

DECLARATION

THE ROLE OF THE EDUCATORS' UNIONS IN LUVUVHU CIRCUIT

by

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SUPERVISOR : Dr N.B Sadiki

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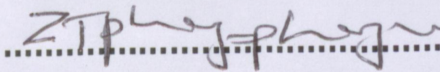
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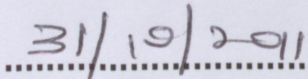
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DECLARATION

I **ZWIITANI TERAH PHANGUPHANGU**, hereby declare that this research for the Masters of Education in Education Management at the University of Venda submitted by me, has not been submitted previously for a degree at this university or any other university. That it is my original work and that all references contained therein has been acknowledged.



PHANGUPHANGU Z.T



DATE

DEDICATION

This research is dedicated to my father Mr Harry Mafangambiti Khomola who laboured hard for my schooling and my husband Patric David who encouraged and supported me when I needed support the most.

I also dedicate my research to my three lovely children, Mulalo, Tshimangadzo and Rudzani who encouraged me a lot to complete this study.

ACKNOWLEDGEMENT

PAGE

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Dedication

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- Ms Musandiwa Mathivha as well as my colleagues for their generous support and understanding.
- Ms B. Mudau for typing my work.
- My task would be incomplete if I fail to thank all the school principals, educators and the chair persons of the three unions within Luvuvhu Circuit (South African Democratic Teachers Unions, National Professional Teachers Organisation of South Africa and Suid Afrikaanse Onderwyser Unie) who were available for questionnaires.
- Finally I feel wholeheartedly indebted to the Almighty God who gave me strength, guidance and insight to complete the study.

TABLE OF CONTENT

	PAGE
Abstract	i
Declaration	ii
Dedication	iii
Acknowledgements	iv
CHAPTER ONE	
1.1 Introduction	1
1.2 Statement of the problem	2
1.3 Research questions	3
1.4 Aims of the study	4
1.5 Significance of the study	4
1.6 Delimitation of the study	4
1.7 Research methodology	5
1.7.1 Research design	5
1.7.2 Research methodology	5
1.7.3 Instrument of research	6
1.7.4 Data analysis and interpretation	6
1.7.5 Validity and reliability	6
1.8 Review of preliminary literature	7
1.9 Clarification of the concepts	7
1.9.1 Unions	7
1.9.2 Role	8
1.9.3 Influence	8
1.9.4 Luvuvhu circuit	8
1.10 Chapter division	8
CHAPTER TWO	
2.1 Introduction	10

2.2	The concept educator unions	10
2.3	History of educators' unions	12
2.4	Difference between association and unions	12
2.5	The 19 th century unionism	24
2.6	Unions during the 20 th century	14
2.7	Impact of unions	16
2.8	Diversity of international unions	17
2.9	Historical development of South African Democratic Teachers Union (SADTU)	19
2.9.1	The aim of SADTU	20
2.9.2	The objectives	20
2.10	The role and significance of SADTU	23
2.11	Historical development of National Professional Teachers Organisation of South Africa (NAPTOSA)	24
2.11.1	Aims of NAPTOSA	25
2.11.2	Objectives of NAPTOSA	25
2.11.3	NAPTOSA principles	38
2.12	Historical development of Professional Educators Union (PEU)..	28
2.12.1	Aims of PEU	29
2.12.2	Objectives of PEU	30
2.12.3	The principle of PEU	31
2.13	The involvement of the unions in education policy and social change	32
2.13.1	The case of SASA	34
2.13.2	The curriculum development process	36
2.14	Historical development of the unions in the development countries	38
2.14.1	Australian Education Union (AEU)	38
2.14.2	Queensland Teachers Union	39
2.14.3	American Federation of Teachers	40

2.15	The teachers' union of a developing country	41
2.15.1	The aims of the union in Zimbabwe	41
2.15.2	The objectives of the union in Zimbabwe	41
2.16	Collective bargaining and the bargaining councils by union members	42
2.17	The role of unions	43
2.18	How many unions and employers organise themselves?	44
2.19	Are parties allowed to choose with whom they associate?	45
2.20	A bargaining council?	46
2.21	Union to tackle educator absenteeism	47
2.22	Conclusion	47
CHAPTER THREE		
3.1	Introduction	49
3.2	Research design	49
3.3	Research methodology	50
3.3.1	Population	50
3.3.2	Instrumentation of research	50
3.3.3	Data analysis and interpretation	51
3.3.4	Validity and reliability	51
3.4	Ethical consideration	51
3.4.1	The right to remain anonymous	51
3.4.2	The right to privacy	52
3.5	Conclusion	52
CHAPTER FOUR		
4.1	Introduction	53
4.2	Data analysis obtained through questionnaires from SADTU, PEU and NAPTOSA, school managers, educators and chairpersons of the unions	53

4.3	Method of presentation	54
CHAPTER FIVE		
5.1	Introduction	78
5.2	Findings	80
5.3	Recommendations for further research	82
5.4	Conclusion	82
	Bibliography	84
	Appendix A	86
	Appendix B : Permission to collect research data in schools within Luvuvhu circuit – LDoE	106
	Appendix C : Request to collect research data in schools in Luvuvhu circuit – School of Education	107
	Table 4.10 : Contributions towards development	60
	Table 4.11 : Power for educators	61
	Table 4.12 : Age for educators	61
	Table 4.13 : Academic qualification for educators	62
	Table 4.14 : Professional qualification for educators	63
	Table 4.15 : Teaching experience for educators	64
	Table 4.16 : Duration of educators as members of the union	65
	Table 4.17 : Involvement by unions in the responsibilities of the educators	65
	Table 4.18 : Involvement by unions in the contract of the educators	66
	Table 4.19 : Assistance given to educators in the lesson planning by unions	66
	Table 4.20 : Assisting with cultural activities at schools by unions	67
	Table 4.21 : Assisting educators during interviews by unions	67
	Table 4.22 : Assisting educators during their misconduct trials by unions	68
	Table 4.23 : Assisting educators with HIV/AIDS by unions	68

TABLE OF CONTENT

	PAGE
LIST OF TABLES	
	PAGE
Table 4.1 : Gender for school managers	55
Table 4.2 : Age for school managers	55
Table 4.3 : Academic qualification for school managers	56
Table 4.4 : Professional qualification for school managers	56
Table 4.5 : Teaching experience for school managers	57
Table 4.6 : Contribution by school managers	58
Table 4.7 : School managers' influence	58
Table 4.8 : Attending meetings during school hours	59
Table 4.9 : Professional activities performed	59
Table 4.10 : Contribution towards development	60
Table 4.11 : Gender for educators	61
Table 4.12 : Age for educators	61
Table 4.13 : Academic qualification for educators	62
Table 4.14 : Professional qualification for educators	63
Table 4.15 : Teaching experience for educators	64
Table 4.16 : Duration of educators as members of the union	65
Table 4.17 : Involvement by unions in the responsibilities of the educators	65
Table 4.18 : Involvement by unions in the contract of the educators...	66
Table 4.19 : Assistance given to educators in the lesson planning by unions	66
Table 4.20 : Assisting with cultural activities at schools by unions	67
Table 4.21 : Assisting educators during interviews by unions	67
Table 4.22 : Assisting educators during their misconduct trials by unions	68
Table 4.23 : Assisting educators with HIV/AIDS by unions	68

Table 4.24 : Assisting educators in self-development	69
Table 4.25 : Gender for chairperson of the unions	70
Table 4.26 : Age for chairperson of the unions	70
Table 4.27 : Academic qualifications for chairperson of the unions	71
Table 4.28 : Professional qualification for chairperson of the unions....	72
Table 4.29 : Positions held by chairperson of the unions	73
Table 4.30 : Chairperson's teaching experience	74
Table 4.31 : Period as being union members	74
Table 4.32 : Period as being chairperson of the unions	75
Table 4.33 : How the chairperson have been elected?	75
Table 4.34 : Are Unions assisting in eradicating discrimination?	76
Table 4.35 : Chairperson's opinion on how best the unions are	76
Table 4.36 : Leadership possessed by chairpersons of the union	77

According to Dole (1962:6), unions have a negative influence on the education system as they deny school choice to parents and opportunity to the learners of different institutions.

South African Teachers Unions are currently enjoying a much closer relationship with government than with educators before 1994, that is, they are currently represented in joint policy making forums such as the Education Labour Relations Council (ELRC), the South African Council for Educators (SACE) and the Public Service Coordinating Bargaining Council (PSCBC) (Munira, 1993:40).

Amongst the issues that are related to employment, some of the union members serve as a political machine for political parties during elections, for example in the form of positions in the governing body. They concentrate much on political matters and pay less attention to their professional work (Munira, 1993:40). Importantly, educator union members in schools have no good relationship amongst themselves, even within the same school, their relationship is not be conducive to the development of learners. As regards teacher

CHAPTER 1

BACKGROUND OF THE PROBLEM OF RESEARCH STUDY

1.1 INTRODUCTION

The growth of educator unions and the restructuring of the powers of the unions is becoming a challenging issue in the Republic of South Africa. During apartheid era, there was no freedom of choice, since unions were limited and some were totally banished. Currently South Africa is a democratic country, where everyone is equal before the law and has the right to equal protection and benefit of the law.

According to Dole (1962:6), unions have a negative influence on the education system as they deny school choice to parents and opportunity to the learners of different institutions.

South African Teachers Unions are currently enjoying a much closer relationship with government than with educators before 1994, that is, they are currently represented in joint policy making forums such as the Education Labour Relations Council (ELRC), the South African Council for Educators (SACE) and the Public Service Coordinating Bargaining Council (PSCBC) (Murillo, 1999:40).

Looking at the issues that are related to employment, some of the union members serve as a political machine for political parties during elections, for rewards in the form of positions in the governing body. They concentrate much on political matters and pay less attention to their professional work (Murillo, 1999:40). Importantly, educator union members in schools have no good relationship amongst themselves, even within the same school, their relationship is not be conducive to the development of learners. As regards teacher

workloads, educator unions do not take care whether educators are teaching overcrowded classes or cope with a class of 50 learners or more. Learners in most schools are overcrowded in classes in such a way that educators find it difficult to teach them as they are. Moreover, in terms of issues related to educator development or skill development Unions are not doing enough to influence the educators to study or to improve their qualifications for the benefit of the learners.

Leadership within the respective unions do not encourage educators' self- In terms of gender issues, there is no balance in executive positions amongst most unions members since males are dominating in most of the leading positions even if female are in the majority. This statement is supported by Parker (1993:70) who indicated that about 66 percent of educators in the teaching are females, but even though females are still marginalised as their numbers in leadership positions remain small at the National Executive Committee level (Unterhater, 1998:66). their professional responsibilities.

Formerly, teacher organisations use to encourage schools to take part in extra-curricular activities where they affiliated in different sporting codes. They were committed to train and develop learners' talent even during weekends. Apparently, union members are no longer interested to develop learners in extra-curricular activities on Saturdays. Unions are failing to unite their members to revive these activities. Item 1.1. concentrated on the background to the problem of the study. The next item focused on the statement of the problem.

1.2 STATEMENT OF THE PROBLEM the unions in Luvuvhu Circuit and how

Since the introduction of 'Educator Unions' in different circuits in South Africa (Luvuvhu Circuit inclusive), schools are faced with challenges as there is no good working relationship between members of these unions namely South Democratic Union (SADTU), National Professional Teachers Organisation of South

Africa (NAPTOSA) and Suid Afrikaanse Onderwyser Unie (SAOU). Lack of these relationships is also common amongst teachers with different membership within a particular school, which also affect their professional responsibilities. Because of the disputes amongst union members, educators are no longer motivated to do extra-curricular activities such as sports, and these deprive the learners' talents.

Leadership within the respective unions do not encourage educator's self-development since most of the educators do not improve their qualifications. Further, there is also no gender balance in leadership positions since females are in the minority in the executive committees.

Importantly some members in these leadership positions concentrate much on party-politics as a way of pursuing management post at municipality councils or provincial legislature, while undermining their professional responsibilities.

To address the above mentioned problems researcher used the following questions.

1.3 RESEARCH QUESTIONS

The following questions were used to address the above-mentioned problems and assist the researcher to obtain the research questions.

- Why are there differences between the unions in Luvuvhu Circuit and how does these affect the teaching profession?
- Why are there still imbalances in leadership positions of union members?
- What strategies are the School Management Teams (SMTs) initiating to stop these differences in order to improve the culture of teaching and learning?

- 1.7 • What are schools doing to overcome the challenges?

1.4 AIMS OF THE STUDY

The aims of the study include the following:

- To investigate the relationship between members of the different unions at schools.
- To determine the relationship of union members and their professional activities.
- To examine gender balance in leadership positions among union members.
- To explore strategies maintained by the School Management Team (SMT) in eliminating the differences amongst union members and to promote the culture of learning.
- To determine how schools overcome the challenges of the members of the union.

1.5 SIGNIFICANCE OF THE STUDY

The significance of this research is that it will serve as a source reference of the University of Venda library, furthermore, this research will be of significance for students as a source of reference, and lastly this research will be used by prospective researchers who will advance on what I have already researched.

1.6 DELIMITATION OF THE STUDY

- The study will be conducted in Luvuvhu Circuit in both primary and secondary schools. It will focus on the managers and educators who affiliated in the respective unions (SADTU, NAPTOSA and SAOU).

1.7 RESEARCH DESIGN AND METHODOLOGY

1.7.1 Research Design

In this study, research design used is quantitative.

Quantitative research captures and discovers meanings once the researchers become immersed in the data (De Vos, 2001:142-243). Quantitative research is based on positivism which takes scientific explanation to be homothetic that is based on universal laws (these are the same laws used in each and every country in the universe). Its main aims are to objectively measure the social world, to test and to predict and control human behaviour.

- Observations are systematically undertaken in a standardized manner.
- Data are represented by means of exact figures gained from precise measurement, and the research design is standardised according to a fixed procedure and can be replicated.
- Data analysis is undertaken by means of standardized statistical procedures whereas this approach is homothetic, this means that it aims to objectively measure the social world, to test hypothesis and to predict and control human behaviour (De Vos, 2001:142-243).

1.7.2 Research Methodology

The Research Methodology comprised of the following:

1.7.2.1 Population

The population for this research comprised 30 primary and secondary schools; 30 school managers; 3 unions chairpersons of SADTU, NAPTOSA and SAOU and

1200 educators whose membership were as follows: approximately 900 SADTU members, 180 NAPTOSA and 120 SAOU). Researcher used systematic sampling whereby multiples of 10 were used in sampling schools 30 schools and 30 managers resulting in a sample of 10 each. For the three different unions the multiple of 90 was used in sampling 900 SADTU members resulting in a sample of 10 members. For NAPTOSA a multiple of 18 was used in sampling 180 members and a multiple of 12 was used to sampling SAOU members resulting in a sample of 10 members. The total sample was 10 school and 30 educators whose total was 40 (McMillan & Schumacher, 1993:161; Kerlinger, 1986:1098).

1.7.3 Instrument of Research

The questionnaire was used for data collection. Researcher designed the questionnaires, and personally distributed them to sampled managers, chairpersons of unions and educators. Respondents were given a week to complete and thereafter researcher personally collected them (Snyman, 1984:83).

1.7.4 Data Analysis and Interpretation

Researcher used statistics to analyse the data, whereby results of responses and frequencies were in percentages.

1.7.5 Validity and Reliability

Validity refers to the judgement of the appropriateness of a measure for specific inferences or decisions that result from the scores that are generated. In other words, validity is a situation – specific concept; validity is dependent on the purpose, population and situational factors in which measurement takes place, whereas reliability refers to the consistency of measurement, the extent to which

the results are similar over different forms of the same instrument or occasions of data collection.

Influence in this study is to have an effect on something. In this study unions

1.8 REVIEW OF PRELIMINARY LITERATURE

- The review of literature presents what is known about the problem from theoretical discussions and prior research, thus providing unintentional duplication. The review of literature concludes with a discussion of the knowledge to date of the problem and offers the researcher understanding and insights necessary for the development of a logical framework into which the problem fits (Gay, 1992:38; McMillan & Schumacher, 2006:462). Other related literatures, researchers and journals will be used for the purpose of this study.

The research project consists of five chapters.

1.9 CLARIFICATION OF THE CONCEPTS

Chapter 1

1.9.1 Unions

with a brief reflection of the background of the study, introduction, statement of the problem, aims of the study, research questions,

In this study the term union means the associations formed by people with a common interest or purposes, especially a trade union. In this study are SADTU, PEU and NAPOSOSA.

Chapter 2

1.9.2 Role

will consist of the literature study. The chapter includes the introduction, factors which play a role in this study, such as establishment of the

In this study a role played by a union is a part played by a union in the educational system.

Chapter 3

Chapter 3 focuses on the methodology of the study. The method include the quantitative research method which include the following methodologies,

1.9.3 Influence

Influence in this study is to have an affection on something: In this study unions have an influence on educational system.

1.9.4 Luvuvhu Circuit

A circuit in this study means an institution used to administer the schools. The head of the circuit is the Circuit Manager. Luvuvhu Circuit is found in Thohoyandou area. There are thirty three school in Luvuvhu Circuit.

1.10 CHAPTER DIVISION

The research project consists of five chapters.

Chapter 1

Chapter 1 deals with a brief reflection of the background of the study, introduction, statement of the problem, aims of the study, research questions, research methodology, delimitation of the study, explanation of the concepts, review of preliminary literature and chapter division.

Chapter 2

This chapter will consist of the literature study. The chapter includes the introduction, factors which play a role in this study, such as establishment of the unions, schools managers and schools governing bodies towards educators affiliated in the unions.

Chapter 3

Chapter 3 focuses on the methodology of the study. The method include the quantitative research method which include the following methodologies,

research approach, respondents, sampling research, sample and sampling procedures, instruments and ethical consideration.

LITERATURE REVIEW

Chapter 4

This chapter will deal with data analysis and interpretation of the information gathered from the respondents in order to obtain reasonable coverage from respondents with various prospective, self-interests and attitude.

Chapter 5

Chapter 5 will present summary, recommendations and conclusion.

1.2 THE CONCEPT EDUCATOR UNIONS

An educator union is an organisation of educators. The union, through its leadership, bargains with the employer on behalf of union members and negotiates labour contracts with employers. This may include the negotiation of wages, work rules, complaint procedures, rules governing hiring, firing and promotion of workers, benefits, workplace safety and policies. The agreements negotiated by the union leaders are binding on the members and the employer and in some cases on other non-member workers. For all the public sectors, the sector's research has examined the role of educators unions in promoting or

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter discussed the background and the orientation of the research. This chapter reviews the literature on the influence of the unions on the education system. The following topics were discussed: What is a union? History of educators; origins and early history of the unions; the 19th century unionism; unions today; impact of unions; diversity of international unions; historical development of the unions found in Luvuvhu (i.e. South African Democratic Teachers' Union (SADTU), Professional Educators Union (PEU) and National Professional Teachers Organisation of South Africa (NAPTOSA)); aims; principles and objectives; historical development of the unions in developed countries like Australia and the United States of America; the aims and objectives of unions under a developing country like Zimbabwe; the role of unions in education and social change; Collective Bargaining; and lastly the role of unions to its members in an organisation.

2.2 THE CONCEPT EDUCATOR UNIONS

An educator union is an organisation of educators. The union, through its leadership, bargains with the employer on behalf of union members and negotiates labour contracts with employers. This may include the negotiation of wages, work rules, complaint procedures, rules governing hiring, firing and promotion of workers, benefits, workplace safety and policies. The agreements negotiated by the union leaders are binding on the members and the employer and in some cases on other non-member workers. For all the public sectors, little serious research has examined the role of educators unions in promoting or

hindering educational reform. Yet, the unions are increasingly using collective bargaining to influence the course of school reform (<http://www.brookings.edu/evens/2000/0411education.aspt>).

2.3 HISTORY OF EDUCATORS' UNIONS

Other people made some disparaging remarks about teacher unions. Their comments included the assertion that our schools have become unionised in the worst possible way. This union and lifetime employment of K-12 teachers is off-the-charts crazy. Educator unions say that they can prevent principals and other management from making the best decisions for schools. Others, however, contend that educator unions protect educator' right and in that way effect positive change in the education community (<http://www.edutopia.org/do-teacher-unions-promote-education-reform>).

Most unions claim a right of exclusivity. The union has the authority to determine who may be a member of the union and who may not (<http://www.edutopia.org/do-teacher-unions-promote-education-reform>). Most unions assert a right to mandate that only its members, and no others, may be permitted to work at certain jobs. Furthermore, the union contract is exclusive with regard to the employee. An employee is generally not permitted to seek out the services of another labour union or hire another competing labour union even if he or she is dissatisfied with the performance of the current labour union.

2.4 DEPENDENCE BETWEEN ASSOCIATION AND UNIONS

These organisations may comprise individual workers, professionals, past workers, or the unemployed. The most common, but by no means the only purpose of these organisations is maintaining or improving the conditions of their employment. Aside from not keeping their members informed as to how many staff there are, and that their salaries and benefits exceed the wildest dreams of most classroom educators, a major purpose of union staff, as with any membership organization, is to keep the members as dependent upon them as

they can union (<http://www.adti.net/education/govUnionRevteacherunions-dkirkpatrik00.html>).

2.3 HISTORY OF EDUCATORS' UNIONS

The existence of Unions in the Western society, more especially in Britain could be traced from eighteenth century. Britain witnessed a transformation from an agrarian culture with craft-based production to a culture shaped by the first industrial revolution. Some of the changes brought on by this new order, such as new work methods and downward pressure on traditional wage structures, sparked rising alarm in the crafts and guilds of the time, who feared encroachment on their established jobs (<http://teachersunionexposed.com/video-release.cfm>).

However, the rapid expansion of the industrial society was to draw women, children, rural workers and immigrants to the work force in large numbers and in to new roles. Unskilled and semi-skilled labourers spontaneously organized themselves in fits and starts in the beginning, and would later be an important arena for the development of trade unions (<http://teachersunionexposed.com/video-release.cfm>).

2.4 DIFFERENCE BETWEEN ASSOCIATION AND UNIONS

The unions have sometimes been seen as successors to the guilds of medieval Europe, though the relationship between the two is disputed. Medieval guilds existed to protect and enhance their members' livelihoods through controlling the instructional capital of artisanship and the progression of members from apprentice to craftsman, journeyman, and eventually to master and grandmaster of their craft. They also facilitated mobility by providing accommodation for guild members traveling in search of work. Guilds exhibited some aspects of the

modern trade union, but also some aspects of professional associations and modern corporations. The unions fight tooth and nail against any meaningful change to their comfortable status quo while students and tax payers pay the price. After decades of denial, there is a growing realization around the country that educator unions defense of the status quo cannot continue.

Additionally, guilds, like some craft unions today, were highly restrictive in their membership and included only artisans who practised a specific trade. Many modern labour unions tend to be expansionistic, and frequently seek to incorporate widely disparate kinds of workers to increase the leverage of the union as a whole. A contemporary labour union might include workers from only one trade or craft, or might combine several or all the workers in one company or industry (<http://teachersunionexposed.com/video-release.cfm>).

According to Sidney and Beatrice Webb (1894), a Union is a continuous association of wage earners for the purpose of maintaining or improving the conditions of their employment.

According to Bob James (2001) unions are part of a broader movement of benefit societies, which includes medieval guilds, freemasons, odd fellows, friendly societies, and other fraternal organisations.

As Smith (1999) noted when workers combine, masters never cease to call aloud for the assistance of the civil magistrate. This shows us that unions were illegal for many years in most countries, and there were severe penalties including disciplinary hearings for attempting to organise unions. Despite this, unions were formed and began to acquire political power, eventually resulting in a body of labour law that not only legalised organising efforts, but codified a thorough relationship between employers and those employees organised into unions.

According to Article 23 and 23 subsection 2 of the Universal Declaration of Human Rights (UDHR), no one is forced to join an association (<http://teachersunionexposed.com/video-release.cfm>).

2.5 THE 19TH CENTURY UNIONISM

The Knights of Labour was founded in the United States in 1869. Over 700 000 workers joined the Knights. They opposed child labour and demanded the eight-hour day. They hoped their union would give workers a proper share of the wealth they create, more free time and lastly more benefits of society. The other thing which they did was to set up companies owned by the workers themselves. This union was against strike action but some of its members went on strike in 1884 when the railroad cut wages (<http://teachersunionexposed.com/video-release.cfm>).

Samuel Gompers founded The American Federation of Labour in 1904. The union had a membership of over 1,4 million nation wide. In France, Germany and other European countries, socialist parties and anarchists played a prominent role in forming and building up educators' unions, especially from the 1870s onwards. Big labour unions have destroyed countless American industries and educators unions are bankrupting American Education. Educators union protect bad and incompetent teachers, and block school reform efforts (<http://teachersunionexposed.com/video-release.cfm>).

2.6 UNIONS DURING THE 20TH CENTURY

Unions may organise a particular section of skilled workers (craft unionism), a cross-section of workers from various trades, or attempt to organise all workers within a particular industry. These unions are often divided into locals and united in national federations. These federations, themselves will affiliate with

internationals, such as the International Trade Union Confederation. Unions have some reforms which they opposed for many years, such as alternative certification, binding arbitration, career ladders, master teachers, merit pay, part-time staff and year-round schools (<http://www.adti.net/education/govUnionRev-teacherunions-dkirkpatrick00.html>).

2.7 IMPACT OF UNIONS

In many countries, a union may acquire the status of a juristic person (an artificial legal entity), with a mandate to negotiate with employers for the workers it represents. In such cases, unions have certain legal rights, most importantly the right to engage in collective bargaining with the employer (or employers) over wages, working hours, and other terms and conditions of employment. The inability of the parties to reach an agreement may lead to industrial action, culminating in either strike action or management lockout, or binding arbitration. However, sometimes violent or illegal activities may develop around these events.

Unions may also engage in broader political or social struggle. Social Unionism encompasses many unions that use their organisational strength to advocate for social policies and legislation favourable to their members or to workers in general. Unions in some countries are closely aligned with political parties.

Unions are also delineated by the service model and the organising model. The service model union focuses more on maintaining worker rights, providing services, and resolving disputes. Alternately, the organising model typically involves full-time union organisers, who work by building up confidence, strong networks, and leaders within the workforce, and confrontational campaigns involving large numbers of union members. Many unions are a blend of these two philosophies, and the definitions of the models themselves are still debated. There is no disputing that America's educators unions in particular, the National Education Association and the American Federation of Teachers are the most

organised and powerful voices in education politics. There are groups of people that care more deeply about public schools but they lack the coordination and were resources that educators unions have at their disposal (<http://teachersunionexposed.com/worst-nominate.cfm>).

2.7 IMPACT OF UNIONS

Proponents often credit unions with leading the labour movement in the early 20th century, which generally sought to end child labour practices, improve worker safety, increase wages for both union and non-union workers, raise the entire society's standard of living, reduce the weekly hours in a work, provide public education for children, and bring a host of other benefits to working class families. The one thing which unions oppose is charter schools. Despite other reforms they ostensibly favour site-based management and, in particular, teacher autonomy, the last thing they really want was for teachers to be individually autonomous, to be professional and work directly with those they serve as do professionals in other fields. The teacher unions only supported the programme on the condition that the number of students at the other end could not exceed 35, as if it were a class within a typical schoolroom. As for the unions, a strong teacher union in an urban centre would oppose decentralisation. The power of the organisation lies in its own strict centralization with authority concentrated at the highest levels, a union is not structured to be responsive to the public, it is hardly structured to be responsive to its own membership (<http://www.adti.net/education/govUnionRev-teacherunions-dkirkpatrick00.html>).

In the United States, the Fair Labour Standards Act of 1928 established a national minimum wage, guaranteed time and a half for overtime in certain jobs, and prohibited employment of minors in oppressive child labour.

The transformation of labour law put into motion by unions is today considered particularly important for groups that are most likely to suffer discrimination in the labour market. On average, women in Britain earn 20% less than men for the same work, but women who are union members earn 24% more than those who are not. In the People's Republic of China, where independent trade unions are illegal, the pay gap between men and women has actually increased in recent years despite the booming economy (<http://www.adti.net/education/govunionRev-teacherunions-dkirkpatrick00.html>).

2.8 DIVERSITY OF INTERNATIONAL UNIONS

As labour law varies from country to country, so is the function of unions. For example, in Germany only open shops are legal. This means that all discrimination based on union membership is forbidden. This affects the function and services of the union. In addition, German unions have played a greater role in management decisions through participation in corporate boards and co-determination than have unions in the United States (<http://www.adti.net/education/govunionRev-teacherunions-dkirkpatrick00.html>).

In Britain a series of laws introduced during the 1980s by Margaret Thatcher's government restricted closed and union shops. All agreements requiring a worker to join a union are now illegal.

In the United States, the Taft-Hartley Act of 1947 outlawed the closed shop, but permitted the union shop unless the state government chose to abolish it (<http://www.adti.net/education/govunionRev-teacherunions-dkirkpatrick00.html>).

In Western Europe, professional associations often carry out the functions of a trade union. In these cases, they may be negotiating for white-collar workers, such as physicians, engineers, or teachers. Typically such trade unions refrain

from politics or pursue a more ordoliberal politics than their blue-collar counterparts.

In Germany again, the relationship between individual employees and employers is considered to be asymmetrical. In consequence, many working conditions are not negotiable due to a strong legal protection of individuals. However, the Germans flavour or works legislation has its main objective to create a balance of power between employees organised in unions and employers organised in employers associations. This allows much wider legal boundaries for collective bargaining, compared to the narrow boundaries for individual negotiations. As a condition to obtain the legal status of a trade union, employee associations need to prove that their leverage is strong enough to serve as a counterforce in negotiations with employers. If such an employee association is competing against another union, its leverage may be questioned by unions and then evaluated in a court trial. In Germany only few professional associations obtained the right to negotiate salaries and working conditions for their members (<http://www.adti.net/education/govunionRev-teacherunions-kirkpatrick00.html>).

In many Western European countries wages and benefits are largely set by governmental action. The structure of employment laws affects unions' roles and how they carry out their business. The United States takes a more laissez-faire approach, setting some minimum standards but leaving most workers' wages and benefits to collective bargaining and market forces. Historically, the Republic of Korea has regulated collective bargaining by requiring employers to participate but collective bargaining is legal only if held in sessions before the lunar new year. In totalitarian regimes such as Nazi Germany, Trade Unions were outlawed. In the Soviet Union, unions have typically been de facto government agencies devoted to smooth and efficient operation of enterprises (<http://www.adti.net/education/govunionRev-teacherunions-dkirkpatrick00.html>).

2.9 HISTORICAL DEVELOPMENT OF SOUTH AFRICAN DEMOCRATIC TEACHERS UNION (SADTU)

South African Democratic Teachers Union (SADTU) is a union of organizing educators, irrespective of role, creed or gender, nationally throughout South Africa (The educators' voice: SADTU). The union believes that teaching, more than any other profession, influences who they are and also influences the societies they live in. The union believes that taking up the aims to balance the professional aspects of members' lives is in the long term interests of members and society at large. It ranks amongst the largest unions affiliated to the Congress of South African Trades Unions (COSATU); and is also a member of the Education International, an international trades union coordinating body organising workers in the educational sector with over 23 million members (The Constitution of SADTU, 2006).

The constitution of SADTU (September, 2006) was launched in Johannesburg on 06 October 1990. This was a historic occasion as it brought together a range of racially divided teacher organisations, into a unitary structure with a progressive vision. In doing so, SADTU challenged the legitimacy of ethnic education departments and made an important contribution to the struggle for non-racialism in South Africa. Today the union is the largest teacher's union in the country with 220 000 members spread across the 9 provinces in South Africa (The Educators' Voice : <http://www.Sadtu.org.za>).

According to SADTU the idea to form a national and non-racial teachers union originated at a conference of teachers' in Harare in April 1989. These organisations committed themselves to worrying towards the establishment of one national teachers organization in a unitary, non-racial and democratic South Africa (The Educators' Voice : <http://www.Sadtu.org.za>). These organisations formed the National Teacher Unity Forum (NTUF) under the convenorship of the

Congress of South African Trade Unions (COSATU) and initiated a process of building one organisation out of the many which existed. The unity process culminated in the establishment of SADTU in 1990 (The Educators' Voice : <http://www.Sadtu.org.za>).

According to the Educators' Voice, SADTU, presently represents more than 220 000 teachers, making it the largest teacher organisation in the country. It has become an affiliate of COSATU. The union also enjoys international affiliation to Education International (EI), the All Africa Teachers Organisation (AATO) and the South Africa Teachers Organisation (SATO) (The Educators' Voice : <http://www.Sadtu.org.za>).

2.9.1 The Aim of SADTU

According to the SADTU Constitution, as amended in September, 2006, the aim of the union shall be to unite teachers and educationilists and to work for a non-racial, non-sexist, just and democratic system of education in a free and democratic South Africa. It shall observe and act in accordance with the spirit and principle of democracy in all the union's activities. SADTU shall combat all class based discrimination in education, and commits to expose, at all times, the class nature of the South African Society.

2.9.2 The Objectives

According to the SADTU constitution (2006) the objectives of the union shall be:

- to recruit all teachers and educationilists who support the aims and objectives of the union;

- to seek and to maintain itself as a union to be recognised by the education authorities and to negotiate on behalf of its members, to advance their individual and collective interests by entering into collective bargaining relations with the education authorities for the purposes of negotiating and entering into collective agreements.
- to promote and further the interests of its members and to voice collectively their opinions on matters pertaining to education;
- to co-operate with or join organisations, both locally and internationally, where it is in the interests of the union to do so;
- to promote and advance the education, cultural and social interests of workers and working class communities in South Africa, Africa and the whole world;
- to eradicate discrimination based on gender, sexism and the sexual harassment of teachers and learners;
- to establish affirmative action programmes for women and to maximise participation of women at all levels of the union and the education system as a whole;
- to eradicate racism and discrimination in employment and education generally;
- to encourage the development of the aesthetic aspects of the child's life and to help promote his or her educational, spiritual and physical development;

- to foster an esprit de corps among teachers and to promote and maintain high standards of ethical conduct; professional integrity and efficiency in the promotion and maintenance of standards of teaching and learning;
- to plan educational change and development, and conduct research into educational matters;
- to promote or oppose, as the case may be, any laws and administrative procedures that affect the interests of the members in particular and education in general;
- to institute legal proceedings on behalf of the union or its members in pursuance of the objectives of the union and to render, where appropriate, legal assistance to members in matters relating to education and employment;
- to establish and administer funds for the benefit of members and their dependants (SADTU Constitution, 2006);
- to purchase, lease, hire or acquire any movable or immovable property which the union may deem necessary;
- to foster an understanding of social, political and economic matters at national and international level; and lastly;
- to do all such other things as are in the interests of the union and its members, and which are consistent with the aims and objectives of the union (South African Democratic Teachers' Constitution, 2006).

2.10 THE ROLE AND SIGNIFICANCE OF SADTU

According to SADTU Constitution (2006) the role and significance of the union shall be:

- The union shall be governed by both direct and representative forms of democracy. Members of the union shall participate directly in the affairs of the union at the level of the site and the branch and in the election of those who shall be responsible for governing the union at regional, provincial and national levels.
- Proportional representation shall be a guiding principle in determining the number of elected representatives to the following governance meetings:

- National Congress

The National Congress shall consist of the National Office Bearers, Provincial Office Bearers, Regional chairpersons and secretaries and one branch delegate per 350 paid-up members or part thereof in the branch provided that each branch shall be entitled to at least one delegate.

- National General Council

The NGC shall consist of the National Office Bearers, Provincial chairpersons and secretaries, Regional chairpersons and one additional Regional delegate per 5 000 paid-up members or part thereof, provided that each region shall be entitled to at least one additional delegate.

- Provincial Conference

The Provincial Conference shall consist of Provincial Office Bearers, Regional Office Bearers and one branch delegate for every 200 paid-up members or part thereof, provided that each branch shall be entitled to at least one delegate.

- Provincial General Council

The PGC shall consist of the Provincial Office Bearers (POBS), Regional Chairperson and Secretaries, branch chairpersons and one additional branch delegate per 500 paid-up members or part thereof, provided that each branch shall be entitled to at least one additional delegate.

- Regional Biennial General Meeting

The Regional Biennial General Meeting shall consist of the Regional Office Bearers, Branch Office Bearers and one branch delegate per 100 paid-up members or part thereof, provided that each branch shall be entitled to at least one delegate (A Constitution of South African Democratic Teachers' Union, September, 2006).

2.11 HISTORICAL DEVELOPMENT OF NATIONAL PROFESSIONAL TEACHERS ORGANISATION OF SOUTH AFRICA (NAPTOSA)

NAPTOSA was registered by the Registrar of Labour Relations as a Trade Union on 01 November 2006. Furthermore, within excess of 43 000 state employed members and a further 6 000 School Governing Body, College Council and Independent School members, making a total of almost 50 000 members. It is by far the second largest union in the education sector in South Africa. They enjoy all the rights of a trade union in this sector and operate in the ELRC under the name of the combined trade unions (CTU or "Said Afrikaanse Onderwyser Unie (SAOU") (<http://www.Naptosa.org.za>, last update March 16, 2007).

The services that members receive are better than that which they received before 2006. There are more that 80 employees of the union across the country. They have improved, and increased the frequency of their communications; offered cutting-edge Professional Development Programmes; increased the

number of staff to deal with members' queries and grievances; provided a wide range of structures and forums (Branches, Portfolio Committees, Phase and Principals' Forums, Conferences, etc. for members to air their views). The LSEN and Further Education and Training (FET) College sectors are served by a National Unit situated in the NAPTOSA Gauteng offices with former SAUVSE staff making up its backbone and with the full professional and administrative support of all staff (NAPTOSA : <http://www.Naptosa.org.za>, last update March 16, 2007).

According to NAPTOSA, it rejoices in the fact that it is the only education sector union that is truly representative of the demographics of the country. Their strength lies in the diverse backgrounds of their members. They state that if they stand accused of being inclusive then they are happy to plead guilty (NAPTOSA : <http://www.Naptosa.org.za> last update March 16, 2007).

2.11.1 Aims of NAPTOSA

According to the NAPTOSA (<http://www.Naptosa.org.za>, last update March 16, 2007), the aims of the union shall be:

- To serve their members without any problem;
- To be bound by a common commitment to professionalism and to educating the youth of South Africa.

2.11.2 Objectives of NAPTOSA

According to NAPTOSA (<http://www.Naptosa.org.za>, last update March 16, 2007), the objectives of the union shall be:

- to promote a system of education that is non-discriminatory with regard to colour, language, gender, religion, social class, birth, political or other convictions, disabilities, natural or cultural characteristics;
- to promote a system of education which focuses on the needs of the individual learners;
- to strive for an equitable system of education in South Africa which will satisfy the needs and aspirations of all its people;
- to strive for the establishment and the maintenance of effective compulsory education;
- to strive for the establishment and the maintenance of free public education;
- to assert the professional responsibility of educators to guide pupils and students in their care in the universal and skills and in the development of full creative potential so that they may become responsible and self-supporting citizens of a democratic state;
- to ensure that the interests of learners are in no way prejudiced by any act or omission on the part of employees, whilst affirming the fundamental right of employees to strike;
- to render an effective service to and on behalf of its members;
- to contribute to the development of all education legislation and all aspects of education policy and planning;

- to strive to maintain and enhance effective consultation, advisory, collective negotiating and bargaining mechanisms and structures for the organized teaching profession;

2.11.3 Principles of NAPTOSA

- to support a professional body which is responsible for the registration of educators, the promotion of professional development of educators and the maintenance of a code of conduct;
- to co-operate with parents, communities and other bodies in the quest for excellence in education;
- to promote effective involvement and interaction at local, regional, provincial, national and international levels;
- to obtain and disseminate relevant information;
- to promote the development of members by means of workshops, seminars and conferences;
- to assume financial responsibility for a fund or funds to be applied in the achievement of the objectives stated above, and to take any action to raise or obtain funds;
- to provide a collective voice in the pursuance of its aims and objectives including, but not limited to, continual evaluation and enhancement of legislation affecting education and education sector employers;
- to do all things necessary for the furtherance and achievement of any or all of the above objectives and in general serve the best interests of the

both union and its provincial structures (NAPTOSA :
know <http://www.Naptosa.org.za>, last update March 16, 2007).

2.11.3 Principles of NAPTOSA

According to NAPTOSA (<http://www.Naptosa.org.za>, last update March 16, 2007), the union principles shall be:

- the inalienable right of every child and student to quality education within an equitable and non-discriminatory education;
- a high level of professionalism from all education sector employees; and
- the enhancement of all aspects of the working life of education sector employees.

In order to achieve these principles, this national union shall be non-discriminatory on the basis of colour, language, gender, religion, ethnic origin, social class, birth, political convictions, or disabilities or other natural or cultural characteristics. The union should also be independent, autonomous and partly politically non-aligned. The union should be guided by the respect for fundamental human rights as enshrined in the constitution of the Republic of South Africa in the Bill of Rights. Lastly the union shall be inclusive of all like-minded education sector employees.

2.12 HISTORICAL DEVELOPMENT OF PROFESSIONAL EDUCATORS UNION (PEU)

PEU was registered by the Registrar of Labour Relations as a Trade Union in 1906. PEU is the oldest trade union in South Africa. It is an organisation with

both whites and black members. The new PEU was built in 1988 while still known as TUATA (PEU Constitution: Section 2).

According to PEU, the objectives shall be:

In July 1939, the president of TUATA, Mr M.K Molepo stated that the question of the relations between teachers and inspectors worried him greatly. For years there had been a fear complex on the part of teachers, the origin of which was the threatening attitude of some of their inspectors (currently known as circuit managers) (TUATA, 1998:5).

• to establish, or encourage the establishment of committees, to study and report to the parents in order that improvements in the various fields of need can be achieved;

According to PEU, TUATA became the Professional Educators Union (PEU) in 1998 with a membership of ±22 000.

PEU may according to a conference resolution to a national teachers' organisation or any trade union which may advance the aims and objectives of the trade union on a federal basis, while maintaining its inherent right to sovereignty in the conduct of its own affairs and further maintain its total independence from any other association/trade union (PEU, Section 27).

• to afford members advice and assistance of a legal nature or otherwise, in connection with the profession;

2.12.1 Aims of PEU

According to PEU, the aims of the organisation shall be:

- to provide a framework for acceptable behaviour of all members of Professional Educators Union (PEU); and
- to work for the greater unity of the teaching profession in the RSA
- to set out minimum standards, norms and values of PEU (PEU Constitution : Section 2).

• to strive continually for the advancement and promotion of education and the status of the teaching profession in the RSA;

2.12.2 Objectives of PEU

According to PEU, the objectives shall be:

- to study the educational needs of the Republic of South Africa in general and those of the provinces within which it operates, and to effect or bring about the necessary improvements called for from time to time;
- to establish, or encourage the establishment of committees, to study various educational and labour problems and enlighten from their findings both the teaching profession and the parents in order that improvements in the various fields of need can be achieved;
- to maintain, promote and protect the interests and rights of members and to employ in this connection any lawful and constitutional means necessary for the achievement of these aims;
- to afford members advice and assistance of a legal nature or otherwise, in matters arising from the profession;
- to encourage and promote the South African Literature, Sport, Arts and Culture and to hold from time to time exhibitions, shows and competitions relating to the above.

2.12.3 The Principles of PEU

- to work for the greater unity of the teaching profession in the RSA (TUATA, 1998:5);
- to strive continually for the advancement and promotion of education and the status of the teaching profession in the RSA;

- to be the mouthpiece of members in the expression of their views to the education authorities as well as in all forums where members' rights and interests are discussed;
- to represent members at all levels, be it provincial and/or national and in all organizations where it may seek affiliation;
- to represent PEU members within the education sector and negotiate on their behalf the improvement of their conditions of service at all relevant labour forums;
- to promote and maintain labour peace in the education sector;
- to promote collective bargaining and conclude agreements and negotiate on behalf of members and the trade union in the resolution of disputes as well as grievances;
- to generally act as a trade union in terms of the relevant legislation(s); and
- to act and promote its course in a non-racial, non-sexist and politically non-aligned manner (PEU Constitution, 2006).

2.12.3 The Principles of PEU

PEU is committed to the following principles:

- to exercise all and any of the powers of which true voluntary trade unions, whose purpose is not the acquisition of gain, are capable of;

- to acquire by purchase, donation, lease, hire, exchange or otherwise, or hold in trust any property movable or immovable, required or deemed necessary or expedient, and to sell, use, convey, mortgage, encumber, donate or otherwise transact or dispose of such property; and
- to act as a trade union and exercise all rights, duties and functions granted by the Constitution of the Republic of South Africa, the Labour Relations Act of any other statute, rule, regulation or convention.

In order to achieve these principles PEU shall be non-discriminatory on the basis of colour, language, gender, religion, ethnic origin, social class, birth, political convictions or disabilities and any other characteristics (The History of the Tuata, 1988).

2.13 THE INVOLVEMENT OF THE UNIONS IN EDUCATION POLICY AND SOCIAL CHANGE

Besides engaging with government on the labour relations front, educator unions were also active in the broader policy domain. The nature of contestation was typical of policy dynamics and social change, and brought to the role issues of underlying power relations and control (Bowe & Ball, 1992; Taylor, Rizvi, Lingard & Henry, 1997), as well as issues relating to redress, policy ownership and the privileging of "elites". This was certainly the case when the ANC – led government took up the challenge to transform South Africa's education systems.

Educator unions themselves were proactive. SADTU led the way in pioneering new approaches to teacher appraisal and development with assistance from the Wits Education Policy Unit (EPU) (Chisholm, 1999). Since then, all educator unions have hotly contested the question of performance management for more

than a decade, with no final resolution in sight by 2004, even though some agreements have been reached. NAPTOSA and SAOU, had been preparing for the looming battle on school organisation, governance and funding. However, state-initiated policy development soon took centre stage, and unions were sucked into a whirlpool of new policies, which would further highlighted the close but ambiguous nature of their relationship with government (Teacher Unions, Policy Struggles and Educational Change, 1994- 2004).

As part of the government's programme of economic and social transformation, several new education policies were introduced, ranging from the National Qualifications Framework (NQF) in 1995, the South African Schools Act (SASA) 1996, and new Curriculum policies from 1997 onwards. The corresponding policy development processes would test severely the resources and expertise of teacher unions. Arguably, NAPTOSA was able to respond to the challenge of contributing to policy development far more effectively than SADTU. Here the former's historical focus on 'professional' matters held it in good stead, as it was able to draw on technical and policy expertise from within its own ranks, which included university academics. SADTU's strength, on the other hand, was its keen awareness and responsiveness to the political dynamics in education. The country's largest union, however, gradually realised that its neglect of 'professional' matters was a source of weakness, and it decided to correct this imbalance. By 1998, education and research departments had been established, and more recently, a legal department (South African Schools Act, 1996).

Overall, educator unions have had mixed success in relation to making an impact on the development and outcomes of education policy, and on the broader questions of economic and social justice.

Educator unions are engaged with the following two key policies:

2.13.1 The Case of SASA Reviewed by the Educator Unions

This is the South African Schools Act introduced in 1998 and its aim was to address historical inequalities in the school system. Educator unions served on the committee to Review the Organisation, Governance and Funding of schools, appointed by government in 1995. This kick-started the process of funding schools. Both SADTU and NAPTOSA made policy recommendations, with NAPTOSA, in particular, reveling in an area that it considered crucial to its professional status. Two specialist committees within NAPTOSA, the Management and Governance of schools working group and the Working Group on Constitutional Implications, undertook research and prepared detailed technical submissions on matters relating to SASA (NAPTOSA) and SADTU, with assistance from the Wits EPU and the Centre for Education Policy Development (CEPD), was equally responsive in making submissions (South African Schools Act 84, 1996).

Arguably, the main aspects of contestation centred on school financial policy and the status of Model C schools (white schools). In this regard, the political distance between SADTU and NAPTOSA was highlighted. SADTU was clearly concerned with questions of redress and redistribution to benefit especially black working-class parents, while the influential white educator associations within NAPTOSA were intent on preserving the privileged status of white schools. This became apparent during the work of the Review Committee and in the aftermath of its recommendations, when a powerful 'white' lobby group, comprising white educator organisations and community-based education structures, became active. Together, these organisations mounted an intensive campaign to mobilise 'affected' communities to oppose any erosion of the status of their schools during the formulation and legislative phases of SASA. Mobilisation of

influential opinion-makers was also part of the strategy of NAPTOSA and SAOU, and included networking with the main political parties, the African National Congress, the National Party and the Democratic Party, and lobbying key personalities in the parliamentary portfolio committee on education and the ANC Education Study Group, especially its chairperson, Blade Nzimande. NAPTOSA enjoyed a much closer working relationship, though, with education representatives of the main opposition parties, namely, Renier Schoeman of the National Party and Mike Ellis of the Democratic Party, as evidenced by the following excerpt from correspondence on the South African Schools Bill (Logan Govender, *Teacher Unions, Policy Struggles and Educational Change, 1994-2004*).

having the inside track to the echelons of political power, found its own influence somewhat constrained by its alliance with the ruling party, as

Thus, although NAPTOSA and SAOU might make claims to political non-alignment, they were not short of ideas when it came to the "politics" of policy work. A major feature of educators' agency in the process, therefore, was its inherently political dimension, which underlined the importance of lobbying and unions' cultivation of strategic alliance in their relationship with government.

In their response to the adoption of the new funding model, known as the 'user fee' option, SADTU maintained its criticism that user fees reflected a 'two-nation' growth strategy that would perpetuate the inequalities of the past, and concluded that education was being 'left to the mercy of market forces'. The strategic thrust of the white educator associations belonging to NAPTOSA and SAOU, on the other hand, was to stress the merits of the existing Model C school system as benchmarks for transforming all schools, especially historically disadvantaged black schools. Their arguments resonated with the position advanced by the government's foreign consultants, Luis Crouch and Christopher Colclough, who stressed the importance of retaining middle-class support for the survival of the public school system, a position that eventually gained currency within state administrative and political circles. SAOU, moreover, expressed

concern on behalf of the Afrikaans-speaking community about the retention of a particular school ethos regarding language, culture, and religious convictions from the outset (Logan Govender, *Teacher Unions, Policy Struggles and Educational Change, 1994-2004*).

The unions soon identified problems that were widely experienced by educators. Educator unions were thus split along political, economic and cultural lines in their responses to SASA, reflecting stark differences in attitudes towards broader issues of economic and social justice. Ironically, it was the conservative lobby, in which NAPTOSA and SAOU played a critical role, that emerged victorious, underlining the power of organized resistance to the state. SADTU, however, in spite of having the inside track to the echelons of political power, found its own influence somewhat constrained by its alliance with the ruling party, as reflected, for example in the dynamics of the ANC Education Study Group, which debated extensively the Alliance's position on SAS (Mathieson, 2001:51). These developments confirm the inherently political nature of teacher-state relations, especially with regard to issues of 'partisan identity and policy contestation' (Manillo, 1999).

2.13.2 The Process of Curriculum Development by Unions

Educator unions participated in the curriculum development process from the outset, beginning with the cleansing of the curriculum of all racist and sexist content in 1994. But the real contestation and struggle for ownership of the curriculum process started with the launch of curriculum 2005 (C2005), which was based on the philosophy of Outcomes-Based Education (OBE), in April 1997. Although educators were not party to the decision to adopt the philosophy of OBE (Jansen, 2000; Kruss, 1998), educator unions soon became involved in the mechanics relating to the implementation and subsequent revision of C2005. Educator union representatives served on the Learning Area Committees (LACs), which were the key forums deliberating on the new subject areas. NAPTOSA

claims to have played an effective participatory role in these committees, which it attributed to the huge reservoir of persons with outstanding expertise and knowledge from its ranks (Jansen, 2000; Kruss, 1998-2000).

(Chisholm, 2003).

The unions soon identified problems that were widely experienced by educators, including unrealistic time frames, the need for educator training programmes and lack of basic infrastructure and resources (Jansen, 2000; Kruss, 1998). The concerns raised by educator unions were echoed by several others. With public pressure mounting, the government instituted a review of the new curriculum in 2000. The Report of the Review Committee echoed many of the implementation problems identified by the unions and recommended strengthening human rights and social-justice aims. Subsequently, after further consultations and refinement, the Revised National Curriculum Statement (RNCS) was declared the new official curriculum policy in 01 April 2002. Surprisingly, educator unions were not officially represented on the Review Committee, which led to sharp reaction, especially from SADTU. The exclusion of educator unions was to become symptomatic of a growing tendency within the education ministry not to engage in participatory policy process in the latter 1990s (Jansen, 2000; Kruss, 1998-2000).

Nonetheless, according to Chisholm, educator unions were probably the most influential. While NAPTOSA and SAOU were generally more sympathetic to the review process, South African Democratic Teachers Union (SADTU) was concerned about the perceived detraction from official OBE policy. The DoE was probably mindful about too strong an influence in the revision process by the educator unions, given their sustained criticism prior to the review, and this ensured that departmental officials and external stakeholders would be represented on an equal basis. In this way, the Department managed to maintain its grip on the direction and outcome of the process. Overall the unions influenced the outcome by ensuring that the curriculum remained outcomes-

based, was more workable, secular and responsive to poorer constituencies. In spite of substantial involvement by educator unions, however, the balance of power in the curriculum development process had favoured government (Chrisholm, 2003).

2.14 HISTORICAL DEVELOPMENT OF THE UNIONS IN THE DEVELOPED COUNTRIES

2.14.1 Australian Education Union (AEU)

The Australian Education Union (AEU) is an Australian trade union which is registered with the Australian Industrial Relations Commission as an employee group, and is affiliated with the Australian Council of Trade Unions. The AEU generally has membership coverage spanning over pre-school, infants, primary and secondary school educators and allied staff in state government schools. Educators working in the private schools system are covered by the Independent Education Union of Australia (IEUA). The AEU covers over most state Technical and Further Education (TAFE) educators and allied staff. However, it shares this coverage in some states of Australia (Australian Education Union, <http://www.aeufederal.org.au/>).

The AEU has 55 000 workers. It collects about AUD \$45 million in dues, and the entire union employs about 450 staff.

In the 19th century, the state governments, which would later form the commonwealth of Australia, established a variety of state schools. These schools were both demanded by the Australian trade union and labour movement, for the free education of the working class, and also used as a way to control the education and free time of the children of the Australian working class.

During the 1950s there was an influx of militant trade unionists into the state schools system. These women and men had received free university education on the condition that they teach in the state school systems. This militancy achieved its peak in the 1970s when educators won salaries equivalent to state parliament back benchers; a massive and systemic initiative for building improvements; and massive curriculum reform (<http://www.aeufederal.org.au/August>, 1970).

According to the Australian Education Union, the Australian educators unions have managed to continue to improve the occupational health and safety conditions of schools, and to transform the curriculum and assessment system. Their wages have, however, stagnated, and the state education systems have suffered a series of massive cuts, particularly to rural and remote schools (Australian Education Union, <http://www.aeufederal.org.au/http://www.aeufederal.org.au/August>, 1970).

2.14.2 Queensland Teachers Union

The Queensland Teachers Union was established in 1889 and is one of the oldest trade unions in Australia. Its primary focus is representing its 40 000 members in the Queensland Government's pre-schools, primary schools, secondary schools, special schools, senior colleges, Technical and Further Education (TAFE) colleges and other educational facilities. The union claims to have 95% membership of eligible members (Queensland Teachers Union, <http://www.qtu.asn.au>).

The union is affiliated to the Australian Education Union. However, it operates entirely in the Queensland industrial relations system. Despite the fact that the union will not be affected directly by the work choices legislation, QTU members

along with members of the Queensland Independent Education Union recently condemned the changes proposed by the Howard Government.

2.14.3 American Federation of Teachers

The American Federation of Teachers (AFT) is an American labour union founded in 1916. It represents educators, paraprofessionals and school-related personnel, local, state and federal employees, higher education faculty and staff, nurses and other healthcare professionals. It is affiliated to the American Federation of Teachers (American Federation of Teachers).

The AFT is the second-largest education labour union in the United States, representing 1,3 million members (American Federation of Teachers).

The main aim of the AFT is to extend full membership to minorities including African-Americans. In 1918, the AFT called for the election of African-Americans to local school boards and compulsory school attendance for African-American children (American Federation of Teachers).

In 1919, the AFT demanded equal educational opportunities for African-American children, and in 1928 called for the social, political, economic and cultural contributions of African-Americans to be taught in the public schools.

2.15 THE TEACHERS' UNION OF A DEVELOPING COUNTRIES (E.G PROGRESSIVE TEACHERS UNION OF ZIMBABWE (PTUZ))

2.15.1 The aims of the unions in Zimbabwe

According to the Progressive Teachers' Union of Zimbabwe (PTUZ), the aim of the union shall be:

- To become a dynamic trade union which champions the political, social and economic cause of educators in primary and secondary school education (<http://www.kubatana.net/htm/sectors>).

2.15.2 The objectives of the union in Zimbabwe

According to the Progressive Teachers Union of Zimbabwe (PTUZ), the objectives of the union shall be:

- to negotiate and safeguard reasonable salaries and conditions of employment;
- to raise members awareness of their rights as individuals and collective freedoms through educational programmes;
- to promote quality education in Zimbabwe;
- to promote the resolution of gender related issues in the education system and outside of it; and
- to provide legal assistance or other means to members on matters related to their employment (<http://www.kubatana.net/htm/sectors>).

2.16 COLLECTIVE BARGAINING AND THE BARGAINING COUNCILS BY UNION MEMBERS

Collective bargaining is a negotiation of wages and other conditions of employment by an organised body of employees. In South Africa examples of such organizations are SADTU, PEU, NAPTOSA, NEHAWU, COSATU, and many others. Whereas bargaining councils are required to advise the registrar of Labour Relations annually on the involvement of small businesses in the council (Section 54). Bargaining councils are required to provide a report to the Registrar on the extent to which they cover small employers, and the extent to which they take the interests of small and medium enterprises into account (The Concise Oxford Dictionary, 2003:226).

Bargaining council agreements may now be enforced in a similar way to BCEA enforcement (Section 33A). Any unresolved dispute about compliance with any provision of a collective agreement can be referred to arbitration by an arbitrator appointed by the council. The arbitrator has all of the powers of a commissioner of the Conciliation, Mediation and Arbitration (CCMA), and may also determine any dispute about the application or interpretation of a collective agreement. The arbitrator may make any appropriate award, including an order that any person pay an amount owing in terms of a collective agreement or may impose a fine for a failure to comply with an agreement. The arbitrator's award is subject to review by the Labour Court.

Some of the amendments that affect collective agreements are the following:

- Notice to terminate a collective agreement that is concluded by an indefinite period must be given in writing;
- Parties to a collective agreement may now terminate the agreement where the agreement itself does not provide for cancellation on notice; and

- A collective agreement may be terminated on reasonable notice.

The Registrar of Labour Relations now has greater authority to register, or refuse, an applicant as a Trade Union or Employer's Organisation. This is to assist and prevent unscrupulous labour organisations abusing workers and smaller employers. The registrar must be satisfied that they are a genuine organization.

2.17 THE ROLE OF THE UNIONS TO EDUCATORS

Union as an organisation is supposed to do the following towards its members:

- restrictions on disciplinary action that render it extremely difficult to fire incompetent teachers;
- elimination of teacher obligations to help pupils before or after regular school hours;
- Abolition of teacher obligations to meet with parents at times of parents' meetings can attend such meetings. Despite union rhetoric, union-contract proposals render it very difficult, if not impossible, for many parents;
- requiring that parental complaints be reduced to writing and that teachers be entitled to union representation at meetings to discuss parental complaints.
- Promotions to be based on seniority, thus precluding selection of the most qualified candidates;

- Rigid restrictions on transfers and assignments, depriving school districts of needed flexibility;
- Prohibitions on volunteers, thus minimizing parental participation in their children's education. In the union mind-set, parents who volunteer are taking away all paid work from union members (<http://www.educationpolicy.org>).

2.18 HOW MANY UNIONS AND EMPLOYERS ORGANISE THEMSELVES?

The right to freedom of association will be of no value unless parties have the right to organize themselves into organizations which, in turn, have the right to organise their member's activities. The law therefore, recognises that employers, employees, and their organisations may organise themselves (South African Constitution, 1996 Section 23 : SA).

The Educators' Employment Act uses the term "employee organization", which it defines as "an organization whose members consists mainly of employees, and includes a federation of such organisations".

Among the unions that are active in the education sector, are the South African Democratic Teacher's Union (SADTU), Transvaalse Onderwysersveering (TO), Vereniging Van Suid – Afrikaanse Opvoeders (VSAO) and South African Teachers' Association (SATA).

Four unions have grouped together to form a federation know as Die Suid Afrikaanse Onderwysers Unie (SAOU), and another eleven unions have grouped together to form the National Professional Teachers' Organisation of South Africa (NAPTOSA). SADTU is affiliated to the Union federation known as the Congress

of South Africa Trade Unions (COSATU) together with NEHAWU (which does not exclusively operate in the education sector) and other unions that operate only outside the education sector. SAOU in the process then changed from a union federation to a union in which each of its four present members will change from being a union to becoming a provincial branch of SAOU.

2.19 ARE UNIONS ALLOWED TO CHOOSE WITH WHOM THEY ASSOCIATE?

Freedom of association is acknowledged internationally. The South African constitution as well as the Labour Relations Act grants employers and employees the right to freedom of association. For an employer, freedom of association means that he has the right to participate in forming a union, to join an existing union of his choice, to participate in its activities and to be eligible for appointment as a union representative, and to participate in the affairs of a union federation of which his union is a member (South Africa Constitution 1995, (a) Sections 6 – 8).

In order to protect the employee's right to freedom of union, the Labour Relations Act forbids an employer to victimise an employee because of his membership of, or involvement in union matters. An employer is not allowed to prejudice an employer (for example, refuse promotion or pay a salary that is lower than that paid to other employees of similar rank) merely because the employee has exercised his right to freedom of union. The dismissal of an employee because he/she has exercised this right, is automatically unfair (South African Constitution, 1995 Sections 4 and 187).

In South Africa, the law acknowledges an exception to the right to freedom of union, by allowing and regulating the establishment of closed shop agreements and agency shop agreements. In terms of a closed shop agreement an

employer agrees with a representative union that it will employ only members of that union. The result of such an agreement is that an employee who wants to work for that employer is obliged to join that union. If he refuses to join the union, or if he is refused membership or is expelled from such a union, he faces dismissal (South African Constitution, 1995, Section 4 and 187).

In terms of an agency shop agreement an employee who refuses to join a union that is party to a closed shop agreement may be relieved of the obligation to join the union. He/she is then required to pay an agreed agency fee. The money may be used to advance the socio-economic interest of employees. The purpose of an agency shop agreement is to protect the effectiveness of a closed shop agreement. It prevents employees from becoming free riders.

2.20 THE ROLE OF THE BARGAINING COUNCIL?

A bargaining council is when one or more registered unions, together with one or more registered employers' organization, may establish a bargaining council for a particular sector.

The Education Labour Relations Council has been established for the educational sector. Its registered scope is the state and those employees to whom the Educators' Employment Act applies. It consists of a central chamber which functions at national level, and provincial chambers which functions at provincial level. Matters of general interest such as salaries and conditions of employment are decided at the central chamber, while matters of local interest are decided at the provincial chambers (South Africa, 1995 Schedule 7 Item 17).

Certain matters that have been regulated in terms of the Education Labour Relations Act have the status of a collective agreement that is binding on the

state, the parties to the Education Labour Relations Council and all employees within its registered scope (South Africa, 1995(a) Schedule 7 Item 17).

The main activity of a bargaining council is the negotiation of collective agreements in connection with issues such as wages and benefits.

2.21 UNIONS TO TACKLE EDUCATOR ABSENTEEISM

The three big unions of South Africa have decided to improve the education system, The National Association of Professional Teachers of South Africa (NAPTOSA), The South African Democratic Teachers Union (SADTU) and Suid Afrikaanse Ornderwyser Unie (SAOU) represent 312 000 educators. The three have pledged to address educator absenteeism, implementing time tables before the start of the school year and acting on unprofessional conduct.

The unions also proposed the establishment of a social contract with other partners in the sector. Their aim, however, would be to establish all schools in South Africa as centres of excellence, or at the very least demand that schools must draft a realistic plan to improve the quality of education within the shortest possible time (<http://www.news24.com/SouthAfrica/News/Unions-to-tackle-teacher-absenteeism-2010>).

2.22 CONCLUSION

This chapter shows the work of teacher unions in South Africa over the last decade has in the main, mirrored the broader political, economic and cultural dynamics of South Africa's transition. Nevertheless, teacher unions have been critical actors in shaping educational and social change. Initially, teacher unions, particularly SADTU, were concerned with securing a stable labour relations climate, which was facilitated by the new government's favourable constitutional

and legislative framework. In the process, there was a significant rearrangement of the existing power relations between teacher unions and government, which played itself out in unions' struggle over membership recruitment, organizational development and ideological reappraisal, resulting in a marked improvement in the status of teachers unions and a more widespread societal acceptance of trade unionism, which had been demonised by the previous regime.

The purpose of this chapter (Research methodology) includes gathering information about the variables of the study. The researcher chooses among wide range of techniques and approaches for collecting data from respondents. Each method has its advantages and disadvantages. The specific approach adopted should be the best method for answering the research questions (McMillan & Schumacher, 1993:30). The chapter is structured into the research design, research methodology, ethical consideration and conclusion.

3.2 RESEARCH DESIGN

In this study, quantitative research design was used.

Quantitative research captures and discovers meanings once the researchers become immersed in the data (De Vos, 2002:242-243). Quantitative research is based on positivism which takes scientific explanation to be nomothetic that is based on universal laws (these are the same laws used in each and every country in the universe). Its main aims are to objectively measure the social world, to test and to predict and control human behaviour.

- Observations are systematically undertaken in a standardised manner.
- Data are represented by means of exact figures gained from precise measurement, and the research design is standardised according to a fixed procedure and can be replicated.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The purpose of this chapter (Research methodology) includes gathering information about the variables of the study. The researcher chooses among wide range of techniques and approaches for collecting data from respondents. Each method has its advantages and disadvantages. The specific approach adopted should be the best method for answering the research questions (McMillan & Schumacher, 1993:30). The chapter is structured into the research design, research methodology, ethical consideration and conclusion.

3.2 RESEARCH DESIGN

In this study, quantitative research design was used.

Quantitative research captures and discovers meanings once the researchers become immersed in the data (De Vos, 2001:142-243). Quantitative research is based on positivism which takes scientific explanation to be homothetic that is based on universal laws (these are the same laws used in each and every country in the universe). Its main aims are to objectively measure the social world, to test and to predict and control human behaviour.

- Observations are systematically undertaken in a standardised manner.
- Data are represented by means of exact figures gained from precise measurement, and the research design is standardised according to a fixed procedure and can be replicated.

- Data analysis is undertaken by means of standardized statistical procedures whereas this approach is homothetic, this means that it aims to objectively measure the social world, to test hypothesis and to predict and control human behaviour (De Vos, 2001:142-243).

3.3 RESEARCH METHODOLOGY

The Research Methodology comprised of the following:

3.3.1 Population

The population for this research comprised of 15 primary and 15 secondary schools; 30 school managers; 3 unions chairpersons of SADTU, NAPTOSA and SAOU and 1200 educators whose membership were as follows: approximately 900 SADTU members, 180 NAPTOSA and 120 SAOU). Researcher used systematic sampling whereby multiples of 10 were used in sampling schools 30 schools and 30 managers resulting in a sample of 10 each. For the three different unions the multiple of 90 was used in sampling 900 SADTU members resulting in a sample of 10members. For NAPTOSA a multiple of 18 was used in sampling 180 members and a multiple of 12 was used to sampling SAOU members resulting in a sample of 10 members. The total sample was 10 schools and 30 educators whose total was 40 (McMillan &.Schumacher, 1993:161: Kerlinger, 1986:1098).

3.3.2 Instrument of research

The questionnaire was used for data collection. Researcher designed the questionnaires, and personally distribute them to sampled managers, chairpersons of unions and educators. Respondents were given enough time to

complete and thereafter researcher personally collected them (Snyman, 1984:83).

3.3.3 Data analysis and interpretation

Researcher used statistics to analyse the data, whereby results of responses and frequencies were in percentages.

3.3.4 Validity and reliability

Validity refers to the judgement of the appropriateness of a measure for specific inferences or decisions that result from the scores that are generated. In other words, validity is a situation – specific concept; validity is dependent on the purpose, population and situational factors in which measurement takes place, whereas reliability refers to the consistency of measurement, the extent to which the results are similar over different forms of the same instrument or occasions of data collection.

3.4 ETHICAL CONSIDERATIONS

Ethics play an important part in educational research and they are very crucial to researchers since their subject of study involves human beings. In relation to the nature of such research, respondents may be embarrassed, harmed and experience a sense of caring and fairness or otherwise negatively affected as they participate in the research (McMillan & Schumacher, 1993:39).

3.4.1 The right to remain anonymous

All respondents in human research have the right not to be identified in print. Researchers use imaginary names or code names for the people who are

participants in the study. To ensure anonymity, the researcher requested/informed the respondents not to write their names on the questionnaires (McMillan & Schumacher, 1993:400).

3.4.2 The right to privacy

According to Best (1990:14) the right to privacy refers to the right of the participants in a study certain information to keep from public. For the purpose of this study, the researcher will avoid exposing respondents to the public readers.

3.5 CONCLUSION

In this chapter the researcher presented the research design. The following were also discussed: Research methodology, respondents, localisation of respondents, and data analysis for quantitative and qualitative. Research design, as the planned structure of investigation used to obtain evidence to answer research questions, was also explained (McMillan & Schumacher, 1993:31).

By using the qualitative approach the researcher wanted to understand human behaviour in terms of universal valid laws. The researcher also used the quantitative approach to get objective answers based on scientific explanations. The trustworthiness of the study was also dealt with. Furthermore, ethical considerations were dealt with to ensure the anonymity of the respondents.

SECTION B: DATA ANALYSIS CHAPTER 4

This section covers **DATA ANALYSIS AND INTERPRETATION** collected from educators concerning knowledge and understanding of the influence of the unions.

4.1 INTRODUCTION

This chapter presents analysis and interpretation of data. The presentation was mainly be descriptive supported by tables and percentages. Data was collected through questionnaires completed by school managers, educators and chairpersons of the three unions found in Luvuvhu circuit.

School managers and educators from few sampled schools in Luvuvhu circuit were given questionnaires to complete. Sixty two (62) educators from different unions were given questionnaires to complete, and also ten school managers from those sampled schools were also given questionnaires and lastly three chairpersons of the three unions found in Luvuvhu were given questionnaires to complete.

4.2 DATA ANALYSIS OF QUESTIONNAIRES FROM PEU, SADTU AND NAPTOSA, SCHOOL MANAGERS, EDUCATORS AND CHAIRPERSONS OF THE UNIONS.

SECTION A: DATA ANALYSIS OBTAINED FROM SCHOOL MANAGERS

This section covers analysis and interpretation of data from school managers. Data in this section include personal data (i.e. gender and age) teaching experience and qualifications.

SECTION B: DATA ANALYSIS OF EDUCATORS

This section embraces analysis and interpretation of data collected from educators concerning knowledge and understanding of the influence of the union on the education system in Luvuvhu circuit.

SECTION C: DATA ANALYSIS OF CHAIRPERSONS OF THE UNIONS

This section focuses on the analysis and interpretation of responses from the chairpersons of the three unions found in Luvuvhu circuit, i.e. South African Democratic Teachers Union (SADTU), Professional Educators Union (PEU) and National Professional Teachers of South Africa (NAPTOSA).

4.3 METHOD OF PRESENTATION

The presentation of data is mainly descriptive supplemented by frequently distribution and percentage. For all the items the results are presented first and then followed by the researcher's interpretation.

Age	Response	%
25 – 30 Years	None	0%
31 – 40 Years	None	0%
41 – 50 Years	5	50%
51 and above	5	50%
TOTAL	10	100%

Table 2 indicates that 50% 50% of the school managers who are of the age between 41-50 years and 50% of school managers between 51 years and above.

SECTION A: DATA ANALYSIS OF SCHOOL MANAGERS OF THE SELECTED SCHOOLS FROM LUVUVHU CIRCUIT

Table 4.1 : Gender

The school managers were requested to indicate their gender.

Gender	Response	%
Male	6	60%
Female	4	40%
TOTAL	10	100%

Table 1 indicates that 60% of school managers of the sample schools are male and 40% are female. This indicate that there is no gender balance and the gender imbalance shows that the unions are not considering their members as equal.

Table 4.2 : Age

School managers were requested to indicate their age.

Age	Response	%
25 – 30 Years	None	0%
31 – 40 Years	None	0%
41 – 50 Years	5	50%
51 and above	5	50%
TOTAL	10	100%

Table 2 indicates that 50% 50% of the school managers who are of the age between 41-50 years and 50% of school managers between 51 years and above.

Table 4.3 : Qualification

Academic qualifications: School managers were requested to indicate their highest academic qualifications.

Qualification	Response	%
STD 10	-	0%
BA/BAED	3	30%
BED/BED(HONS)	7	70%
PhD/DED	-	0%
Other (Specify)	-	0%
TOTAL	10	100%

Table 3 indicates that 30% of school manager have passed BAEd, 70% have passed BED Hons.

Table 4.4 : Professional qualification

Professional qualification : School managers were asked to indicate their professional qualifications.

Qualifications	Response	%
NPTC	-	0%
PTC	1	10%
JSTC	-	0%
NPDE	-	0%
SSTC	-	0%
JPTD	1	10%
SPTD	3	30%
STD	2	20%

HED/HDC/HE	1	10%
UED/PGCE	2	20%
TOTAL	10	100%

Table 4 indicates that 10% of school managers in Luvuvhu have passed PTC, 10% have passed JPTD, 30% have passed SPTD, 20% have passed STD and 10% have passed HED/HDE/HE and 20% have passed UED.

Table 4.5 : Teaching experience

Teaching experience : The school managers of Luvuvhu circuit were requested to indicate their teaching experience.

Years	Response	%
5 – 10 Years	-	0%
11 – 15 Years	-	0%
16 – 20 Years	1	10%
21 – 30 Years	8	80%
31 and above	1	10%
TOTAL	10	100%

Table 5 indicates that 10% is for the school managers with 16-20 years teaching experience, 80% for the school managers with 21-30 years teaching experience and 10% of the school managers with 31 years and above teaching experience.

Table 4.6 : Contribution by School Managers

The school managers were requested to indicate whether the unions are contributing in the curriculum development or not.

Contributing Or Not	Response	%
Strongly Agree	-	-
Agree	1	10%
Disagree	1	10%
Strongly Disagree	8	80%
TOTAL	10	100%

Table 6 indicates that 10% agree with the statement that unions are contributing in the curriculum development and another 10% disagree with the fact that the unions are contributing in the curriculum development and 80% of the school managers strongly disagree with the statement that the unions are contributing in the curriculum development.

Table 4.7 : School Managers' influence

The school managers were requested to indicate whether the unions have the influence on stay away and chalk down.

School Manager's Influence	Response	%
Yes	6	60%
No	4	40%
TOTAL	10	100%

Table 7 indicates that 60% of school managers said yes to the statement that the unions have the influence on stay away and chalk down whereas only 40% did not agree with the fact that the unions have the influence on stay away and chalk down

Table 4.10 : Contribution towards reinforcement

Table 4.8 : Attending meetings during school hours

School managers were requested to indicate whether it is important for the educators to attend union meetings during school hours.

Item	Response	%
Yes	1	10%
No	9	90%
TOTAL	10	100%

Table 10 indicates that 20% of school managers agreed with the fact that the

Table 8 indicates that 10% agree with the fact that it is important for the educators to attend union meetings during school hours, and 90% indicates that it is wrong for the educators to attend union meetings during school hours.

Table 4.9 : Professional activities performed

School managers were requested in table 9 to indicate whether all activities performed by the unions are professional.

Item	Response	%
Yes	2	20%
No	8	80%
TOTAL	10	100%

Table 9 indicates that 20% of school managers agree to the fact that all activities performed by unions are professionals whereas 80% disagree with the fact that all activities performed by unions are professionals.

Table 4.11 : Gender for educators

Table 4.10 : Contribution towards development

School managers were requested to indicate whether the unions contributed towards development.

Item	Response	%
Male	20	80%
Female	2	20%
Yes	2	20%
No	8	80%
TOTAL	10	100%

Table 10 indicates that 20% of school managers agreed with the fact that the unions contributed towards development whereas 80% disagree with the fact that the unions contributed towards development.

Table 10 indicates that 20% of school managers agreed with the fact that the unions contributed towards development whereas 80% disagree with the fact that the unions contributed towards development.

Age	Response	%
25 – 30 Years	5	8%
31 – 40 Years	10	44%
41 – 50 Years	8	38%
51 and above	7	13%
TOTAL	30	100%

Table 12 indicates that 8% of educators are between the ages of 25 - 30 years and 44% are between the ages of 31 - 40 and 38% between the ages of 41 - 50 and 13% between 51 years and above.

SECTION B: DATA ANALYSIS OF EDUCATORS OF THE SAMPLED SCHOOLS.

Table 4.11 : Gender for educators

Educators were requested to indicate their gender.

Gender	Response	%
Male	20	80%
Female	10	20%
TOTAL	62	100%

Table 11 indicates that 80% of educators of the sampled schools are male educators and 20% are female educators.

Table 4.12 : Age for educators

Educators were requested to indicate their age.

Age	Response	%
25 – 30 Years	5	8%
31 – 40 Years	10	44%
41 – 50 Years	8	35%
51 and above	7	13%
TOTAL	30	100%

Table 12 indicates that 8% of educators are between the ages of 25 - 30 years and 44% are between the ages of 31 – 40 and 35% between the ages of 41 – 50 and 13% between 51 years and above.

Table 4.13 : Academic qualification for educators

Academic qualification : Educators were requested to indicate their highest academic qualifications.

Qualification	Response	%
Qualification	Response	%
STD 10	12	35%
BA/BAED	6	31%
BED/BED(HONS)	10	32%
UED	2	2%
PhD/DED	-	0%
Other (Specify)	-	0%
TOTAL	30	100%

Table 13 indicates that 35% have passed Std 10 and 31% have passed BA(BAEd) and 32% have passed BED (Hons) and 2% have passed UED.

Table 14 indicates that 3,33% of the educators in Limpopo district have passed PTC, and 13,32% have passed NPDE, 16% have passed IPTD, 16,70% have passed SPTD and 6,66% have passed HED/HDE/HE and 26,67% have passed UED/PGCE.

Table 4.14 : Professional qualifications for educators

Educators were requested to indicate their professional qualifications. requested to indicate their teaching experience.

Qualifications	Response	%
NPTC	-	0%
PTC	1	3,33%
JSTC	-	0%
NPDE	4	13,32%
SSTC	-	0%
JPTD	5	16,70%
SPTD	2	6,66%
STD	8	26,64%
HED/HDC/HE	8	26.64%
UED/PGCE	2	6,66%
TOTAL	30	100%

Table 14 indicates that 3,33% of the educators in Luvuvhu circuit have passed PTC, and 13,32% have passed NPDE, 16% have passed JPTD, 16,70% have passed SPTD and 6,66% have passed HED/HDE/HE and 26.64% have passed UED/PGCE.

Table 4.15 : Teaching experience for educators

Teaching experience : The educators of Luvuvhu circuit were requested to indicate their teaching experience.

Years	Response	%
5 – 10 Years	5	15%
11 – 15 Years	5	15%
16 – 20 Years	5	15%
21 – 30 Years	10	40%
31 and above	5	15%
TOTAL	30	100%

Table 15 indicates that 15% of educators have 5 – 10 years teaching experience, 15% have 11 – 15 years teaching experience and 15% have 16 – 20 years teaching experience, 40% have 21 – 30 years teaching experience and 15% have 31 years and above teaching experience.

Table 4.17 : Involvement of unions in the responsibilities of the Educators

The educators were requested to indicate if their unions are totally involved in the responsibilities of the educators.

Item	Response	%
Yes	12	40%
No	18	60%
TOTAL	30	100%

Table 17 indicates that 40% of the educators based in Luvuvhu circuit have agreed that their unions are totally involved in the responsibilities of educators.

Table 4.16 : Duration for educators as members of the unions

Educators were requested to indicate for how long they have been members of these unions.

Years	Response	%
5 – 10 Years	10	40%
11 – 15 Years	8	16%
16 – 20 Years	10	40%
21 – 30 Years	1	2%
31 and above	1	2%
TOTAL	30	100%

Table 16 indicates that 40% of the educators have 5 – 10 years being members of the union, 16% have 11 – 15 years being members of the union and 40% have 16 – 20 years as members and 2% have 21 – 30 years as a member of the union and 2% have 31 years and above as a members of the union.

Table 4.17 : Involvement of unions in the responsibilities of the Educators

The educators were requested to indicate if their unions are totally involved in the responsibilities of the educators.

Item	Response	%
Yes	12	39%
No	18	61%
TOTAL	30	100%

Table 17 indicates that 39% of the educators found in Luvuvhu circuit have agreed that their unions are totally involved in the responsibilities of educators

whereas 61% have disagreed with the statement that their unions are totally involved in the responsibilities of the educators.

Table 4.18 : Involvement of unions in the contract of the educators

Educators were requested to indicate whether their unions have involved in the contract of the educators or not.

Item	Response	%
Yes	12	39%
No	18	61%
TOTAL	30	100%

Table 18 indicates that 34% agreed that their unions have involved in the contract of the educators and 66% disagreed that their unions have involved in the contract of the educators.

Table 4.19 : Assistance given to educators in the lesson planning by unions

Educators were requested to indicate if their unions assist educators in the lesson planning.

Item	Response	%
Yes	8	16%
No	22	84%
TOTAL	30	100%

Table 19 indicates that 16% of the educators agreed that their unions assist educators in lesson planning and 84% disagreed that their union assist educators in lesson planning.

Table 4.20 : Assisting with cultural activities at schools by unions

Educators were requested to indicate if their unions assist with cultural activities at their schools.

Item	Response	%
Yes	12	39%
No	18	61%
TOTAL	30	100%

Table 20 indicates that 39% of educators agreed that their unions assist with cultural activities at their schools and 61% disagreed that their unions assist with cultural activities at their school.

Table 4.21 : Assisting educators during the interviews by unions

Educators were requested to indicate if their unions assist educators during the interviews.

Item	Response	%
Yes	10	40%
No	20	60%
TOTAL	30	100%

Table 21 indicates that 40% of educators agreed that their unions assist educators during the interviews and 60% of educators disagreed that their unions assist educators during the interviews.

Table 4.22 : Assisting educators during their misconduct trials by unions

The educators were requested to indicate if their unions assist the educators during their misconduct trials.

Item	Response	%
Yes	10	40%
No	20	60%
TOTAL	30	100%

Table 22 indicates that 40% of the educators agreed that their unions assist them during their misconduct trials and 60% of the educators disagreed that their unions assist them during misconduct trials.

Table 4.23 : Assisting educators with HIV/AIDS by unions

The educators were requested to indicate whether their unions assist educators with HIV/AIDS.

Item	Response	%
Yes	11	18%
No	19	82%
TOTAL	30	100%

Table 23 indicates that 18% of the educators agreed that their unions assist educators with HIV/AIDS whereas 82% of educators disagreed that their unions assist them with HIV/AIDS.

Table 4.24 : Assisting educators in self-development

Educators were requested to indicate if their unions assist educators in self-development, e.g. study.

Item	Response	%
Yes	8	16%
No	22	84%
TOTAL	30	100%

Table 24 indicates that 16% of educators agreed that their unions assist educators in self-development and 84% disagreed that unions assist educators with self-development, e.g. study.

Table 4.26 : Age of chairperson of the unions

The chairpersons of the unions were requested to indicate their ages.

Age	Response	%
25 – 30 Years	0	0%
31 – 40 Years	1	10%
41 – 50 Years	3	90%
51 and above	0	0%
TOTAL	4	100%

Table 26 indicates that 10% of the chairpersons of the unions are between the ages of 31 – 40 and 90% were between the ages of 41 – 50 years.

SECTION C: DATA ANALYSIS OF CHAIRPERSONS OF THE UNIONS

Table 4.25 : Gender of Chairperson of the unions

The chairpersons of the unions were requested to indicate their gender.

Gender	Response	%
Male	2	90%
Female	1	10%
TOTAL	3	100%

Table 25 indicates that 90% of the chairpersons are male and only 10% are female which means that there is no gender equality.

Table 4.26 : Age of chairperson of the unions

The chairpersons of the unions were requested to indicate their ages.

Age	Response	%
25 – 30 Years	-	0%
31 – 40 Years	1	10%
41 – 50 Years	3	90%
51 and above	-	0%
TOTAL	4	100%

Table 26 indicates that 10% of the chairpersons of the unions are between the ages of 31 – 40 and 90% were between the ages of 41 – 50 years.

Table 4.27 : Academic qualifications for chairperson of the unions

Academic qualifications : The chairpersons of the unions were requested to indicate their highest academic qualifications.

QUALIFICATION	RESPONSE	%
STD 10	-	0%
BA/BAED	-	0%
BED/BED(HONS)	3	100%
PhD/DED	-	0%
Other (Specify)	-	0%
TOTAL	3	100%

Table 27 indicates that 100% of the chairpersons of the unions found in Luvuvhu Circuit have passed BED (Hons).

Table 28 indicates that 90% of the chairpersons of the unions have passed STD and 10% have passed HED.

Table 4.28 : Professional qualifications for chairperson of the unions

The chairpersons of the unions were requested to indicate their professional qualifications.

Qualifications	Response	%
NPTC	-	0%
PTC	-	0%
JSTC	-	0%
NPDE	-	0%
SSTC	-	0%
JPTD	-	0%
SPTD	-	0%
STD	2	90%
HED/HDC/HE	1	10%
UED/PGCE	-	0%
TOTAL	3	100%

Table 28 indicates that 90% of the chairpersons of the unions have passed STD and 10% have passed HED.

Table 4.29 : Positions held by chairperson of the unions

The chairpersons of the unions were requested to indicate their position at their respective schools.

Position	Response	%
Educator	-	0%
Senior Educator	2	90%
Master Educator	-	0%
HOD	-	0%
Deputy Manager	1	10%
Manager	-	0%
TOTAL	3	100%

Table 29 indicates that 90% of the chairpersons of the unions are senior educators and only 10% are deputy managers.

The chairpersons of the unions were requested to indicate if they have been members of their unions.

Years	Response	%
5 – 10 Years	-	0%
11 – 15 Years	3	100%
16 – 20 Years	-	0%
21 – 30 Years	-	0%
31 and above	-	0%
TOTAL	3	100%

Table 31 indicates that 100% of the chairpersons of the unions have 11 – 15 years as members of their unions.

Table 4.30 : Chairperson's teaching experience

The chairpersons of the unions were requested to indicate their teaching experience.

Years	Response	%
5 – 10 Years	-	0%
11 – 15 Years	2	90%
16 – 20 Years	1	10%
21 – 30 Years	-	0%
31 and above	-	0%
TOTAL	3	100%

Table 30 indicates that 90% of the chairpersons of the unions have 11 – 15 teaching experience and 10% have 16 – 20 years teaching experience.

Table 4.31 : Period as being union members

The chairpersons of the unions were requested to indicate for how long they have been members of these unions.

Years	Response	%
5 – 10 Years	-	0%
11 – 15 Years	3	100%
16 – 20 Years	-	0%
21 – 30 Years	-	0%
31 and above	-	0%
TOTAL	3	100%

Table 31 indicates that 100% of the chairpersons of the unions have 11 – 15 years as members of their unions.

Table 4.32 : Period as being chairperson of the unions

Chairpersons of the unions in this table were requested to indicate when did they become the chairpersons of these unions.

Years	Response	%
2008	-	0%
2007	-	0%
2006	-	0%
2006	-	0%
2004 and below	3	100%
TOTAL	3	100%

Table 32 indicates that 100% of the chairpersons of the unions have been chairpersons since 2004 and below 2004.

Table 4.33 : How the chairperson have been elected

The chairpersons of the unions were requested to indicate whether they were democratically elected or not.

Item	Response	%
Yes	3	100%
No	-	0%
TOTAL	3	100%

Table 33 indicates that 100% of the chairpersons of these unions were democratically elected.

Table 4.34 : Are Unions assisting in eradicating discrimination

The chairpersons of the unions were requested to indicate if their unions are assisting to eradicate discrimination based on gender, sexism and sexual harassment of educators and pupils.

Item	Response	%
Yes	3	100%
No	-	0%
TOTAL	3	100%

Table 34 indicates that 100% of the chairpersons of the unions agreed that their unions are assisting to eradicate discrimination of educators and pupils.

Table 34 indicates that 100% of the chairpersons of the unions agreed that their unions are assisting to eradicate discrimination of educators and pupils.

Table 4.35 : Chairperson's opinion on how best the unions are

The chairpersons of the unions were requested to indicate if their unions are the best of them all.

Item	Response	%
Yes	3	100%
No	-	0%
TOTAL	3	100%

Table 35 indicates that each chairperson of the union agreed that his/her union is the best of them all.

Table 4.36 : Leadership possessed by chairpersons

The chairpersons of the unions were requested to indicate whether they possess leadership qualities.

Item	Response	%
Yes	3	100%
No	-	0%
TOTAL	3	100%

Table 36 indicates that 100% of the chairpersons of the unions possess leadership qualities.

Since the introduction of educators' unions, most schools in Luvuvhu Circuit experienced the challenge of poor relationships among respective members of the unions.

During the apartheid era, there was no freedom of choice since unions were limited and some like South African Democratic Teachers Union (SADTU) were not linked to the government. Now South Africa is a democratic country where everyone is equal before the law and has the right to choose in any form of his/her choice. In Luvuvhu Circuit, members of different unions experience problems such as bad conduct among educators. This has resulted in unions failing to play their roles in curriculum planning or sponsoring extra-curricular activities.

The statement of the problem in this study focused on poor relationships among unions like South African Democratic Teachers Union (SADTU), National Professional Teachers of South Africa (NAPTOSA) and South Africanse Onderwyser Unie (SAOU) found in Luvuvhu Circuit. The poor relationship among educators affects the performance of the learners, seen through a high failure rate in matric (Grade 12) in Luvuvhu Circuit. Members of the unions do not come

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The purpose of this study was to research the role and the influence of unions in curriculum development, employment, school governance, sports activities, policy development and also the impact of the unions amongst the school managers, educators and the learners found in Luvuvhu Circuit.

Since the introduction of educators' unions, most schools in Luvuvhu Circuit experienced the challenge of poor relationships among respective members of the unions.

During the apartheid era, there was no freedom of choice since unions were limited and some like South African Democratic Teachers' Union (SADTU) were not linked to the government. Now South Africa is a democratic country, where everyone is equal before the law and has the right to belong to any union of his/her choice. In Luvuvhu Circuit, members of different unions experience problems such as bad conduct among educators. This has resulted in unions failing to play their roles in curriculum planning or promoting extra-curricular activities.

The statement of the problem in this study focused on poor relationships among unions like South African Democratic Teachers Union (SADTU), National Professional Teachers of South Africa (NAPTOSA) and Suid Afrkaanse Onderwyser Unie (SAOU) found in Luvuvhu Circuit. The poor relationship among educators affects the performance of the learners, seen through a high failure rate in matric (Grade 12) in Luvuvhu Circuit. Members of the unions do not come

together to discuss the assessment plan together. Learners do not know about unionism. All they know is that they have educators.

To further investigate the problem of unions, the researcher formulated the following research questions:

5.2 FINDINGS

- a) What are members of the unions doing to stop fighting against each other for the sake of the education of the learners?
- b) How are members of the unions going to solve the problem of HIV/AIDS among their members?
- c) Why are members of the unions not conforming to the code of conduct?
- d) How are the members of the unions assisted legally?
- e) How are unions addressing the problems of gender equality in Luvuvhu Circuit?

To investigate this problem, the researcher aimed:

- To inquire or investigate the influence of the unions in the education system;
- To inform the readers about the unions' objectives towards learners, parents and the education system; and
- To alert readers that the union proposals do not benefit the learners.

The research was delimited to Luvuvhu Circuit. It was central to both primary and secondary schools. It focused on school managers and educators affiliated to the different unions.

The study was quantitative in design. Questionnaires were distributed to collect data. The population consisted of school managers, educators and chairpersons

of the unions. The research involved simple random sampling. Data was collected through questionnaires the sample consisted of 10 managers, 62 educators and 3 chairpersons of the unions, bringing the total to 75 respondents. Data was analysed statistically and the results are in percentage form.

5.2 FINDINGS

The researcher focused on the responses of respondents who answered the first question in Chapter 1 as follows:

5.2.1 Finding pertaining to research questions

The questions were divided into five main themes:

5.2.1.1 The differences between the unions in Luvuvhu Circuit

There are three unions in Luvuvhu Circuit. The first one is South African Democratic Teachers Union (SADTU), National Professional Teachers of South Africa (NAPTOSA) and Suid Afrikaanse Onderwyser Unie (SAOU). These unions are different in terms of history and perceptions apart that of constituencies. SAOU is full of apartheid because it is for the whites. Members of these unions show disrespect for the school and other authorities because they believe that their unions are the best.

5.2.1.2 The teaching profession is affected because of the differences between the unions

The teaching profession is affected because of these differences between the members of the unions. Educators are demotivated because of these differences. There is an abnormal educator-learner ratio and the unions are doing nothing. Leadership within the respective unions does not encourage educator's self-development since most of the educators do not improve their

qualifications. There is also unavailability of extra-curriculum activities like athletics, soccer and sports as a whole because they are conducted on Saturdays, so, the educators are unavailable on Saturdays. The unions are doing nothing on this regard because of the differences between them.

5.2.1.3 Imbalances in leadership positions of union members

Only 15% of females and 85% of males occupied the leadership positions. Leadership within the respective unions does not encourage educator's self-development since most of the educators do not improve their qualifications. Most of these educators are usually female educators. Some members of these respective unions concerntrate much on party-politics as a way of pursuing management post at municipality councils or provincial legislature, while undermining their professional responsibilities. The other issue is about the inferiority of the female members. Female members within Luvuvhu Circuit disregard themselves as members who could obtain such positions because they look down upon themselves.

5.2.1.4 Strategies which School Management Teams (SMTs) are initiating to stop the differences and improve the culture of teaching and learning

Looking at the differences which the members of the unions found in Luvuvhu Circuit have, the School Management Team (SMT) is initiating some strategies to stop these differences so that the culture of teaching and learning be improved. The SMT in Luvuvhu Circuit are planning to introduce combined meetings amongst the members of the unions to stop their differences after school hours. Meetings such as playing soccer by members of different unions during and after school, netball, chess and volley ball. Members of the unions must compete in terms of improving culture of teaching and learning.

5.2.1.5 What schools are doing to overcome the challenges

Differences between the members of the unions are a challenging issue amongst the schools. Schools at Luvuvhu Circuit are facing such a problem. Schools at Luvuvhu Circuit are currently making some school policies which the members of the unions should adhere to, e.g. the formation of SMT (School Management Team as advisers). Schools are also facing challenges like incomplete syllabuses by the members of the unions, instead members of the union's concentrate on their private studies at the expense of learners. Their line of authority and responsibility when it comes to protecting learners is very strong. Schools are protecting the learners.

5.3 RECOMMENDATIONS FOR FURTHER RESEARCH

The researcher could advance on this topic and further investigate on issues relating to unions for example, the merging of two or three unions with the government such as COSATU, SADTU and Communist Party joining with the government.

5.4 CONCLUSION

It is hoped that the findings, conclusions and recommendations made in this study will help the department/circuit to be considerate when it comes to the influence of unions on the educational system in Luvuvhu Circuit. The work of the educator unions in South Africa over the last decade has, in the main, mirrored the broader political, economic and cultural dynamics of South Africa's transition. The school managers should realise that it is important for them to be trained and empowered with educational matters since learning is an ongoing, life long process. They must also know that lack of understanding always hurts the learners.

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Concerning the learners, a tremendous improvement in their education progression would be visible if they worked hard and fully committed themselves to school work such as doing their homework, classwork and attending afternoon studies. That way, they will be successful.

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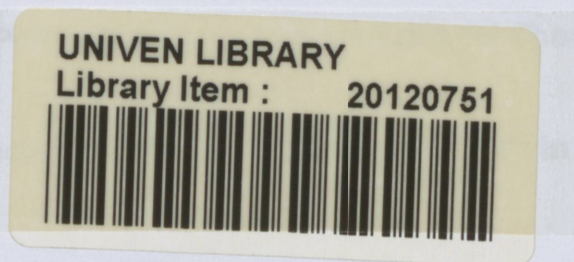
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APPENDIX A

QUESTIONNAIRE

(Questionnaire given to the principals, educators and chairperson of sampled primary and secondary schools in Luvuvhu Circuit)

This questionnaire is for academic research and is not for profit making.

It attempt to focus on the role played by the unions in the education system within Luvuvhu Circuit. Please complete every item to the best of your knowledge. Anonymity is absolutely guaranteed.

SECTION A : PERSONAL DATA

(Tick the most appropriate answer where a selection of answers are given)

1. Gender

Male	
Female	

2. Age

25 – 30	
31 – 40	
41 – 50	
51 and above	

3. What is your highest academic qualification?

STD 10	
B.A / BA(Ed)	
BED / BED (HONS)	
M.ED	
PhD / D.ED	
Other (Specify)	

4. What is your highest professional qualification?

NPTC	
PTC	
JSTC	
NPDE	
SSTC	
JPTD	
SPTD	
STD	
HED/HDE/HE	
UED/PGCE	

11 – 15 years	
16 – 20 years	
21 – 30 years	
31 and above	

5. What is your position at your school?

Educator	
Senior Educator	
Master Educator	
HOD	
Deputy Manager	
Manager	

9. For how long have you been a member of this union?

6. Are you a citizen of South Africa?

5 – 10 years	
Yes	
No	

If No, what is your nationality?

7. What is your teaching experience?

5 – 10 years	
11 – 15 years	
16 – 20 years	
21 – 30 years	
31 and above	

8. What is the name of your Union?

SADTU	
PEU	
NAPTOSA	
COSATU	
SATO	

9. For how long have you been a member of this union?

5 – 10 years	
11 – 15 years	
16 – 20 years	
21 – 30 years	
31 and above	

1	
2	
3	
4	

SECTION B : CONTEXTUAL QUESTIONS FOR THE SCHOOL MANAGERS

(Questionnaire given to School Managers of sampled primary and secondary schools in Luvuvhu Circuit)

This questionnaire is for academic research and is not for profit making.

It attempt to focus on the role played by the unions in the education system within Luvuvhu Circuit. Please complete every item to the best of your knowledge. Anonymity is absolutely guaranteed.

1. Do you think is necessary to be a member of a union?

Yes	
No	

If Yes, specify?

2. How many unions do you have at your school?

1	
2	
3	
4	

3. Do you think is important for the educators to attend union meetings during school hours?

A = Strongly Agree; B = Agree; C = Disagree; D = Strongly

Yes	
No	

If Yes, specify?

4. Do you think the unions contributed towards development?

Yes	
No	

If Yes, specify?

7. Do you think all the activities performed by unions are professional?

Yes	
No	

5. Do you think the unions contributed in the curriculum development?

A = Strongly Agree; B = Agree; C = Disagree; D = Strongly Disagree

A	
B	
C	
D	

8. Do the unions have the same aim/purpose/objective?

6. Do you think the teacher unions as professional organizations should be politicised to affiliate under unprofessional bodies?

No	
Yes	
No	

If Yes, specify?

10. What role do they play in terms of human resource matters? E.g. (Contract and retirement)

7. Do you think all the activities performed by unions are professional?

Yes	
No	

11. If Yes, specify?

Yes	
No	

8. What is the impact of the union in the society?

9. Do the unions have the same aim/purpose/objective?

Yes	
No	

If Yes, specify?

10. What role do they play in terms of human resource matters? E.g. (Contract and retirement)

11. Do you think there is a relationship between SACE and the union?

Yes	
No	

If Yes, specify?

12. Do you think there is a good way of contribution among the members?

Yes	
No	

If Yes, specify?

13. What is the role of bargaining?

14. Do you believe that the unions have the influence on stay away, chalk down?

Yes	
No	

If Yes, specify?

15. Should they resort in chalk down if they failed negotiations?

Yes	
No	

If Yes, specify?

16. What is the role of the union in the assessment of the learners?

17. What is the role of the union in the behaviour of the educators?

18. What is the role of the union in the contract of the educators?

19. What is the role of the union in HIV/AIDS?

1. For how long have you been a member of this union?

1 – 5 years	
6 – 10 years	
11 – 15 years	

2. Why did you join the union?

3. How many are you joined this union at your school?

5 – 8	
10 – 14	
15 – 19	
20 and above	

SECTION C : CONTEXTUAL QUESTIONS FOR THE EDUCATORS

(Questionnaire given to Educators of sampled primary and secondary schools in Luvuvhu Circuit)

This questionnaire is for academic research and is not for profit making.

It attempt to focus on the role played by the unions in the education system within Luvuvhu Circuit. Please complete every item to the best of your knowledge. Anonymity is absolutely guaranteed.

6. Are the unions totally involved in the responsibilities of the educators?

1. For how long have you been a member of this union?

1 – 5 years	
6 – 10 years	
11 – 15 years	

2. Why did you join the union?

3. How many are you joined this union at your school?

5 – 9	
10 – 14	
15 – 19	
20 and above	

4. What is the role of the union at your school?

Yes	
No	

5. What is the role of the union in the development of the educator?

6. Are the unions totally involved in the responsibilities of the educators?

Yes	
No	

If Yes, specify?

7. Do unions involved themselves in the contract of the educators?

Yes	
No	

If Yes, specify?

8. Do unions assist educators in the lesson planning?
 trials?

Yes	
No	

If Yes, specify?

9. Do unions assist with the cultural activities at your school?

Yes	
No	

If Yes, specify?

10. Do unions assist the educators during the interviews?

Yes	
No	

If Yes, specify?

11. Do you think the unions assist the educators during their misconduct's trials?

Yes	
No	

If Yes, specify?

12. Do you think the unions assist the educators with HIV/AIDS?

Yes	
No	

If Yes, specify?

13. Do you think the unions assist the educators in self-development? e.g study.

Yes	
No	

If Yes, specify?

SECTION D : CONTEXTUAL QUESTIONS FOR THE CHAIRPERSON OF THE UNION

(Questionnaire given to Chairperson of the Union)

This questionnaire is for academic research and is not for profit making.

It attempt to focus on the role played by the unions in the education system within Luvuvhu Circuit. Please complete every item to the best of your knowledge. Anonymity is absolutely guaranteed.

4. How many members affiliated in this union?
1. For how long have you been a member of this union?

5 - 9	
1 – 5 years	
6 – 10 years	
11 – 15 years	

5. Do you think this union serves the interests of its members?
2. When did you become a chairperson of this union?

Yes	
2008	
2007	
2006 specify?	
2005	
2004 and below	

3. Were you democratically elected or not?

Yes	
No	

If Yes, specify?

4. How many members affiliated in this union?

5 - 9	
10 - 14	
15 - 19	
20 and above	

5. Do you think this union serves the interests of its members?

Yes	
No	

If Yes, specify?

6. Do you think the union is assisting to eradicate discrimination based on gender, sexism and the sexual harassment of teachers and pupils?

Yes	
No	

10. If Yes, specify?
-
-
-

7. Do you think the union is assisting to discrimination based on race in employment and education generally?

Yes	
No	

12. If Yes, explain?
-
-
-

8. What is your union doing concerning planning the educational change and development?
-
-
-

9. How is the union helping to establish and administer funds for the benefit of members and their dependants?

10. How do you decide on general meetings of members in a branch to be called?

11. Do you think you possess leadership qualities?

11. What are your duties as a chairperson?

Yes	
No	

12. Do you think your union is the best of them all?

Yes	
No	

If Yes, specify?

13. How do you conduct the general behaviour of the members during the meeting?

14. What do you do if the meeting loses confidence in you?

15. Do you think you possess leadership qualities?

Yes	
No	

If Yes, specify?

APPENDIX B
PERMISSION TO COLLECT RESEARCH DATA IN SCHOOLS WITHIN
LUVUVHU CIRCUIT - LDoE

Phangophango
PROVINCIAL GOVERNMENT

Luvuvhu Circuit Office
P/Bag X2166
SIBASA 0970
Tel.No. 015 962 0903
Fax.

80414648
Ref: ~~80386296~~
Enquiries: Rambani M.M

19 June 2009

The District Senior Manager
Vhembe District
Department of Education
Private Bag X2250
SIBASA
0970

REQUEST TO COLLECT RESEARCH DATA IN SCHOOLS IN LUVUVHU CIRCUIT

1. We are in receipt of correspondence from the University of Venda, School of Education, in respect of Phanguphangu Z.T. a Masters student there.
2. She would like to collect data from selected schools in the circuit on the topic: "The Influence of Teacher Unions in Education".
3. Mrs Phanguphangu is an educator attached to Gole Secondary School. We hope that her research will make a valuable contribution regarding the delivery of quality education in the district.
4. We recommend that permission be granted to her to conduct her study on selected schools in the circuit.

M.M. Rambani
.....
Circuit Manager: Luvuvhu
19/06/2009

APPENDIX C
REQUEST TO COLLECT RESEARCH DATA IN SCHOOLS IN LUVUVHU
CIRCUIT – SCHOOL OF EDUCATION

SCHOOL OF EDUCATION:
Department of Curriculum Studies and Education Management

MEMORANDUM

To : Mr. M.M. Rambani
Circuit Manager
Luvuvhu Circuit

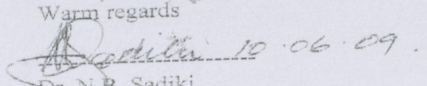
From : Dr. NB Sadiki
HOD: Curriculum Studies and Education Management
School of Education

Date : 10 June 2009

SUBJECT: Permission to collect Research Data in Schools within Luvuvhu Circuit

1. The above matter refers
2. Phanguphangu Z.T. (Mrs) is a Master of Education (M.ED) student at this University who is busy doing research. The topic of research is as follow: "The influence of Teacher Unions in Education."
3. She is now focusing upon chapter 3 whereby she is required to collect relevant data from informant namely educators in schools within Luvuvhu Circuit.
4. I would humbly request that you allow her to visit the selected schools to consult with educators
5. The student is fully aware that data collection will not be done during normal working hours
6. I hope this request will be found acceptable.

Warm regards


Dr. N.B. Sadiki

HOD: Curr. Studies and Educ. Management



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