by saying that:

*“The problem is not merely the training that is alleged to be inadequate to the SGB members. Lots of workshops are given, presentations are made available, standard training is given to all members of the SGB and whenever the vacancy list is out, **intensive training** is given to the SGB members.”*

He further indicated that:

“The problem I see here is that the SGB is forever on the cutting edge with teacher unions who wants to take over the process and undermines what is perceived as incompetence of the SGB.

I will give you a good example of the problem that leads to the appointment process. We are at the final year and only three months are left to electing the new crop of the SGB. Teacher unions are aware of this and are also aware that the new vacancy list is coming out in April to be run by the new members of SGB. They believe this is their time to overtake the process, because obviously this new crop of SGB members will only have received training once and already been expected to run the process. So I blame the unions’ conduct, not the DoE for not providing adequate workshops, if the chairperson of the panel, in his earliest participation of conducting the process is not docile and he /she is penetrable, he might find it very hard to resist the pressure from teacher unions during the process.”

The response from the Departmental Official on this matter was broader. By implication, he was perhaps indicating that the DoE had done their job but the pressure emanating from the teacher union could not be ignored.

He indicated that to safeguard the SGB members from the attacks of union observers, the DoE always suggested publicly during the training process that if schools were not confident enough to run the process, they were more than ready to assist schools by not championing the whole process. They would sit and observe and advise where necessary. He believed that the improvement of the process of appointment and promotion required more effort than it had been assumed so far.

The Principal of Tauyatswala secondary school's view on the issue of inadequate training of the SGB members as a factor negating to the process of appointment and promotions was not in agreement with what the Departmental Official has lamented.

He believed that the training and workshops from the DoE was inadequate and had not borne fruit. As the principal and also a unionist, the participant could not hide his confidence in his union and stated the following:

“I have been a member of a union from the earliest years of my teaching career. I can reaffirm that teacher unions have been trained as well just like the SGB members on how the process should be done. When they are invited to observe the process, they come and expect to be acknowledged. What the SGB needs to do is to run the process according to the procedures and guidelines set by policy documents which both the unions and the SGB members have received training on. What seems to be a problem, and this I have observed during the running of the process, is that when the SGB members do not act confidently in running the process and the union observer notices this, they will claim the procedure to be false. They will lodge complaints based on either the incompetence of the SGB members to run the process or the lack of knowledge on how the process is run. This talks directly to the question of whether or not adequate training has been given to the SGB members.”

The union steward who also attended several processes of appointment and promotion voiced his opinion during the interview in contrast to what the Departmental Official had mentioned regarding the inadequate training of the SGB members as being the problem. He believed that the DoE had not lived up to its expectation.

This was based on his assertion that teacher unions' role was viewed as an impediment towards the smooth running of the process because the truth had not been said of other factors that were playing a crucial role in bringing down the processes of appointment and promotion.

The Union Representative from Tauyatswala secondary school said the following:

"I see the preparation of the role players as inadequate especially on the side of the SGB parent members. Most of them are not in education as a field, they only come in as and when they are called.

I believe intensive training and development will help the SGB members to do their job better and give them sufficient capacity to carry out their task which they do not often find. One can actually see and spot, there and there, that there are some errors when sitting and observing how these SGB members roll out the process."

The Union Representative from Velabahleke secondary school shared the sentiment by pointing out that one of the commitments that the DoE made about ten years before, when the educational policies especially the ones that dealt with the role of teacher unions like SASA was drawn, was that they would ensure their support to the SGB members. They also promised to harness the competency and potential in helping schools to render quality education."

He had this to say:

"The attempt of the DoE in ensuring that there is harmony between the teacher unions and the school leaders and governors has not been successful so far. The small or crash workshops that runs for just an hour and are expected to be

implemented in the processes of appointment and promotions that run for more than six hours cannot assist the process to be fair. They cannot ensure a good level of readiness of the SGB members. Lots of appointments and promotions are queried and done incorrectly if gone unchecked and this has nothing to do with teacher unions interfering with the process but it is because very little is done to the inadequate courses received by the members of the SGB who are easily coerced by the principals.”

The three participants, teacher representatives and the principal were in agreement that whilst the role of teacher unions was questioned, there were existing factors that could provide light to the question which seek to address how the processes of appointments and promotions were conducted.

The participants mentioned the DoE as a role player in ensuring that the SGB members received sufficient and adequate training regarding their duties especially looking at the process of appointment and promotions as their primary responsibility. The Departmental Official was confident that the process of appointing and promoting teachers could be left in the hands of the SGB members as long the role and conduct of teacher unions as observers was reviewed by policy makers as he was worried about the shifting nature of their role.

This information was not corroborated by the principal participants and this was a perplexing issue. It perhaps could be considered to be a contradiction to the role that a principal is supposed to play in the process. At a general level, principals are resourceful persons and become panel members and represent the Department of Education. Therefore, there is little doubt that the principal could blame the DoE for not giving sufficient trainings and workshops.

What did the SGB Chairperson of Velabahleke secondary school say about all this information?

“Well, the Department did their best in providing for workshops and training for the SGB members. I do find the training to be enough, maybe it’s because I don’t see the responsibility of shortlisting and interviewing teachers as a

problem because during the course, whatever is in the booklets they give us is also been interpreted by the tutors in order to simplify the information for us.”

The chairperson of Tauyatswala secondary school indicated the following:

“I did not go far with schooling but I can still read and write well. As the SGB members we depend on the training that the district offers us.

I always find the members helpful; otherwise those that are educated better than us would have played with us like teacher unions. They like to talk and they can sometimes confuse you but I always remember what we have been told by the district on how to conduct the process of interviews.

The district also advised us on how to respond to teacher unions’ misconduct, by this I mean if they talk when they have not been allowed to. I would not mind though that the district extend their courses to at least five times in a term than just once.”

The information or the views by chairpersons of the SGB are very different from the previous participants. They both see the training offered by the DoE as sufficient and helpful. One chairperson acknowledged that if it were not because of the trainings they received; it was going to be difficult to deal with teacher unions.

4.3.3.3 The role of principals in the appointment and promotional process

Some participants were concerned with the role that principals played during the process of appointment and promotions. Participants saw the dual responsibility that principals were entrusted with as a problem. Without deviating from the initial problem and the purpose under study, they believed that the over-reliance of the SGB members to principals during the process had been viewed as prevalent and as one of the factors hampering the process of appointment and promotion. It was a fact that some principals were both unionists and also represented the DoE as a resourceful and accounting officer in every respect.

In their responses, two participants, the teacher representative from Velabahleke secondary school and Tauyatswala secondary school indicated that while they expected principals to be resourceful persons and guide the SGB members in conducting the process fairly and objectively, they were also expected to demonstrate their trust and support to their unions. Trust according to him was achieved by making the processes to work in the teacher unions' favour.

Previously during the presentation of the first theme, the principal participant from Velabahleke secondary school was asked to respond on his understanding of the role of teacher unions during the process.

It was clear that he knew their role was to be observers during the process but failed to comment when asked further by the researcher to elaborate on whether teacher unions had respected their observer status. The participant was not comfortable to state his opinion but indicated that whether or not they respect their observer status was a subject he was not ready to discuss maybe another day. What the above-mentioned statement represents might perhaps emphasise that the participant's role in ensuring excellence by assisting the SGB members to conduct the process fairly was a tactic where his interest as a union member and a principal was made known.

On this matter teacher representative from Velabahleke secondary school emphasised the following:

*“Firstly, in preparation for the process of appointment and promotions, we as the panel and the SGB members, we are taken through an induction training which prepares and guides us of the different role that each one of us is to play and different legislation. During the process, in most cases, the panel **is told what to do** by the principal as a resource and knowledge based person. He takes us through the criteria and the rating system which he might have seen*

and used before. I feel that in the process, it is difficult to trust anyone as the pressure is too much.”

The participant was principally concerned with the shortfalls that principals might have as many of them tended to forget their roles and paid attention to one. This factor was meant to elicit an underlying view from the participant of how principals' impartial role could hamper the process of appointment and promotion. This meant that principals were just as problematic as unions' representatives.

They were impartial in a sense that they did not give their total commitment to assisting the panel work fairly but they somehow let their interest get the better of them and in that way, they impeded on the rolling out of the process.

This tackled the question of whether the policy makers had made the right decision by allowing the process to be in the hands of the SGB members.

In relation to the above, the Departmental Official had this to say:

“Most principals do champion the kind of questions parents ask during the interview. Generally, principals are supposed to see the questions for the first time like every member of the panel, but nowadays they become the sole custodians of the whole process of appointment and promotion, which is very dangerous, because some principals if not most are union members. Some have been appointed through a serious push from teacher unions and cannot be expected to run the process objectively. We cannot then pre-empt the fact that as unionists and principals at schools, they also have certain interest in the candidates. I feel the whole process; especially coming up with questions during the interview, should be out-sourced from head office or from the structured independent body of expert in the process.”

In corroborating with the observation raised by the Departmental Official, the union representative from Tauyatswala secondary school drew attention to the influence that principals had on the SGB members and indicated that principals spent quality time with members of the governing body during their own meeting termly especially with the SGB chairperson. He was expected to come to school constantly for matters that needed his attention.

When he was questioned on the level of readiness of the SGB members which the researcher believed would allow the participant to express his opinion in determining the principal's standpoint in the process, the union representative from Tauyatswala secondary school said that:

"I wouldn't think that they have been managing this process very well nor do I consider them to be ready to conduct it fairly.

What I know and observe is that the panelists rely heavily on the principal's opinion on things, though the principal becomes clever in leading the panel towards what he needs knowing we are observing, but I specifically have been an observer for some time and I bear witness to this. This I have seen when the shortlisting process has been conducted. So I will actually say that there is just one person who knows probably everything about how the process will run and play clever in leading everyone towards fulfilling his interests. I think if the principal is not there, we can have actually a lot to write and say about the incompetence of the SGB members. Most of our queries and grievances are based on the principal been the active participants in the process and channel the whole process, if the grievance is not about the incompetence of the SGB in running the process."

In contrast to the matter of impartiality of principals in the processes of appointments and promotions, the chairperson from Velabahleke secondary school had this to say:

“I have conducted so many interviews so far, working alongside principals and other members of the SGB as panelist. I have always found the process to be quite challenging but interesting at the same time. All we do is to follow the policy guideline and incorporate the information we received during the training. We have principals who assist us on how to follow procedures, which is quite challenging especially when you are the chairperson of the panel because you are expected to roll out the process without any flaws. The union observer is watching, therefore the principal’s expertise and experience in the process comes in handy.”

From the foregoing responses, one can clearly see that there was a different understanding to, what was perceived to be a double standard role, by principals during the processes of appointments and promotions as a factor negating the processes.

The chairperson participant did not seem to corroborate what the other three participants indicated as a negative factor but in relation to that he viewed the principal’s presence and what he called assistance in the process as playing an important part.

In his assertion, the participant mentioned that he believed the SGB members had been playing their role very well and that it could be better for things to be left the way they were, which was allowing the SGB members to be actively involved with the shortlisting and interviewing teachers.

4.3.3.4 Negotiated compromises and transparency

From the interview, it emerged that there was a negotiated compromise between the SGB panel and the teacher union. And that was done as a way of making the process to be as transparent as possible. That compromise was seen as a challenge and one of the factors influencing the processes of appointments and promotions.

To get to the crux of the matter, the researcher asked participants to share their views on the question of inappropriate involvement of teacher unions by ignoring their observer status. They had to comment on the unions being blamed for pushing the promotions of unqualified teachers who were members of the union.

Participants pointed out that the SGB had given up in seeking for assistance from the DoE regarding the conduct of teacher unions during the process. Instead, the SGBs had found a solution in the matter by developing a relationship with teacher unions. In general, principal participants indicated the need to have a negotiated compromise with teacher unions in order for the process to take place smoothly.

The principal from Velabahleke secondary school demonstrated that:

“Schools have complained enough about teacher unions’ conduct and have decided to work with the SGB.

It is not like we are getting help from government anyway; therefore giving in to unions demand is the best solution. The relationship between the SGB members and union representatives is based on sacrifices and it is very complex.

We do this for the sake of the process of appointment and promotions to continue smoothly especially looking at the time given to complete the whole process and submit everything to the Department of Education on time. Principals and the whole committee of interview sacrifice the process by allowing unions to voice out during the process.”

The principal from Tauyatswala secondary school said the following:

“You see, the reason why the shortlisting and interview process becomes daunting is that teacher unions don’t give up. We do make a sacrifice at some point during the process of shortlisting and interview. It is a clever way to say we are up to our wits end.

This is done to avoid teacher unions exerting pressure on the interviewing committee and later reserves their right to sign the recommendation made by the panel which will obviously lead to teacher unions lodging a grievance based on the process not been conducted fairly and objectively. The grievance process takes a lot of time as it includes investigations; this is a process many school principals and the SGB are trying to avoid during the process of appointment and promotions.”

The participants hinted that the issue of time was a key factor when coming to the rolling out of the processes of appointments and promotions. But what was contradictory was the fact that the majority of principals were affiliated to unions, therefore the compromise decided on by the teacher unions and the panel members whom the principal was also a member of, might be for the sake of the interest of principals to be fulfilled.

It was as if the principals could not distinguish between them as union members and principals of the school. If viewed in a different glance, principals who were not union members could still have special and biased interest in the process of appointment and promotion.

The principal of Tauyatswala secondary school further stated that:

“The panel is very much aware that we are also playing a part in helping teacher unions to avoid their observer status, something that most schools do just for the sake of the process to continue. It is not a matter of the panel not being confident and knowledgeable to offer the process of appointment and promotion, the department of education does provide a short course or training to the school leaders and school governors. Schools on their own does augment this by finding or seeking for further training of their SGB members on their roles and responsibilities including their participation in the process of appointment and promotions.

It is a matter of finding a better atmosphere where no party looks at one another like a hacks. The SGB is aware that this is a daunting process but still sacrifices to avoid too many talks that waste time and delays the process.”

The teacher representative of Tauyatswala secondary school B had this to say:

“When we do the shortlisting for a candidates for certain position, every panel member has something to say and the teacher union is also allowed to voice out. This is the time where we are going to agree as how we are going to come up with the criteria for shortlisting. The observers are usually asked by the chairperson of the panel if they are with us or allowed to raise any point of concern, that way they are involved in the process.”

The Deputy Chairperson of SGB from Velabahleke secondary school had this to say:

“I have once stood in for the chairperson when he felt ill and I became the chairperson of the panel.

To tell you the truth, this is not a simple process, it is very difficult to run it and ensure that everything is well. What is most interesting was the cooperation that I received from everyone including teacher unions, for some time there I thought they are not bad after all. We allowed them to say few words and I did that because I never thought it was wrong and all that the rep said was very profound because he reminded me to remind the panel to switch off their cell phones and forward them to the secretary of the panel including his.

I didn't see any problem with that. Yes I agree that they could be out of line sometimes, but if they are properly welcomed and acknowledged and do not feel as if they are our enemies, they eventually work well with us. I don't know what to say but I think they are not bad or should I say, the lady who came in from SADTU was not bad at all’.

From Tauyatswala secondary school, the Deputychair persons said the following:

“It is really not well that we should invite the unions and expect them to shut their mouths while everyone speaks. Every member of the panel speaks except teacher union representatives, but they make part of the panel. I can say that there was something wrong with the policy makers really. The first time I had about it was at training by the district before the shortlisting and interviews and I thought they were joking. I then came back and asked the principal when we had our own meeting and when he was stressing it. They are a problem at some point yes as I have heard and notice partly but working along with them makes things easier.”

The Departmental Official had the following to say:

“When we receive the grievance especially the ones lodged by the SGB members, we first look at the nature of the grievance. One thing that triggers the grievance is when the teacher unions have ignored their observer status and become active participants in the process.”

“What follows the grievance is that investigations will take place and if needs be, both the panel and the union will be called for discussion. It becomes quite surprising that the union will confidently declare that the panel and the observer had entered into a sort of an agreement. What I am saying is that, the department is well aware that panel members do enter into some kind of agreement with teacher unions, and we get to know about this when their plan has actually backfired on all of them. This usually happens when teacher unions fail to stick to their commitment made during this agreement and want to take over the whole process of appointing and promoting.”

The chairperson of Tauyatswala secondary school pointed out:

“I had encounters where suggestions were made to the panel but were directed to me as the chairperson of the panel. There was a suggestion by observers to allow them to guide where possible.”

At one point the union observer came one hour before the initial time and requested to see the chairperson in private. I made myself available and he asked me to work with him, because he was interested. Of course issues of this kind had no evidence, because he only asked me not all members of the panel.

I do believe beyond reasonable doubt that some sort of compromise entered between the teacher union observers and the panel of some schools to a point that the observer even suggested that to me. I, however, have to proudly say that I have not given in to their tricks. I followed the policies and did what was right. This declares that teacher unions do push the interests of their members and compromise the education of the learners.”

Overall, participants addressed the issue of a negotiated compromise in a similar manner. They were all in agreement that if there were no co-operation between the two parties, the chances of the rolling out of the processes of appointments and promotions peacefully were actually very slim.

Participants indicated that an enormous amount of time was put into the success implementation of the process, which was the reason why they were of the opinion that the agreement entered into by union observers and the panel might not be such a bad thing after all.

4.3.4 CONCLUSION

The aim of the study once more is to understand the role of teacher unions in the appointment and promotions of teachers. This was done by looking directly and practically at the processes of appointment and promotions. Data presentation in this study was based on the voyage of discovery of various interviews with different stakeholders. All the themes discussed emerged from the literature review and during the interviews as the most important steps in understating the role of teacher unions and understanding how the processes of appointments and promotions was conducted in practice.

Various responses from participants stressed that teacher unions were a problem. These participants highlighted that teacher unions' participation in the process had a clear implication for their members' interest. They indicated that the Department of Education and policy decision makers needed to have a direct role in advising unions officially on their observer status.

What is more interesting about this whole discussion is that participants constantly put forward the idea that the challenges that schools were facing during the rolling out of the process did not only point to teacher unions as a problem only but other stakeholders are to be blamed as well. They thought the fault did not lie with unions only.

The next part focuses on an analysis of data in terms of the role of teacher unions by paying attention to the themes and sub-themes as presented in part one of this chapter.

PART TWO: DATA ANALYSIS

4.4 INTRODUCTION

Part two analysed data by looking at themes and sub-themes which emerged during the interviews. Some themes and sub-themes were repeated but not the information. This study investigated the role of teacher unions by looking at the process of appointment and promotion. For purpose of direction, the researcher utilised the main question and adopted cues from questions from the interview protocol, while answers were discovered by paying attention to the literature review, conceptual framework and data collection and analysis.

The discussion in the literature review corroborates the responses received from the participants by pointing out that teacher unions are the primary problem makers during the processes of appointment and promotions.

Many sources in the literature review indicated that researchers were very critical about the role of teacher unions during the process, and further stated that their role was very passive and dangerous to the education system.

This information evolved around what most participants pointed out during the interview when asked to express their views on how they saw the role of teacher unions in the process. In brief, the data that were collected and presented, in many instances corroborating some information present in the literature review with regard to the role of teacher unions and the challenges in the processes of appointments and promotions.

This study is different from what participants and what scholarly literature said about teacher unions. This study cannot rely only on literature but data collected are already proving and giving evidence that teacher unions are not only a problem but that the roles of other constituencies also need to be reviewed as well. In short, this is what this study is all about.

In the chapter on conceptual framework, the theory on power struggle and politics was incorporated in the data collection. The law expects the SGB to conduct the process of appointment and promotion, working alongside the teacher unions as observers.

Based on the data gathered during the interview, participants indicated that they found the process to be daunting, because there was no team-work between the teacher unions and the SGB members. The two stakeholders were forever at loggerheads. There was a struggle for power between the two stakeholders. In addition, the participants pointed out that, if it were not for the process, teacher unions and the School Governing Body had a good working relationship; the problem arose when the processes of appointments and promotions were conducted. It was during this process that the teacher unions' role became questionable.

The teacher's union did not respect the competency of the SGB or the interview panel to take informed decisions in appointing the correct candidate for the post. On the other hand, the SGB and the interview panel indicated that the availability of teacher unions during the process had more to do with politics.

Simply put, teacher unions are present in the process in order to serve the interest of their members by securing the promotional post for them. Again, some participants like the deputy chairpersons and unions as well maintained that other stakeholders were not saints as they had interests too. Teacher unions mentioned the principals as having interests and also compromised the process of appointment and promotion.

This idea of teacher unions as problematic is also corroborated by researchers in chapter 2, where it was mentioned that teacher unions' inclusion in the process is to exert pressure to the interviewing panel and to make their intentions of serving their members known. The understanding of the concept "Politics" may in this context mean the power struggle of the different stakeholders during the appointment and promotion process. At this point, the struggle is perceived to have a negative effect on the processes of appointments and promotions.

4.4.1 The role of the teacher's union in the processes of appointments and promotions

The researcher used the main questions and the questions in the interview protocol designed to complement the main question. The introductory question of the interview was for the participants to voice their opinion on the role of teacher unions in the appointment and promotion process.

The researcher used this question as an introduction and a point of departure to find an alignment with the sub-topics of the literature review and was also identified or emerged as a theme during the interview and during data presentation.

The Educational policies indicate that the role of the teacher unions in the processes of appointments and promotions is to observe that the process is conducted fairly and objectively.

It is misconduct if schools do not invite teacher unions to observe the process of shortlisting and interviews, because it is enshrined in the education policies that they should be invited.

The onus is with them to decide whether to attend or not and it is also their prerogative to just observe only if they decide to be present during the rolling out of the process.

4.4.2 Teacher unions' observational role

Based on the responses from the participants on this theme, it is envisaged that the role of teacher unions is understood as all participants reported that the role of teacher union or their presence during the process of shortlisting and interview is to be those of observers. The observer status is seen in the responses given as the key resource to understanding the role that teacher unions play and perhaps is utilised as the lead to unpack how the process is conducted.

Their perception of the phrase indicated that the observer status requires teacher unions to sit put and observe the process, which in this context, is a matter of serious concern.

They all pointed out in their responses that teacher unions hardly respected their observer status but always interfered with the processes of appointments and promotions and this causes the process to be unfair.

These participants further emphasised that getting the teacher unions to respect the observer status would require more effort and co-operation from all policy makers and the Department of Education. They mentioned that co-operation of this kind would ensure that the processes of appointments and promotions were not completely viewed in a negative light and did not lose any credibility.

The question of fairness of the process was meant to cast light on the complex role of teacher unions and how the process is conducted. The participants indicated that teacher unions were politically active in the process of appointment and promotion and that the extent of their political involvement especially in what they called “assisting” the SGB to make the right recommendation of candidates, as one of the principal participant stated, had made the whole process to be unfair.

The participants made it very clear that the effect that teacher unions exerted on school managers and governors called for the Education Department to do something for the betterment of the process and for understanding the role of teacher unions more fully.

4.4.3 Non-compliance with educational policies

The participants acknowledged that teacher unions were observing during the process but mentioned that they did not observe only but they went way beyond what the observer status required. They had a problem of complying with policy. This is backed up by what they accused teacher unions of viz.: to be doing which was against what the policy was stating. According to the participants, the teacher unions did not respect their observer status. Instead of observing the process; they advised and played an active role by wanting to appoint their own members to higher positions. Again, this kind of behavior is contradicting with the requirements stipulated in the policy.

4.4.4 The processes of appointments and promotions

The processes of appointments and shortlisting are conducted using specific criteria and the educational guidelines and policies. If any of the criteria are disregarded then the process becomes unfair and subjective.

4.4.5 Panel Members Role

Participants mentioned that in most instances, teacher unions ***acted as panel members*** by influencing the decisions made by the panel. Teacher unions did not respect their observer status or intentionally ignore it, and saw their inclusion in the process of appointment and promotion as a perfect opportunity to make their intentions known if not forced to reveal their intentions to the panel.

Although some participants pointed out that teacher unions were not the only people compromising the process, the principal participants blamed panel members of having a hand in the unfairness and the subjectivity in the rolling out of the process, but he still saw teacher unions as playing a bigger part in influencing the process.

Looking at the main question, the researcher considered what participants indicated and concluded that teacher unions acted in an unfair manner. Their role, based on the participants' views, is contrary to what is stipulated in SASA and other Educational Policies. The researcher also acknowledges that other stakeholders are equally at fault in the same way as the teacher unions.

The fact that teacher unions are playing an active role in the process by pushing their agenda and representing their members, compromises the process but so do other stakeholders. The participants also mentioned implicitly that teacher unions were ignoring their observer status, a statement that came out strongly from participants.

The processes of appointment and promotion would still continue and be completed even if teacher unions were not present during the shortlisting and interview process. Their inclusion in the process was to mainly observe that the processes were conducted fairly and justly without raising an issue or advising the panel as it was understood.

The processes of appointments and promotions are supposed to be conducted formally with every stakeholder playing their part without any disturbance. The researcher still views this ignorance by teacher unions as interference and having a negative effect on the processes of appointments and promotions.

4.4.6 Political Role

Based on what participants mentioned, teacher unions play a political role. This was indicated by the teacher unions' will to appoint their own members in a position and disregard the right of other candidates. It is apparent that if teacher unions do not get away with pushing their agenda, what follows is the power struggle between them and the SGB/ Panel members. Participants indicated that in most of the cases, the panel gave in to the demands of teacher unions and allowed them to be part of the panel in order to avoid derailing the process. The process became unfair, because the candidates who were not union members did not stand a chance of being promoted.

The issue of the power struggle due to competing ideas between teacher unions and the panel members is a focus of attention. It really depends on whose power is superior to the other as suggested by the participants interviewed.

The profit motive of teacher unions during the rolling out of the process is what researchers in chapter 2 are critical about. The problem with their action is not only that they want to represent their members but the fact that they do not mind at whose expense it is.

From the data presentation, it is highlighted that the teacher unions participating in this study had a problem with compliance of policy. They were far more self-consciously political in their actions than being more concerned with ensuring that the process was fairly conducted. Their actions did not complement what was stipulated in the policy. The participant was of the opinion that the possibility and the necessity of breaking the barrier of non-compliance by teacher unions was the way to inevitably shape their actions during the process.

Participants interviewed for this question on the role of teacher unions concluded that teacher unions' direct influence on the processes is likely to be viewed as an odd way of representing their members. While it is important to understand the role of teacher unions in the appointment processes, in the same vein, it is necessary to shed light on how the same process is undertaken in practice and what the challenges are. In the next discussion, this assertion is explored further.

4.5 Factors influencing the processes of appointments and promotions

Data presentation and themes that emerged during the interviews proved that teacher unions' role in the appointment and promotion process had a profound effect in the fairness and objectivity of the process. The major factors influencing the process were discussed and analysed as follows:

4.5.1 Competency of the panel /SGB Members

Participants seem to have conflicting ideas regarding the point mentioned that the teacher union was using the level of competency of the panel member as a vehicle for pushing their interest.

Participants are in agreement that the level of competency for the panel members was the main reason why the processes of appointments and promotions was not conducted fairly and objectively. They however believe that the Department of Education and policy makers are to be blamed for not considering competency and literacy as a problem.

Subsequent to what is mentioned by participants, the teacher representative from Tauyatswala secondary school indicated that not all of the members of the SGB were incompetent and illiterate to conduct the process.

The Departmental official on the other hand, believed that it was time for the Department of Education to reassess the position of the SGB in terms of appointment and promotion, looking particularly at their level of competency. There is very little evidence in terms of the role played by teacher unions and using the status of the SGB in order to represent their members.

Given all the information received from the participants, it is clear that all participants noticed that the incompetency of the SGB members to run the process plays an enormous role in the unfairness and the subjectivity of the process.

4.5.2 Inadequate training of the SGB members

The Department of Education has played its important part in giving training to the panel members and to all members of the SGB. This training was done as soon as the vacancy list was released.

The chairpersons of the SGB from both schools did not have a problem with the trainings but maintained that more of it would be much better. The teacher union representatives and principals from Velabahleke and Tauyatswala secondary schools were convinced that the Department of Education had not done much to prepare the SGB members.

The training and workshops offered were considered insufficient. The two teacher union representatives from both schools were more convinced that since principals were the only members that were literate and well trained to carry out the processes, they were the ones to make the process to be unfair and subjective. While the principal from Velabahleke secondary school is seen to be loyal to unions by saying they also had received training and could therefore not be blamed for the unfairness of the process, the participant was also laying the blame at the door of the Department of Education.

The training and workshops offered are sufficient according to the Departmental Official; his position was sharply contrasting the point that the DoE was to be blamed. The Departmental Official was adamant about the opinion that as long as there is no harmony between the SGB and teacher unions, the appointment and promotional process will not be conducted fairly.

4.5.3 The role of principals in the processes of appointments and promotions

It cannot be ignored that principals serve as the resourceful persons in all areas of school including the appointment and promotional process. Although it might be seen as though there was an unwillingness to adjust when studying the principals' commitment, it should be regarded as loyalty from the side of the principal towards the union.

Issues rose by participants that principals were selectively championing the process for their own interest was a point to look at. Data collected demonstrated that the principals' commitment in both roles, a dual responsibility, would bring more effective challenges in the process.

The teacher representative in both schools pointed out that apart from the training and workshops they received from the DoE, the principals sought to make their interest known by first training the panelists again before the process could commence.

The panel members are not always obliged to follow principals' advice on how the process should be conducted. The chairperson of the SGB from school Velabahleke secondary indicated that principals only assisted the panel on how to follow the guidelines and procedures during the process. He could not confirm that principals channeled the panel in order to make their intentions known indirectly. It was believed by some participants that principals had their own agendas. It did not come as a surprise that the Department Official felt strongly about the participation of principals in the appointment process.

Primarily, the DoE's intention was to take away the responsibility placed on the SGB of appointing and promoting teachers. The Departmental official viewed this as a way to stop the unceasing battle between the SGB and teacher unions.

4.5.4 Negotiated compromises and transparency

It is expected that there should be a working relationship between teacher unions and the SGB members during the appointment process. This is probably the only time that the two stakeholders meet and form a partnership. The competing interest from both these stakeholders is considered to be a problem by participants.

As noted earlier, the influence of teacher unions during the appointment process is getting out of hand and is regarded as a risk factor as it thus compromises the fairness of the process.

Time is also of paramount importance. If the process is delayed or interrupted, that will mean the school's needs are also compromised. Participants indicated that it was suggested at the beginning that for the process to run smoothly, there had to be a compromise on the side of the SGB.

Two principals from the two schools stated that the compromise was reached in order to avoid stalling and interruptions from teacher unions. Participants believe that complaints about teacher unions' conducted during the process had now exceeded its point. Schools had taken a decision of working together with teacher unions and this was done by giving out to whatever demands unions were putting on the table.

4.6 CONCLUSION

In this chapter, the study has analysed data collected based on the role of teacher unions by looking directly at the processes of appointments and promotions of teachers. In chapter six, the study will elaborate comprehensively on the findings, and make recommendations and conclusions in a broader context.

CHAPTER FIVE: FINDING, CONCLUSIONS AND RECOMMENDATION

5.1 INTRODUCTION

The purpose of this research has been to investigate the role of teacher unions in the appointment and promotion of teachers. The research was undertaken from the premise that appointment and promotion processes have not been conducted fairly and objectively. It was clear that for a cleaner rolling out of the process of appointment and promotion, different stakeholders as stipulated in the South African Schools Act 84, of 1996 among other Education Policies have to be involved. Teacher unions as per Educational policies become part of the process as observers; hence the SGB is entrusted with conducting the process.

The study used the following questions as the vehicle of discovery:

- What is the role of teacher union in the appointment and promotion of teachers in public schools?
- What are the factors influencing the processes of appointments and promotions? Few participants were involved and the findings were used to provide answers to the research questions.

5.2 FINDINGS

This study will present findings from the literature and findings that are drawn from the empirical data collected.

5.2.1 RESEARCH FINDINGS FROM THE LITERATURE REVIEW

In paragraph 2.2.1 of the literature review, it was discussed that the status of appointment and promotion of teachers is met with so many critiques. Zengele (2009:33) claims that there seems to be a complaint from the school managers and school governors, accusing teacher unions of deviating from their duty to observe and not influence the appointment and promotion process.

Zengele (2013: 19), pointed out that the inappropriate involvement of unions by ignoring their observer status, may lead to the infringement of teachers' rights if it goes unchecked by the Department of Education.

Previous studies by Murillo (1999:40) indicated that teacher unions' have political edge which needs to be utilised in schools in order to ensure that the best teachers are appointed on the basis of good credentials other than being just a member of a union. Bascia and Osmond (2012: 211) and Patillo (2012:58) confirmed that researchers are critical about the role of teacher unions in this process in particular and view it as negative and not adding value to the educational system.

This assertion is also alluded to by Fleisch (2010: 23) in his study that focuses on the role of teacher unions in the educational system. He argues that union leaders appear to pay considerable attention to the procedural fairness associated with the teacher appointment or promotion process but show little concern about them complying with the limitations set on their roles in this process. Fleisch's focus necessitates an increased emphasis on the role of teacher unions in contrast with the responsibility placed on the SGB in securing the best and qualified teachers.

Although the processes of appointments and promotions are the function of the SGB as stipulated by SASA, there are several issues that have made their function impossible.

As discovered during the data collection, issues such as the conduct of teacher unions and other members of the panel become an influential factor. The interest of different constituencies in the appointment and promotions process and the level of education of the SGB parent members are also identified as a problem.

When the policy makers including teacher unions sitting on the highest chamber decided that the duty to appoint and promote teachers should be left in the hands of the SGB, that mutual agreement indicated that many factors were considered as far as the SGB's education level was concerned.

It was demonstrated in Zengele (2009) that nowadays the responsibility entrusted to the SGB is met with interference and intimidations from teacher unions who want to usurp the powers held by the SGB to appoint and promote.

In trying to ensure that the process of appointment runs smoothly, policy makers suggested a collaborative effort between the SGB, principals and teacher unions. A decision that led the status of education in South Africa to be the way it is today. Although educational policies and trainings and workshops from the Department of Education provided guidelines on how the processes were supposed to be conducted, the role of teacher union was seen to have prompted the unfairness and subjectivity of the process by making almost impossible for the SGB to run the process without interference.

Literature review shows that the extent of damage caused by the inappropriate conduct of teacher unions during the process of appointment has led to, what the educationalists termed, “a maximal drop” in quality teaching and learning (Murillo, 1999).

This study maintains that not only the actions of teacher unions are affecting the education of learners at school but also the conduct of the principal and their partners in the process. The education of the SGB members is also impacting the level of education.

By virtue of their observer status, teacher unions are expected to observe the process and make their dissatisfaction known through following the right channel. The researcher views this as a problem. Those teacher unions should be invited to the meeting and not expected to say anything. Perhaps policy makers overlooked this issue. The state has taken initiatives as their primary responsibility to find ways to empower the SGB, principals and teacher unions. This was done with the hope of creating and maintaining sound co-operation between the two stakeholders. As it is currently, the evidence is glaring indicating how badly the unceasing battle between these stakeholders has affected the education system of learners at school.

5.3 FINDINGS THAT ARE DRAWN FROM THE EMPIRICAL DATA COLLECTION.

5.3.1 *The role of teacher unions*

In this study, the duty and responsibility of appointing and promoting teachers, is regarded by all participants to be a very important task. It is important in the sense that those that are entrusted with such task of promoting teachers to senior positions are expected to have a clear knowledge of curriculum and understand the needs of the school. It has been demonstrated that the unfairness and subjectivity of the processes of appointment as emphasised by participants have been due to the role of teacher unions.

Although the impact of their role is witnessed in the increased grievances that the Department of Education had to deal with every year, this study still maintains that all of us are subjective including principals who do not belong to unions. Therefore, the blame cannot be put on teacher unions only, as all stakeholders when this process was conducted, are at fault.

The Departmental Official indicated that these grievances were mostly about teacher unions' conduct during the appointment and promotional processes.

Teacher unions' role is viewed as negative and biased, as their own needs or that of their members are crucial to them. The role of teacher unions was viewed by the majority of participants as meaningless and not adding value to the education of learners. But nothing can be done to teacher unions in this regard; they are supposed to observe the processes as policy stated.

They cannot ban or imprison the leaders as it was the case during apartheid. There is something wrong with the educational policies dealing with appointments and promotions and the duty of each stakeholder during this process.

All participants who were SGB members and the Departmental official were not satisfied with the role that the teacher unions played.

They considered teacher unions to be very intimidating to the interview panel irrespective of their observer status. Participants were stunned that teacher unions had the ability to overtake the processes of appointments and promotions.

Teacher unions do not see anything wrong with their role. They maintain that if there is anyone to be blamed for the incorrect conducts it is the principals who direct the whole process of appointment and promotions and the SGB members for allowing principals to take advantage of them and disregard policy guidance. Teacher unions believe that it is their rights to represent their members at school and part of their duty must still surface when this process is conducted. In the study the teacher unions indicated that they were there just to ensure that the process was conducted fairly and objectively for all candidates regardless of them being union members or not. They said that in that case, they could not treat all teacher unions alike.

When interviewed, participants especially the Departmental Official stated that the Department enjoyed the assistance and cooperation received from other unions such as NAPTOSA but could not say the same about SADTU.

This study found that teacher unions' role has currently shifted from being observers to being panel members. It is teacher unions' prerogative to observe the process as per policy guidelines and SASA. The SGB is specifically assigned the duty to run the process and to make recommendations with regard to their three preferred candidates. In the context of this research, the SGB's responsibility is seen to have been overtaken by the teacher unions whose competence is to observe the process only. It was indicated by the SGB participants that intimidations and interference became the order of the day when processes had to be conducted.

This study observes that telling teacher unions not to participate in the processes of appointments and promotions or to participate in silence is a problem and unreasonable.

Although the principal participants were in agreement with the dissatisfying role of teacher unions, they still pointed out that it actually took the whole panel and other role players for the process to be conducted fairly and objectively.

It was found that of all the guidelines and policies, training and workshops that were put into place to empower the SGB in running the process correctly, lacked a certain distinctive confidence.

This concern did not have much to do with teacher unions' conduct. It was also found that teacher unions were not the only party to be blamed for the improper implementation of the process but the challenge lay with all the stakeholders present when the processes were conducted.

As can be gathered from the information accumulated, the whole panel does sometimes enter into an agreement with teacher unions and help them to ignore their observer status, if this is how it works then all stakeholders are at fault. And perhaps this agreement is entered into because the different stakeholders have interests in their own candidates.

5.3.2 Political Role

Cooperation between all stakeholders or stakeholder partnership is of paramount importance for the fairness and the objectivity of the process of appointment and promotion.

It is deemed to be the interest of every role player to participate actively in ensuring that teachers are appointed and promoted based on their competency, knowledge and skills. The study has established that teacher unions have been persuading the SGB members to appoint their members regardless of their credentials. Politics has been used as a vehicle for their personal interests. Participants believed that it was an act of tampering with confidential information to see the pressing need of teacher unions to appoint their own members.

This study maintains that teacher unions are about politics which cannot be eliminated. Democracy is about the recognition of difference, therefore it is expected that constituencies during the process of appointment and promotions may differ especially in interests.

The same democracy requires that constituencies should acknowledge the different political positions as in the case of the process of appointment and promotions.

Competing interest is what differentiates the three stakeholders, namely the SGB, principals and teacher unions in doing their duty fairly and objectively. Based on that, there were fundamental problems that arose which led to a power struggle. This finding is in line with what McAdams (1982: 2) who highlights an increased political leverage among political groups. A key element in McAdams's theory is that political instability will clearly lead to power struggle but that does not mean that we should ban politics but we should use it fruitfully. What motivated teacher unions to wage an unceasing battle with the SGB members is their pressing need to support and serve their members regardless of the end results. In this day and age, we hear of phrases such as "poor-performing and under-performing of schools." These phrases are somehow associated with the role of teacher unions.

It is believed that it is in such schools where teacher unions are prevalent that such phrases are used, a matter that is convincingly articulated in the data collection. These accusations are not supported by teacher unions.

In chapter 4, it was shown and confirmed by participants that teacher unions did not only intimidate the interview panel by stating that they would lodge grievances but they also influenced the decisions taken by the interview panel regarding the preferred candidates. Although acknowledged by this study that struggles for power are part and parcel of any society and include all institutions such as schools. It was still viewed as a matter of concern and this has a negative influence on education.

5.3.3 Non-compliance with Educational Policies

It was reported that teacher unions hardly respected the observer status. It was the expectation that they should sit quietly in these meetings because it was apparent according to SASA that they observed the process of appointment and promotion. The study maintains that the problem lies with Educational policies that expect them to do so.

The components interviewed highlighted that schools are forever at the cutting edge with teacher unions in trying to get them to honour their observer status. As much as the teacher unions' argue to say, they only act on agreement; participants are unsettled with their behaviour. Teacher unions' behaviour is regarded in a negative light.

The worrying factor in this is that teacher unions were the partaker in drawing the Educational policies that restricted them from taking an active role in appointing and promoting teachers.

In general, teacher unions' role is far more a concern of the SGB members and schools than it is for the Department of Education and policy makers. Participants were of the notion that the cry for help in that matter had been over emphasised.

The findings of this study emphasised the need for the Department of Education to take action in rectifying the situation that got out of hand far enough. The absence of the Department of Education in taking action may confirm what some participants indicated during the interview.

Participants maintained that the DoE took a hand-off position because they could not see any problem with the conducts of teacher unions. They were alleged that officials from the DoE had been appointed through the same push from unions. The SGB participants confirmed that they were quite capable of conducting the process fairly and objectively. They were confident at the training and workshops given by the DoE, which they pointed out that it was the only support they could receive from the DoE. The research found that appointing and promoting teachers are not a challenge to the SGB members as such, but it is role players such as teacher unions, who cannot keep to their role that is a matter of concern to them.

5.4 FACTORS INFLUENCING THE PROCESS OF APPOINTMENT AND PROMOTION

This is one of the major themes that were presented and discussed in part one of this chapter. It is also one of the main questions of the research. This was identified with the view of investigating the role of teacher unions by looking directly at the factors that are affecting the processes of appointments and promotions.

It was discussed in chapter 2 that the processes of appointments and promotions have not been conducted fairly and objectively. It was also a concern for most participants. Findings regarding such factors are presented below:

5.4.1 Competence of the SGB members

The educational status of the SGB panel emerged strongly from the data presentation as one of the factors influencing the processes of appointments and promotions.

In this study, participants stressed that it is expected that those who are involved with appointing and promoting teachers for senior positions will at least have their literacy in check. The focus however in this respect is based on the SGB's stats of education. Findings in this regard acknowledge that the responsibility entrusted to the SGB members may be rather too much for their competence. The duty to appoint and promote teachers is considered to be very important and could be challenging if persons are not well educated to tackle such task.

Participants considered the Department of Education to assign the duty to persons with a proper knowledge to conduct the process. During the qualitative research The Department of Education indicated that they had not won the battle of taking away the responsibility from the SGB of shortlisting and interviewing of teachers.

5.4.2 Inadequate training of the SGB members

The appointment and promotion process is a daunting process and needs proper skills and knowledge. The DoE is responsible for the training and workshops of the SGB members.

Schools do train their SGB members sometimes to strengthen what has been said at the training. According to teacher union representatives, when schools do that, the principals in particular, find a good chance to make his intention known. Participants maintain that there will be no need for schools to train their own members if the DoE has done its jobs as expected. The DoE is blamed for the inadequate training that is provided to the SGB members. The duration given to the workshops is not sufficient to cover everything. The insufficient training given to the SGB incapacitates them from conducting the process fairly and objectively.

It is anticipated that the SGB members are bound to make mistakes during the process. The realization of this dilemma has made teacher unions to undermine the competence of the SGB and believe that this duty should not be left in the hands of the SGB. Based on the responses from principals, this study reveals that besides the thorough preparation of the SGB, schools are still having a serious problem with teacher unions' conduct during the process.

5.4.3 The role of principals in the appointment and promotion process

The research found out that there is a serious concern with the conflicting roles of principals. Principals have a dual responsibility of being resourceful persons and them being union members. Participants maintained that the principals' loyalty towards their unions could not be determined. According to SASA, principals form part of the panel and assume the role of resourceful persons and representing the DoE.

The Departmental official interviewed pointed out that majority of principals usually champion the process of appointment and promotion by dictating to the panel how the process should be conducted or who should be appointed. In this case, they are blamed of the same conduct as teacher unions.

The perception of the teacher unions' lack of trust in the principals shows that these stakeholders' roles are affecting the fairness and objectivity of the process. The major challenge is the DoE's efforts to make sure that the interest and the involvement of principals in the process is not affecting its credibility.

5.4.4. Negotiated compromises and transparency

In this context, a negotiated compromise was a means by schools, the SGB members in particular, to respond to the undying need of teacher unions to represent their members. Earlier in the study, it was indicated that most SGB participants maintained that the DoE is skirting the issue attending to the constant complaints by schools regarding teacher unions' conduct during the processes of appointments and promotions. The study found that since it is expected that there has to be a stakeholder partnership when dealing with issues of appointment and promotion of teachers, the SGB has sought to give in to the demands of teacher unions by compromising the education of learners.

In a way, the two stakeholders have developed their own transparent direction because of the perceived retaliation by teacher unions. Although this new relationship is developed on the basis of transparency, it is seen as contributing negatively to the smooth-running of the process.

As participants confirmed, it is a way to get to the attention of policy makers, the DoE included to pay attention to the matter.

In the midst of such compromise, the role of teacher unions remains a barrier to the process. Apparently the compromise that the SGB has entered into becomes effective only when union members are appointed.

If the latter is reversed, teacher unions become ill-disciplined and patronise the SGB members. The study revealed that there was conflict between the SGB members and teacher unions on issue of who got the post.

It is obvious that the battle between the two components is perpetuated by their conflicted interests. Their interests make all these three constituencies guilty of compromising the fairness and the objectivity of the process of appointment and promotion, which the Department of Education cannot afford to allow continuing unabated. It is clear that the compromise benefitted teacher unions while on the site of education it had quite a negative impact.

5.5 RECOMMENDATIONS

The objectivity and fairness of the processes of appointments are very crucial and have two significant impacts to it: it ensures that the right teachers are appointed and promoted to senior positions based on their credentials, skills and knowledge. It also ensures that teachers' rights are not infringed. For the process to be conducted effectively and timeously, the involvement of all stakeholders in partnership with one another is recommended. Part of the aims of this study has been to make a contribution towards policy change and to support what is termed quality education.

The following recommendations are made in line with the research findings:

5.5.1 *Recommendation 1: The role of teacher unions in the appointment and promotion process.*

Teacher unions are obliged by the Educational Policy Guidelines such as SASA to respect their observer status. Non-compliance with policy is a serious misconduct and can lead to persons charged and harsh sanctions applied.

- By law, the SGB members are the only group entrusted with the duty and responsibility to appoint and promote teachers. The researcher recommends that sanctions pertaining to not only teacher unions' misconduct but to any stakeholder's misconduct, be of a serious nature;
- Teachers unions cannot be banned from taking part during the processes of appointments and promotions, for alternatives, the researcher recommends that the policy and the law that deals with the processes of appointment and promotion be reviewed to make to incorporate all constituencies by giving them equal duty to appoint and promote teachers.
- As noted earlier in the study, there are too many complaints that schools lodged regarding the role played by teacher unions during the processes and so far a solution has not been found.

- This study has discovered that not only teacher unions are at fault of interfering with the process but all stakeholders such as the SGB and the principal are equally guilty of negative interference. The researcher recommends that an outside body of investigators should be employed to deal with grievances lodged by schools about anyone who goes against the policy, not just teacher unions.
- On a positive note, teacher unions have been making positive and enormous contributions to policy making; it might be wise for policy makers and the Department of Education to revisit the decisions made of obligating teacher unions to be observers only. Teacher unions can make a good contribution if they are given equal responsibility to that of the SGB and have a share duty to appoint and promote teachers.

5.5.2 Recommendation 2: Competence of the SGB members

When decisions were made by policy makers regarding leaving the duty to appoint and promote teachers in the hands of the SGB, their level of competence should have been considered. It is only just recently that the Department of Education found the decision to be challenging and want to alleviate the responsibility of the SGB members. More suggestions in this regard follow next.

- The researcher recommends that there is a need for supervision from the DoE during the processes of appointments and promotions as it is believed that all stakeholders' conduct, particularly the conduct of the principals and teacher unions' representatives are in question when it is only the SGB running the process;
- Departmental Officials should be assigned to schools to facilitate the running of the process but not to champion the process. This will minimise the manipulations and interferences from the stakeholders involved.

5.5.3 Recommendation 3: Inadequate training of the SGB members

It is the duty of the Head of Department of Education to provide training and workshops for the SGB members. The SGB is trained every time there is a vacancy list out and the training happens every year. By policy, the SGB members are not expected to start with the process before they are trained regardless of how often they have attended the course. The duration of the course is obviously a factor. It takes the whole day for the panel to shortlist and interview candidates and considering that the two processes do not run concurrently. The training received by the SGB is done for few hours and it is considered not sufficient to empower the SGB Members.

The researcher recommends that the Department of Education should train the SGB intensively about their duties. It is acknowledged that some SGB members especially those that are in local schools lack the literacy skills to read the policy guidelines issued during the training.

- In the same vein, the researcher further recommends that the SGB must be encouraged to attend Abet schools;
- The training and workshops that are received must be offered in some of the official languages to cater for the SGB members who have English as a language barrier.

5.5.4 Recommendation 4: the role of principals during the processes of appointments and promotions

The presence of principals as resourceful persons is necessary during this process. According to SASA, either the principal or the official from the DoE can be present to assist the SGB with curriculum matters. The representatives of the two components cannot be present at once unless by request from the SGB panel. The presence of the DoE is not always welcomed by teacher unions, while the SGB sees it as security for the process to run smoothly.

The researcher recommends the following:

- The researcher recommends that an external body from Head office should be allowed to run the process in partnership with the SGB parent members only. This will ensure fairness and objectivity because both the SGB parent members and the external body may not know any of the candidates.

5.5.5 Recommendation 5: Negotiated compromises and transparency

The fact that all stakeholders are included in the running of the processes of appointments and promotions is evidence of transparency. It is the competence of the whole panel of interviewers to ensure that they follow the policy guidelines at all times when the process is conducted. Any deviation from it is considered non-compliance to policy and once again the offenders will receive penalties. More recommendations follow:

- The researcher recommends that during the trainings it must be stressed that no schools are allowed to change the content of the policy guidelines. It is mentioned that teacher unions shall be observers only; therefore schools cannot help teacher unions to ignore their observer status by entering into unlawful agreements that are not recognised by the Department of Education and this makes all stakeholders guilty of deviating from the policy;
- The panel needs to exercise continuous oversight on the running of the appointment and promotion process at all times to ensure fairness and objectivity.

5.6 RECOMMENDATION FOR FUTURE STUDIES

This study investigated the role of teacher unions by looking directly at the process of appointment and promotion of teachers. Because of the limitations in the study and the nature of the research, serious challenges pertaining to the processes and the role of teacher unions could not be investigated.

This study discovered that the processes of appointment and promotion are very complex as the different constituencies overlap in their role; this means that they sometimes disagree with one another and sometimes reach consensus as it is indicated in chapter 4. They even enter into agreements and make compromises. This whole point makes the process to be complex.

There is also the issue of power and politics in the committee; it's about who wins or whose voice is best heard. For this reason, the researcher proposes future research on the following topics:

- The inclusion and a full participation of teacher unions in the processes of appointments and promotions of teachers;
- The management of the processes of appointments and promotions by the Department of Education.

5.7 CONCLUSIONS

The South African Schools Act, 84 of 1996, clearly defines the roles and responsibility of both teacher unions and the School Governing Body regarding the conduct of the processes of appointments and promotions. Despite what SASA has stipulated, schools are still experiencing challenges regarding stakeholders' conflicting roles during the rolling out of this process.

These conflicting roles and the overlapping of roles by stakeholders make the whole process of appointment and promotion to be complex, unfair and subjective. Schools are expected to take more responsibility in ensuring that the right teachers are employed to management and leadership position. The expectation of such did not happen in this study due to the unceasing battle between stakeholders regarding the appointments and promotions of teachers.

The Department of Education was seen to be apathetic regarding the constant complaints and challenges experienced by schools. It is the DoE's responsibility to ensure that peace is kept between stakeholders at schools. For the process to run smoothly there is a serious need for all stakeholders to collaborate towards maintaining the goal. The literature reviewed confirms that much effort is needed from all stakeholders involved in the education system.

Although the literature review in chapter 2 regards teacher unions' role to be negative, data collected proves that not only the teacher unions' role is a matter of concern but the interests of all stakeholders involved with the processes of appointments and promotions affect the process. This study is different from what literature stated in a sense that new information regarding the teacher unions' role is discovered, in fact, few participants find teacher unions' presence to be helpful in ensuring fairness and objectivity. Teacher unions do play a negative role but the situation is quite complex.

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APPENDICES

- APPENDIX A: Permission Letter from Head Office/DoE Gauteng
- APPENDIX B: Ethical Clearance Certificate
- APPENDIX C: Informed Consent Letter of the SGB parent members, principals, teacher representatives, teacher unions and Departmental Officials.
- APPENDIX D: Interview Protocols for SGB parent members, principals, teacher representatives, teacher unions and Departmental Official.

APPENDIX A: Permission Letter from Head Office/DoE Gauteng



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no: D2015 / 008

GDE RESEARCH APPROVAL LETTER

Date:	26 May 2014
Validity of Research Approval:	26 May to 3 October 2014
Name of Researcher:	Ramokgokwa N.I.
Address of Researcher:	P.O. Box 2797
	Halfway House
	Midrand
	1685
Telephone Number:	011 310 7335 / 071 575 7764 / 078 409 8744
Email address:	nramokgotswa@gmail.com
Research Topic:	The role of teacher unions in the appointment and promotion of teachers in public schools
Number and type of schools:	ONE Primary and TWO Secondary Schools
District/s/HO	Johannesburg East

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

Makhado
2014/05/27

1

Making education a societal priority

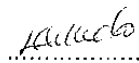
Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards


.....

Dr David Makhado
Director: Education Research and Knowledge Management

DATE: 2014/05/27
.....

Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

APPENDIX B: Ethical Clearance Certificate



RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

DEGREE AND PROJECT

INVESTIGATOR(S)

DEPARTMENT

DATE PROTOCOL APPROVED

DATE CLEARANCE ISSUED

CLEARANCE NUMBER :

EM 14/07/03

MEd

The role of teacher unions in the appointment and promotion of teachers in the public schools

Nozipho Isabel Ramokgotswa

Education Management and Policy Studies

13 October 2014

19 August 2015

Please note:

For Masters applications, ethical clearance is valid for 2 years

For PhD applications, ethical clearance is valid for 3 years.

**CHAIRPERSON OF ETHICS
COMMITTEE**

Prof Liesel Ebersöhn

DATE

19 August 2015

CC

Jeannie Beukes
Liesel Ebersöhn
Prof E Weber
Dr VP Mahlangu

This ethical clearance certificate is issued subject to the following condition:

1. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.
2. The protocol you were granted approval on was implemented.
3. The Ethics Committee of the Faculty of Education does not accept any liability for research misconduct, of whatsoever nature, committed by the researcher(s) in the implementation of the approved protocol.

Please quote the clearance number in all enquiries.

APPENDIX C: Informed Consent Letter of the SGB parent members, principals, teacher representatives, teacher unions and Departmental Officials.



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

30 May 2014

To: The School Governing Body

REQUEST FOR PERMISSION TO CONDUCT AN INTERVIEW WITH YOU

I am a Masters student at the University of Pretoria, Faculty of Education in the Department of Education Management and Policy Studies. I am currently undertaking a research project that is supervised by Dr VP Mahlangu and the Co-supervisor is Prof E. Weber. The project is entitled: **The role of teacher unions in the appointment and promotion of teachers in public schools**. The aim of this study is to gain insight in how the shortlisting and interviewing process is conducted at school and to understand the role played by teacher unions in the process in relation to other stakeholders who are also part of the interview panel.

I would like to conduct an interview with the principal of the school, the School Governing Body parent members, teacher representative and union representative. The interview will last for an hour and thirty minutes and will be audio-taped. As part of the ethical requirements, your anonymity, confidentiality and privacy will be maintained in all the steps of the research including data collection, analysis and reporting process and so the names of participants or the name of the school will not be provided in any publication and public presentation. I do not anticipate any risk by participating in this project and I need to stress that participation in this study is voluntary. Participants can withdraw at any stage during the research process without a penalty. You are free to ask for clarity if the language used during the interview is not clear to you. The results of this project will be used for research report, to complete the dissertation, to write journal articles, to be used in seminars and conferences.

Thank you for your time.

Researcher's signature:

Date: _____

Supervisor's signature:

Date: _____

Your positive consideration to participate in this project will be highly appreciated. If you agree to participate in this study, please sign the letter of consent provided below.

Letter of Consent

Agreement:

I have read, understood and considered the above information which explains your intent, mission, and request for my participation in your research. I voluntarily agree to participate in the research and I have received a copy of this description. I realise that what I say may be quoted and my right to privacy and confidentiality will be respected. I show my willingness to participate by signing in the space provided below.

Participant: _____ Date _____

Researcher: _____ Date: _____

After having been asked to give the researcher permission to use audiotape, I understand that there will be no release of any identifiable material.

I agree to audio at _____ on _____

Signature: _____ Date: _____

I have been told that I have the right to hear the audio tape before it is used. I have decided that I **want to hear the tape/do not want to hear** the tape.

Whom to contact if you have questions about the study:

Supervisor: Dr VP Mahlangu
Office: Room 3-108
Aldoel Building
Groenkloof Campus
University of Pretoria
Telephone: (012) 420 5624
Email: vimbi.mahlangu@up.ac.za

Researcher: Ms NI Ramokgotswa
PO Box 2797
Midrand
1685
Cell: 071 575 7764/ 078 409 8744
Email: nramokgotswa@gmail.com



30 May 2014

Dear : Principal

REQUEST FOR PERMISSION TO CONDUCT AN INTERVIEW WITH YOU

I am a Masters student at the University of Pretoria, Faculty of Education in the Department of Education Management and Policy Studies. I am currently undertaking a research project that is supervised by Dr VP Mahlangu and the Co-supervisor is Prof E. Weber. The project is entitled: **The role of teacher unions in the appointment and promotion of teachers in public schools**. The aim of this study is to gain insight in how the shortlisting and interviewing process is conducted at school and to understand the role played by teacher unions in the process in relation to other stakeholders who are also part of the interview panel.

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Thank you for your time.

Researcher's signature:

Date: _____

Supervisor's signature:

Date _____

Your positive consideration to participate in this project will be highly appreciated. If you agree to participate in this study, please sign the letter of consent provided below.

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Participant: _____ Date _____

Researcher: _____ Date: _____

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UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

30 May 2014

To: Teachers

REQUEST FOR PERMISSION TO CONDUCT AN INTERVIEW WITH YOU

I am a Masters student at the University of Pretoria, Faculty of Education in the Department of Education Management and Policy Studies. I am currently undertaking a research project that is supervised by Dr VP Mahlangu and the Co-supervisor is Prof E. Weber. The project is entitled: **The role of teacher unions in the appointment and promotion of teachers in public schools**. The aim of this study is to gain insight in how the shortlisting and interviewing process is conducted at school and to understand the role played by teacher unions in the process in relation to other stakeholders who are also part of the interview panel.

I would like to conduct an interview with the principal of the school, the School Governing Body parent members, teacher representative and union representative. The interview will last for an hour and thirty minutes and will be audio-taped. As part of the ethical requirements, your anonymity, confidentiality and privacy will be maintained in all the steps of the research including data collection, analysis and reporting process and so the names of participants or the name of the school will not be provided in any publication and public presentation. I do not anticipate any risk by participating in this project and I need to stress that participation in this study is voluntary. Participants can withdraw at any stage during the research process without a penalty. You are free to ask for clarity if the language used during the interview is not clear to you. The results of this project will be used for research report, to complete the dissertation, to write journal articles, to be used in seminars and conferences.

Thank you for your time.

Researcher's signature:

Date: _____

Supervisor's signature:

Date _____

Your positive consideration to participate in this project will be highly appreciated. If you agree to participate in this study, please sign the letter of consent provided below.

Letter of Consent

Agreement:

I have read, understood and considered the above information which explains your intent, mission, and request for my participation in your research. I voluntarily agree to participate in the research and I have received a copy of this description. I realise that what I say may be quoted and my right to privacy and confidentiality will be respected. I show my willingness to participate by signing in the space provided below.

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Researcher: Ms NI Ramokgotswa
PO Box 2797
Midrand
1685
Cell: 071 575 7764/ 078 409 8744
Email: nramokgotswa@gmail.com



30 May 2014

To: Teacher Unions

REQUEST FOR PERMISSION TO CONDUCT AN INTERVIEW WITH YOU

I am a Masters student at the University of Pretoria, Faculty of Education in the Department of Education Management and Policy Studies. I am currently undertaking a research project that is supervised by Dr VP Mahlangu and the Co-supervisor is Prof E. Weber. The project is entitled: **The role of teacher unions in the appointment and promotion of teachers in public schools**. The aim of this study is to gain insight in how the shortlisting and interviewing process is conducted at school and to understand the role played by teacher unions in the process in relation to other stakeholders who are also part of the interview panel.

I would like to conduct an interview with the principal of the school, the School Governing Body parent members, teacher representative and union representative. The interview will last for an hour and thirty minutes and will be audio-taped. As part of the ethical requirements, your anonymity, confidentiality and privacy will be maintained in all the steps of the research including data collection, analysis and reporting process and so the names of participants or the name of the school will not be provided in any publication and public presentation. I do not anticipate any risk by participating in this project and I need to stress that participation in this study is voluntary. Participants can withdraw at any stage during the research process without a penalty. You are free to ask for clarity if the language used during the interview is not clear to you. The results of this project will be used for research report, to complete the dissertation, to write journal articles, to be used in seminars and conferences.

Thank you for your time.

Researcher's signature:

Date: _____

Supervisor's signature:

Date _____

Your positive consideration to participate in this project will be highly appreciated. If you agree to participate in this study, please sign the letter of consent provided below.

Letter of Consent

Agreement:

I have read, understood and considered the above information which explains your intent, mission, and request for my participation in your research. I voluntarily agree to participate in the research and I have received a copy of this description. I realise that what I say may be quoted and my right to privacy and confidentiality will be respected. I show my willingness to participate by signing in the space provided below.

Participant: _____ Date _____

Researcher: _____ Date: _____

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UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

30 May 2014

To: District Director

REQUEST FOR PERMISSION TO CONDUCT AN INTERVIEW WITH YOU

I am a Masters student at the University of Pretoria, Faculty of Education in the Department of Education Management and Policy Studies. I am currently undertaking a research project that is supervised by Dr VP Mahlangu and the Co-supervisor is Prof E. Weber. The project is entitled: **The role of teacher unions in the appointment and promotion of teachers in public schools**. The aim of this study is to gain insight in how the shortlisting and interviewing process is conducted at school and to understand the role played by teacher unions in the process in relation to other stakeholders who are also part of the interview panel.

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Thank you for your time.

Researcher's signature:

Date: _____

Supervisor's signature:

Date _____

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APPENDIX D: Interview Protocols for SGB parent members, principals, teacher representatives, teacher unions and Departmental Official.



INTERVIEWING PROCESS FOR THE SCHOOL GOVERNING BODY

TITLE:

The role of teacher unions in the appointment and promotion of teachers in public schools.

1. How long have you been an SGB member at school?
2. What kind of preparation did you receive after you became an SGB member?
3. How prepared were you about fulfilling your responsibility as one of the panel member?
4. Which area do you think you need development in at present?
5. What does your principal do to support /assist you in the performing the role of being a panelist?
6. Where do you think the role of each member of the panel can improve in conducting the shortlisting and interviewing process?
7. Do you understand the importance of your role as a parent member in the shortlisting and interviewing process and where do you think you need help in this process?
8. Do you find your responsibility as a parent member in the process of shortlisting and interviewing process challenging and why?



INTERVIEW PROTOCOL FOR PRINCIPALS

TITLE:

The role of teacher unions in the appointment and promotion of teachers in public schools.

1. How long have you been a principal?
2. What kind of preparation have your School Governing Body received?
3. How prepared do you think your SGB parent members are to fulfill their responsibility of shortlisting and interviewing applicants for promotional posts?
4. What kind of development do you think your SGB members including teacher members need at present?
5. In your opinion, to what extent do the SGB members look for other opportunities that will help them to learn more about taking a role as a panelist in the shortlisting and interviewing process?
6. What have you done to provide leadership to the SGB members to ensure a smooth running of the shortlisting and interviewing process?
7. What would you say are the challenges your SGB members face in providing leadership in successfully conducting the shortlisting and interviewing process?
8. Is there anything you would like to add regarding the responsibility placed to the SGB members of your school?



INTERVIEW PROTOCOL FOR TEACHER REPRESENTATIVES

TITLE:

The role of teacher unions in the appointment and promotion of teachers in public schools.

1. How did you become a teacher representative in the Governing Body?
2. Do you understand the importance of your role as an SGB member and the panel member in the shortlisting and interviewing process ?
3. How prepared are you to fulfill your role as a panelist in the shortlisting and interviewing process?
4. What kind of professional development did you receive to help you take your responsibility as a panel member?
5. What do you understand about the role and responsibility of each member of the panel in the process of shortlisting and interviewing?
6. What would you say are the challenges you face with regard to taking your responsibility as a panelist in the shortlisting and interviewing process?



INTERVIEWING PROTOCOL FOR UNION REPRESENTATIVES

TITLE:

The role of teacher unions in the appointment and promotion of teachers in public schools.

1. What kind of preparation have you received at school to help you play this role successfully?
2. Explain briefly your understanding of your role as a union representative and as an observer during the shortlisting and the interviewing process?
3. How prepared are you to fulfill your role as a union representative in the shortlisting and interviewing process?
4. What kind of professional development did you receive to help you take your responsibility as a union representative in the shortlisting and the interviewing process?
5. What do you understand about the role and responsibility of each member of the panel in the process of shortlisting and interviewing?
6. What would you say are the challenges the panel members face with regard to taking their responsibility as a panelist in the shortlisting and interviewing process?



THE ROLE OF TEACHER UNIONS IN THE APPOINTMENT AND PROMOTION OF TEACHERS IN PUBLIC SCHOOLS.

INTERVIEWING PROTOCOL FOR DEPARTMENTAL OFFICIALS

1. Please describe your profession or your line of work.
2. What does your job entails?
3. How many times have you dealt with grievance regarding promotional posts?
4. What processes is followed with regards to dealing with grievance?
5. Does some of the queries concern the inappropriate behavior/involvement of teacher unions during the shortlisting and interviewing process?
6. What is the role of teacher unions in the process of appointment and promotions?
7. What kind of training does the Department of Education give to the School Governing Body with regard to their role as panel members during the shortlisting and interviewing process?
8. The School Governing Body /the panel members are responsible for shortlisting possible candidates and interviewing them, and later make recommendation to the Department of Education, how would you explain your role or the role of the Department of Education thereof?

9. If you were to change the way the process of shortlisting and interviewing are conducted, what would you like to change?
10. In your opinion, do you think it is right that the School Governing Body possess the powers to make recommendation for possible candidates taking their level of education into consideration?
11. How prepared do you think the School Governing Body members are to fulfill their role as panelist in the shortlisting and interviewing process?
12. What do you understand about the role and responsibility of each member of the panel in the process of shortlisting and interviewing?
13. In your opinion, would it be right for the Department of Education to appoint an independent panel to take away the responsibility given to the School Governing Body for conducting the shortlisting and interviewing process?
14. From your experience as an official from the Department of Education, do you think teacher unions have an influence during the process of shortlisting and interviewing process?
15. At what level are teacher unions involved in the making of educational policies?
16. In your view, to what extent does the educational policies addresses appointment and promotional process?
17. Teacher unions have done well by being involved with the educational policies in Somewhat do you think could be the challenges in the Educational policies in relation to the appointment and promotional process/
18. Teacher unions have been accused with an inappropriate involvement by ignoring their observer status, which may actually lead to the infringement of educators rights if it goes unchecked? At what level do you agree or disagree with the statement and why?
19. The filling and appointment of teachers for promotional posts in Gauteng has been marked by controversy despite regulatory measures in the form of circulars and policies, what is your opinion on this?
20. Teacher unions are often seen as the principal contributors in the challenges that are experienced by schools during the appointment and