

EDUCATOR REPRESENTATION THROUGH TRADE UNIONS

by

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DEDICATION

This work is dedicated to my late parents, Mzwakhe and Ntombinkulu, who did not live long enough to see my achievements;

and

to my late grandparents, Dingindawo and Nomkhomazi, and to my aunt, Sibongile MaMthabela Kubheka, who brought me up on sound principles of respect and dedication to tasks I set .

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ABBREVIATIONS

AATO	All Africa Teachers' Organisation
ABET	Adult Basic Education and Training
ATASA	African Teachers' Association of South Africa
APEK	Association of Professional Educators of KwaZulu-Natal
C2005	Curriculum 2005
CATA	Cape Teachers' Association of South Africa
CATU	Cape African Teachers' Union
CCMA	Centre for Conciliation, Mediation and Arbitration
COSATU	Congress of South African Trade Unions
CPTD	Continuing Professional Teacher Development
ECTU	Eastern Cape Teachers' Union
ELRC	Education Labour Relations Council
DAS	Developmental Appraisal System
DET	Department of Education and Training
DETU	Democratic Teachers' Union
FET	Further Education and Training
HAR	Highly Active Role
HOA	House of Assembly
HOD	House of Delegates
HOR	House of Representatives
IAR	Inactive Role
IR	Inhibiting Role
IT	Information Technology
KZN	KwaZulu-Natal
LRC	Learner Representative Council
MATU	Mamelodi Teachers' Union
MEC	Member of the Executive Council
NAPTOSA	National Professional Teachers' Organisations of South Africa
NATU	National Teachers' Union
NEUSA	National Education Union of South Africa
NTA	Natal Teachers' Association (Indian)
NTS	Natal Teachers' Society (White English-speaking)

NTUF	National Teachers' Unity Forum
OBE	Outcomes-based Education
OFSATA	Orange Free State African Teachers' Association
OFSTA	Orange Free State Teachers' Association (Coloured)
SADTU	South African Democratic Teachers' Union
SAOU	Suid Afrikaanse Onderwyser Unie
SGB	School Governing Body
SMT	School Management Team
SONAT	Society of Natal Teachers (Coloured)
TASA	Teachers' Association of South Africa
TATU	Transvaal African Teachers' Union
TUATA	Transvaal United African Teachers' Union
UTASA	United Teachers' Association of South Africa
WECTU	Western Cape Teachers' Union

ABSTRACT

The study evaluates the efficiency and effectiveness of representation of educators, by their unions.

Questionnaires and open-ended interviews were used to collect data from educators, union officials and school principals. Data is analysed both quantitatively and qualitatively.

The study reveals that, while union officials recognize the significance of their role in educator representation, there are challenges in performing this role. Chief among these are:

- Inadequate communication between union officials and educators.
- Limited ability of union officials to:
 - Build the capacity of educators as professionals.
 - Familiarize educators about legislation such as the Labour Relations Act, Employment of Educators Act and others.

Lack of capacity of both union officials as representatives of educators and educators as the constituency, presents a potential to threaten accountable industrial democracy.

The candidate makes a series of recommendations to foster educator representation. These recommendations culminate in a model tabled in the last chapter of the study. This model gives guidelines on systems and processes, which underpin and enhance efficient and effective educator representation. The model is a contribution to building responsible democracy in general, but industrial democracy in particular, within the educator system in the country.

CHAPTER 1

ORIENTATION TO THE STUDY

1.1 Introduction

Now that South Africa is a democratic country, the way in which all South Africans need to operate in the new order must be based on democratic values and principles of inclusivity, participation, collaboration, involvement, partnership and other such values as enshrined in the country's democratic constitution (1996). The people of South Africa are challenged, as Mandela (1994) states, to honour responsibility, accountability and co-operation.

South Africa has achieved both political and industrial democracy. As part of industrial democracy, workers in South Africa have the opportunity to participate in discussions that affect them in their work environment, and that influence organisational goals. Educators are no exception (South African constitution: 1996, Section 23).

Encouraged by the democratic policy framework, educators, like employees in other professions, have organised to form unions. Following the introduction of a democratic dispensation in 1994, a number of educator unions representing ordinary members began to engage in discussions with the Department of Education and Culture concerning matters that affect their working conditions. These unions have

representatives who assist them to achieve their goals and objectives. Among these goals are the protection of their (member) interests. Trade union representatives are thus accountable to the constituencies they represent.

This study, therefore, intends to evaluate the efficiency and effectiveness of representation of educators by union representatives.

1.2 Motivation for the study

The researcher has been prompted to undertake this study by a concern arising from the high frequency of conflict between educators and their unions. There are allegations that unions no longer represent the interest of members. Unions are perceived to be colluding with the employer (**The Sunday Tribune**, 13 December 1995). According to Nel and van Rooyen (1985: 27), allegations of this nature are not uncommon when union representatives have lost the link with the shop floor and have no clear lines of communication with their constituencies. Nel and van Rooyen further contend that union representatives need to be able to balance the interests of the different occupational groups in the enterprise in order to be successful in their job as negotiators with management.

An evaluative study of educator representation is, therefore, of interest to the researcher as part of the larger subject of industrial democracy, with particular reference to the arena of education.

1.3 Statement of the problem

Educator representation is, as stated earlier, an integral part of political and industrial democracy. When educators are not fully represented, their rights and professional interests may be threatened. The perception that educators are not adequately represented by unions thus poses a challenge to school education.

According to the allegations levelled by educators against union representatives, union members only find out about the existence of new agreements between the Department of Education and Culture and the unions at the stage when the Department begins to implement them. Unions are alleged not to relay crucial information after decision-making sessions with the employer. Educators on the ground claim that unions are quick to lose sight of their primary mandate, which, as McCarthy (1972: 119) states, is the welfare of their membership. Furthermore, union officials often run into conflict with the Department of Education and Culture when they speedily inform members about agreements after the Education Labour Relations Council (ELRC) meetings.

While discussing what unions sometimes fail to do, McCarthy (1972: 98) claims that in the opinion of union members, unions, from time to time, tend to exhibit behaviour that borders on inefficiency. He insists that unions are morally obligated to render quality service to their members because unions collect subscriptions and contributions from members and demand their loyalty in exchange for protecting their interests. He makes a further assertion that union representatives should not be perceived to be overly concerned about protecting their positions and their own alleged interests. He further states that union leadership should have no

commitment other than to the welfare of their members. He concludes that unions should always be ahead of their members in thinking about the problems plaguing education and that each time they do this, they should foreground their members' interests – rather than their own or those of the employer.

A more serious accusation levelled against the unions was, as cited by **The Sunday Times** (June 1999: 16) and echoed by Lawn (1985: 20), that unions sometimes seem to do things that compromise their constituency by neglecting their overriding responsibility and primary commitment, which is the welfare of their members. Lawn makes reference to Martin (1975: 13), who claims that the unions should, for the most part, be engaged in essentially defensive or protective operations that are not within the control of their members. Martin further states that educator unions normally behave in this way when fulfilling their basic objective of protecting membership interests, whether it be in resolving individual or group grievances with the employer, or complaining about variations in existing provisions such as housing, allowances and conditions of service.

There is also a perception among some officials of the Department of Education and Culture and School Governing Bodies (SGBs), that the introduction of educator unions to some extent reduced the power of the Department of Education and Culture, and challenged its validity in some areas (Zulu 1999: 23). Zulu further argues that unions do as they please. He makes the serious allegation that educator organisations engage in unprotected strikes and get away with neglect of duty. Against this background, it becomes clear that there is a problem with regard to the

relationship between unions and those they represent. Such a problem is the justification for undertaking this study.

1.4 Hypothesis

It remains important to test the validity and reliability of the kind of allegations set out above. To do this, the researcher poses the following hypothesis:

1.4.1 Hypothesis

Educator union representatives / officials in the current South African context are not providing quality representation for ordinary union members.

1.5 Research questions

- 1.5.1** Is educator union representation effective and efficient in communicating resolutions and policy decisions to ordinary members?
- 1.5.2** Do educator unions always consult their constituencies for fresh mandates before they negotiate and sign agreements with the employer?

1.6 Aim of the study

The study aims to do the following:

Investigate the nature and quality of representation of educators by their unions in the current South African context.

1.7 Definition of concepts as they operate in the study

1.7.1 Educator

This concept is used in the study to refer to any person who teaches, educates or trains other persons or who provides professional education services including professional therapy and educational psychological services at any public school, further education and training institution, Departmental office or Adult Basic Education and Training (ABET) centre and who is appointed in a post in any establishment such as a school, college or ABET centre.

1.7.2 Union representatives / union officials / shop stewards

In this study, a union representative or union official or shop steward refers to an educator representative at the workplace. All of these concepts refer to an educator who is a member of a particular union and is nominated by his/her constituency to represent such union in fora that deliberate on labour issues.

Representatives are involved in duties either on a full time or part time basis. This differentiates between representatives at school level and those at provincial level. Provincial representatives are referred to as senior officials of the unions.

Union representatives at school level are responsible to a number of educators who are affiliated members of a particular educator union. Consequently, the role expectations of their duties, as understood by the unions, educators and Department of Education and Culture, are often complex and confusing – even to the representatives themselves.

1.7.3 Ordinary union member

"Ordinary union member" refers to an educator in the classroom who is a paid-up member of an educator union and elects a representative to negotiate conditions of service with the employer on his/her behalf.

1.7.4 Quality representation

"Quality representation" refers to a situation where an educator union representative focuses on the smooth internal running of the business of managing education and the clarifying of issues in which both Department of Education and Culture and educators have an interest. Quality representation also refers to a high level of efficiency of shop stewards who have a strong link with the shop floor and clear lines of communication with their constituencies. Such representatives are able to balance the interests of different occupational stakeholders, such as SGBs, school management teams (SMTs) and learner representative council (LRC) in educational institutions in order to be successful in their jobs as negotiators with management.

In this study, unions will be considered to be providing quality representation if their activities meet the following criteria:

- effective and efficient communication between the educators at school level and the union representatives at branch level;
- satisfies the conditions of service as prescribed in the South African Labour Relations Act (No. 55 of 1996); and

- sensitive to the democratic principles of power sharing, equity, accountability, transparency, access to information and so on, as captured in the South African constitution.

1.8 Delimitation of the study

While union officials represent educators at institutional, branch, regional, provincial and national levels, this study will be confined to interaction between the union officials at branch level and the members they represent (educators) at school level. Specifically, the study will focus on how union officials represent their members to secure conditions conducive to sound labour relations.

1.9 Methodology and sources

The study will be carried out through the following processes:

- a) A literature review – a critical review of primary and secondary publications – will be undertaken. This will include South African policy documents on educator participation, and will provide the theoretical / philosophical and policy framework in terms of which data may be measured, analysed and interpreted.
- b) Empirical data will be gathered by means of a survey, to be undertaken in the province of KwaZulu-Natal. A combination of structured and unstructured interviews and questionnaires will be used with the educators, principals and officials of the unions. The investigation of empirical data will have both a qualitative and a quantitative dimension.
- c) Personal reflections and the researcher's experience will serve as a further source of data.

A detailed discussion of the methodology used in the study will be done in Chapter 4.

1.10 Outline of Chapters

1.10.1 Chapter 1

This chapter provides the background to the study, introduces the problem, the study context and its aim, states the hypothesis, research questions and methodology of the study, and outlines the chapters to follow.

1.10.2 Chapter 2

This chapter traces the historical development of trade unions in South Africa, the trends that emerged and the lessons that were learnt as a result of union growth.

1.10.3 Chapter 3

This chapter reviews literature on the subject of representation of educators by their unions in South Africa.

1.10.4 Chapter 4

This chapter presents the methodology followed when conducting the research.

1.10.5 Chapter 5

This chapter presents, analyses and interprets data from all sources.

1.10.6 Chapter 6

This chapter presents findings and conclusions to the study.

1.10.7 Chapter 7

This chapter presents recommendations – including a proposed model designed to improve the system – and concludes the study.

1.11 Conclusion

This chapter presented a brief overview of the main thrust of the study. The chapter also established the focus of the study. It presented the aims, hypothesis and research questions for the study, and briefly outlined the *research methodology*. *An outline of the chapters was also provided.*

The following chapter will present the historical development of trade unions in South Africa, the trends that emerged, and the lessons that were learnt as a result of union growth.

CHAPTER 2

TRADE UNIONISM IN SOUTH AFRICA – HISTORY, TRENDS AND LESSONS

2.1 Introduction

The aim of this chapter is to examine circumstances and events that shaped state policy towards worker representation through trade unions in South Africa. Developments in the private sector (namely, industry and commerce) trade unions will be discussed briefly and then an account will be given of the public sector trade unions, with special reference to educator trade unions.

2.2 Developments in the private sector trade unions

In South Africa, the governments in power have not only regarded trade unions as the mouthpiece of the workers but have also seen to it that they conform to the broad socio-political policy prevailing in the country at the time. For example, in 1948 the Industrial Legislation Commission (commonly known as the Botha Commission), in pursuance of the government policy on racial separation, recommended, *inter alia*, the desirability of having separate trade unions for Whites, Coloureds and Indians, and setting up a machinery for dispute resolution involving Blacks.

The government of the day accepted the Botha Commission's recommendation on racially separate trade unions and made it into law by means of the revised Industrial Conciliation Act (No. 28 of 1956). This led to the break-up of many formerly racially

mixed trade unions; in their place, racially separate branches of the same trade union continued to exist alongside one another. These developments marked the beginnings of the entrenchment of the dualistic nature of the industrial relations system in South Africa. One industrial relations system existed for White, Coloured and Indian Workers under the Industrial Conciliation Act, with another system outside the Industrial Conciliation Act for Black workers. Since Black workers' trade unions were not recognised by the Act, Blacks were not permitted to participate in industrial relations machinery such as the Industrial Council and Conciliation Boards.

It is important to note, however, that the government never went so far as to outlaw Black trade unions altogether, but rather devised other ways and means of extending control over them, e.g. banning Black trade union organisers / leaders.

The exclusion of Black workers from the benefits of the machinery provided by the Industrial Conciliation Act created an industrial relations vacuum. Thus, in order to whet the appetite of Black workers to join or form trade unions, in 1953 the Nationalist Party government enacted the Bantu Labour Relations Regulation Act (No. 48 of 1953) in terms of which Black workers were expected to form liaison committees.

Such committees were intended to be a frontline for communication between Black workers and their employers. As these committees had not been given collective bargaining rights similar to those enjoyed by other race groups, however, Black workers mobilised to reject them by initiating and participating in a series of Black trade union strikes in all major industrial centres / cities in South Africa.

The 1973 strikes made apparent the failure of the government to control, sustain and defend the dual industrial relations system. In a last attempt to curb the growing demand by Black workers for trade union rights, the government in 1977 amended the Black Labour Relations Act to grant liaison committees the right to negotiate in-plant agreements on wages and conditions of service. Nevertheless, this change offered too little too late. Despite the still weak position of the Black trade unions at that time, Black workers continued to demonstrate their strong support for these unions.

In sum, government policy towards trade unionism was in the main directed at maintaining, at all costs, South Africa's dualistic industrial relations system by:

- reinforcing racial divisions among workers by means of numerous discriminatory laws, especially those that granted different worker rights to different racial groups; and
- trying, despite strong Black opposition with White liberal support, to upgrade the liaison committee system in order to deny Black workers trade union rights enjoyed by White, Coloured and Indian workers.

2.3 Appointment of the Wiehahn Commission

The industrial relations problems experienced by the state during the 1970s forced the government to appoint the Wiehahn Commission (Maree 1987: 119). The Commission was mandated to make recommendations regarding the labour relations

system in place in South Africa at the time, and the utilisation of labour laws administered by what was then the Department of Labour and Mines.

The Wiehahn Commission recommended, *inter alia*, that Black workers be allowed to belong to registered trade unions and that trade union membership be opened to workers of all population groups. Legal recognition of Black trade unions, the Wiehahn Commission argued, would bring them under the same regulations and control exercised by the state over other unions.

Such controls would place an obligation on unions to provide the state with the names and addresses of office bearers and officials, membership figures, and audited trade union financial statements (report of the South African Labour Development Research Unit, SALDRU, 1979: 40). In addition, a trade union registered in terms of the Industrial Conciliation Act had to draw up a constitution in accordance with specifications laid down in the Act.

2.4 Reaction of government to the Wiehahn Commission's recommendations

According to the SALDRU report (1979: 7), the government cautiously accepted the major recommendations of the Wiehahn Commission by amending the Industrial Conciliation Act in 1979 to give trade union rights to Black workers – albeit only to those with permanent urban residence rights. Black workers with no urban residence rights were omitted from the provisions of the Act. As a follow-on from the recommendations of the Wiehahn Commission the government in 1981 granted all Black people full freedom of association and removed all reference to race in the Act.

By so doing the government, for the first time in the history of South Africa, set up a unitary industrial relations system in which all workers – regardless of race or colour or place of residence – would participate.

2.5 Developments in the public sector trade unions

Although the Wiehahn Commission had done a sterling job in shaping government policy towards trade unionism in South Africa, its mandate as per brief by the then-Minister of Labour and Mines was limited to the private sector. The public sector was left out of the brief because not only did workers in this sector not pose an immediate threat to labour peace in the country, but they also had not been so union active as to warrant their inclusion in the brief to the Wiehan Commission. What is more, the *government of the day had considerable control over the propensity of the public sector workers to form or join trade unions*. Public sector workers were encouraged to form staff or professional associations whose aims were, in the main, to facilitate communication between themselves and the government and to focus on the general welfare of workers rather than to concentrate on bread and butter issues as trade unions do.

As a mechanism for maintaining control of public sector workers and ensuring they did not look elsewhere for protection, government at the time stopped short of promising jobs for life, but focused on making public sector workers feel very secure. The outcome of government's efforts to handle public sector workers with kid gloves was that those workers reciprocated by doing nothing to disturb the status quo.

However, this relatively stable situation between government and public sector workers could not last indefinitely. The miraculous political transformation of South Africa, culminating in the proclamation of the all-inclusive democratic constitution in 1994, irrevocably changed the complexion of the regulation of employer / worker relations in the country.

The new constitution of South Africa (Act No. 108 of 1996) defines a “worker” as being any person who is employed at the workplace. As a result of such changes effected by the new constitution, all workers – regardless of whether they were employed in the public or private sectors – would now be regarded as workers. Further, the definition of employer now included government.

Given such sweeping changes, parliament passed the Labour Relations Act (No. 66 of 1995), which enabled staff / professional organisations in the public sector to convert into trade unions. This meant that all workers and employers started enjoying “freedom of association” in the fullest sense of the term.

The rise of public sector trade unions after this new dispensation is well documented and is, except with regard to the educator unions, beyond the scope of this study.

2.6 Developments in educator unions

The history of educator trade unions in South Africa dates back to a period prior to the 1900s. Three types of educator trade unions can be distinguished. The first type of educator trade union was organised along language and provincial lines. Although such unions considered themselves to be professional associations, they already

performed some activities that could be described as trade unionist functions. The second type of trade union could be described as child-centred, with a more professional approach and worker-orientated philosophy (Myburgh, 1999: 25). The third type of educator trade union was primarily established to deal not only with educational issues, but also with social and political issues of the day.

Among the issues these trade unions sought to address were the effects of the Pass Laws on education provision, and the discriminatory nature of the salaries paid to White educators as opposed to those of their Black counterparts who held the same qualifications and were doing the same job.

History also shows that the major aim of educator trade unions, especially Black unions, was to fight for the rights of educators, namely, to oppose the implementation of the Bantu Education Act of 1953 and to pursue political interests of Black (and particularly African) teachers (e.g. the abolition of the Pass Laws). As Burrows (1986: 14), Moll (1989: 63) and Mall (1999: 10) maintain, trade unions focused on many other unsatisfactory conditions that accompanied the Bantu Education Act of 1953 and other apartheid legislation.

From the 1980s onwards, when apartheid structures were beginning to crumble, there was a growing feeling among younger educators, politicised as learners by the 1976 student uprisings, that educator trade unions had to confront the government head-on and resort to militant action if necessary in order to have their demands met (Hartshorne, 1992: 304).

The representation of educators by trade unions, societies and professional associations continued to be based on racial grounds. In addition, there were further divisions among educator bodies along the lines of race and/or language (e.g. English and Afrikaans) and/or province. (It would, therefore, be expected that one would find more Afrikaans-speaking White educator trade unions in the former Orange Free State than in the former Natal where English educator unions were predominant.)

On the issue of divisions in education, Hindle (1989: 7) points out that there were 250 000 educators employed variously by 14 different Departments of Education, and represented by 30 different educator organisations. Issues of representation were also organised in terms of the ex-departments, with the Department of Education and Training (DET) for Africans, House of Assembly (HOA) for Whites, House of Delegates (HOD) for Indians and House of Representatives (HOR) for Coloureds, all of which tended to reflect statutory divisions predicated on racial grounds and cultural differentiation (Thurlow 1990a: 9-13).

The idea of forming a non-racial educators' trade union, whose representatives would later engage in labour relations deliberations with the Department of Education, originated at a conference of teachers in Harare in April 1988.

As a result of the principles formulated at the Harare conference, most educators associated with the African Teachers' Association of South Africa, (ATASA), the United Teachers' Association of South Africa (UTASA) and the Teachers' Association of South Africa (TASA) withdrew from all government structures and would only

participate where government policy did not clash with the Harare principles on non-racialism (Kruger 1993: 243).

The lack of unity among educators was cause for concern for the All Africa Teachers' Organisation (AATO), because not only did lack of unity weaken the power of the educator profession in South Africa, it also prevented the South African educator profession from being fully represented in the deliberations of international educator bodies. (Thurlow 1990b: 9-14).

Within a relatively short space of time following the Harare Conference, two national groupings of educators emerged in South Africa; namely the South African Democratic Teachers' Union (SADTU) and the National Professional Teachers' Organisations of South Africa (NAPTOSA), in October 1990 and August 1991 respectively. These groupings brought together educators from hitherto racially-based structures of education under apartheid.

Emphasising the rationale and need for, and the importance of educator unity in South Africa, Kruger (1993: 243) states that the education system – including all its subsystems – prior to 1994 was unacceptable to the vast majority in the organised educator profession.

2.7 Educator trade unions – trends and lessons

The motion of “one industry, one trade union” initiated at the Harare educator unity conference has still not been achieved. Indeed, lack of unity continues to bedevil the

role of educator trade unions as educator representatives at local school level, regional level, provincial level and national level, as is discussed below:

While individual educator trade unions claim to be non-racial, and indeed have constitutions that do not exclude educators of other race groups, ethnic, racial and linguistic divisions are still evident in trade unions in terms of membership composition. For example, while the National Teachers' Union (NATU) and SADTU enjoy predominantly Black support, the Association of Professional Educators of KwaZulu-Natal (APEK) draws its membership from predominantly White educators. These divisions have further translated into the strategies that unions adopt in presenting to the employer issues that are troubling union members. In KwaZulu-Natal, NATU and SADTU, with their predominantly Black membership, have organised a number of "chalk downs" and marches since the formation of a negotiation chamber in 1996. By contrast, APEK, with its predominantly White membership, has not organised a single "chalk down" or march. However, closer scrutiny of the kinds of issues that lead to "chalk downs" and marches – e.g. issues of safety and security at schools, displaced educators and so on – reveals that they are concerns that affect *all* educators, across ethnic, racial and linguistic lines.

Further, marches organised along trade union membership lines are attended only by members of that trade union. Members of other unions remain at school and do not participate in marches organised by unions other than their own.

The ideological split between politically affiliated educator trade unions and politically unaffiliated educator trade unions perpetuates and entrenches differences in tactics

and strategies used by these trade unions. More so than politically unaffiliated educator trade unions, politically affiliated unions, such as SADTU, associate themselves more with national issues. In SADTU's case, this is by virtue of its affiliation to the Congress of South African Trade Unions (COSATU) and the Tripartite Alliance, and it will, for this reason, encourage its members to join and participate in national strikes.

To conclude, Hindle (1989: 4) shares a view that the segmentation within the teaching profession is greater in South Africa than anywhere else in the world because the legacy of apartheid laws continues to find credence in the educator trade union movement. Educational issues affecting all educators are being exploited by individual unions not only to keep themselves in business as unions, but also in a bid to outwit other unions and score political points.

2.8 Conclusion

In this chapter, the history of trade union development in South Africa was presented. The different pieces of legislation governing labour relations and their implications for Black workers were outlined. Changes in legislation and how these impacted on the development of Black trade unions, and in particular educator unions, were considered. Trends that emerged and lessons learnt as a result of the development of Black trade unions were also highlighted.

The following chapter presents a review of literature on the representation of educators by trade unions.

CHAPTER 3

LITERATURE REVIEW - MANDATES, CONDITIONS, PROCESSES AND FUNCTIONS OF EDUCATOR REPRESENTATION BY TRADE UNIONS

3.1 Introduction

This chapter reviews literature on the representation of educators by their unions in South Africa. Policy mandates governing worker representation will be briefly outlined, in a bid to provide a frame of reference for the discourse that follows. The functions undertaken by trade unions to secure efficacy in representing their members will also be discussed. The chapter will conclude with an insight into the factors that hinder effective worker representation. The abovementioned themes will, collectively, provide the theoretical / philosophical and policy framework in terms of which the empirical data may be measured, analysed and interpreted, in order to test the research hypothesis stated at the outset (Chapter 1).

The following discussion reviews literature with the aim of highlighting the conditions imperative for effective worker representation.

3.2 Worker representation as mandated by selected policy documents

3.2.1 The Labour Relations Act

As a result of the legislative changes ushered in by the new political dispensation post-1994, current labour legislation in South Africa – such as the South African Labour Relations Act (No. 55 of 1996) – reflects a system of representation characterised, for the first time in the country's history, by the following:

- the absence of racial discrimination;
- one system of worker representation applicable to all workers in South Africa;
- the removal of discriminatory regulations regarding union registration and worker representation; and
- the inclusion of all South Africans in the labour decision-making processes, based on the South African constitution's principle of equality.

The key features of the Labour Relations Act mentioned above – namely non-racism, a unitary system of worker representation, non-discrimination, and inclusivity – collectively legislate authenticity in terms of worker representation on and practices by union bodies. Authenticity is a critical feature of worker representation and the subsequent processes involved.

According to the Annual Report of the National Labour Council (2000: 12), the determination of representation (vote weights) of the parties in the council is a necessary function. The state, as the employer, is one party, comprising 50% of the

representation to the council. All employee or union parties together form the other 50%, as shown below:

UNION	Vote weight	No. of representatives
NAPTOSA (a group of parties acting together)	45.6%	5
SADTU (a unity structure)	43.6%	4
SAOU (a unity structure but acts with other smaller parties)	10.8%	1
TOTAL	100%	10

Table 3.1: Tabular representation of parties in the labour council

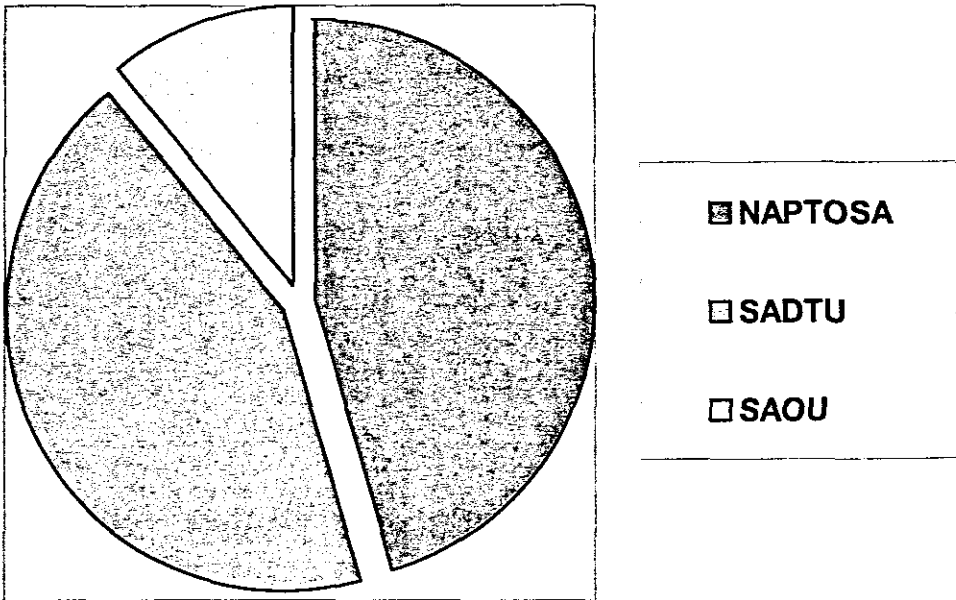


Figure 3.1: Graphical representation of parties in the labour council

It stands to reason that with regard to trade unions, the vote weight determination rests on the strength of the union in terms of membership. In arriving at employer-employee agreements, the union with the highest membership will have the greatest influence. This membership is established through the information management system (known as PERSAL) utilised for personnel management in the public service. Being a reliable system, it precludes arguments about the number of representatives it should have. Given the vote weight described above, it is argued that union representatives have a critical role to play in making decisions on behalf of their members and thus serve as an essential link between the employer (i.e. national government) and the employee (i.e. educators). Educator unions, therefore, are in a position of trust in terms of representing the interests of their members.

Since a heterogeneous group of members is represented on unions, it stands to reason that the diverse interests and needs of ordinary union members are accommodated by union representatives whose composition is multi-racial and, additionally, whose activities reflect non-discrimination, unity of purpose and inclusive practices as mentioned above. By the same token, any violation in this respect jeopardises authenticity in terms of both structural representation and functional processes of union bodies.

3.2.2 The South African Constitution (No. 108 of 1996)

Authentic worker representation and effective functionality in terms of union structures and practices are based on the South African constitution (No. 108 of 1996), and specifically on the principle of equality. The new democratic constitution replaced the apartheid labour laws (such as the South African Industrial Conciliation

Act, first passed in 1924, and the Bantu Education Act of 1953), that governed worker participation. These laws excluded certain sections of South African society on racial grounds.

In terms of the principle of inclusivity as enshrined in the democratic constitution of South Africa and as viewed by Bendix (1993: 129), worker participation entails the involvement of the employee in the organisation and planning of the work process, in the establishment of procedures and future processes, in the decision-making function at various levels and in the management and policy-making bodies of the undertaking.

Representation of educators by unions begins at the school level (where educators are represented at educators' workplace forums within schools), and extends to branch, regional, provincial and then national level.

On the issue of representation, Salamon (1987: 96) refers to Goodman (1973: 76) and Helps (1960: 88), both of whom hold that the link in the workplace between union representative and union members is crucial, given the general apathy among rank and file members in attending meetings. Non-attendance of members at meetings denies representatives the opportunity of interacting with their constituencies in order to procure fresh mandates from them. In respect of attendance at meetings, Schuller and Robertson (in Salamon, 1987: 167) believe that absence of membership involvement in the election process can result in the union representative feeling less able to claim active support of members and also feeling less confident in his/her representation of members. This, in turn, affects representation because it potentially

diminishes representatives' confidence in dealing with both management and members.

Dekker (1990: 242) argues that the essential quality of the union representative's role, and the real source of its power and influence, lies in the representative being a lay official who continues to work among members and to experience the same day-to-day problems as those who elected him/her. This stands the union representative in good stead and gives him/her considerable opportunity, particularly on an informal basis, to discuss both workplace and union affairs with membership. Whether such processes do, indeed, happen in the case of union representatives and their constituencies remains to be seen. However, should it fail to happen, the question then becomes: Whom do union representatives in fact represent? And from whence do they get their mandates to take decisions?

3.3 Conditions imperative for effective worker representation

3.3.1 Sharing of power

In contemporary society, where issues of power are involved, one finds general agreement on the idea that it is not acceptable for power to be defined or determined by leaders alone. Rather, power is subject to negotiated and agreed-to limitations, with a variety of formal checks and balances. In the case of the Department of Education and Culture and educator unions, each works as the other's watchdog. This, in the view of Hindle (1993: 3), is important for preventing unilateral decision-making and unfair discrimination by one party against the other (both of which values are cornerstones of the South African constitution).

A significant condition for effective collective bargaining in education is emphasised by Hindle (1993: 3), who states that collective bargaining should lead to the sharing of power. Power sharing, according to Hindle, produces economic benefit for all the stakeholders. Hughes *et al* (1973: 17) also cite power sharing as a crucial element in collective bargaining.

Union members expect their unions to share power with the employer. By doing so, unions represent their members well because members' interests and inputs can be factored into the decisions taken jointly by the unions and the employer.

3.3.2 Participation in decision-making

Participation of the workforce in decision-making can be direct or indirect. Cresswell and Murphy (1980: 12) distinguish between direct and indirect worker participation.

Direct participation emphasises the interaction between the individual worker and supervisor, as well as co-workers, as a means to influence the way work is carried out.

In indirect participation, on the other hand, the involvement of the workers is through the agency of elected representatives. The indirect system of worker participation requires ground rules to govern the interaction and to facilitate the empowerment of the union and its representatives, to ensure that the implications of distance inherent in hierarchical structures are narrowed and a clear power balance is achieved.

Indirect participation ensures that both efficiency and the norms of democracy are served.

For the purposes of this study, indirect participation will refer to the form of worker participation at play in the KwaZulu-Natal Department of Education and Culture. This is the form of worker participation where educators are represented by their unions. It is preferred over direct participation because it acknowledges the essential role of educator unions. A trade-off is implied when the Department of Education and Culture creates a space for the empowerment of the unions as they co-operate in the implementation of agreements of which they are part.

Bendix (1993: 129) confirms the argument presented earlier, that worker representation entails the involvement of employee representatives both in the organisation and planning of procedures and future processes in the decision-making function at various levels, and in the management and policy-making bodies of the undertaking.

Bendix (1993: 129) further asserts that worker participation through representation is actually intended to promote the extension of industrial democracy in the enterprise, in the form of joint government by employees and management. Cresswell and Murphy (1980: 309) add that, as such, participation can take various forms, e.g. ranging from information sharing and consultation to joint decision-making and shared ownership.

Therefore, the nature of the relationship between employees and management in the organisation's decision-making process is central to the character and conduct of the industrial relations system at the organisational level (Salamon, 1998: 353). Salamon's comment is in line with the stipulations of South Africa's democratic constitution and the South African Schools Act (No. 84 of 1996), which make provision for the right of all stakeholder groups to participate in the making of decisions that affect their working lives.

In a broad sense, participation refers to a workplace relationship that exists whenever those at the bottom of the enterprise (in the case of this study, educators) take part in the authority and function of the enterprise (in the case of this study, education). Salamon (1998: 353), in support of this assertion, defines participation as social or institutional devices by means of which subordinates (employees), either individually or collectively, become involved in one or more aspects of organisational decision-making.

There is a view that there can never be commitment in organisations if the workers – those at the coalface of production – are not involved in the organisation's decision-making process (Kravetz, 1988: 27). It would appear that this view is shared by other authors, including Bendix, Cresswell and Murphy. This researcher's experience, too, would lead him to concur and to support the validity of such a statement.

Commenting further on participation, Salamon (1998: 353) declares that the term "participation" refers to those initiatives by the state, trade union or employees that

promote the collective rights of employees to be represented in organisational decision-making.

Remarking on consultation and collaboration, Hindle (1990: 13) asserts that these two processes accord educator union leaders an opportunity to represent educators and through these processes influence decision-making with regard to education management. Dekker (1990: 40), however, insists that even though employees participate with management, the responsibility for the final decision rests with management.

It must be noted that, in practice, the concept of worker participation is not accepted without challenge. In this regard there is a strong perception that the union leaders and officials of the Department of Education and Culture have not been well trained to accept responsibility for their actions and decisions. Another conspicuous problem is that of education managers who encounter problems of role identification, stress and ambiguity as schools become unionised (Cresswell and Murphy 1980: 401).

Bendix (1993: 137) stresses that it is management that experiences more problems than unions as management members are the ones who relinquish some of their traditional prerogatives. In many instances, management objects to union participation on the grounds that shared decision-making sometimes leads to lack of control and can become very time-consuming (Bendix 1993: 139). By contrast, unions argue that participation should be extended to all levels but that emphasis should be placed on representation of the interests of the employees, as opposed to those of the employer.

In arguing the complexity of worker participation, Salamon (1998: 70) makes reference to Hyman and Mason (1987: 39), who point out that worker participation is one of the most complex, dynamic and controversial aspects of organisational structure in the employment situation.

3.4 Advantages and disadvantages of worker participation

Worker participation has its advantages and disadvantages, key examples of which are captured in the following discussion.

a) Advantages

Since the employees constitute a majority by head count in the industrial situation, this would entail government of employees by employees. In terms of the Labour Relations Act, industrial democracy in its absolute sense is practised where managers and workers co-operate in controlling the enterprise.

One advantage of the representative process is that even the most junior officials, such as post level one educators, have an opportunity to influence decisions affecting the management of education. This they do by, among other things, holding meetings and taking resolutions, which they submit to their leaders who in turn table those at the ELRC for debate and discussion with the employer. It is expected of union representatives that they consult their constituencies and have mandates from them before engaging with the employer.

The second advantage of worker participation, as argued by Salamon (1998: 204), is that workers the world over tend to be more likely to co-operate in implementing decisions arising out of processes in which they have participated. The third advantage of such participation, according to Kravetz, is that it leads to increased efficiency and productivity in the long term – although not all managers would agree with this argument. Nieuwmeijer is one such manager, who contends (Nieuwmeijer and Oliver, 1996) that sometimes the involvement of workers delays the implementation of management decisions.

b) Disadvantages

The main disadvantage of worker participation, according to Bendix (1993: 137), is that it is detrimental to managerial efficiency because it is time-consuming and difficult to control.

A further disadvantage is that, more often than not, employees and managers do not share the same objectives. The most commonly cited example of this is that employees tend to place their preference for economic benefits and leisure above the long term interests of the company.

The opinion of many workers, according to Bognano and Kleiner (1992: 38), is that worker participation constitutes nothing more than a management ploy to co-opt employees, *to detract from the challenge of the union and to encourage employees to increase their productivity*. Those unions that adopt such a radical perspective will tend to resist participation on the grounds that it does not change the capitalist system but leads rather to co-option of the employees within the existing framework.

Clearly, participation by workers in decision-making has many perceived advantages and disadvantages.

3.4.1 Accountability

In terms of the current democratic dispensation, unions are obliged to be accountable to the people they represent and on whose behalf they exercise agreed-upon power. Unlike in the past, the Department of Education and Culture can no longer take decisions that affect educators without consulting them. The unions are, in terms of the new dispensation, an integral part of the education decision-making machinery. *Without their voice, no decisions are valid. For unions, accountability suggests that they have a responsibility to seek mandates from the constituencies to whom they are accountable before signing agreements with the employer.*

It becomes clear that it is important for educator unions to remain accountable to the members whose voice they represent. Needless to say, if unions make unilateral decisions with the employer, they are doing a disservice to the people to whom they are accountable. Similarly, the Department of Education and Culture remains accountable to the people it serves. It is, therefore, in the interests of the Department to involve educator unions in participating in decision-making.

3.4.2 Transparency

People in the new dispensation have legally-protected rights to access information and to be exposed to decision-making processes that may have an impact on their lives (Labour Relations Act, No. 66 of 1995). For the relationship between the

Department of Education and Culture and the unions, the implication of such transparency is that neither can conceal anything from the other relating to labour matters, and that neither party may take decisions without consulting the other in matters of mutual interest. For the relationship between union officials and members on the ground, such transparency implies the need to cascade information down to ordinary union members within schools.

Transparency presents both advantages and disadvantages. One of the major advantages, in the view of Spoelstra and Pienaar (2000: 92), is that transparency promotes ownership of the decisions taken by parties interacting in a relationship. *Spoelstra and Pienaar argue that an important disadvantage of transparency is that it can involve a lot of red tape, thus tending to result in delays in the implementation of appropriate services.*

3.4.3 Access to information

In terms of the new constitution of South Africa (Act No. 108 of 1996) access to information is not the exclusive preserve of elite groups as was the case in the apartheid dispensation. Rather, the masses have legally-protected rights to access information and to evaluate how certain decisions may or may not affect them.

The impact of this principle on education is that educators now have access to information to an extent that was not the case pre-1994. This is backed by the Access to Information Act (No. 2 of 2000), in terms of which every South African citizen has the right to access any information that is held by another person and that is required for the exercise or protection of any right.

Importantly, such principles (based on Section 76 of the constitution of South Africa) create a wider societal framework. One of the implications for education is that educators can now, through union representatives, become *partners* with the Department of Education and Culture in the formulation of policy that manages education through sharing of information. As evidenced by the Access to Information Act, the recognition and acceptance of educator representatives as major stakeholders with whom information is shared, is a milestone for education management in South Africa.

3.5 Processes and functions imperative for securing representative efficacy

Representation of educators by their unions is effected through various processes and undertaken through a set of functions. The following discussion captures some of those.

3.5.1 Processes

As discussed in Chapter 2, participation is provided for in the various structures of the chamber. There are many legislated processes to effect the representation of educators by unions. Chief among these are bargaining and negotiations. The following discussion captures the processes of collective bargaining and negotiation as used by unions to represent educator interests in the KwaZulu-Natal chamber. A discussion of functions of unions follows.

The justification for the discussion of the processes of negotiation and bargaining as well as of functions, is based on their appropriateness as educator representation tools. For instance, when negotiation has been done properly, it nourishes accountability and responsibility

3.5.2 Collective bargaining as a worker representation tool

Representation involves a variety of processes. Primary among these are bargaining and negotiation, each of which is briefly discussed below.

3.5.3 Perspectives on collective bargaining

The rationale for discussing collective bargaining is that it applies directly in the relationship between unions and the Department of Education and Culture. The discussion will reinforce the researcher's argument that the Department of Education and Culture and organised labour need to find each other for improved labour relations in the province.

Cresswell and Murphy (1980: 2) define collective bargaining as a socio-political system that can be described in terms of a set of interacting components that exchange information and material within an environment. The purpose of collective bargaining is to find compromises, enabling parties in conflict over labour management issues to work constructively with each other. The sources of conflict are not removed, the compromises are not necessarily permanent solutions, and the cessation of open conflict is usually temporary. But the bargaining does generally produce an agreement that allows an operation to proceed in an open manner.

Although collective bargaining in education has been used for decades in first world countries like the United Kingdom and the United States of America, it is new in South African education. The use of the collective bargaining process as a labour relations tool results from the prescriptions of the South African democratic constitution and through legislation such as the South African Labour Relations Act and the South African Schools Act, all of which make provision for the interaction of employer and employee sectors regarding their relationship.

Collective bargaining is used by the employer and organised labour essentially as a conflict resolution tool (Nel and Van Rooyen 1985: 72). When facing challenges *relating to the interaction between the Department of Education and Culture and organised labour*, the parties should sit together at chamber and use procedures captured in the existing legislation to resolve the situation.

The provincial collective bargaining process involves the negotiation of general agreements as to terms and conditions of employment, and secures the maintenance of the parties' relations for the period of agreement. In this manner, the collective bargaining process launches the parties on a joint enterprise. The life of the organisations then depends on continuous, daily co-operation and adjustment.

Bean (1985: 70) shares this view. He further emphasises the points argued above when he states that a labour agreement is made between connected parties for the purpose of entering into a business transaction. It is understood that the parties have limited ability to shop around among competitors for the most favourable connection; rather, the agreement is made between parties who find themselves already in a joint

enterprise and who have little or no choice in selecting each other for the relationship.

The Department of Education and Culture and the educator unions are a good example of this situation. In the education system in South Africa, the union does not choose the employer, and neither does the employer choose the union. Yet each is inextricably linked with the other and both are dependent on the same enterprise – in this case, education.

As a practical matter, neither party can pull out without destroying the relationship. Bean (1985: 78) concludes that even if a dispute between the employer and the employee parties ensues, they are obliged to resolve the dispute and resume the relationship. Reynolds *et al* (1986: 381) warn that, of necessity, the parties must learn to live together daily and continuously.

The nature of the relationship between the employer and the employee sectors in KwaZulu-Natal is crucial to determine the direction in which the Department of Education and Culture goes. In the past (prior to the new dispensation), it was difficult for the employer to see the employee sector as a major stakeholder and partner (Minutes of Chamber, August 1996). One example of this is the fact that, post-1994, some senior officials of the Department of Education and Culture were perceived by educator organisations as being trapped in traditional education management styles of the past. Such officials were perceived as finding it hard to relinquish the power they had previously wielded. However, such resistance to change did not last long. Adjustments were effected as educator unions pressed for

their inclusion in the making of decisions that affected education and educators. These adjustments were not merely in terms of redress for past wrongs but, more importantly, in terms of facilitating co-operation in the present and the future (Dekker 1990: 186).

Collective bargaining relationships involve numerous people whose interests, needs, jobs and performances cannot be compressed into general rubrics without distortion. Dekker (1990: 179) concludes that the satisfaction or adjustment of needs, desires, or expectations of numerous people, rather than of certain officials on each side, is what is sought. Therefore, representatives should not lose sight of the aspirations of the members they represent in favour of better relationships with management. The allegation has been made by educators in the pilot study that union representatives tend to side with management.

3.6 Negotiation

According to Ngcongco (1993: 68), negotiation has been defined in many ways. She makes reference to Moore (1988: 13) who defines negotiation as a problem-solving process where two or more parties voluntarily discuss different attempts to reach a joint decision on their common concern.

Mastenbroek (1987:85) sees negotiation as possible when individual interests are opposed but when there is also a high degree of dependence on an agreement that has advantages for all parties.

Ngcongong provides further clarification by comparing negotiation and bargaining. She makes reference to Nieuwmeijer (1988: 7-9), who maintains that negotiation is co-operative and bargaining is competitive. Moore (1988: 24, 29), however, offers another definition of bargaining. He sees bargaining as comprising two facets, namely, interest based bargaining and positional bargaining.

According to Moore, interest based bargaining is a strategy that focuses on satisfying as many interests or needs as possible for all negotiators. By contrast, positional bargaining is competitive and sees the other negotiator as an opponent; hence the goal would be to win by defeating the opposition.

It can be concluded, therefore, that negotiation can be synonymous with interest based bargaining only if the latter is viewed as a co-operative enterprise. It is also clear that negotiation and bargaining share a number of common elements.

Negotiation is regarded by Aaron (1971: 79) as being a more structured and planned process than informal discussion and problem-solving. He sees it as a bargaining relationship between parties who have a perceived or actual conflict of interest. The participants voluntarily join in a temporary relationship designed to educate each other about their needs and interests, to exchange specific resources or to resolve one or more intangible issues (such as the form the relationship is likely to be in the future or the procedure by which problems will be solved).

Negotiation is one of the processes favoured by the Department of Education and Culture and organised labour in the province of KwaZulu-Natal as a tool for finding common ground with a view to resolving their differences.

Nieuwmeijer (1988: 9) reinforces the definition of negotiation shared by authors cited above. He says that it is a process in which two parties – in this case the Department of Education and Culture and labour – with a vested interest strive to reach a mutually binding agreement through the exchange of structured information.

Negotiation is discussed further below to determine its nature and process. *Negotiation as a conflict-handling tool involves dialogue. The role of dialogue in negotiations and conflict management is acknowledged by Walton (1987: 87-107), Freire (1972) and Alschuler (1980: 63-70).* The latter argues that dialogue involves mutual respect and trust in working out the rules that govern relationships.

Dialogue, according to both Alschuler (1980) and Freire (1972), makes it possible for negotiators to realise that both parties have legitimate needs. This realisation tends to soften the tones of voice and increase respect for the other person/s. It also supports the search for mutually satisfying positions. The role of dialogue in conflict resolution is further endorsed by Kreidler (1984: 82-103), who emphasises communication skills such as observing, being aware of perception and what affects it, listening carefully, clarifying perceptions and understanding communication blocks. It is apparent that dialogue is the means to the end of getting negotiators together; dialogue keeps negotiators in the same world of communication and ensures that the process of negotiation is maintained and is fruitful.

Further, negotiation demands – in addition to dialogue – exhaustive preparation. This view is held by many writers such as Moore (1988: 35) and Nierenburg (1968: 45-60). The latter argues that negotiation calls for thorough preparation, including knowing the rules and being familiar with the negotiation technique. Both Moore and Nierenburg suggest a series of steps in preparation for negotiation. These steps include: evaluating and selecting a strategy to solve the problem; contacting the other party to state the desire to negotiate; working out the venues and times; and designing a negotiation plan.

Fisher and Brown (1987: 107-108), as quoted by Ngcongco (1993: 69), further state that an important element of a working relationship in negotiation is trustworthiness, without being wholly trusting. They also list rationality, understanding, communication and acceptance as being important in negotiations. This view is held by Moore (1988: 36), who comments that building trust and co-operation means focusing on dealing with *relationship needs and promoting a climate for negotiation*. It also means developing strategies to cope with strong feelings and emotions, and to check perceptions.

Supporting the need for the employer and employee parties to resolve their differences through negotiation, Spoelstra and Pienaar (2000: 185) contend that: Negotiation is a process of interaction between the parties directed at reaching some form of agreement that will hold and which is based upon common interests, with the purpose of resolving conflict, despite widely dividing differences.

From the above discussion on negotiation, it can be inferred that negotiation is a *process* – as opposed to merely a mechanism or tool – and that it is the existence of a conflict or differences between parties that justifies the need to negotiate. It can also be inferred that communication is of the essence in this process.

3.6.1 Phases of the negotiation process

Bendix (1996: 431) argues that it is possible to understand what is happening in the negotiation process by recognising that it is a process consisting of several phases, distinguishable in terms of what Bendix calls a systems approach. The phases are:

- **Approach phase**

During this phase the parties become aware of the existence of conflict. Usually one of the initiatives is for one party to invite the other for talks. Sometimes the other party must be persuaded to accept the invitation. Most *preparation takes place during the approach stage.*

- **Progress phase**

Also termed the face-to-face phase, this usually consists of a series of meetings, sometimes stretching over many weeks or months. Characteristics of this phase are discussions, debate and the application of strategy and tactics to convince each other to move or change position or behaviour, or to consider alternatives or accept proposals. During the progress phase, the relationship between the two parties is strongly affected, positively or negatively, by what the parties say and do.

- **Conclusion phase**

Usually a negotiation episode ends with an agreement and a programme for implementation of decisions. With the conclusion of this phase, it is expected that parties shake hands and start implementing the things upon which they have reached agreement. Successful implementation will eliminate the original conflict, which gave rise to the need for negotiation in the first place.

Of note is the fact that progression from one phase to the next is not clear-cut. Although most preparation is done during the approach phase, negotiation is a continuous activity and parties also spend time preparing themselves while caucusing during the progress phase. Spoelstra and Pienaar (2000: 8) note that sometimes during the conclusion phase, and while implementing agreements, misunderstandings, wrong assumptions and expectations may put the progress back to the situation where the original conflict still exists and the process phase continues.

Spoelstra and Pienaar (2000: 8-12) add that a negotiation episode often ends with some or other result, sometimes favourable and sometimes less favourable for one or all parties involved. Deadlocks frequently occur. Fortunately, however, most deadlocks are eventually overcome, often with the help of a third party. The episode may also end in a no-deal when negotiating parties for some or other reason decide to stop negotiating a specific issue. Normally, if successful, the result of a negotiation episode is some form of agreement.

3.6.2 Resolution of negotiation deadlocks through a third party

Deadlocks often occur when the Department of Education and Culture is engaged in negotiations with organised labour. According to Spoelstra and Pienaar (2000: 86), deadlocks result, more often than not, from the resistance of one party to move from its mandated position (aspiration base) to a negotiated settlement (real base)

Although a third party is used to resolve disputes, the understanding is that the decisions by the representatives to agree to a third party will facilitate the representation of members. A number of processes help to facilitate representation of educators by their unions.

Salamon (1998: 179) argues that these processes are an extension of the negotiation process. Govender (2000: 8) confirms this and adds that these methods are useful instruments in resolving conflicts between employers and unions in general and in education in particular.

According to Nieuwmeijer and Oliver (1996), the processes that facilitate representation of educators by their unions are:

- **Mediation**

Mediation refers to a process whereby a dispute between two or more parties is facilitated by a neutral third party with a view to resolving the dispute and, where possible, reaching an agreement. The process may include fact-finding by the same facilitator and certainly includes a formal written report on the nature and scope of the dispute, and a proposal for settling the dispute.

Pretorius (1999: 4) adds to Nieuwmeijer's contention that such a proposal is not binding on any party as the mediator has no independent authority and, therefore, does not offer a decision. Rather, all decision-making powers with regard to the dispute remain with the parties. In the case of the Department of Education and Culture, more often than not educators declare disputes on a number of issues. More disputes emanate from promotions than any other aspect of education. The Department uses third parties (usually from the Centre for Conciliation, Mediation and Arbitration, or CCMA) to mediate on the disputes. The mediator helps the parties to resolve their differences amicably.

- **Conciliation**

Conciliation refers to a process whereby a dispute between two or more parties is facilitated by a neutral third party. This process is not binding on any party and is aimed at resolving the dispute between such parties without presenting a formal settlement proposal at the end of the process. The conciliator will, in addition to playing the role of a mediator, make a formal recommendation to the parties for the settlement of the dispute.

If the two sides still cannot agree, and the existing contract expires, the union may call a strike to press its demands. If the contract is in place, the union and management may submit the union's grievances to a process called *arbitration*. A person called the *arbitrator* hears the evidence and hands down a decision that is binding on both sides (see more about arbitration below).

- **Facilitation**

According to the **Education Laws and Policy Handbook** (1999: 5-26) facilitation is a process whereby the facilitator assists two or more parties in their communication concerning a dispute or conflict. Ordinarily, the goal of facilitation will be to bring the parties together in some or other form of meeting or process. The facilitator may also chair or manage (facilitate) the meeting.

- **The Mini-trial**

A mini-trial is a settlement process in which each party presents a highly structured summary of its case before senior officials of the parties, which are authorised to settle the case. An impartial third party may preside over the proceedings, and render an opinion if asked to do so. Following the presentation, the officials seek to negotiate a settlement, with or without the assistance of the third party.

- **Arbitration**

Arbitration refers to a dispute resolution process whereby a dispute between two or more parties is adjudicated by a neutral third party with the aim of resolving the dispute by making an award, which is binding on the parties. Before the arbitrator makes the award, s/he has to review evidence and hear arguments from the parties (**Education Laws and Policy Handbook** ,1999: 12-16).

- **Commission of enquiry**

The parties may appoint an impartial third party (or parties) to conduct an investigation into a set of circumstances, which have given rise to a dispute (or disputes) between them. The commissioner will ordinarily be mandated to investigate, with the assistance of the parties, the circumstances, and to make recommendations to the parties for future action. A commissioner's task is more onerous than that of a fact-finder in that s/he will usually be required to make policy recommendations to the parties.

- **Fact-finding**

A fact-finding proceeding entails the appointment of a person or persons, often with technical expertise in the subject matter or the dispute, to evaluate the material presented and to present a report, which establishes the relevant facts. The fact-finder is not authorised to resolve policy issues or decide matters of law or equity. Following the findings, the parties may then negotiate a settlement, conduct further proceedings or conduct further research.

Where human beings interact, there are bound to be disputes. Govender (2000: 8) confirms that these methods are useful instruments in resolving conflicts between employers and unions in general and in education in particular. Pretorius (1994) further contends that disputes cannot be left unresolved at the workplace if the union members and the employer are, respectively, to earn salaries and make profits. In democratic societies, the proven process for dealing with disputes, which arise out of the conflicts at the workplace, is collective bargaining.

3.6.3 Communication as a negotiation tool

According to Slabbert *et al* (1988: 15-17), the core of negotiation is persuasive communication directed towards movement of the other party to change its position. Each party's position is reflected by its respective proposals, claims, demands or offers which, in the case of a conflict, are different for the parties. Each party's position is determined by its needs, ideals and goals, and influenced by its different perceptions, opinions, attitude and values.

In the view of Tjosvoldt (1991: 18), the parties' circumstances are determined by the socio-economic-political environment, which may differ from party to party. Tjosvoldt continues by stating that, very often, parties' positions are reflected in specific behaviour such as unwillingness to communicate, alienation, withdrawal, dismay and even anger. He advises parties to view conflict as being not necessarily destructive but rather a potential stimulant for renewal, change and growth.

3.7 Union functions reflective of quality representation

There are many views as to the functions and purposes of unions. One of the views shared by Flanders (1975: 40) is that unions are, by definition, human resource development agencies, giving a voice to individuals who would otherwise remain silent. For unions to fit the definition and to achieve what they set out to achieve, namely, to represent their members well, Flanders argues that they have to meet certain standards and expectations from their members, government, society and employers. The following discussion captures some of the criteria on which different authors agree.

3.7.1 Sharing of critical information by union officials with ordinary members

Sharing information with those you represent is a critical aspect of representation. Educators depend on their unions for crucial information on, for example, policy decisions and conditions of service. Technological change, transformation in all walks of life in the country (including education) and the ever-growing complexity of tasks and human relations mean that the work of unions in sharing information with every member they represent is becoming both more necessary and more challenging over time.

During the transformation of South Africa from apartheid to the current democratic dispensation, people were flooded with information. This had both positive and negative effects on people in the education sector. One of the negative effects of such information overload is that it can result in the opposite of what was intended – namely to share information – thus causing those at whom it was aimed (in this case, educators) to switch off.

In the interests of making information not only easily accessible to ordinary members, but also effective, Reese (1991: 87) argues that it is the duty of the unions to condense information and adapt it to suit the comprehension levels of employees. Furthermore, information should be made available to employees in such a way that all parties are informed simultaneously, to avoid the potentially divisive effect of some people being informed conspicuously earlier than others. When some parties receive information later than others (in other words are excluded from the communication process), then, quite apart from depriving them of the opportunity to contribute to any

brainstorming sessions or debates, the organisation is sending a message that those people are regarded as being of less importance. The conspicuously less informed person's commitment to the union tends to decrease, to the detriment of the union.

Well-targeted and speedy information to all is what is required for representation to be meaningful and effective. As uninhibited blood circulation is to the health of a human body, so is effective and efficient information sharing by unions. To this end Reese (1991: 88) suggests that adhering to the following principles of information sharing might help unions to represent their members more effectively:

- Information must be given regularly. Predictably sporadic information does more harm than good, leading to frustration when not forthcoming.
- Every occasion that presents a genuine chance to inform must be seized. If insufficient occasions occur naturally, additional opportunities should be created.
- Tailor-made information for each target group of employees should ideally be given at pre-planned times, quite apart from general information dispersed routinely and regularly to all.
- Union management must ensure that their members understand the information they are given. This is a particular problem with written information. To demonstrate the potential challenges of information, Poole (1981: 8) refers to a readability test conducted by researchers on a total of 196 collective bargaining agreements. The test revealed surprising and saddening findings, including the following:
 - 20 million union workers surveyed were found to have difficulty in understanding the language in which labour agreements were written;

- a certain level of education (e.g. university degree plus two years of postgraduate studies), is required to understand a typical union-employer agreement;
- management and union negotiators inhabit a different semantic world from that of workers. While negotiators have no difficulty in unscrambling the complex language of agreements, the rank and file's semantic environment is usually limited. As a result, the average worker has difficulty in decoding the long and complicated sentences comprising the typical collective bargaining agreement;
- in drafting provisions, union negotiators and employer representatives usually use standard clauses from sources such as encyclopaedias of collective bargaining contract, which clauses are then modified slightly to suit the needs of the negotiating parties;

According to the experience of the researcher and in agreement with the findings of Chamberlain and Kuhn (1985: 187), the use of language beyond the comprehension of the rank and file leads to miscommunication.

Tustin (1994: 55) adds that agreements can be difficult to read because management and unions negotiators were fatigued after round-the-clock sessions and were themselves uncertain what they were trying to say. Furthermore, union representatives may be skilled at bargaining but not at writing lucid English. Moreover, like many other people, union representatives may be so insecure about their writing ability that they choose legal jargon, complicated sentences and eye-

popping paragraphs to make their agreements look like the result of a deep thought, hard work and genuine expertise. It is, therefore, clear that unions should dovetail information they share with ordinary members to make it suit their comprehension needs.

Unions lose members from time to time. Woods (1999: 63) contends that central to loss of membership in unions is the fact that, increasingly, unions tend to attach no importance to worker control, report-back and mandates. He further argues that leadership thinks it is a sign of strength to take decisions without even checking the thinking of second layer leadership and general membership. In such a scenario, argues Woods, leadership increasingly takes decisions and then fails to report back to the employees. According to Malipe (1987: 72), this happens at all levels, including among shop stewards. As this culture takes hold, the gap between all these layers of leadership widens. And as the gap widens, unions begin to rely heavily on pamphlets, posters, television, radio and print media to communicate their decisions to members.

3.7.2 Acquiring mandates from ordinary members

The main objective of a union is to represent its members in labour negotiations. Resolutions arrived at must take seriously the interests of the ordinary member. Members expect unions to “keep the employer in check”. This member expectation is also shared by some authors, Bendix (in Bendix and Swart, 1978) and Piron (1979) among them. They contend that effective unions should be an employer-regulating device that, according to Bakker (1960: 7), seek *inter alia* to do the following:

- regulate the discretion of the employer (which unions should do at every point where their actions affect the welfare of the members);
- pursue economic advantages for their members;
- *pursue political changes in the political structure; and*
- pursue political advantages for a particular union.

Bendix further states that if a union is member-orientated, it will have, as its primary aim, the improvement of the economic conditions of its members. It will bargain strongly for better wages on behalf of its members.

3.7.3 Ability to handle conflict

Conflicts, motivated by various workplace factors, arise among management and practitioners within schools. Union representatives need to be clued up with regard to conflict resolution strategies when representing their members in conflict resolution sessions that involve management.

It is generally accepted that conflict is generated by economic, ideological, socio-cultural and personal differences among people. It is also generally accepted that, as long as humans engage in economic, political and social activities, and as long as they sell their labour, there will continue to be disputes between employer and employee sectors.

Furthermore, it is generally accepted that conflict has to exist to strengthen the relationship between the employer and employee sectors. Max Weber, as quoted by Galbraith (1984: 2), comments favourably about conflict between the employer and

employee sectors; he states that a complete absence of disputes between employer and employee sectors may point towards an unhealthy condition in which one group has total domination over the other.

This is not the case between the Department of Education and Culture and educator unions. Neither sector dominates the other. Rather, the parties constantly engage in conflict resolution sessions. This strengthens union members' perceptions that they are effectively represented. For, after all, if one of the parties was perceived to lack power, there would be not cause for dispute in the first place.

It is obvious, therefore, that the bargaining that takes place between the employer and employee parties confirms that each has power in the bargaining situation. The educator unions, using the power in their possession, engage the employer in discussions that seek to resolve all work-related conflicts. The regulation of the employer by the unions is thus good news for ordinary members.

3.7.4 Unions must have power

For member representation to be effective and for unions to command the respect of the members they represent, they must have power to impose their will on the employer. This is why Max Weber's definition of union power (in Flanders, 1975) has relevance even today. He defines union power as, "the possibility of the union to impose its will upon the behaviour of the employer".

However, unions should be cautious not to exploit their legitimate power but rather to subscribe to the principles of democracy when representing members of their organisations.

Unions that command respect and allegiance from members have the power of labour, which assists them to control the employer. Galbraith (1984) analyses power and finds it to have three sources, namely:

- a. **Cadign power**, which entails the ability to impose an alternative to the preferences of the employer so that these preferences are abandoned.
- b. **Compensation power**, which entails the offering of affirmative reward, namely giving the individual something s/he values in return for his/her submission.
- c. **Conditioned power**, which relies on the ability to change the beliefs of people.

Of the three types of power discussed above, unions that formed the focus of this study use cadign power more than any other one. The reason could be that all union members expect their unions to improve their economic situation. Such is the reward of membership. According to Terblanche (1986: 41), if members believe that their cause is just and fair, they will be willing to make real sacrifices for that cause. In times of crisis, unions' real power lies in conditioned power.

The unions' ability to handle conflicts depends to a large extent on the quality of skills possessed by the union leaders.

3.7.5 Human resources training and development

In addition to the function of fighting for better working conditions for their members, improving the job skills of the workforce is a major representative role of unions. Middleton (1993: 27) perceives this function as being one of the main responsibilities of unions, and further contends that personal development is one of the primary reasons cited by workers when asked why they join unions.

This view is supported by Goldthorpe (1968: 127), who argues that people, of their own free will, join unions because they see them as instruments to satisfy their needs.

Beach (1988: 97) agrees with Goldthorpe and lists some of these needs, as follows:

- a. a need for skills training in their field of interest;
- b. a need for technical and vocational qualifications and skills development in the workplace;
- c. a need for an integrated education and training system for the workforce and their children;
- d. a need to link economic and technology development plans, productivity efforts and national human resources planning in such a way that they culminate in a national vocational development policy and plan; and

- e. a need for the provision of training facilities and skills testing at the workplace.

Further emphasising the need for training of members by union human resources development centres, van Dyk *et al* (1997: 11) list the type of skills required for the workforce. These are:

- **Basic general academic skills**

It is critical that union members monitor the implementation of the Skills Development Act (No. 97 of 1998) to ensure the development and enhancement of professional skills among their members. According to the Departmental Manual No. 8 (2004: 28), such enhanced skills subsequently improve the workers' (educators') quality of life and their prospects for work and labour mobility.

- **Social and interpersonal skills**

Social and interpersonal skills involve communication skills, teamwork, leadership and the ability to teach others. Unions play a central role in creating opportunities for developing leadership among their members. Conducting workshops, disseminating information and holding seminars are *practical examples of creating opportunities for ordinary members to assume leadership positions within the unions*. This view is shared by Kreitner and Kinicki (2002: 302), who make reference to Maslow's hierarchy of needs. Maslow argues that if one need in the hierarchy is not satisfied, it leads to the non-satisfaction of the other needs as needs are interacted. Not only does

allowing ordinary members to assume leadership positions in the hierarchy enhance multiple skills, it also boosts members' morale and esteem levels.

Social and interpersonal skills also include the development of personal qualities needed to assume responsibility, including self-esteem, self management, integrity and adaptability. When unions have ensured that their members have acquired these skills, their representation of members will be regarded as being of high quality.

- **Intellectual skills**

Intellectual skills include occupational skills and the use of information technology (IT). Authentic representation is reflected in union activities such as invitations to capacity building workshops, symposia, conferences and so on (Kreitner and Kinicki, 2002: 309).

- **Business and entrepreneurial skills**

Business and entrepreneurial skills refer to the ability to set up and sustain business activities, including self-employment, according to Welch (2001: 34) Entrepreneurial skills are not only for those wishing to start their own business but also to enable workers to be enterprising, to create opportunities, to take risks and to innovate.

Other training requirements suggested by van Dyk *et al* are:

- A sound general education that should form the foundation for all subsequent training. In order to facilitate mobility and provide a good basis for further

training, initial training, built on a general academic education, needs to be broad-based. The lack of a good general education among workers is an oft-repeated complaint by employees.

- A balance between core, transferable or portable skills that the worker could carry from one job to another, and job-specific skills. Rapid technology changes require secure competence building.

Unions should not consider, as they sometimes do, human resource development and training to be the exclusive responsibility and competency of the employer. After all, people join unions because they see them as champions of their interests and needs.

Successful unions see human resource development as central to growth and development of their members. Any changing country, including South Africa, sees human resource development as a potential solution to many of its economic and social problems. Authors such as Piron (1979: 43) and Bastone *et al* (1979: 103) are unanimous that it is the country's human resources – more than its material resources – that will eventually make the difference. These authors further agree that in its quest to establish a competitive economy, a changing country is usually faced with the challenge of developing its people in order to allow them to make a meaningful contribution towards economic growth and eventually wealth creation – but also to allow them to share in the wealth by participating in the economy.

In sum, South Africa, more than ever before, needs people who are:

- literate and numerate;
- skilled at various levels (in order to make the country's production processes more cost-effective);
- *enterprising and willing to take charge of their own development; and*
- proud to be citizens of South Africa and willing to make the country one of the winning nations of the world (van Dyk *et al*, 1997: 25).

In the context of high unemployment, grossly unequal distributions of income, inequality of opportunity based on the legacy of apartheid, poverty and low levels of investment in the South African labour market (**Labour Bulletin**, April 2000: 6-7), and in a bid to promote human resource development, the South African parliament passed the Skills Development Act (No. 97 of 1998).

The purposes of the Act are to:

- develop the skills of the workforce;
- improve workers' quality of life, prospect of work and labour mobility;
- improve productivity in the workplace;
- deliver social services;
- stimulate self-employment;
- encourage the workforce to use the workplace as a learning environment;
and
- encourage workers to participate in learnerships and other training programmes to improve their employment prospects.

The passing of this Act emphasises the point made earlier, which is that educator unions need to play a pivotal role in transforming education and training for their members. Educator union members need new education and training methods that will take learners in the schools through the challenges of the 21st century. The Act, therefore, provides significant opportunities for trade unions, as educator representatives, to participate in the skills development policy, strategy and implementation.

3.7.6 Training of shop stewards on labour matters

In the view of Donovan (1980: 190) unions should focus on developing courses aimed at fostering the growth of ordinary members. This holds true for educator union representatives as well.

Manual 8 of the Department of Education and Culture (2004: 75) supports the view that union officials, in order to be able to operate effectively as representatives of educators, *should be exposed to a basic training course on or shortly after appointment.* A more advanced course for officers with some experience is recommended by Wright (1981), who suggests that the area of training needing most focus is that of the formal procedures of collective bargaining. Without this basic knowledge, union officials cannot represent their members effectively. In Wright's opinion, unions training their officials in the formal procedures of collective bargaining and trade unionism are likely to be neither successful nor helpful in cases where formal rules and procedures are set aside by informal arrangements and by custom and practice. In such scenarios, additional resources are undoubtedly required, and should be used to develop competent educators and adequate syllabi, with a view to

using training of educator representatives as part of a planned move to more orderly industrial relations based on comprehensive and formal labour agreements reached by the employer and employee sectors.

Arguing in favour of the training of union representatives, Bezuidenhout (2000: 63) states that in his experience most unions do not place enough focus on the development of officials and those in leadership. He argues that it thus cannot be argued that such unions represent their members well. Upon returning from training, shop stewards, according to Bezuidenhout (2000: 63) need to cascade their knowledge and skills to the other union members within the educational institution to foster an attitude of camaraderie.

3.8 Conclusion

This chapter reviewed literature on the representation of educators by their unions in South Africa. Policy mandates governing worker representation were briefly outlined to provide a frame of reference for the discussion of educator representation by their trade unions.

The chapter concludes with the functions undertaken by educator trade unions to secure effectiveness and efficiency in representing educators.

The next chapter presents methodology used in the research.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Introduction

This chapter presents a detailed rationale for the methodology used in the study. It also provides a description of procedures that were employed to study educator representation through unions.

4.2 Choice of and rationale for methodology used

To achieve the aims of the study, the researcher gathered two types of data, namely qualitative data, which were collected through open-ended interview questions, and quantitative data, which were collected through closed-type questions.

The two methodologies were not mutually exclusive. For example, although the educator questions were structured and would, therefore, elicit quantitative data, a few of them had a qualitative dimension. The researcher found that the two research paradigms (qualitative and quantitative) complemented each other.

4.2.1 Qualitative methodology

Fraenkel and Wallen (1990: 368) refer to qualitative research as a research method that seeks to investigate the quality of relationships, activities, situations or materials. It emphasises the holistic description of the phenomenon.

An explanation of qualitative research, and some characteristics thereof, follows.

In qualitative research, the natural setting is the direct source of data and the researcher is the key instrument. Data are collected in the form of words and pictures rather than numbers, and the researcher is interested in how things occur. The data are analysed inductively and the researcher's major concern is to make sense of the lives of the population s/he is studying.

This study on educator representation through unions incorporates the characteristics of qualitative research as suggested by Fraenkel and Wallen (1990: 368).

As Taylor and Bogdan (1984: 2) and Straus and Corbin (1990: 17) explain, qualitative research strives to bring about an understanding of the motives and beliefs behind a person's view on a personal level. The nature of an investigation such as this one – namely, into a social phenomenon such as the representation of educators by their unions – warrants a subjective interpretation.

The use of qualitative research in this type of investigation is supported by van Wyk (1996: 14), who quotes Sherman and Webb's argument (1988: 45) that qualitative enquiry plays an important role in educational research by "... assisting us in raising new questions, by leading us to assumptions, by cultivating an appreciation for complexity, and finally by expanding our frames of reference".

The investigator in this study used qualitative research in an attempt to understand how and to what extent educator unions are seen to provide quality representation to

their members. To achieve such a goal, the researcher needed to understand the setting of the life-world of the individuals or groups of educators and their union representatives, as well as that of officials of the Department of Education and Culture. Such an understanding, according to Schwartz and Jacobs (1979: 6), can be described as an attempt to achieve a sense of the meaning that others give to their own situation through an interpretative understanding of their language, art, culture and politics.

Smith (1983: 12) asserts that this process of understanding operates on at least two levels: Firstly, the investigation seeks direct understanding, i.e. a perception of the “what” of an action; and secondly, it seeks an understanding of the meaning that the subject assigns to his/her actions, i.e. the “why” of the activity.

In the case of this research, it would be difficult to obtain a deep level of understanding of the phenomenon being studied if the researcher did not personally *experience* an educational environment. Such an experiential process in this case allowed the researcher himself to collect the data (using data-collecting tools discussed in detail later).

The value of collecting data by entering the natural setting of target populations (in this case educators), is supported by Bogdan and Bilken (1982: 28). These authors contend that in their endeavours to understand the meaning of events and interactions of subjects from their own point of view, researchers should seek to engage methods that are suited to obtaining this kind of insight into social reality. Such qualitative methods are loosely defined as those research procedures that

produce descriptive data – as embodied in people’s own written or spoken words and observable behaviour, rather than in numbers.

Through qualitative methods, the researcher in this study sought to experience what the subjects of the study were experiencing. Concepts such as “satisfaction, justice, fairness, pain, faith, suffering, frustration, hope and love” could be studied in this research as they were defined and experienced by educators in their everyday lives. In this way, the researcher strove to gain access to data such as motives, meaning and emotions, and other such subjective aspects of the lives of educators, unions and the officials of the Department individually and in groups – data that could be lost in a quantitative project.

Further assisting the researcher to justify his choice of the qualitative approach, are Carey’s (1984: 66) and Cleaver’s (1988: 77) inputs on the qualitative research debate. Their inputs assert that, in exploring new areas of investigation where gaps in knowledge exist, qualitative research is considered especially valuable as an initial step prior to the testing of the assumptions. Assumption testing can only take place after the researcher has particularised the field of enquiry.

4.2.2 Quantitative methodology

A distinctive feature of quantitative methodology is that it uses a deductive form of logic, where theories and hypotheses are tested using cause and effect (Cresswell, 1994: 7). Through the engagement of this method, the researcher in the case of this study produced findings based on statistical investigative procedures.

Sibeko (2003: 72) characterises such methods as objective, and argues that this is underlined by the researcher's choice of impersonal language to write the report. In this study, such language was used to conform to the set standards of writing research reports.

Zulu (1999: 120) argues that through quantitative data, which are obtained through structured and direct methods of measurements, the researcher seeks to ascertain to what extent a phenomenon occurs or is represented in society. Most closed-ended or pre-coded questions, according to Zulu, are quantitative. To collect quantitative data, the researcher counts the incidences of a particular phenomenon.

A discussion of the instruments used in line with the two approaches – namely qualitative and quantitative research – follows later in the chapter.

4.3 Access for purposes of collecting data

Permission to conduct the research was obtained from the head of the Department of Education and Culture in the province of KwaZulu-Natal. Regional chief directors, district heads and principals also gave their permission. (See Annexure 1 for an example of a request to conduct research sought by the researcher and permission granted by various officials.) Appointments to visit the schools on specific dates were made personally and telephonically with heads of schools.

4.4 Sampling design

An attempt was made in this study to design a sample that would be representative *and from which generalisation would be possible.*

However, Sibeko (2003: 73) makes reference to Bell (1993: 83), who states that a truly representative sample is not always possible, given that in most instances researchers are dependant on the goodwill and availability of subjects. Despite such challenges, the researcher made an attempt to design a sample that would produce both valid and reliable results.

Although du Plooy (1995: 61) acknowledges that sometimes researchers find themselves in a position where it is difficult (or even impossible) to draw a random sample (for many possible reasons, including a limited number of potential respondents), the researcher did not experience that problem as all the former eight regions were willing to co-operate, particularly because permission had been obtained from the head of department.

4.4.1 Population, area of investigation and sample

The target population of this study comprised educators (post level one educators and principals of schools) and senior officials of educator unions. The rationale for selecting these groups is that educators are the ones who are represented in labour negotiations and should, therefore, be given the opportunity to provide their opinions on the quality of such representation. Union leaders are the ones who engage in labour negotiations on behalf of their members and should, therefore, be subject to scrutiny by their members. Union leaders should also provide information on the quality of the representation they provide. The information will be useful in testing the hypothesis.

The study on educator representation through trade unions was conducted in the Province of KwaZulu-Natal in all former eight regions, namely:

- North Durban;
- Durban South;
- Port Shepstone;
- Pietermaritzburg;
- Ladysmith;
- Vryheid;
- Ulundi; and
- Empangeni.

Five districts were randomly selected in each of the eight regions. In each district, a 10% random selection of schools was done. The justification for the use of 10% is provided under sampling. Whether the school was a secondary school or a primary school was not considered.

The following discussion provides further clarification on the issue of selection of schools.

4.4.2 The use of cluster and random sampling of educators, principals, union officials and Department of Education and Culture senior officials

Hitchcock and Hughes (1991: 39) define random sampling as a procedure where the sample is chosen purely from the identified population. According to Fraenkel and Wallen (1990: 18), random sampling is based on probability theory; that is, it assumes that each individual or element within a target population has an equal

chance of being chosen, or interviewed, or completing a questionnaire. Fraenkel and Wallen contend that the basic idea of random sampling is that individuals selected are equal to those not selected and bias should, therefore, not enter the selection process. Thus, taking this view, every educator in the system had an equal opportunity of being selected as part of the study.

Clusters of schools were obtained from five of the 41 districts in the province. One alphabetical list of all schools was drawn up from all selected district lists, region by region. (See Annexure 2 for the list of selected schools in the province.)

From this alphabetical list, random selection was done. Every fourth school was selected. This gave the researcher a total of 103 schools from the five districts.

From each of the clusters of educators, principals, union officials and Departmental officials, a list was compiled and individuals randomly selected, as outlined below.

4.4.3 Sample of principals

All principals of the 103 selected schools formed the sample. Seventy of the principals (68%) returned questionnaires.

4.4.4 Sample of educators

For the sample of educators, every 15th name was selected from the list referred to above. This gave the researcher 147 educators, of which about 97 educators (66%) returned the questionnaires.

4.4.5 Sample of union representatives

For the sample of union officials, one shop steward at school level from each of the 41 districts was selected. Arrangements were made beforehand with principals to prepare educators and shop stewards to respond to questionnaires and to arrange venues where the researcher and educators and union representatives would meet.

4.5 Research instruments

4.5.1 Research instruments

A multi-method approach was used to collect data as follows. Questionnaires (structured and unstructured) were provided to educators and principals. (See Annexure 3 for Questionnaires to educators and principals.) Officials from a sample of unions, namely SADTU, NAPTOSA AND SAOU, responded to a combination of structured and unstructured questions. (See Annexure 4 for interview schedules to union officials.)

The justification for this multi-method approach is based on the assumption that it ensures valid and reliable data. Furthermore, it is recommended by many education researchers, such as Nzama (2000: 29) and Cohen and Manion (1994: 23), who contend that the use of a multi-method approach in social sciences helps to explain more fully the richness and complexity of human behaviour by studying it from more than one perspective.

Nzama (2000: 29-30) highlights advantages of this approach. He notes that, whereas a single observation in a field such as chemistry and physics normally yields sufficient and unambiguous information on selected phenomena, it provides only a

limited view of the complexity of human behaviour and situations in which human beings interact. Exclusive reliance on one method, therefore, may bias or distort the researcher's picture of the phenomena s/he is investigating. Nzama further contends that the researcher needs to be confident that data generated are not an by-product of one specific method of data collection.

Lin (1976: 97) further states that confidence in research findings can only be achieved, as far as normative research is concerned, when different methods of data collection yield similar results. If, for example, the outcomes of a questionnaire survey correspond with those of an observational study of the same phenomenon, the researcher can be more confident about the findings. Lin (1976: 97) concludes that the more the *methods* contrast with one another, the greater the researcher's confidence in the resulting research findings.

In the case of this study of educator representation by unions, the researcher's own view about the use of this technique is that it helped to overcome the problem of method-boundedness.

4.5.2 The procedure to validate the instruments (pilot study)

A pilot study was conducted as a forerunner to interviews and questionnaires. It was aimed at furthering understanding of the informants who would respond to the questionnaire and interview items. The pilot study also afforded the researcher an opportunity to detect weaknesses in the design of the research instruments and to provide a sound base for determining and refining the sample (as suggested by Martin *et al*, 1996: 66).

The rationale for piloting was based on a recommendation by Fraenkel and Wallen (1990: 47), that once the questions to be included in the questionnaire or interview schedule have been written, the researcher should try them out with a small sample similar to the respondents.

The researcher piloted the questionnaires to 20 randomly selected educators and school principals from five schools from the KwaMashu district, three principals from the Inanda district, one from the Umlazi North district and one from the Umbumbulu district. Interview schedules were piloted using two Departmental officials and three union officials from the same districts. The rationale for the exercise was to evaluate questions and to check them for ambiguity, suitability of language and the scope to elicit honest responses.

The researcher in this study found the exercise useful as it enabled him to identify questions that were not clearly understood from his questionnaire and interview schedules. These questions were rephrased to guarantee the necessary uniformity of interpretation.

The researcher also discovered that different people attached different interpretations to the concept "educator unions". This pointed to the need for an operational definition of the term at the beginning of interviews and questionnaires.

It was also realised that educators felt that they were uncomfortable talking about unions in general because they were familiar only with their own unions. Some

educators were not at ease talking about their particular school to strangers. This necessitated an explanation, at the outset, of the purpose of the research and a request for *general* information regarding unions in schools. Respondents were given permission to draw from their personal experiences in dealing with unions. Educators were also assured of confidentiality of responses.

4.5.3 Reliability and validity of the research instruments

Reliability and validity are very important aspects of research. This study uses content validity, which refers to the degree to which a measure covers the range of meanings included within the concept (Babbie 1998: 132).

According to Sibeko (2003: 79) there are many types of validity. He mentions the following: face validity, expert jury validity, criterion validity, construct validity and content validity.

In order to achieve validity in this study, questions were carefully designed in such a way that the data obtained accurately captured the requirements of the research aims and hypothesis as stated at the outset (see Chapter 1).

About reliability and validity, Behr (1983: 116) writes that “high reliability ensures high validity only if items of a research instrument measure most effectively and fully the field of study”. The concepts of reliability and validity are discussed briefly below.

- **Validity**

Van Wyk (1996: 156) asserts that validity in qualitative research is largely determined by the extent to which data represent the actual subjective experience of the participants. The validity of information is primarily determined by participants' willingness to communicate freely their experiences to the researcher in an atmosphere of trust and comprehension. The reason questionnaires and interviews were used in this study is that they fulfil this function. In this study, all informants volunteered information and were sincerely motivated to share experiences regarding this project.

The validity of the questionnaire as a research instrument in this study refers to the extent to which the questionnaire measures what it purports to measure.

- **Reliability**

Ngcongco (1986: 73) makes reference to Viersma (1980: 215) who defines reliability of a measuring instrument as, "consistency of the instrument in measuring whatever it measures".

According to Bogdan and Bilken (1982: 44), in qualitative research reliability is viewed as the fit between what are recorded as data and what has actually occurred in the setting under study – rather than literal consistency in results of observations made by different researchers.

4.6 Interviews

4.6.1 Unstructured interviews

Unstructured interviews were conducted to collect data from union officials. Unstructured rather than structured interviews were assumed to be a preferable means for eliciting material that would provide a fuller picture.

The researcher interviewed respondents by undertaking trips to various institutions and offices of education management and union officials. Such officials were interviewed on matters relating to the role of union representatives in the management of education in the province of KwaZulu-Natal. (Refer to Annexure 4 for the interview schedule for union officials.)

The researcher's reasons for making contact with the respondents include that he wished to explain the research purpose and to persuade respondents to participate by being interviewed, and thereafter to work through the interview schedule using standardised language.

The use of unstructured interviews is supported by Fontana and Frey (1991: 316), who assert that interviewing can be used for therapeutic reasons or to gather data for academic analysts. Interviewing can also be used for the purpose of measurement, or its scope can be the understanding of an individual or a group perspective.

The interviewer controls the pace of the interview by treating the questionnaire as if it were a theatrical script to be followed in a standardised and straightforward manner.

Thus, all respondents receive the same set of questions (Best and Kuhn 1993: 182-183).

When conducting interviews, Fontana and Frey (1991: 97) advise the following:

- Never suggest an answer or agree or disagree with an answer. Do not give the respondents your personal view on the topic.
- Never get involved in lengthy explanations of the study. Use the standard explanation provided by the supervisor.
- Never let another person interrupt the interview. Do not let another person answer for the respondent or offer his/her opinions on the question.

These suggestions were implemented by the researcher in this study, and were found to be very helpful in facilitating the control of interviews.

A particular order of questions was followed, in order to guide the interviewee to relate experiences and attitudes that were relevant only to the research problem. Interviewees were encouraged to discuss these experiences naturally and freely. (Burgess 1982: 107) supports such an approach.

By means of sensitive probing, a comment, or even a smile or nod, the interviewer was able to encourage the informant to talk so that sufficient detail was solicited to create a clear picture of the informant's experiences about issues of educator representation.

The unstructured interviews were conducted in a free and open atmosphere, usually the familiar workplace of the interviewee. While the interviewees responded to questions, it was also easy for the interviewer to take additional notes.

4.6.2 Structured interviews

In the case of structured interview items, respondents were only required to choose a response that best described their preference, namely “yes” or “no”.

4.7 Questionnaires

Two types of questionnaires were used: structured and unstructured questionnaires. Both types were used to collect data from educators and principals of schools.

Structured questions were in the form of pre-formulated questions in which respondents were offered ready-made alternative answers from which to select responses (Ngcongco 1986: 71). Unstructured questions were follow-up questions that prompted respondents to provide further information.

4.7.1 Rationale and justification for choice of questionnaires

The justification for choice of questionnaires was based on the assumption that data collected through questionnaires would provide the basis for testing the research assumption. As mentioned previously, questionnaires were sent (some personally and others through the post) to individuals and groups of educators in the target research area. Respondents were requested to complete questionnaires in their own time and to return them within two weeks for further processing. The questionnaire

items consisted of both closed-type (structured) and open-ended (unstructured) questions.

4.7.2 Scope of return

Ninety-five of the 147 questionnaires were returned, which represents a return rate of 65%. The scope of returns was high for two reasons. One of the factors that might explain this high percentage of return of questionnaires is perhaps that the researcher works for the Department of Education and Culture in the province and, therefore, had a direct and personal channel for communicating with colleagues, who administered, collected and posted all answered questionnaires to him from all eight regions in KwaZulu-Natal. Secondly, there were few items requiring response and thus the questionnaires were not too time-consuming or onerous.

4.7.3 The administration of questionnaires to educators and principals

On the appointed day for questionnaire administration, the researcher called at schools at the agreed-upon time to administer questionnaires to educators and principals. The principals had arranged special venues. Educators and principals were interviewed separately. Selection procedure was as per the above sampling. Only a brief introduction of the researcher and a brief statement regarding the purpose of the research to both principal and educators was necessary.

While respondents completed questionnaires, the researcher walked around and assisted those who needed help. The questionnaire took both educators and principals approximately 20 minutes to complete.

The researcher also found the strategy used by Ngcongco (1986: 45) very useful. She suggests that in addition to questions based directly on the hypothesis, additional information clarifying the perspective of respondents on the question at hand should be asked.

4.8 Ethical considerations

Much of the information provided by the respondents was privileged and could, therefore, not be shared without their permission. It was crucial for the researcher to *handle such information strictly confidentially, particularly bearing in mind that some informants had initially been reluctant to participate in interviews and group discussions*. It was imperative, from an ethical perspective, to protect the privileged information obtained, lest it be used against those who had provided it.

4.9 Data analysis procedure

Data in this study are both qualitative and quantitative. The following section explains how each type of data was analysed.

4.9.1 Data from union officials, principals and educators

Quantitative data from all respondents were analysed using graphs as well as standard deviation. Qualitative data were analysed using themes.

There were two different sets of questions to union officials, one set comprising open-ended and the other closed-type questions.

For the analysis of data collected through the open-ended type of questions, themes were formed. When all interviews were completed, the responses of each informant were transcribed. The transcribed copies were then read and reflected upon. As they were read, patterns and themes began to emerge.

Patterns and themes belonging together were consolidated. Using these consolidated themes, each informant's response to a particular theme was compared to that of the other informants until dominant themes were identified. These were then recorded as the final general response of informants.

For the analysis of data collected through the closed-type questions, graphs reflecting summaries of "strongly agree", "agree", "uncertain", "disagree" and "strongly disagree" responses, were compiled and spoken to / interpreted.

4.10 Conclusion

In this chapter, a detailed description was provided of the method and process used to collect data. The research instruments that were used to collate data were also described.

The chapter discussed sampling procedures followed in the study as well as the manner in which data were analysed.

The following chapter presents, analyses and interprets data from which conclusions will be drawn. On the basis of those conclusions, recommendations will be made.

CHAPTER 5

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

5.1 Introduction

In this chapter, data from the fieldwork, namely the questionnaires administered to principals and educators in selected districts within the province of KwaZulu-Natal, will be analysed and interpreted.

The analysis of the quantitative data is facilitated by the use of the test of significance, namely the chi square one sample test. The test was run at 0.05 level of significance. The chi square one sample test was chosen because this allowed the researcher to compare responses within each of three descriptive categories, namely, Highly Active Role (HAR), Inactive Role (IAR) and Inhibiting Role (IR).

5.2 Hypothesis restated

The hypothesis for this study is restated below:

“Educator union representatives / officials in the current South African context are not providing quality representation for ordinary union members”.

5.3 Data from respondents

This section presents data obtained from principals, educators and union officials, as explained in Chapter 4. The main purpose of this section is to:

- establish the role of educator unions in representing their members at the branch level in KwaZulu-Natal; and to
- establish the extent to which union officials are accountable to their members.

What follows is the presentation, analysis and interpretation of the data that were accessed in the course of the study.

5.4 Presentation, analysis and interpretation of data

5.4.1 Data from educators and principals

ITEM 1: Figure 5.1 presents the outcome of responses to the question:

“Do union representatives relay pertinent information to their members?”.

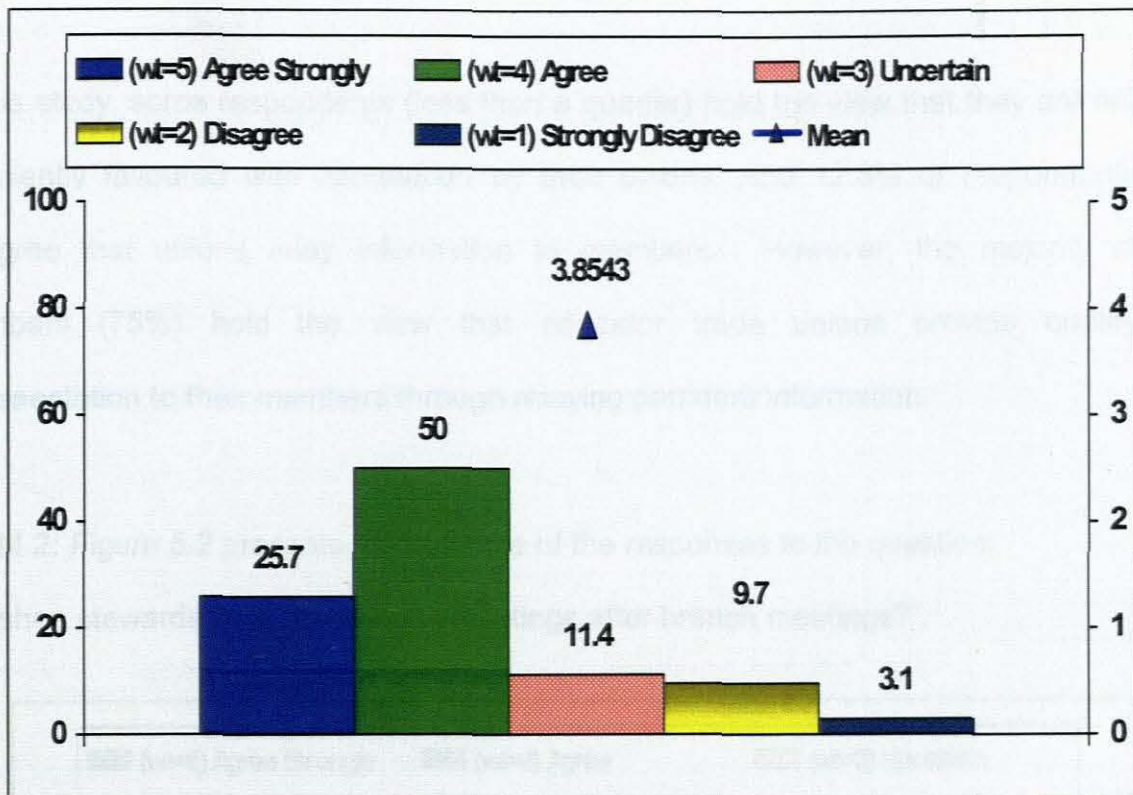


Figure 5.1 “Do union representatives relay pertinent information to their members?”

Seventy six percent of educators are positive that unions play an active role in relaying pertinent information to their members. The combined percentage of educators who are uncertain (11.4%), disagree (9.7%) and strongly disagree (3.1%) constitutes 25% of those who responded to the question. It would appear, therefore, that a minority of educators perceives union representatives as not playing an active role in relaying pertinent information to their members.

The literature that was reviewed suggests that the sharing of information is a critical aspect of representation (Reese 1991: 87). Reese further insists that information must be relayed regularly and must be appropriate to the comprehension levels of the target group.

In this study, some respondents (less than a quarter) hold the view that they are not sufficiently favoured with information by their unions. And 12.8% of respondents disagree that unions relay information to members. However, the majority of members (75%) hold the view that educator trade unions provide quality representation to their members through relaying pertinent information.

ITEM 2: Figure 5.2 presents the outcome of the responses to the question:

“Do shop stewards hold report-back meetings after branch meetings?”.

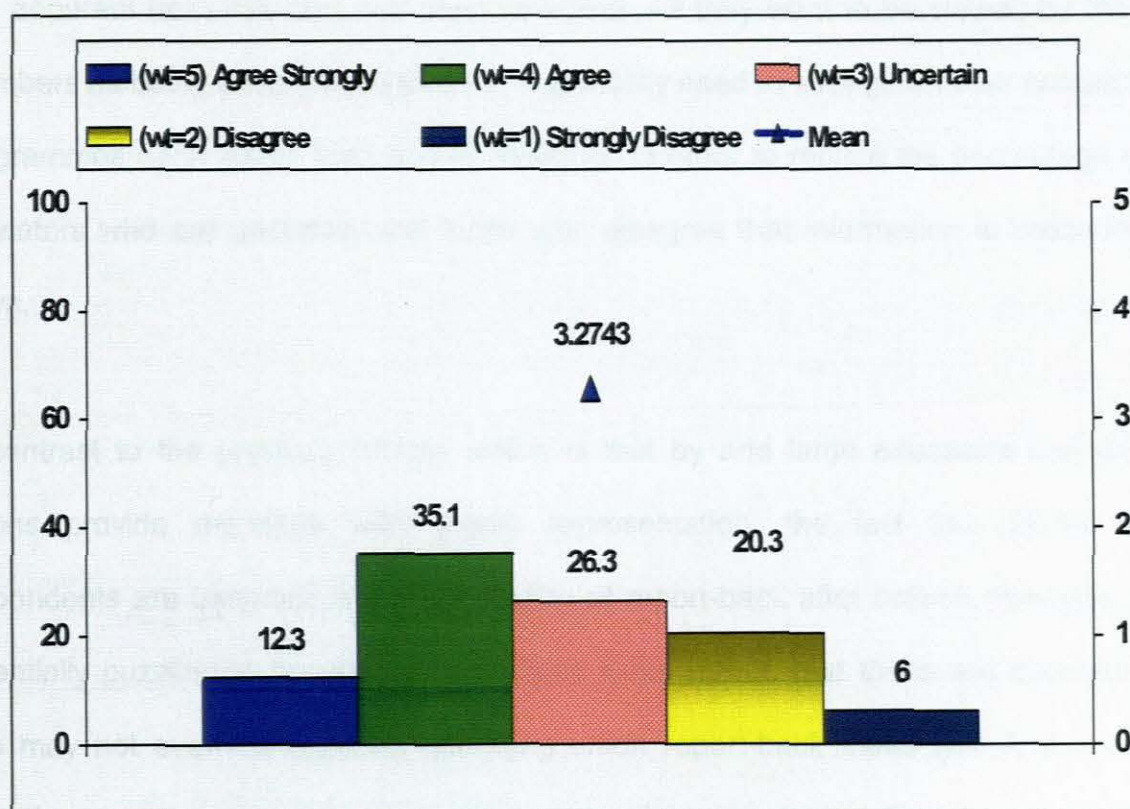


Figure 5.2: “Do shop stewards hold report-back meetings after branch meetings?”

Twenty-six point three percent of educators disagree that unions provide feedback after branch meetings. These are educators who obviously attend union meetings but may be feeling that the information being cascaded down to members does not favour them.

The results seem to suggest that although the unions are seen to be making some efforts to relay information after branch meetings, they do not do so to the satisfaction of most members.

It is apparent from this item that shop stewards – if they want to be viewed by their members as being accountable to them – generally need to strengthen their outreach programmes upon return from branch meetings in order to reduce the percentage of educators who are uncertain and those who disagree that information is cascaded down.

In contrast to the previous finding, which is that by and large educators feel that unions provide members with quality representation, the fact that 26.3% of respondents are uncertain about the quality of report-back after branch meetings is potentially puzzling to the researcher. Could it be, rather, that these are educators who may not even be regularly attending union report-back meetings? And could these be members who simply join unions to get labour protection for which they are not prepared to make the smallest effort?

Be that as it may, compared to the educators who disagree (20.9%) that unions do provide quality representation, educators who agree are in the majority, namely,

47.9%. Therefore, these report-backs after branch meeting are a reflection that unions do provide quality representation to their members.

The literature suggests that unions naturally lose members from time to time, for a number of reasons. Woods (1999: 63) argues that if union representatives do not obtain mandates from ordinary membership or report back before decisions are finalised with the employer, the unions are bound to lose membership.

ITEM 3: Another area that remains unclear to many educators is the issue of strike action and related implications. To this end, respondents were asked, “Do unions inform members of whether or not strikes are protected?”. Figure 5.3 presents the pattern that emerged.

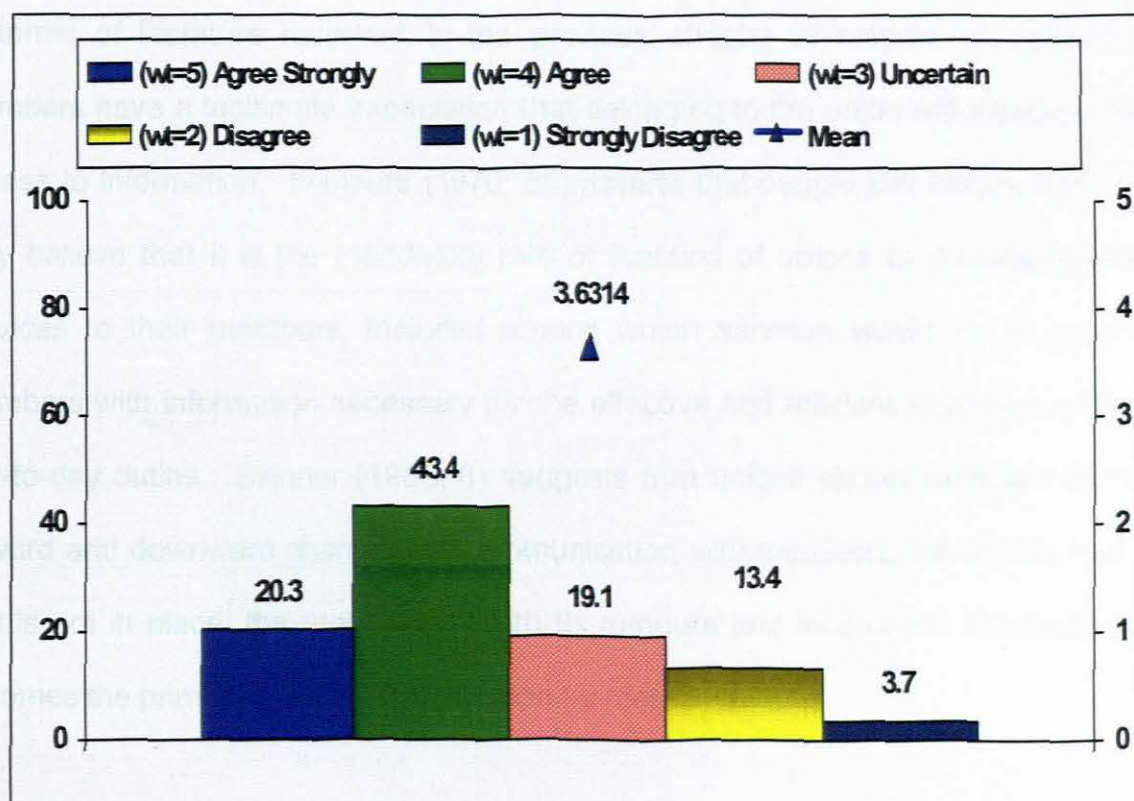


Figure 5.3: “Do unions inform members of whether or not strikes are protected?”

The above statistics reveal that the unions apprise their members of whether or not strikes are protected. Table 5.3 (above) depicts an overall percentage of 63.7% of respondents who agree that unions inform their membership about whether or not strikes are protected.

If 63% of educators say that they go to strikes with full knowledge of the consequences because unions apprise them of whether or not the strikes are protected, then it can safely be inferred that unions provide quality representation as they allow their members to participate in strikes with the full knowledge of the repercussions.

In terms of literature reviewed in the previous chapter in respect of legislation, members have a legitimate expectation that belonging to the union will improve their access to information. Flanders (1970: 36) asserts that people join unions because they believe that it is the mandatory role or function of unions to provide support services to their members, included among which services would be to provide members with information necessary for the effective and efficient execution of their day-to-day duties. Skinner (1985: 6) suggests that unions should establish formal upward and downward channels of communication with members. He argues that if that is not in place, the grapevine – with its rumours and incomplete information – becomes the primary source of information for members.

In addition to that, the Access to Information Act states clearly that workers in South Africa are a major stakeholder with whom information must be shared. The South

African constitution is emphatic that access to information is not the exclusive preserve of elite groups as was the case under the apartheid dispensation. Rather, “the masses have legally protected rights to access information and to evaluate how certain decisions may or may not affect them”.

From the table above, it would appear that the unions adhere to the dictates of the Access to Information Act, which prescribes that “every South African has a right to access any information that is held by another person that is required for the exercise or protection of any right”.

ITEM 4: Respondents were further asked, “Do unions have the interests of members at heart and work hard to meet member expectations?”.

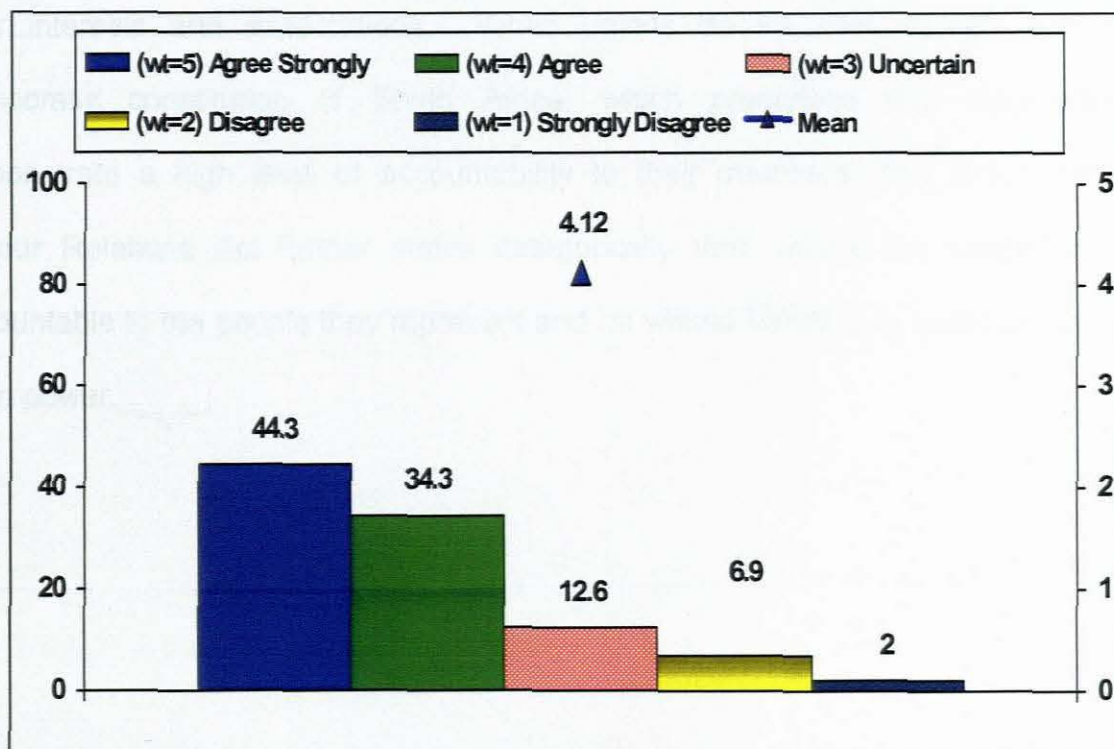


Figure 5.4: “Do unions have the interests of members at heart and work hard to meet member expectations?”

The responses to this item point predominantly to the affirmative. Seventy eight point six percent of all respondents to this item are of the opinion that educator unions exist primarily to look after the interests of their members. Twelve point six percent of respondents are uncertain. Only 8.9% of respondents disagree that unions have their interests at heart and work hard to meet their expectations.

The above evidence reflects unions as meeting the expectations of their members and taking cognisance of their interests. It can, therefore, be deduced that educators see unions as having an obligation to look after their interests. After all, members pay membership and subscription fees for that service, and thus feel that it is due to them. Educators generally see unions as providing quality representation regarding their interests and expectations. When unions do so, they comply with the democratic constitution of South Africa, which prescribes that they should demonstrate a high level of accountability to their members. The South African Labour Relations Act further states categorically that unions are obliged to be accountable to the people they represent and on whose behalf they exercise agreed-upon power.

ITEM 5: The researcher also set out to investigate the role of educators in decision-making. To this end, respondents were asked to respond to the statement, “Educators are part of decisions taken by union representatives”. The analysis yielded the results shown below.

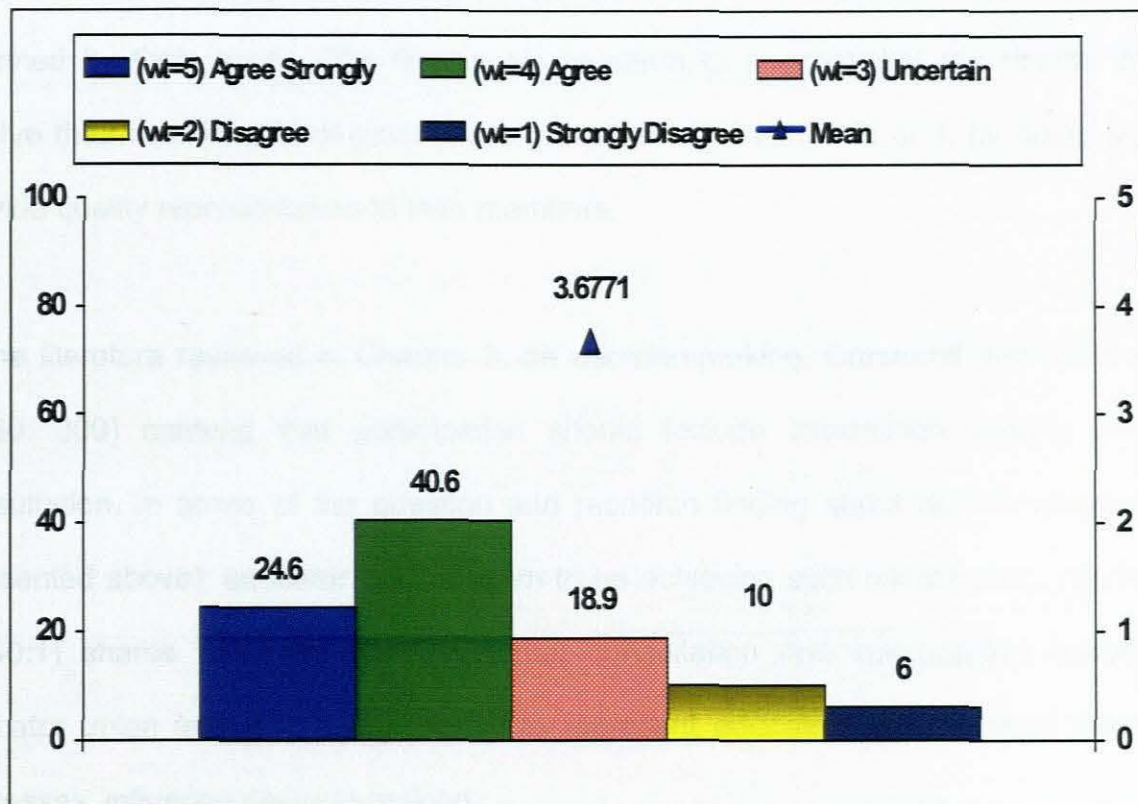


Figure 5.5: “Educators are part of decisions taken by union representatives.”

From the graphical representation above, it would seem that an overwhelming majority of educators (65.2%, comprising 40.6%, and a further 24.6% strongly) agree that they are part of the decision-making process of unions, either directly or indirectly.

Only 16% disagree that educators are part of the decisions made by unions. The perception of the majority, namely, 65.2% of educators, is that educators are adequately represented by unions in the decision-making process.

It would seem that only the minority of educators think that union decisions are not informed by their inputs. The figures above seem to suggest that the unions do involve their members in decision-making processes at all levels and, by doing so, provide quality representation to their members.

In the literature reviewed in Chapter 3, on decision-making, Cresswell and Murphy (1980: 309) contend that participation should include information sharing and consultation. In terms of the question and research finding about decision-making (presented above), educator unions seem to be achieving such participation. Hindle (1990:1) shares this view and adds that consultation and collaboration accord educator union leaders an opportunity to represent educators and, through these processes, influence decision-making.

ITEM 6: Another important aspect of this research was to establish if union officials are perceived to enjoy preferential treatment. To this end respondents were asked, “Do shop stewards enjoy special privileges?”.

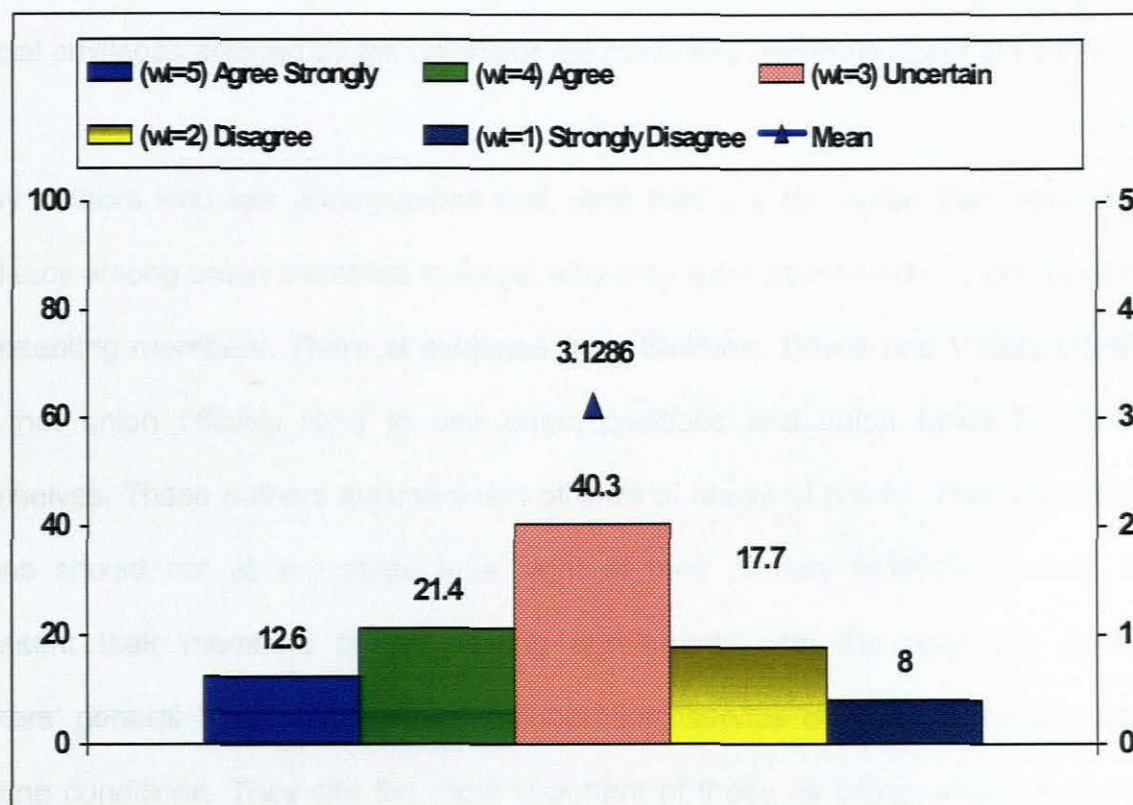


Figure 5.6: “Do shop stewards enjoy special privileges?”

The perception that shop stewards enjoy special privileges is reasonably strong among members (34% of respondents). This suggests that union members are not quite clear about the role functions of unions. Perhaps the fact that officials may use union vehicles and are allocated mobile phones influences the perception of 34% of members that they enjoy special privileges when they are, in actual fact, only performing official union duties. It is remarkable that union leaders entrusted with leadership positions are subject to doubt and mistrust.

Forty point three percent of the membership is uncertain as to whether or not unions enjoy special privileges. A 40.3% figure of uncertain educators is cause for concern. It can be deduced from the high percentage of respondents who selected a neutral value for this item that union members are either not willing to provide data about special privileges enjoyed by the unions or are genuinely uncertain about the latter.

Many authors who talk about unions and what they are for, agree that there is a tendency among union members to forget why they were nominated into positions of representing members. There is evidence from Slabbert, Dowie and Villiers (1998: 55) that union officials tend to use union positions and union funds to enrich themselves. These authors accuse union officials of abuse of power. They insist that unions should not at any stage lose sight of their primary function, namely, to represent their members by negotiating agreements with the employer in the workers' general interest, regarding remuneration, service conditions, benefits and working conditions. They cite the most important of these as being wages, working hours and job security.

From the figure above, judging by the high number of uncertain educators about union officials' activities, no clear picture emerges as to whether or not unions provide quality representation to their members.

ITEM 7: The expectation of many industrial relations authors is that unions should make a positive contribution towards the smooth running and management of organisations. In order to establish whether or not this is happening, respondents

were asked to respond to the statement, “Union representatives unfairly undermine the authority of the principal”.

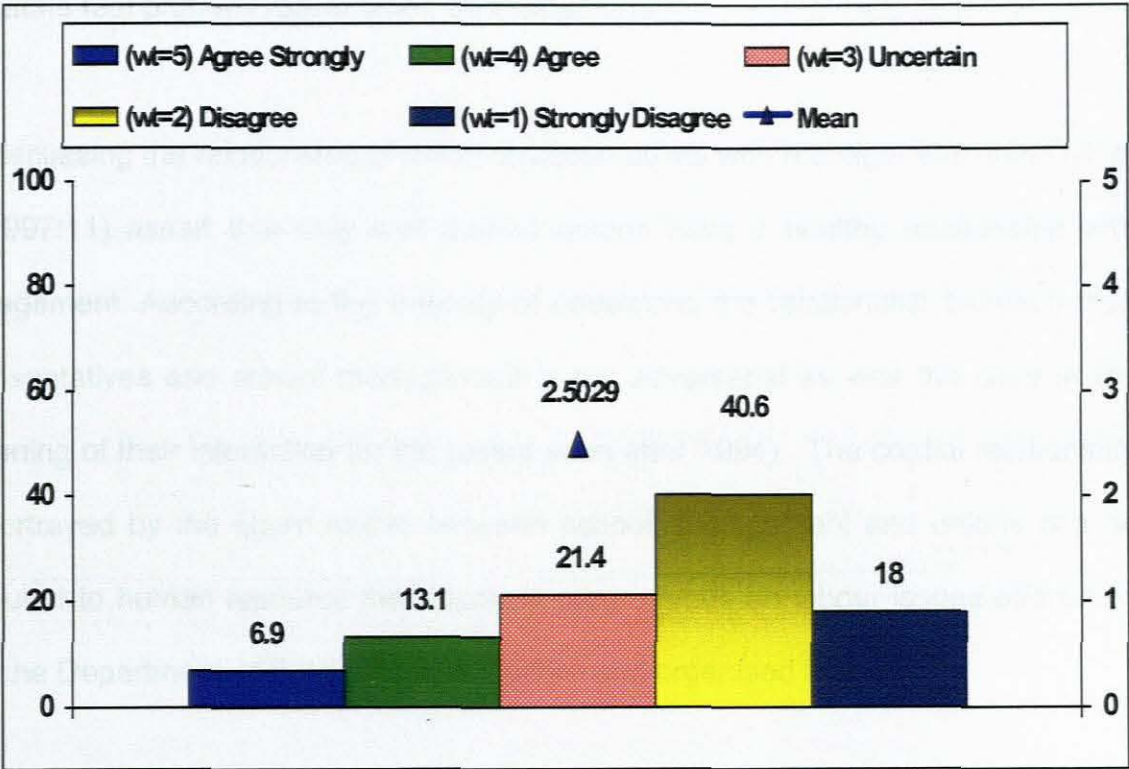


Figure 5.7: “Union representatives unfairly undermine the authority of the principal.”

A high percentage (58.6%) of all respondents disagree that union representatives unfairly undermine the authority of the principal. Only 20% of the respondents agree that union representatives undermine the authority of principals. From the statistics above there does not appear to be consensus among educators that union representatives unfairly undermine the authority of the principal. Principals are appointed by law to manage schools and are, therefore, directly representative of the employer. Union representatives who do not respect the authority of principals are regarded by educators as undermining the authority of the principal.

However, the majority of educators contend that union representatives do not undermine the authority of the principals. It is thus possible to infer from this item that educators feel properly represented by their unions.

On discussing the relationship of union representatives with management, van Dyk et al (1997:11) assert that only well trained unions have a healthy relationship with management. According to the majority of educators, the relationship between their representatives and school management is not adversarial as was the case at the beginning of their interaction (in the period soon after 1994). The cordial relationship as portrayed by the figure above between school management and unions can be attributed to human resource development programmes on labour issues offered by both the Department of Education and Culture and organised labour.

The acquisition of social and interpersonal skills, such as communication, leadership, team work and the ability to teach others, is seen by Beach (1988: 97) as a critical factor for effective member representation.

ITEM 8: Professional development of union members constitutes a service that unions should fulfill (Zulu, 1999: 4). Respondents were asked, “Do unions establish functional member development programmes related to the professional growth of their members?”.

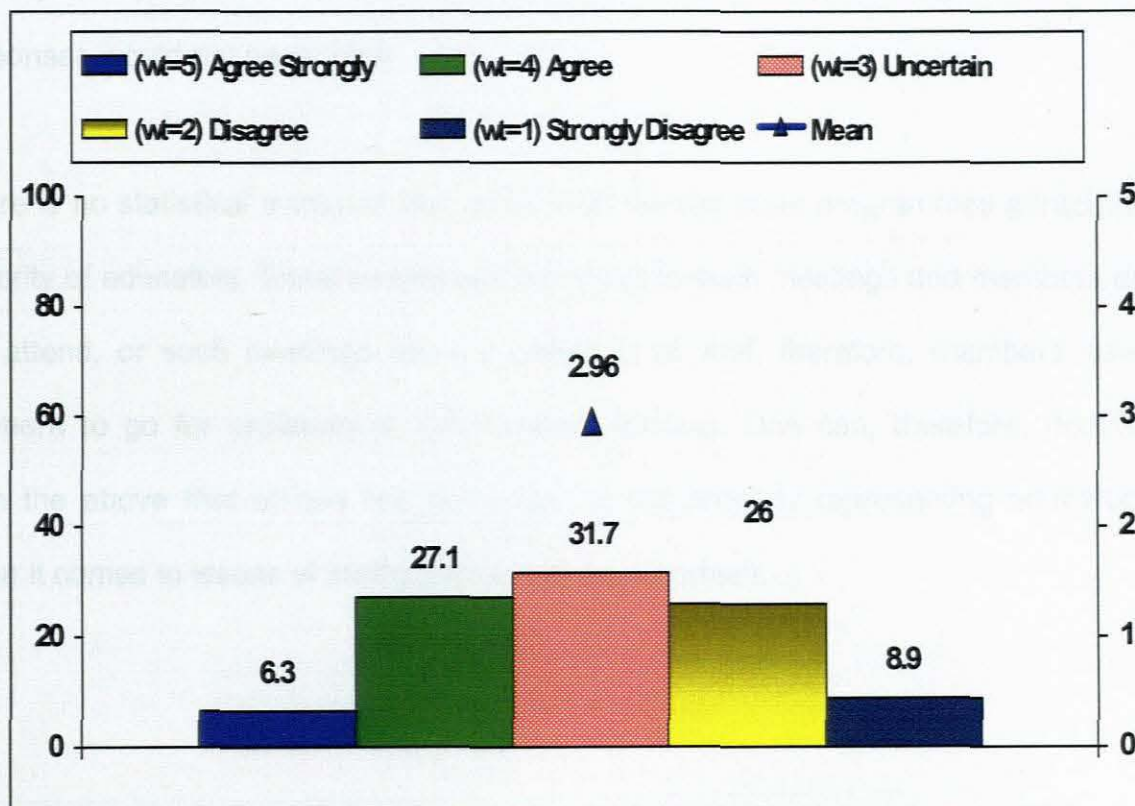


Figure 5.8: “Do unions establish functional member development programmes related to the professional growth of their members?”

There is an almost fair balance in three directions, namely those who concur (33.4%), those who are undecided on the issue (31.7%), and those who disagree (34.9%) that unions provide member development programmes to their members by putting in place member enrichment programmes to ensure member growth in matters of member development.

There is, therefore, no clear-cut evidence from the given data that unions create functional member development programmes related to professional growth.

What is assumed in relation to the above statistics is that if the unions organised staff development programmes related to professional growth, the percentage of uncertain responses would not be so high.

There is no statistical evidence that union staff development programmes attract the majority of educators. Either unions call members to such meetings and members do not attend, or such meetings are not called at all and, therefore, members have nowhere to go for professional development training. One can, therefore, deduce from the above that unions are perceived as not properly representing educators when it comes to issues of staff professional development.

ITEM 9: It is important to know whether union members attend mass action voluntarily, because they see the value added by their attendance, or out of a sense of obligation. Respondents were, therefore, asked, “When you attend mass action, do you do so voluntarily?”.

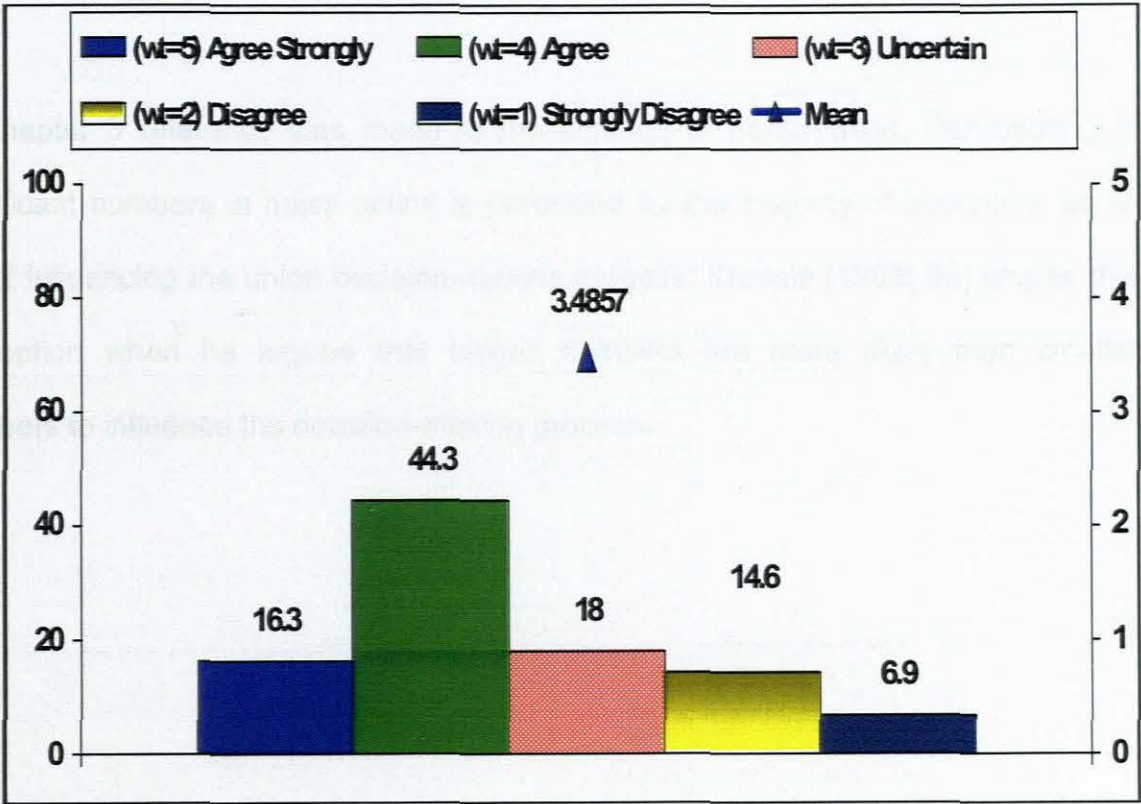


Figure 5.9: “When you attend mass action, do you do so voluntarily?”

Statistical analysis of this item reveals a majority opinion in agreement with the idea that when union members attend mass action, they do so voluntarily, because of the perceived benefits associated with such attendance. By contrast, 21.5% of respondents indicated that they support mass action out of a sense of obligation.

Based on the graphical presentation above, educators are of the express opinion that “action speaks louder than words”. Educators thus seem to believe that their support

of mass action will provide the required outputs, because their respective educator unions would tend to base their decisions on informed opinion of their membership on the ground. The inference that can be made is that educators support mass action as a result of the associated gains and, therefore, feel that unions provide quality representation in respect of mass action.

In Chapter 3 reference was made to the concept of participation. Participating in significant numbers in mass action is perceived by the majority of educators as an act of influencing the union decision-making process. Kravetz (1988: 98) shares this perception when he argues that bigger numbers are more likely than smaller numbers to influence the decision-making process.

ITEM 10: Attendance at union meetings is an indication of the nature of the relationship between educator unions and their members. To establish what kind of relationship unions have with their members, educators and principals of schools were asked, “Is attendance at union meetings voluntary?”

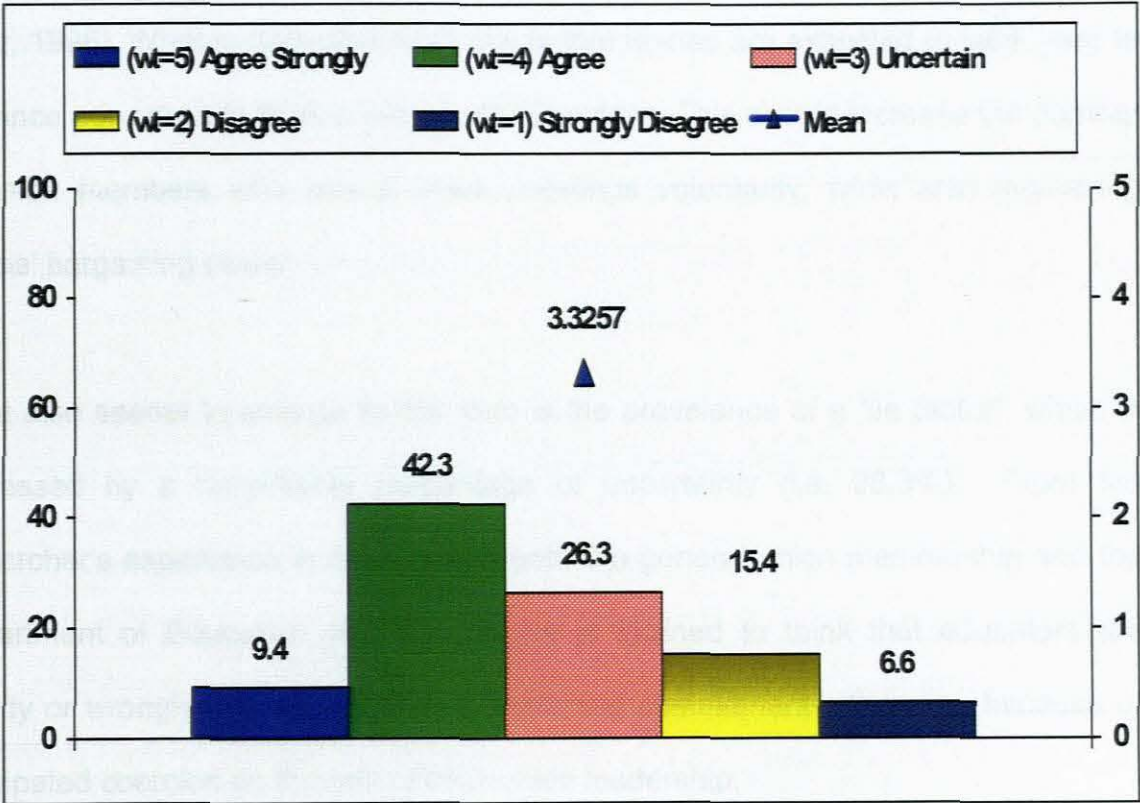


Figure 5.10: “Is attendance at union meetings voluntary?”

The majority of respondents (51.7%) agree that educators attend their union meetings voluntarily because of the expected benefits of doing so.

While the confirmed disagreements of 22% (comprising 15.4% general, and 6.6% strong, disagreements) are not extremely high, it is evident that unions are expected to deliver on the promises that, should educators join them, they would be provided with a quality service (Lawn 985: 89). It also sends a message that although not

overwhelmingly, unions have made efforts to attract members to attend meetings. The apparent high percentage of uncertainty among educators on the question of whether or not attending union meetings is compulsory suggests a possible low visibility of unions among some educators. Rural union members complain about not being serviced by their unions in the same way that urban members are (SADTU Diary, 1996). What is deducible from this is that unions are expected to work hard to convince educators to think positively about unions. This should increase the number of union members who attend union meetings voluntarily, while also increasing unions' bargaining power.

What also seems to emerge in this item is the prevalence of a "lie factor", which is expressed by a remarkable percentage of uncertainty (i.e. 26.3%). From the researcher's experience in dealing with both the general union membership and the Department of Education and Culture, he is inclined to think that educators are (rightly or wrongly) scared to make a confirmed commitment either way because of anticipated coercion on the part of their union leadership.

Usually in this province union meetings are held during teaching hours. Therefore, based on MacGregor's X theory, which argues that human beings have an inherent dislike of work (Kreitner and Kinicki 2001: 298), and based also on the majority opinion of educators (namely, 51.7%), it can be inferred that educator attendance at union meetings is voluntary. Educators' voluntary attendance of union meetings seems to present evidence that unions do provide quality representation to their members.

Many union leaders are aware that planned meetings should be publicised among members. Most union leaders are unanimous in their opinion that union members' attendance at meetings is usually motivated by a number of factors. Through their attendance, members indicate their need to belong. They also want to expose themselves to information communicated to them by their leaders. Through attending meetings educators seem to demonstrate an understanding that it is through communication with their representatives that they get informed and participate in decision-making as well as get updates on the latest developments in the teaching profession (Nieuwmeijer, 1988: 13).

Speaking further about attendance at union meetings, Nieuwmeijer (1988: 16) contends that unions, through their numbers, indicate their power and effectiveness. For this reason, unions would do everything in their power to lure members to attend.

ITEM 11: It is important for the unions to carry out their mandate of ensuring that their membership is informed and knowledgeable with regard to education policy and legislation. Respondents were, therefore, asked, “Are union representatives familiar with the Employment of Educators Act (No. 76 of 1998)?”.

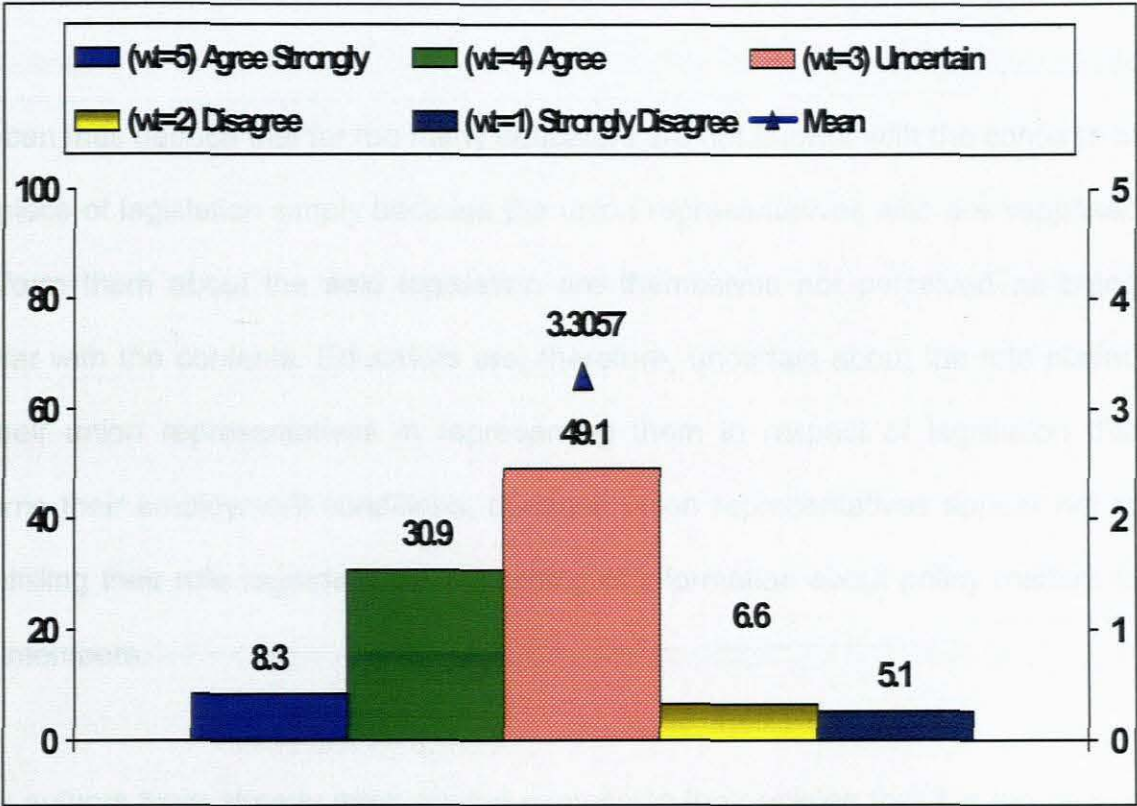


Figure 5.11: “Are union representatives familiar with the Employment of Educators Act (No. 76 of 1998)?”

The percentage of uncertain responses (49.1% of respondents) about the level of educator representatives' understanding of the Employment of Educators Act (No. 76 of 1998), is the highest percentage of all responses to this item.

It can thus be safely inferred from educators' response that there is general apathy among union representatives regarding the need to familiarise themselves with the

contents of the said Act. This is further proven by the fact that only 39.2% of respondents believe that educator representatives are familiar with the Act. A further 11.7% of respondents think that union representatives are unfamiliar with the Act (which would suggest a perception among educators that such representatives are also likely to be generally uninformed about issues relating to education legislation).

One can thus deduce that far too many educators are not familiar with the contents of this piece of legislation simply because the union representatives who are supposed to inform them about the said legislation are themselves not perceived as being familiar with the contents. Educators are, therefore, uncertain about the role played by their union representatives in representing them in respect of legislation that governs their employment conditions, because union representatives appear not to be fulfilling their role regarding the cascading of information about policy matters to their members.

Many authors have already been quoted expressing their opinion that it is the task of union representatives to apprise members of the contents of the legislation governing their employment. The act in question is one such key piece of legislation with which union members need to be familiar. This researcher argues, therefore, that each union official should keep a copy of the relevant Act in his/her journal for quick and easy reference in the likely event of a need arising.

Every educator in the pedagogic and administrative / management situation ought to familiarise him/herself with the contents of this Act, otherwise they will not know when

and whether or not they are provided with quality representation by their union representatives.

If so many educators (94.1%) are not sure whether or not unions provide quality representation in respect of such an important piece of legislation as the Employment of Educators Act (76 of 1998), which directly affects their conditions of service, the chances are great that the unions do not reach out to educators to enhance their knowledge of their service conditions. If educators are not familiar with the Act, this means they will potentially be prone to exploitation and more likely to act illegally and unprofessionally as a result of lack of information.

This view is shared by Flanders (1975: 24), who argues that unions can be defined as unions if they engage in activities that ensure member protection. Flanders cites activities like human resource empowerment through development and satisfaction of member needs.

Further, on commenting on the role of shop stewards, Anstey (1991: 91) states that it is more difficult to deal with shop stewards who are not familiar with legislation that regulates their employment conditions than with those who are knowledgeable, because uninformed representatives are prone to disruption of the education management process.

Based on the discussion above, it is clear that far too many union representatives are not sufficiently knowledgeable about or familiar with matters of education policy; and

if that is the case, such representatives cannot be said to be providing quality representation to their members.

ITEM 12: It is noted that an overwhelming majority of respondents are doubtful and uncertain as to whether their representatives are familiar with the South African Schools Act (No. 84 of 1996). The question that arises is, "How does one adequately represent a constituency if the constituency feels doubtful about the knowledge of an important operational document like the South African Schools Act?" To establish the extent to which union representatives are familiar with this Act, respondents were asked, "Are your union representatives familiar with the contents of the South African Schools Act (No. 84 of 1996)?"

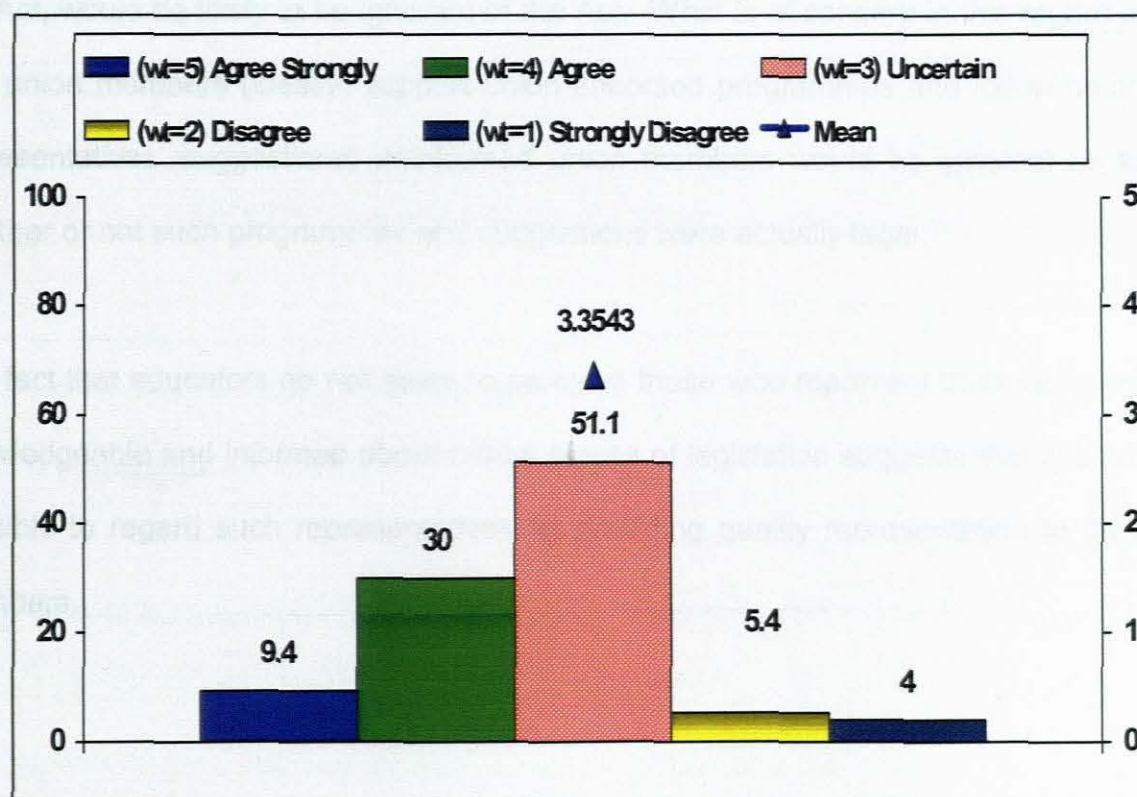


Figure 5.12: "Are your union representatives familiar with the contents of the South African Schools Act (No. 84 of 1996)?"

The graphical representation of the data from this item is very similar to that of the previous item: There are 39.4% of respondents who agree that unions are familiar with the South African Schools Act. A high percentage of educators (51.1%) are uncertain about the extent to which their unions are familiar with the Act. Only 9% of educators disagree (5.4% strongly and 4% generally), that unions are unfamiliar with the South African Schools' Act.

If a high percentage (51.%) of educators are uncertain about union representatives' knowledge of the contents of such an important piece of legislation as the South African Schools Act, the chances are great that educators at grassroots level, who would otherwise be informed by these union representatives about the contents of the Act, would be likely to be ignorant of the Act. What is of concern in this regard is that union members (ideally) support union-endorsed programmes and follow union representatives' suggestions; uninformed union members would be ignorant as to whether or not such programmes and suggestions were actually legal.

The fact that educators do not seem to perceive those who represent them as being knowledgeable and informed about critical pieces of legislation suggests that it is not possible to regard such representatives as providing quality representation to their members.

ITEM 13: It is of critical importance that unions carry out their mandate of ensuring that their membership is informed and knowledgeable about education policy and legislation. Respondents were, therefore, asked, “Are union representatives familiar with the National Education Policy Act (No. 27 of 1996)?”

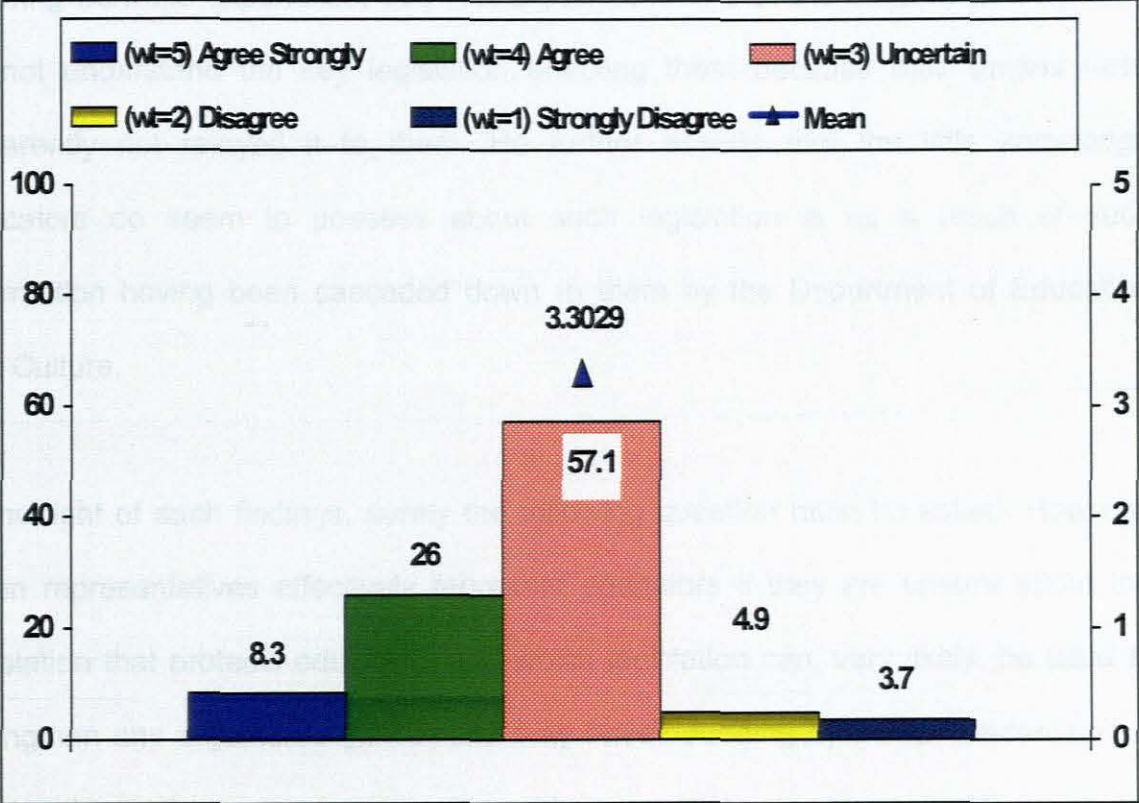


Figure 5.13: “Are union representatives familiar with the National Education Policy Act (No. 27 of 1996)?”

The data in the above figure are comparable to those in the preceding two items. The degree of perceived uncertainty of union representatives, in terms of knowledge of and familiarity with this key legislation, is extremely high (57.1%). While 34% of respondents agree that educator representatives are familiar with the National Education Policy Act, 8.6% of respondents disagree. Educators’ responses in this regard would indicate that they have not had the occasion to benefit from their shop

stewards' knowledge of this piece of legislation. Further, on a daily basis educators submit queries (relating to their conditions of service among other things), as a first resort to the union offices, and then to the Department of Education and Culture.

Drawing from his experience, this researcher asserts that the majority of educators do not understand the key legislation affecting them because their unions have apparently not relayed it to them. He further asserts that the little knowledge educators do seem to possess about such legislation is as a result of such information having been cascaded down to them by the Department of Education and Culture.

In the light of such findings, surely the following question must be asked: How can union representatives effectively represent educators if they are unsure about the legislation that protects educators and which legislation can, very likely, be used to strengthen any arguments that unions may have? Judging by a high percentage of disagreeing and unsure educators, it would appear that union representatives are not familiar with the National Education Policy Act and, therefore, do not provide quality representation to their members in respect of this legislation.

Many cases of docking of educators' salaries as a result of their participation in illegal actions, have occurred in this province in the past years. Subsequent to such docking of salaries, educators have tended to plead not guilty to allegations of illegal actions, claiming to have lacked correct information at the time of the action (**The Mercury**, 2002). It would now seem to be clear that educators do not have appropriate knowledge of their legal rights because their union representatives – whose duty it is

to inform them – are themselves not informed about key legislation. For example, the National Education Policy Act is important, among other reasons, for the fact that it outlines all conditions of service for office-based educators in terms of union functions and member expectations.

What stands out in this discussion is that union representatives do not appear to be engaging aggressively in self-upgrading exercises to capacitate themselves, in order to understand basic, key education legislation and then cascade such understanding to ordinary members

ITEM 14: It was argued in Chapter 3 that unions exist to serve the needs of the people they represent. It was, therefore, important to ask respondents the question, “Are the decisions made by unions with the employer informed by member inputs?”.

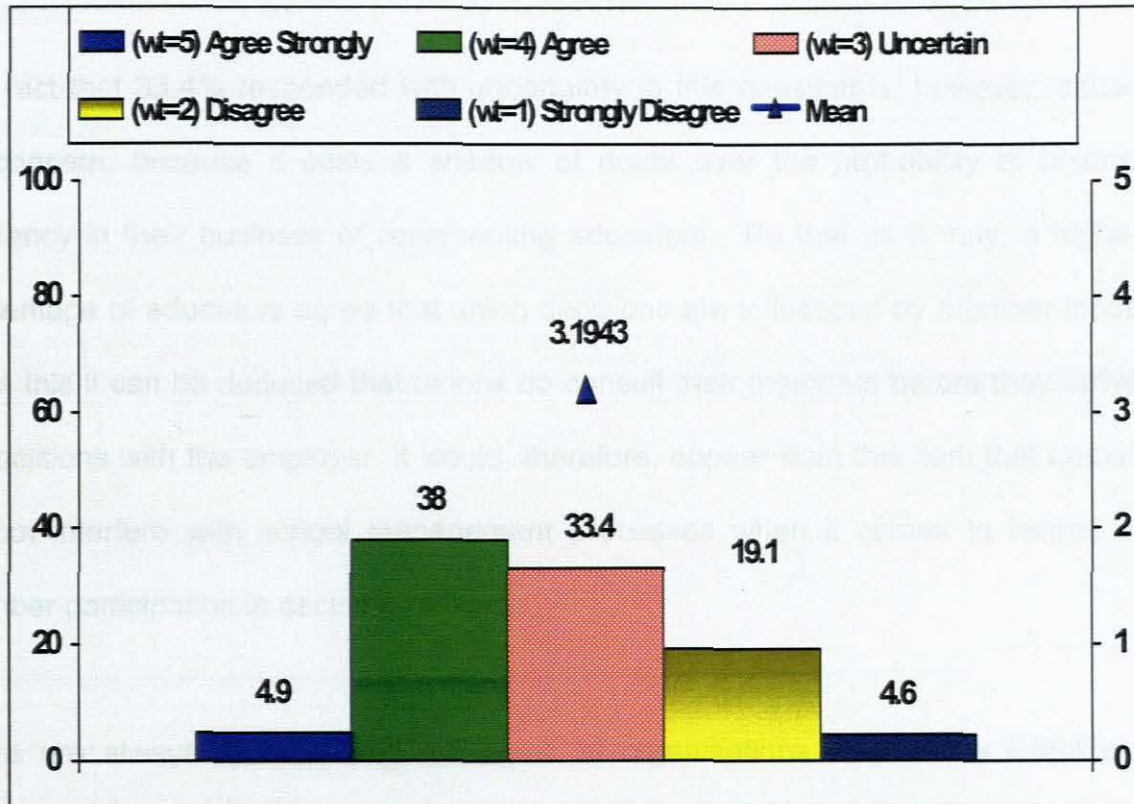


Figure 5.14: “Are the decisions made by unions with the employer informed by member inputs?”

A cursory glance at the statistical representation in the figure above shows general agreement among educators that decisions of union representatives on policy matters are informed by member inputs. This is confirmed by the sum total of 42.9% (4.9% strongly and 38% generally) who responded affirmatively that member inputs are considered by union representatives prior to decisions being taken.

Although 23.7% disagree that decisions of union representatives on policy matters are informed by member inputs, their sentiments are overshadowed by 42.9% in agreement (comprising 4.9% agreeing strongly and 38% in general agreement).

The fact that 33.4% responded with uncertainty to this question is, however, cause for concern, because it casts a shadow of doubt over the probability of unions' efficiency in their business of representing educators. Be that as it may, a higher percentage of educators agree that union decisions are influenced by member input. From this it can be deduced that unions do consult their members before they arrive at decisions with the employer. It would, therefore, appear from this item that unions do not interfere with school management processes when it comes to issues of member participation in decision-making.

There are always fears among managers of organisations that unions intimidate members to support their views even if such views are not informed by the members' inputs (Dekker 1990: 90). The finding that a high percentage (43%) of educators feel that their inputs in union decision-making processes are considered, tends to allay this fear.

Based on the high percentage (42.95%) of educators who argue that union decisions are influenced by their inputs, educator union representatives can be said to provide quality representation to ordinary union members.

ITEM 15: Equipping members with skills to manage their core function (teaching) constitutes one of the unions' principal roles. Therefore, respondents were asked the question, "Do unions subject educators to on-the-job training to teach effective management of teaching methods that would improve learning?". The figure below depicts the findings.

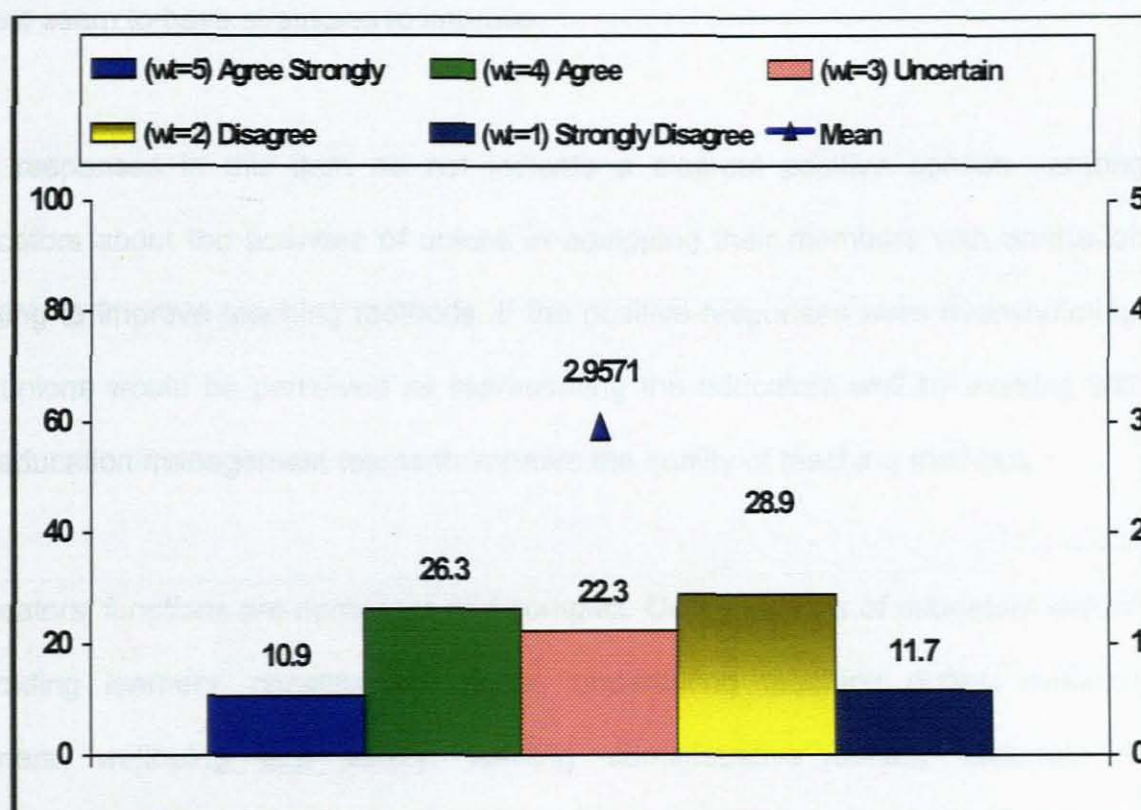


Figure 5.15: "Do unions subject educators to on-the-job training to teach effective management of teaching methods that would improve learning?"

There is a definite lack of consensus among educators in respect of this item. The bulk of respondents (40.6%) disagree that unions subject educators to on-the-job training to teach effective teaching methods that help improve learning. However,

almost an equal percentage of respondents (37.2%) feel that unions do promote the training of members in learning and teaching methods that will improve learning.

The statistics above indicate that union membership is not sufficiently convinced as to be able to provide an outright affirmative answer to this question. In the opinion of the researcher, this would seem to suggest an area of weakness, which the unions do not seem to have strategies to improve.

The responses in this item do not indicate a clearcut positive opinion among educators about the activities of unions in equipping their members with on-the-job training to improve teaching methods. If the positive responses were overwhelming, the unions would be perceived as representing the educators well by working with the education management teams to improve the quality of teaching methods.

Educators' functions are numerous and complex. Core functions of educators include upholding learners' constitutional rights, undertaking teaching duties, ensuring learners' wellbeing and safety, fulfilling administrative duties, attending to professional development issues, and many more. If unions are not overwhelmingly perceived by their members to be developing those members to acquire good skills in the use of effective teaching methods – which, after all, is educators' main reason for choosing this profession – it cannot be argued that unions are providing quality representation to their members.

It is important for unions to remain accountable to the members whose voice they represent (**SADTU Diary**, 2000: 7) This view is shared by Middleton (1993: 27), who

argues that, in their quest to provide quality representation to their members, unions should fight for better working conditions for their members, including improving the job skills of the workforce. Middleton perceives this function of unions as one of their primary responsibilities. Adding his voice to the debate about functions of unions, Goldthorpe (1968: 45) argues that people, of their free will, join unions because they see them as instruments for personal development. This is, after all, one of the main reasons cited by educators as to why they join unions.

From the data represented in the figure above, it is not clear whether or not unions are effective in providing quality representation in matters pertaining to developing educators in the use of effective teaching methods. Therefore, with regard to this item, it is difficult to claim with certainty whether or not educator trade unions are providing quality representation to their members.

ITEM 16: The empowering of members with new approaches to managing subject content constitutes one of unions' primary roles. Based on this assumption, educators were asked, "Do educator trade unions have strategies in place to capacitate their members to manage subject content?".

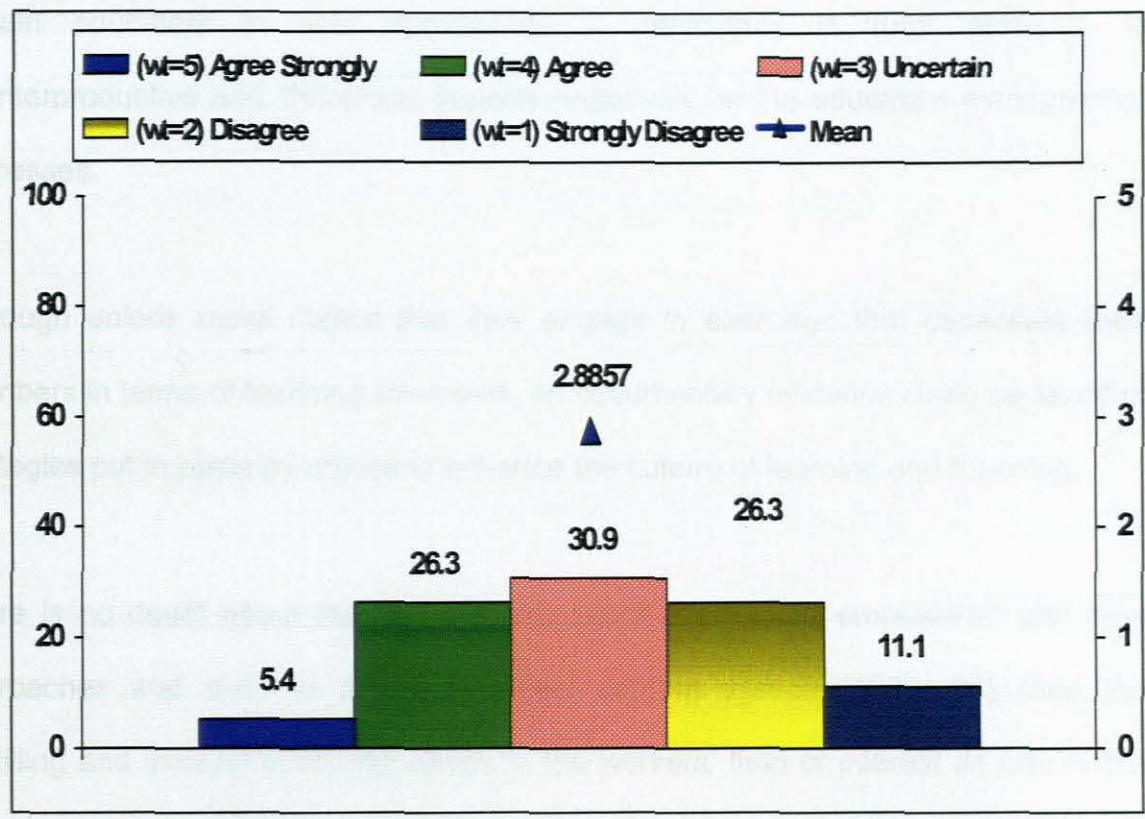


Figure 5.16: "Do educator trade unions have strategies in place to capacitate their members to manage subject content?"

The data in this item follow almost the same pattern as in the previous item. Only 31.7% of educators are positive that unions empower members with new approaches to managing subject content, while the percentage of educators who deny any empowerment by unions is 37.4%. Obviously, far too few educators are recipients of capacity building programmes in respect of new approaches. There are allegations among union members in rural areas that union capacity building programmes

benefit urban members predominantly (ELRC Minutes, August 1996). There is research evidence (cited earlier) to the effect that rural regions receive less union attention than their urban counterparts. As capacitated educators are assets to the schools in which they operate, it would appear that the absence of empowerment of certain educators in new approaches – particularly in rural areas – is counterproductive and, therefore, impacts negatively on the education management processes.

Although unions make claims that they engage in exercises that capacitate their members in terms of teaching strategies, no documentary evidence could be found of strategies put in place by unions to enhance the culture of learning and teaching.

There is no doubt about the fact that educators need to be empowered with new approaches and skills to manage subject content. Beach (1988: 97) cites the reskilling and in-service training needs in the workers' field of interest as one of the primary functions of unions. Such enhanced skills, Beach contends, subsequently improve the workers' quality of life and their prospects for work and labour mobility.

Looking at the statistical representation above, there is no obvious evidence that unions provide quality service to their members in respect of union empowerment of members with new approaches to managing subject content. Based on this research item, it is, therefore, difficult to claim with any certainty that unions are providing quality representation to their members.

ITEM 17: Thorough knowledge of subject content is a strong point of any educator. According to Flanders (1975: 74) unions should have, as one of their major functions, a unit that deals with upgrading of educators' knowledge of subject content. To this effect, educators were asked, "Do unions facilitate the management of subject content?".

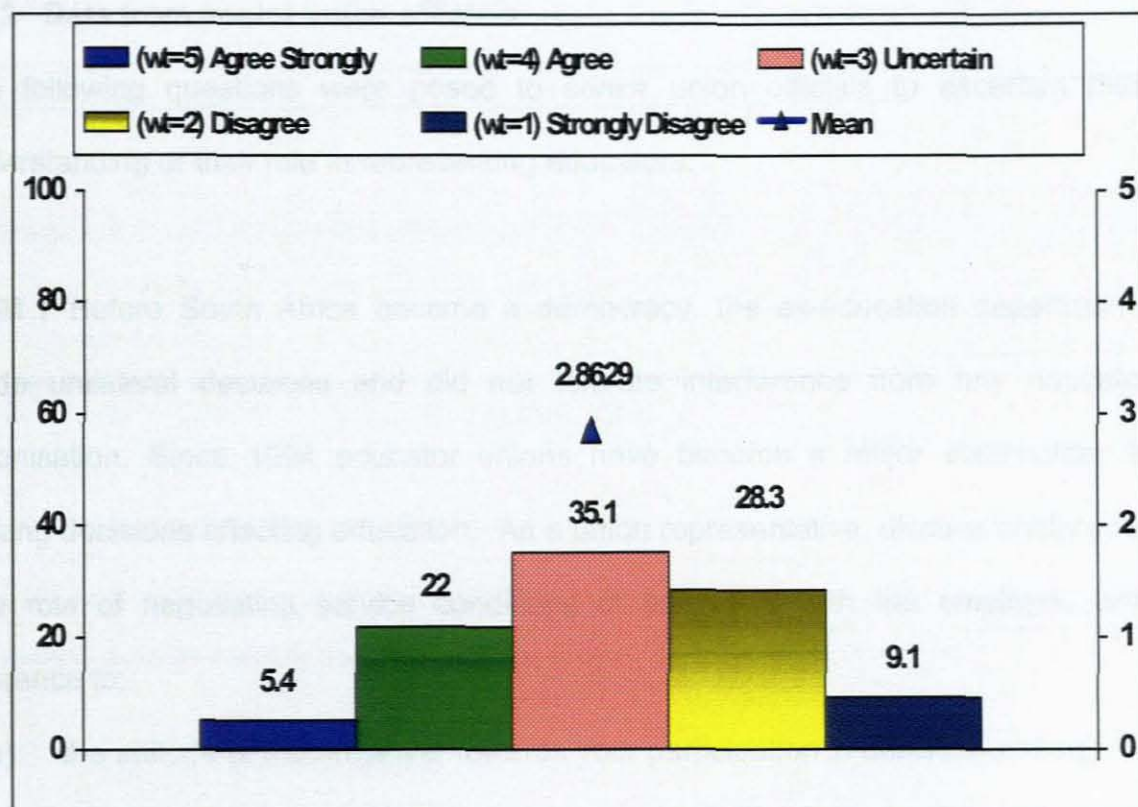


Figure 5.17: "Do unions facilitate the management of subject content?"

In the above figure, the data would indicate that unions are ineffective in terms of professionally empowering their members to manage subject content. A mere 27.4% (5.4% strongly and 22% generally) of educators agree that unions promote members' ability to manage subject content. Exactly 10% more (a total of 37.4%), feel otherwise.

It is difficult to accept that unions provide quality service if they do not play their role in supporting their members to be effective in managing subject content. Therefore, in terms of the item above in respect of providing skills to manage subject content, unions are not providing quality representation to their members.

5.4.2 Data from senior union officials

The following questions were posed to senior union officials to ascertain their understanding of their role in representing educators.

ITEM 1: Before South Africa became a democracy, the ex-education departments made unilateral decisions and did not tolerate interference from any educator organisation. Since 1994 educator unions have become a major stakeholder in making decisions affecting education. As a union representative, discuss briefly your *new role of negotiating service conditions of educators with the employer*, with reference to:

- a) the attitude of the employer towards your participation in decision-making;
- b) the nature of the relationship between your union and the employer; and
- c) the level of co-operation between your union and the employer.

The table below presents the responses.

What was said	No. of respondents	% of respondents who said this
The Department of Education and Culture is obligated to negotiate conditions of service with the unions.	10	100%
The role of the unions is crucial and valuable.	10	90%
The Department of Education and Culture is quite open towards unions.	10	70%
The relationship between the unions and the Department of Education and Culture is excellent and cordial.	10	60%
There has always been a good relationship between the unions and the Department of Education and Culture.	10	40%
Co-operation of the unions and the employer is professional and healthy.	10	70%

Table 5.1: Brief discussion of union representatives' new role of negotiating service conditions of educators with the employer.

a) The attitude of the employer towards your participation in decision-making

All of the respondents (100%) agree that the Department of Education and Culture is obligated by law (such as requirements enshrined in the Labour Relations Act, No. 66 of 1995, which gave rise to the process called bargaining, and in terms of the South African Schools Act, 84 of 1996), to negotiate conditions of service with the unions and involve educator representatives in the decision-making process of every

school. In terms of this legislation, labour relations councils should be set up provincially and nationally to deal with labour issues. Such councils should be made up of representatives from organised labour as well as from the employer.

The majority of the union representatives (90%) perceive the role of unions as both crucial and valuable in the provincial decision-making process. It would seem that, after the democratic elections of 1994, it became imperative that the attitude of the employer change to accommodate the participation. In other words, the employer had no choice, because the current legislation prescribes that unions should participate.

Seven out of ten union officials (70%) are unanimous in their opinion that the Department of Education and Culture is now quite open towards unions.

It would appear that, with the passage of time, the unions and the Department of Education and Culture have grown closer. The reduced number of strikes in recent years would seem to attest to this. The unions and the Department of Education and Culture resolve many issues collaboratively.

b) The nature of the relationship between your union and the employer

The relationship between the unions and the Department of Education and Culture is excellent and cordial.

In the view of 60% of respondents, in the province of KwaZulu-Natal the relationship between the unions and the Department of Education and Culture is excellent and

cordial. It is likely that those who voted affirmatively on this point also felt that the Department of Education and Culture was “quite open towards unions” (cf. the previous question). Although the majority of the officials of the Department of Education and Culture work co-operatively with unions, there are also regrettable instances when the Department would like to wish away the role function of the unions. A minority of Departmental officials considers unions to be non-existent.

It was found to be the view of the majority of respondents that if the unions were not involved, education would long ago have been brought to a standstill. Some union officials who agree that they are accepted by the Departmental officials attribute the acceptance to the fact that their unions are professional in their dealings with the Departmental officials.

c) The level of co-operation between your union and the employer

There has always been a good relationship between the unions and the Department.

According to 40% of the respondents, there has always been a good relationship between the unions and the Department. This is evidenced by the fact that many meetings have been held by unions and the senior officials of the Department of Education and Culture, including the Member of the Executive Council (MEC) for Education, to discuss issues relating to education. Respondents concede that conflict situations do arise but do not significantly tamper with the relationship.

A substantial percentage (60%) of respondents disagree that there has always been good co-operation between the unions and the officials of the Department of

Education and Culture. Such respondents contend that the unions' attitudes have been, for the greater part of their interaction, adversarial.

The fact that the employer demonstrates sensitivity to the needs of the unions encourages the unions to co-operate with the employer in managing education in the province. This co-operation is one of the factors that has enhanced a good relationship between these stakeholders. Reduced tension between the employer and the unions is evidenced by the absence of strikes in recent years.

ITEM 2: There are allegations that educator unions represented by shop stewards at the schools have a tendency to function beyond their designated power and authority, e.g. they convey information that should be relayed by the employer before the employer does so. What is your comment? The table below shows the responses.

What was said	No. of respondents	% of respondents who said this
Unions seem to operate beyond their designated power and authority.	10	80%
Unions have better mechanisms to relay the information than the Department of Education and Culture.	10	90%
Unions do not expect the principal to act on the information brought by the shop steward.	10	80%

Table 5.2: Discussion regarding whether or not educator unions represented by shop stewards at the schools have a tendency to function beyond their designated power and authority

In the view of 80% of the respondents this assertion is true. The cause of unions seeming to operate beyond their designated power and authority is that most principals are not really aware of union representatives' role functions. Therefore, shop stewards, who have a fairly good understanding of regulations and procedures, tend to overstep the mark in terms of their role function and intimidate the principals. Sometimes this happens to the advantage of the institutions as, for example, when

shop stewards make more information available to educators than the principals do. At other times, though, the fact of shop stewards overstepping their boundaries happens to the disadvantage of the institution.

An overwhelming percentage (90%) of the respondents stated that the unions have better mechanisms to relay the information than the Department of Education and Culture. The Department's bureaucratic "red tape" is cited as the major reason for the delay in transmitting information to schools.

A feeling was also expressed that unions do not feel that they are doing anything wrong when they convey information to their members. After all, their first allegiance is to their members. A suggestion was also made that the Department should copy the example of the union and get information to its employees much more quickly. It would appear true that the unions are a major source of information for educators.

According to 80% of respondents, school principals are not expected to act on the information brought by the shop steward, who usually provides the principal with the information as a matter of courtesy and for his/her information. The principal is expected to hold on to the information until s/he receives a Departmental circular from head office. There appears to be a contrary view (by 20% of the respondents) that unions expect principals to act on the information they bring straight from chamber. This, according to some principals, presents management problems.

ITEM 3: Whom do you see as serving as the main source of information to the union members?

What was said	No. of respondents	% of respondents who said this
Unions are seen as serving more as the main source of information to educators than the Department of Education and Culture.	10	90%
Unions hold workshops and meetings to pass information down to the grassroots.	10	70%

Table 5.3: Discussion of whom respondents see as being the main source of information to educators

It is the opinion of 80% of the respondents that unions – more than the Department of Education and Culture – provide information to educators. Unions are thus the main source of information for educators. Straight from chamber, unions begin to cascade information down to their members. According to these respondents, there seems to be a problem experienced by the Department in respect of cascading information.

The Departmental officials appear to be slow in passing information down to educators because of the manner in which the bureaucracy and red tape of the Department of Education and Culture operates. Unions seem to have a far better system of getting information to their members.

The majority (70%) of union representatives said that to ensure that they are the main source of information to their members, they hold workshops and meetings to pass information down to the grassroots. Brochures and newsletters, which are also sent out by unions on a regular basis, are also used to share information.

ITEM 4: Do you think unions address both member interests and learner interests?

What was said	No. of respondents	% Respondents who said this
Unions address both member interests and learner interests.	10	80%
Unions have an obligation to provide quality education to the learners.	10	80%
It is not the <i>modus operandi</i> of the unions to encroach on the time of the learner.	10	90%
Union activities including meetings take place after school hours.	10	50%
Unions hire a substitute for the duration of the members' absence so that the learners are not affected.	10	20%
Some unions appear to be more educator-orientated than learner-orientated	10	70%

Table 5.4: Discussion of whether or not unions serve both member and learner interests

It would appear that there is general consensus among union officials that unions address both member interests and learner interests. This is evidenced by the 80% of responses that point to the fact that unions feel strongly that their main role, and obligation, is to address and redress the problems of their members.

In respect of learner interests, the majority (80%) of union officials also feel that they have an obligation to provide quality education to the learners. They, therefore, make a claim that their members are empowered to handle such innovations as *Curriculum 2005 (C2005)* and *Outcomes-based Education (OBE)*. To this end, workshops are held to capacitate and empower members with skills to handle new core curricular needs.

All the respondents claim that their unions participated in the development of the new curriculum when it was crafted.

An overwhelming majority (90%) of the respondents claimed and reiterated that it was not the *modus operandi* of their unions to encroach on the time of the learner. A further belief was articulated that instructional time is absolutely crucial and, therefore, infringing on that time – unless it is considered absolutely unavoidable – is out of the question in their union.

It was also stated that deadlocks with the Department of Education and Culture on certain issues have sometimes made it necessary to go on strike. Respondents were quick to emphasise that their unions use strikes as a last resort.

It is the view of 50% of respondents that all their union activities, including meetings, take place after school hours to allow union members to finish their school day and then come to the meetings. This view was not shared by the other 50% of the respondents, who made claims that they are aware that some unions do not think twice about sacrificing curricular responsibilities in favour of union duties.

It would appear, from the above discussion, that there is no clear-cut policy in unions as to where their priorities lie: with the unions to fulfil union duties or with the learners and curricular needs. It would seem wrong for unions to sacrifice learning time for union activities, because learners ought to be a union's major priority.

The minority (20%) of the respondents stated that if it became absolutely necessary that a certain member of their unions attend union duties during teaching time, their unions hired a substitute educator for the duration of the member's absence so that learners are not affected.

It would appear from what these union officials say that their unions strike a balance between learner and member interests. However, it is worrying that 80% say that they would not hire a substitute teacher. Failure to do so is surely detrimental to education as curricular time is wasted.

A significant percentage (70%) of respondents pointed out that some unions appear to be more educator-orientated than learner-orientated. While they agree that the function of the unions is to keep educators happy, these respondents believe it to be rather selfish on the part of unions to demonstrate through strikes and sit-ins. These

respondents feel that such action shows insensitivity towards learner needs. The further perception is that unions sometimes strike unnecessarily, in cases where issues could rather be negotiated successfully without taking educators away from the classroom.

ITEM 5: Do educator organisations offer educators they represent job protection?

What was said	No. of respondents	% of respondents who said this
Unions offer their members job protection.	10	100%
Unions' first obligation is to the conditions of service of their members.	10	60%

Table 5.5: Discussion of whether or not unions offer their members job protection

All union officials (100%) strongly agree that they offer their members job protection. The example unions are quick to cite is that of the role they played in 1997, during the setting up of the rationalisation and redeployment process.

The unions were particularly quick to say that they castigated the Department of Education and Culture for giving educators a raw deal in respect of the rationalisation and redeployment process.

Six out of ten (60%) interviewees claim that it is indeed the union's obligation to fight for better conditions of service on behalf of their members

There appears to be general agreement among union officials that their first obligation is to the conditions of service of their members. If the members' rights are *infringed and they are discriminated against in terms of their job*, then the union steps in.

ITEM 6: Unions are alleged to relay information to their members before the Department of Education and Culture does so. How does this impact on school management?

What was said	No. of respondents	% of respondents who said this
Unions' cascading of information to their members before the Department of Education and Culture does so neutralises the role function of the principal.	10	40%
Principals have a responsibility to verify the information with the Department before it is cascaded by the shop stewards.	10	20%

Table 5.6: Discussion of unions' cascading information to members

The minority of union representatives (40%) agrees that, to a great extent, their cascading of information to their members before the Department of Education and

Culture does so neutralises the role function of the principal. According to these representatives, this attitude creates a management crisis, which warrants the principal, more often than not, in being forced to challenge the validity of the information emanating from unions.

The remaining 60% of the respondents hold a contrary view, that until the principal him/herself has been officially informed of the decisions that have been taken jointly by the Department of Education and Culture and organised labour, s/he should not begin to implement the policy emanating from the union via the representatives but should wait for the Departmental circular. Some principals, at the insistence of the site steward that they act in terms of union information, succumb to union pressure. That, according to 60% of the respondents, creates problems and impacts negatively on the morale of the school. It also adds on the principal a responsibility to verify the information with the Department before it is cascaded by the shop stewards down to the grassroots level.

Principals should, according to 20% of the respondents, verify information they receive before they relay it to educators via shop stewards. Perhaps the other 80% of respondents feel that the principal need not wait for Departmental circulars before beginning to dispense information to the grassroots level.

ITEM 7: As an educator representative, how have you best represented your members in:

- labour relations and
- professional development?

What was said	No. of respondents	% Respondents who said this
The education labour relations chamber was specifically designed to allow the unions to negotiate with the employer on conditions of service.	10	100%
Union representatives play a major role in the professional development of educators.	10	100%
Unions feel that they are of assistance to educators who have curricular problems.	10	90%
Unions claim that they make sure that they are represented on any particular task team comprising Departmental officials and union officials.	10	80%

Table 5.7: Discussion of educator representation

a) Representation of members in labour relations

All the respondents (100%) were quick to point out that South Africa's new democracy, ushered in by the 1994 elections, allows for the creation of education labour relations chambers, which specifically permit the unions to negotiate with the employer on conditions of service.

If one looks back at recent history, and specifically the period from 1994 to date, there have been a number of changes negotiated between the employer and the employee sectors engaged in education. To a great extent, these changes have impacted positively on the conditions of service of educators. Resolution 7 of 2000, for instance, deals with a whole host of such issues including, among others, the improvement of benefits in housing, conditions of service, leave, and so on.

Unions note that, prior to 1994, such issues were the domain of the state. Very seldom would the state give in to any request by the organised profession. Needless to say, there has been a tremendous shift in the past decade.

All union representatives (100%) see themselves as playing a major role in the professional development of educators. One union official claims that her union is the strongest in providing professional development to educators – from classroom performance to conditions of service. This particular union boasts of a matric intervention programme, which, in the view of the union, made a positive impact on the performance of matric learners in the province.

The overwhelming majority of unions (90%) feel that they are of assistance to educators who have curricular problems, especially those who come from disadvantaged areas. The unions provide training sessions for such educators in areas designated as needing development.

Eighty percent of union officials claim that their unions makes sure that they are represented on any particular task team comprising Departmental officials and union officials. This they do to make certain that they do not miss out on any important information and/or decisions made with the Department of Education and Culture.

b) Representation of members in professional development

A particular union official claimed that it was his union that pioneered the Developmental Appraisal System (DAS), which replaced the judgemental inspection system of the apartheid years. This DAS would ensure the all-round professional and curricular development of educators.

All respondents stated that their unions had held workshops and conducted several meetings to assist their members to come to terms with the DAS and OBE. All interviewees claimed that their unions hold subject workshops for instructional development. Most unions hold continuing professional teacher development (CPTD) workshops. Most interviewees pointed to the fact that their union delegates to provincial and regional workshops and meetings are expected to conduct report-back sessions to members. Respondents say that, in terms of advertised posts, their unions hold workshops to train their representatives who become observers during short-listing and interviewing processes.

ITEM 8: As a union representative,

(a) what do you do best to achieve union goals and

(b) what would you like to do differently?

What was said	No. of respondents	% Respondents who said this
The unions work hard at influencing the direction that the conditions of service of their members should take through negotiations.	10	100%
Unions would like to service a wider audience in the province of KZN.	10	60%
Unions do not hold meetings during teaching hours.	10	50%
Unions would like their members to encourage acceptance and respect of smaller unions by bigger ones.	10	30%

Table 5.8: Union representatives' performance and aspirations

All union officials interviewed (100%) said that they have worked hard – through negotiations at the chamber – at influencing the direction that the conditions of service of their members should take. Their professional development wing, which ensures that educators are developed, is the pride of the unions.

Most union officials (60%) said that they would like to service a wider audience in the province of KwaZulu-Natal. They would particularly like to reach out to

disadvantaged educators in the rural areas. The remaining 40% of officials said that they would like their unions to strike a balance between union duties and classroom work. They feel that the unions are in most cases overly concerned with union duties at the expense of curricular commitments.

Half (50%) of respondents said they would like their unions not to hold meetings during teaching hours, and that if it becomes imperative that union activities are held during teaching time, only one educator per school should attend. This, in their view, would ensure that educators' core business, namely teaching and learning, was not undermined or compromised. Further, on return from the workshop or meeting, the educator who attended should cascade the information to other educators. Another significant percentage of respondents (50%) said that the unions are committed to providing the best conditions of service to learners.

A small percentage of respondents (30%) said that they would like their unions to encourage acceptance and respect of smaller unions by bigger ones. The majority of respondents (70%), however, feel that it is the duty of each union to recruit its own members and that they should not exhaust their resources marketing other unions.

From the discussion above on how educator trade union representatives perceive their role in providing quality representation to their members, it is very evident that they feel confident that they provide quality representation to their members. They make a claim that they are very strong in providing job satisfaction to their members through fighting for their labour rights, enhancing their knowledge and skills in subject management, and professional development.

5.5 Synopsis

Overwhelmingly, South Africa's educator trade unions are perceived by the majority of educators as providing quality representation to ordinary members.

Nevertheless, of cause for concern is the high prevalence of educators who responded with "Uncertain" to questions of whether or not unions are providing quality representation. While such responses are interpreted as suggesting that educators are inactive in union activities, this merits further investigation, in an attempt to ascertain contributing factors. For example, one such factor might be fear, on the part of educators, of victimisation were they to be found to have said anything against their unions.

From the analysis and interpretation of data above, the researcher finds the following themes emerging from the responses of educators and union officials. The researcher bases his argument for accepting or rejecting the hypothesis on these themes, which are as follows:

Views of educators about the quality of representation provided by unions

Educators have expressed their view that their unions provide quality representation, by efficiently and effectively communicating resolutions and policy decisions to ordinary members. Educators are also satisfied that unions consult them for fresh mandates before they negotiate and sign agreements with the employer.

Views of educator union officials on how they see the quality of representation they provide to educators

A summary of what stood out when data from interviews of union officials were analysed and interpreted is that educator trade union representatives see themselves as providing quality representation to their ordinary members. They see their role as crucial and valuable in the provincial education decision-making process. They attribute their perceived success to the trust that the members have in their officials and the cordial relationship that they enjoy with the Department of Education and Culture.

Educator trade unions agree that much work still needs to be done to facilitate training of members by unions in certain aspects such as education legislation and professional development of members.

In the light of the views expressed by educators about the quality of representation provided by their unions, backed up by evidence from interview statements of union officials about the role they play in representing educators, the unions' quality of representation of educators in the Province of KwaZulu-Natal would seem to be satisfactory.

It would thus seem logical to conclude that the educator trade unions provide quality representation to their members in the province of KwaZulu-Natal. Therefore, the hypothesis that, "Union representatives / officials do not provide quality representation for ordinary union members", is rejected.

5.6 Conclusion

In the previous chapter, data from educators and union officials were presented, analysed and interpreted with a view to establishing patterns, which were then used to test the hypothesis.

The data revealed views expressed by educators' responses as suggesting that they are to a large extent satisfied with the quality of the representation they are provided by their unions. The data also reflected the interview responses of union officials as expressing confidence about the quality of the representation they provide.

What emerged from the analysis and interpretation will be presented as findings and conclusions in the following chapters.

CHAPTER 6

SUMMARY OF FINDINGS AND CONCLUSIONS

6.1 Introduction

The empirical investigation for this study focused on the nature and quality of representation of educators by their trade unions.

A number of relevant practical implications and considerations have emerged from this research. This chapter provides a summary of the findings of the empirical investigation and the practical implications and conclusions that are drawn from such findings. Chapter 7 will present recommendations arising from the findings.

Data analysis has shown that respondents' views are highly diversified on issues of representation. One major finding emanating from the research is that union activities influence perceptions and actions of educators and officials of the Department of Education and Culture; however, the perceptions of the latter will not be included in the findings, conclusions and recommendations.

6.2 Aim of the study restated

In Chapter 1 the aim of the study was stated as follows:

“Investigate the nature and quality of representation of educators by their unions in the current South African context.”

The literature review, data analysis and interpretation chapters have served to reflect how the aim of the study was met.

6.3 Summary of findings

6.3.1 Findings in respect of data from educators and principals

Union representatives do relay pertinent information to their members

It would appear that the majority of educators believe that union representatives do relay pertinent information to them. There is, however, a percentage of educators who feel that union decisions exclude their input. These educators believe that it is the unions' duty to consult them for mandates before decisions are concluded with the employer.

There is a need for a more concerted effort to report back

There seems to be a firm belief among educators that there is a need for shop stewards to make a concerted effort to report back to their constituencies after branch meetings.

Unions do inform their members of the status of strikes

When statistics were perused, it was revealed that unions do apprise their members as to whether or not strikes are protected, although some educators claim not to be apprised of union positions in respect of strike action.

Unions are obligated to look after the interests of their members

Evidence from the empirical investigation revealed that union constituencies view it as obligatory for unions to look after their members' interest. This was also confirmed by literature reviewed in Chapter 3.

Educators are not in unanimous agreement on the subject of interference of union officials with management

There is no general agreement among educators that unions interfere with school organisation.

Union members honour union meetings to influence union decisions

The majority of respondents hold the view that if they honour mass action, they stand a better chance of having their views influence the union decision-making process.

There is some amount of coercion for educators to attend union meetings

Although many educators are positive that they attend union meetings voluntarily, it was found that fear of intimidation and coercion cannot be ruled out as a factors that prompt educators to attend union meetings on certain occasions.

Educators feel that they are part of the union decision-making process

Although there were allegations that unions are dictatorial when it comes to issues of decision-making, generally educators feel that they are part of the decisions-making process.

Some union representatives are subject to scrutiny, doubt and mistrust

Although educators were found generally to trust their representatives, there are educators who indicated that some union representatives entrusted with leadership positions are sometimes subject to scrutiny, doubt and mistrust. It was also established that union membership is not fully aware of job specifications of union shop stewards.

The familiarity of union representatives with the Employment of Educators Act (No. 76 of 1998) leaves much to be desired

It was found that a significant percentage of educators do not believe that union representatives are conversant with the the content of the Employment of Educators Act (No. 76 of 1998). This would suggest a perception among educators that such representatives are also likely to be generally uninformed about issues relating to education legislation.

Educators are not aware of the extent of familiarity of union representatives with the South African Schools Act (No. 84 of 1996)

Empirical evidence indicated that far too high a percentage of educators do not think that their representatives are familiar with the South African Schools Act (No. 84 of 1996). In the view of educators, this has a bearing on the quality of representation.

Union officials do not undermine the authority of the principals

The majority of educators refute an allegation that unions undermine the authority of principals. The fact that a small percentage of educators agree, however, that some union officials undermine the authority of principals would suggest that there are

cases where principals do face the problem of being unfairly undermined by union representatives.

Educators are not sure about the role played by their union officials in empowering members with new approaches to teaching subjects

Educators were uncertain regarding efforts made by unions to empower members regarding new approaches to managing subject content. Feelings among educators are reflected as mixed. Although unions claim to do some work in empowering educators, there is no consensus among educators as to whether unions empower members satisfactorily with new approaches to teaching subjects.

Union efforts to empower their members in professional matters are not convincing

Although union representatives do make efforts to enhance member development, they do not work hard enough to develop their members in respect of professional growth and development. Statistical and empirical evidence shows overwhelming conviction of members that unions are ineffective in terms of professionally empowering their members in teaching subject content.

Union officials blame the Department of Education and Culture for not preparing them for their new roles in the post-apartheid era. They attribute many problems they experience in the multicultural workplace to their amalgamation by the Department of Education and Culture irrespective of the differences accentuated by the walls built by the apartheid government.

6.3.2 Findings from interviews with senior officials of unions

Unions are convinced that they have a significant role to play in the education decision-making process

Unions overwhelmingly believe that their role is central to the decision-making process and management of education in the province. They regard the attitude of the Department of Education and Culture as positive and helpful. Partnership with the Department of Education and Culture is advantageous in helping to provide conditions of service that are beneficial to union members. They add that there were times in the past when the attitude of the Department of Education and Culture was seen by unions as dictatorial and confrontational, which created tensions. The unions admit that the attitude of the Department began to shift from authoritarianism to democracy after 1994. This became imperative as a result of legislation that prescribed that unions should participate.

Unions are frustrated by ignorant principals

The overwhelming majority of union members agree that they are frustrated by the inefficiency of some principals who demonstrate poor understanding of policies to be implemented. They allege that frequently the Department of Education and Culture delays in disseminating information, thereby forcing unions to relay information to their members, who have a right to access to information in terms of the Bill of Rights and Access to Information Act.

Unions feel that there is nothing wrong with their relaying information to their members, particularly given unions' overriding commitment to the welfare of their

members. The bureaucracy and “red tape” within the Department are blamed for the delays in relaying information.

Unions agree that they have a moral obligation to put the interests of the learner above all else

Unions admit that although their overriding commitment is to their members, they have a moral obligation to take learner interests very seriously. To this end, unions have initiatives and programmes in place that seek to empower their members to handle those aspects of education that require their expertise and fundamental knowledge e.g. OBE, Quality Assurance, DAS, and so on. Unions admit that although there are instances that demand abdication of classroom responsibilities, it is not the *modus operandi* of unions to infringe on teaching time. In the main, union activities take place outside of teaching time.

6.4 Conclusion

The overwhelming majority of educators have expressed satisfaction with the quality of representation provided to them by their unions.

CHAPTER 7

RECOMMENDATIONS

7.1 Introduction

In the previous chapter, the summary of the findings and conclusions were presented. In this chapter, after completion of the investigation, and review of the findings, conclusions and implications, the researcher offers the following recommendations emerging from the study.

It is hoped that these recommendations will be found useful by both the employer, namely, the Departments of Education, and the unions at national level in general and at provincial level in particular. In all probability, and because of the generic nature of the recommendations, other parties outside education will find the recommendations useful in their areas of operation.

7.2 Recommendations

7.2.1 Sharing of information

There seems to be a strong need for unions to make a concerted effort to relay information to all union members upon return from regional, provincial and national conferences. This will eliminate complaints raised by union members that information does not filter through from union leaders to general membership.

7.2.2 Relaying of information relating to strike action

Unions need to inform their members about the nature of strike action to be embarked on before the strike starts. This will redress the belief of educators that union representatives are not honest when it comes to issues relating to disclosure of information about strike action. An instance was cited where educators unknowingly engaged in an unprotected strike only to learn of this when money was deducted from their salaries.

7.2.3 Unions should not interfere with school organisation

Unions should not interfere with the organisation and management of individual schools. This will reassure SMTs that unions submit to the authority delegated to them by the Head of Department. It will also facilitate harmony and promote a spirit of mutual acceptance between SMTs and union representatives at school level. Once this attitude prevails at school level it will filter down to senior officials of unions and those of the Department of Education and Culture.

7.2.4 Unions should make more efforts to allow member inputs

Unions should allow member inputs to influence the organisation's decision-making process, but this hinges on union members attending meetings where decisions are taken to give mandates to leaders and also to get empowering information on policy matters.

7.2.5 Unions should familiarise their members with the provisions of government legislation

It remains the unions' duty to empower their members in matters relating to legislation governing education.

7.2.6 Unions should empower members in matters relating to new approaches to managing subjects

Although there is evidence that unions attempt to empower members in subject related matters, there seems to be a stronger need for more rigorous programmes to help educators manage new approaches to their subjects effectively and efficiently.

7.2.7 Unions should be helpful in promoting quality education through building capacity to perform among their members

It is recommended that unions adopt a strong position as agents for promoting the quality of education. More capacity building programmes are needed. The fact that the adversarial attitude of some union representatives works against promoting quality service delivery cannot be over-emphasised.

7.2.8 Unions should put the interests of the learner above personal interests

Unions should bring the learners' interests to the fore. Core curricular activities should be the focus of the Department of Education and Culture. Unions are paid for work done in the classroom – not elsewhere.

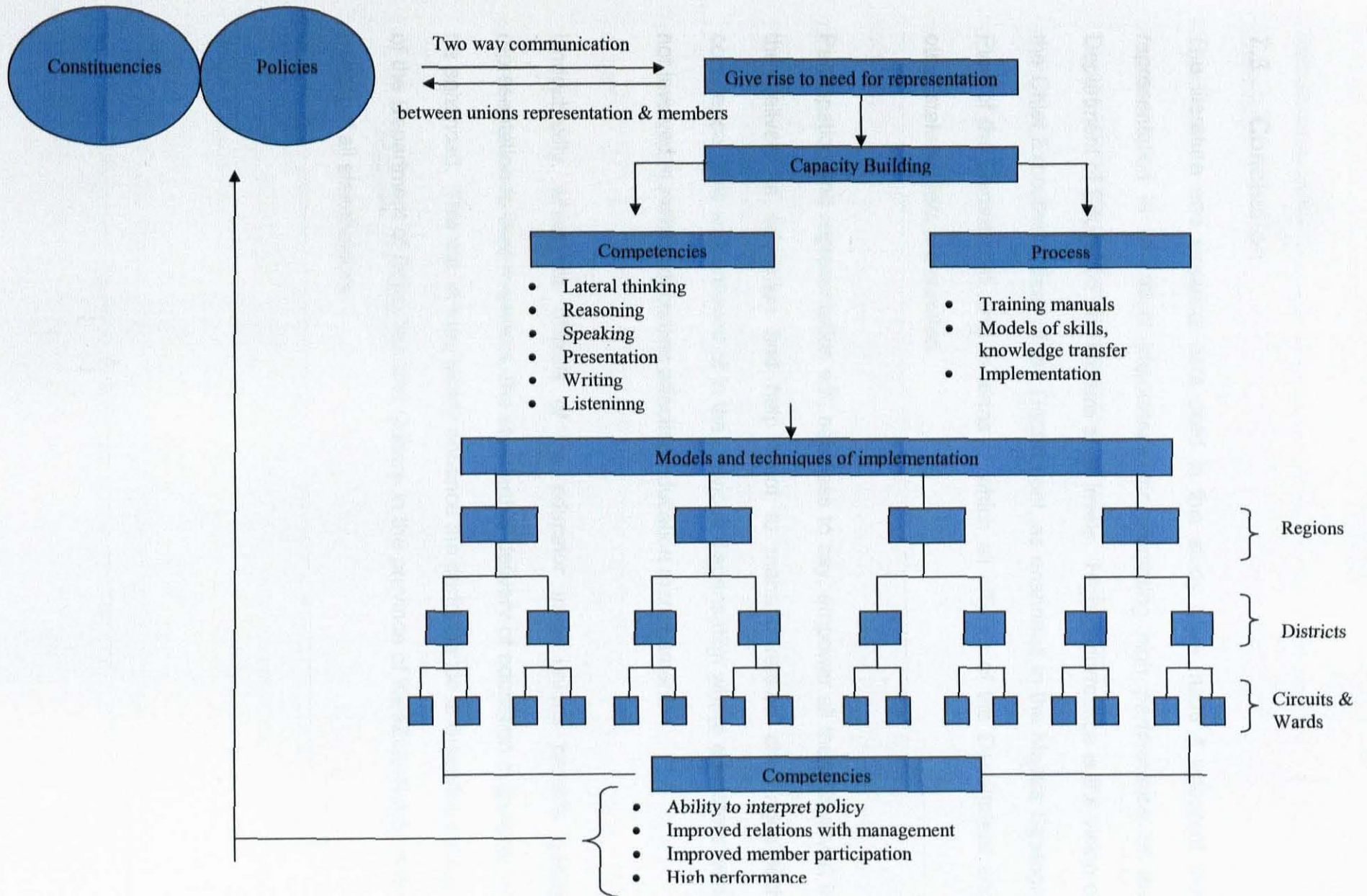
7.2.9 Unions should regularly update members on conditions of service

Conditions of service for educators change constantly. It is the duty of the unions to update members on the latest developments occurring at both provincial and national levels.

7.2.10 The system of educator representation in general should be strengthened by training and development to improve information exchange

Acknowledging that all parts of the system are interdependent, and that an inclusive approach to individual and institutional participation is required in terms of policy, philosophy and practice, the researcher proposes a model of information exchange between unions and their members that would be achieved through training and development. Such a model, which the researcher believes would contribute to improved performance of the entire system, is represented below.

Figure 7.1: EFFECTIVE MODEL OF EDUCATOR REPRESENTATION WHICH ENHANCES DEMOCRACY



7.3 Conclusion

The literature and empirical data cited in this study have made it apparent that representation is of critical importance for promoting high performance of the Department of Education and Culture at all levels. High performance is the vision of the Chief Executive Officer of the Department, as enshrined in the Master Strategic Plan of the Department, and in terms of which all officials of the Department and other stakeholders are enrolled.

Participation and representation will, needless to say, empower all those involved in the delivery of education and help them to manage related challenges with confidence. This was unheard of in the previous dispensation where educators were not involved in making decisions affecting education management.

Undoubtedly, when the officials of the educator trade unions provide quality representation to their members, the standard of delivery of education in general will be enhanced. This will, in turn, surely enhance the performance and service delivery of the Department of Education and Culture in the province of KwaZulu-Natal, to the benefit of all stakeholders.

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PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL



DEPARTMENT OF EDUCATION AND CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS EN KULTUUR

NORTH DURBAN REGION

ISIFUNDAZWE SENYAKATHO NETHEKU

NOORD DURBAN STREEK

Address: Truro House
Ikhele: 17 Victoria Embankment
Adres: Esplanade

Private Bag: Private Bag X54323
Isikhwama Seposi: Durban
Privaatsak: 4000

Telephone: (031) 360-6911
Ucingo:
Telefoon:
Fax: (031) 337-4261

Enquiries: Dr D W M Edley
Imibuzo: 360-6247
Navrae:

Reference: 2/12/23
Inkomba:
Verwysing:

Date: 09 June 2000
Usuku:
Datum:

Mr B H Mthabela
CSE(M): KwaMashu District

Dear Mr Mthabela

PERMISSION TO CONDUCT RESEARCH : NORTH DURBAN REGION

1. Your letter dated 9 June 2000 directed to the Regional Chief Director in this regard, refers.
2. You are hereby granted permission to conduct research along the lines of your proposal, subject to the following conditions:
 - a. No school/person may be forced to participate in your study;
 - b. Access to the schools you wish to utilise is negotiated with the principals concerned by yourself;
 - c. The District Manager must be informed of the details of these schools;
 - d. The normal teaching and learning programme of schools is not to be disrupted;
 - e. The confidentiality of the participants is respected; and
 - f. A copy of your findings should be lodged with the Regional Chief Director on completion of your studies.
3. This letter may be used to gain access to schools.
4. May I take this opportunity to wish you every success in your research.

Yours faithfully,

Dr D W M Edley
Regional Co-ordinator: Research



HEAD OFFICE

INHLOKO HHOVISI

HOOFKANTOOR

Address: 2nd Floor
Office: Administration Building
Address: King Dinizulu Highway
Ulundi
3838

Private Bag: Private Bag X04
Isikhwama Seposi: Ulundi
Privaatsak: 3838

Telephone: 035-8743671
Ucingo:
Telefoon:
Fax: 035-8743671

Inquiries: Reference:
Mibuzo: Inkomba:
Lavrae: Dr M J Lötter Verwysing:

Date:
Usuku:
Datum: 2000-07-31

Mr B.H. Mthabela
222 Brand Road
Glenwood
DURBAN
4001

Dear Sir

Your letter dated 9-6-2000 applying for permission to conduct research refers.

Permission is granted with the following provisions:

- (i) Access to schools is at the discretion of the principal and school governing body.
- (ii) Similarly for access to senior officials - permission of the Head of Section must be obtained.
- (iii) Application of a questionnaire also at the discretion of the head of institution or school.
- (iv) No information obtained from your research may be used to embarrass the Department or any schools


.....
DR M.J. LÖTTER
CHIEF DIRECTOR
Wp\mthabelab\m

222 Brand Road
Glenwood
Durban
4001
25.07.2000

The Provincial Secretary
NATU

ATTENTION : BS MDEGE

REQUEST TO INTERVIEW YOU AND SENIOR MEMBERS OF NATU

The Superintendent General has granted me permission to conduct research for a Doctoral Degree on:

EDUCATOR REPRESENTATION THROUGH UNIONS

My promoter is Prof. RGP Ngcongco of the Department of Planning and Administration at the University of Zululand.

Though permission has been obtained from the Department, I still need to ask you to let me visit you and other senior members of NATU with a view to conducting interviews with :

1. Senior Members of your union at provincial and regional levels and.
2. Senior Members off your union at branch level.

I hope to start making necessary arrangements to visit you and the members cited above, once your approval is obtained.

.....
BH MTHABELA

222 Brand Road
Glenwood
Durban
4001

09.06.2000

The Chief Superintendent

.....
.....
.....

Derar Sir / Madam

REQUEST TO CONDUCT RESEARCH IN YOUR DISTRICT

The Regional Chief Director of North Durban has granted me permission to conduct research for a Doctoral Degree on:

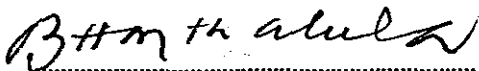
EDUCATOR REPRESENTATION THROUGH UNIONS / ASSOCIATIONS IN KWAZULU-NATAL

Though permission has been obtained from the Department, I still need to ask you to let me visit schools in your District with a view to administering questionnaires to:

1. educators affiliated to unions / associations and
2. principals.

I hope to start making necessary arrangements with the target population once your approval is obtained.

Yours faithfully



B.H. MTHABELA

222 Brand Road
Glenwood
Durban
4001

09.06.2000

The office of the Superintendent General

Attention : Deputy Director General – N.S. Shamase

North Durban Region

Private Bag X 54323

Durban

4001

Dear Sir

PERMISSION TO CONDUCT RESEARCH IN NORTH DURBAN REGION

In 1996, your Department very kindly permitted me to conduct research for a Master's Degree in selected Districts in the province, a gesture I appreciated and still do. I thoroughly enjoyed undertaking the project and sincerely thank you for granting me permission to conduct the empirical study.

I am currently registered with the University of Zululand for a Doctoral Degree. My promoter is Professor R.G.P. Ngcongco. The title of my research is:

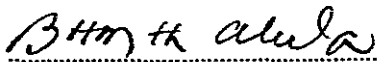
EDUCATOR REPRESENTATION THROUGH UNIONS / ASSOCIATIONS IN KWAZULU-NATAL

May I be granted permission to administer questionnaires to principals, educators and union / association representatives and to conduct interviews with union officials and senior officials of the department in the province.

I hope to start making necessary arrangements with the people mentioned above once your approval is obtained.

I look forward to hearing from you.

Yours faithfully


.....

B.H. MTHABELA

Region	EMIS	SchoolName	Address	Phone
Durban South	213194	MNAMATHA P	MNAMATHA ROAD NYUSWA RESERVE BOTHAS HILL	031-7771127
Durban South	122100	DLIDLI S	KWANJOBOKAZI BREDELSFONTEIN	031-7740318
Durban South	340992	UXOLOPHAMBILI S	A1818 UNIT 1 NORTH HAMMARSDALE	031-7721394
Durban South	185000	LALELANI P	SHONGWENI AREA NEAR THUTHUKA STORE	031-7751450
Durban South	164687	INKANYEZINI P	AMANYAVU TRIBAL AUTHORITY TABLE MOUNTAIN	033-3909056
Durban South	306286	ST JULIUS S	KWAXIMBA TRIBAL AUTHORITY NTUKUSO AREA	031-7828021
Durban South	149702	GLENOVER S	75 GLENOVER ROAD WESTCLIFF CHATSWORTH DURBAN	031-4034061
Durban South	260887	SEVEN HILLS P	ROAD 706 MONTFORD CHATSWORTH 4092	031-4045619
Durban South	100122	AYS MEMORIAL P	ROAD 723 MONTFORD CHATSWORTH	031-4049018
Durban South	TN1203	MFC CHRISTIAN SCHOOL	24 SUNFLOWER ROAD CROSSMOOR CHATSWORTH 4092	031-4095637
Durban South	295556	WERDA JP	STELLA ROAD MALVERN 4093	031-4640989
Durban South	123173	DR AD LAZARUS PP	38 DREWSTEAD ROAD RESERVOIR HILLS	031-2621512
Durban South	257002	SM JHAVARY P	533 CLARE ROAD CLARE ESTATE DURBAN	031-2691763
Durban South	128575	EKUJABULENI PUBLIC P	A1039 KWA-DABEKA NEXT TO KRANSKLOOF HOSTELS	031-7071700
Durban South	250527	PINETOWN JP	126 OLD MAIN ROAD PINETOWN	031-7022058
Durban South	176601	KLOOF JP	30 ABELIA ROAD KLOOF	031-7643157
Durban South	276205	ST MARYS DIOCESAN SCHOOL FOR GIRLS	ST MARYS ROAD KLOOF 3610	031-7649800
Durban South	163540	INGQUNGQULU H	MOLWENI NEXT TO KWAMAGEZA STORE	031-7763499
Durban South	102046	AMANGANGA P	6138 KWANDEZI TOWNSHIP MPANGELE CRESCENT NDENGEZI	031-7045849
Durban South	237392	NQOBANE P	EMANGANGENI AREA VUMAZONKE TRIBAL AUTHORITY IN KOSENYE ROAD	-
Durban South	170903	JAJA P	SOBONAKHONA TRIBAL AUTHORITY EMKHAZINI ADAMS MISSION	031-9052179
Durban South	292263	VIKINGOZI S	NQUTSHINI EZIMANGWENI SOBONAKHONA	031-9052876
Durban South	224960	NDEYA ZENEX S	ADAMS MISSION ZWELISHA AREA ISIPINGO ROAD	031-9000047
Durban South	142894	EWUBWINI COMBINED P	IMFUME MAIN ROAD THOYANA TRIBAL AUTHORITY KWAKHANYILE STORE	072-2243537
Durban South	287379	UMGABABA P	SAICCOR ROAD UMGABABA 4170	083-3490785
Durban South	195323	MALIZAYO P	VUMUKWENZA TRIBAL AUTHORITY PO MID-ILLOVO	031-9095317
Durban South	298109	YISE H	MPOFANA LOCATION MID-ILLOVO VUMUKWENZA TRIBAL	-
Durban South	213342	MNGANIWAKHE S	SAICCOR ROAD UMGABABA	031-9760191
Durban South	325933	KHULABEBUKA S	NDLANDLAMU	031-4680054
Durban South	164539	INKANYEZI P	UMBUMBULU CLINIC NKOMOKAZI ROAD UNCROSS SALI RIVER	-
Durban South	265031	SIKHUKHUKHU CP	UMBUMBULU	031-9151884
Durban South	259074	SAWELA P	J 1349 UMLAZI TOWNSHIP DURBAN	031-9084451
Durban South	257927	SANDAKAHLE P	V 227 NTOKOZWENI UMLAZI	031-9063742
Durban South	106079	BASHOKUHLE SP	UNIT BB 887 UMLAZI	031-9090068
Durban South	241277	NWABI H	VUMENGAZI TRIBAL AUTHORITY	-

Region	EMIS	SchoolName	Address	Phone
Durban South	255189	REUNION S	2 MAHES ROAD MALABAR HILLS ISIPINGO RAIL	031-9024964
Durban South	268287	SISHOSONKE H	AA 203 CORNER OF SIMELANE AND KEKANA RD UMLAZI	031-9091900
Empangeni	306656	GCWALULWAZI H	GEZINSILA TOWNSHIP NEXT TO INKANYEZI MAGESTERIAL COURT	035-4741040
Empangeni	238872	NTABANTUZUMA H	NTUMENI MISSION NTUMENI	035-4766393
Empangeni	161283	IMPOQABULUNGU S	B1209 SUNDUMBILI TOWNSHIP 4491 BEHIND SUNDUMBILI PLAZA	032-4541411
Empangeni	108521	BHEKESHOWE H	20KM FROM ESHOWE GRAVEL ROAD TO EMPANGENI MAQHWAKAZA TRIBAL AUTHORITY	035-4747850
Empangeni	232952	NKUME P	MPUNGUSE TRIBAL AUTHORITY P230 MELMOTH RD	035-4749900
Empangeni	311762	IZULE JP	BIYELA TRIBAL AUTHORITY MANDENI	032-4548134
Empangeni	324749	NOQANDELA JS	BANGINDODA TRIBAL AUTHORITY GOBAMAHLAMVU	-
Empangeni	306508	EPHUSHENI P	UYAYA RESERVE INKANYEZI RURAL ESHOWE	035-4749000
Empangeni	227883	NGEDLESI P	IMPAPHALA AREA VIA NDIKILINI HALT KWA PETT	035-4765201
Empangeni	156177	HLAMBANYATHI P	HLABISA TRIBAL AUTHORITY	-
Empangeni	307470	SIBONGASONKE JS	SIBONGASONKE SCHOOL NEAR NTOKOZWENI STORE AT UPHAPHASI AREA ACROSS NZIMANENI RIVER	035-8380995
Empangeni	174788	KHONGELA P	EMDLETSHENI TRIBAL AUTHORITY	-
Empangeni	104636	BABAZANI P	EQAKWINI RESERVE MPUKUNYONI TRIBAL AUTHORITY	-
Empangeni	202908	MAWOMBE S	MACHIBINI RESERVE MTUBATUBA	035-5509164
Empangeni	270322	SIYATHUTHUKA JP	MPUKUNYONI TRIBAL AUTHORITY NKOMBOSE RESERVE MTUBATUBA	035-5510122
Empangeni	175232	KHULUBONE P	ENSOLWENI RESERVE	035-5509269
Empangeni	287231	UMFOLOZI P	RIVERVIEW ROAD RIVERVIEW MTUBATUBA	035-5500126
Empangeni	225034	NDIMANDE H	NTONDWENI RESERVE 3 MTUBATUBA	-
Empangeni	277389	KWA-DUKUZA P (GRAMMAR ST)	1 GRAMMAR ROAD STANGER 4450	032-5511953
Empangeni	120028	DARNALL S	PROSPECT ROAD DARNALL	032-4861327
Empangeni	235801	NONOTI P	OFF DOESBURG RD INTO SINKWAZI ROAD	032-4861586
Empangeni	166759	INYANGANYE P	NYANGANYE SANI FARM	032-9479147
Empangeni	261146	SHAKASKRAAL SA	CEMETRY ROAD BOX 93 SHAKASKRAAL	032-9472652
Empangeni	306841	KHANYISELISIZWE HIGH	RESERVE 5 DONDOTHA NEAR NTOMBO STORE	083-5478938
Empangeni	281533	THEMBALIMBE P	MHLANA TRIBAL AUTHORITY RESERVE 5 KWAMTHETHWA	035-5809014
Empangeni	242609	OCILWANA P	OCILWANE RESERVE 5 MHLANA TRIBAL AUTHORITY EMPANGENI	035-5809303
Empangeni	237910	NSEZI P	DUZI ESTATE FARM NSEZI FARM C/O K W MCILRATH	035-7920014
Empangeni	110149	BINGOMA P	EMPANGENI MEVAMHLOPHE BINGOMA RESERVE	-
Empangeni	208125	MEVAMHLOPHE H	MEVAMHLOPHE RESERVE MADLEBE TRIBAL AUTHORITY EMPANGENI	035-7928521
Empangeni	301328	ZULULAND REMEDIAL CENTRE	PRESIDENT SWART STREET EMPANGENI	035-7727740
Empangeni	258260	SANGOYANA P	SANGOYANA RESERVE	035-7929583
Empangeni	198172	MANZIMHLOPHE H	MKHANDLWINI AREA PASS TO MADUMA STORE	035-7928236

Region	EMIS	SchoolName	Address	Phone
Empangeni	297924	YANGUYE H	YANGUYE TRIBAL AUTHORITY MELMOTH 3835	-
Empangeni	319976	MABHODLA P	PASS NZALABANTU ABOUT 1 KM TURN RIGHT MABHODLA PRIM	-
Empangeni	102564	AMASANGO P	EMOYENI TURN OFF TO FAIRBREEZE	035-3374855
Empangeni	242276	OBANJENI P	N2 ROAD NEXT TO MTUNZINI ZULU TRIBAL AUTHORITY MTUNZINI	035-3404420
Empangeni	124283	MATAMZANA DUBE S	GOBANDLOVU RESERVE 10	035-7100388
Empangeni	163318	INGOBAMAKHOSI S	MANGQAKAZI AREA GINGINDLOVU	-0839737704
Empangeni	265216	SIKHUTHELE H	OHWEBEDE AREA MACAMBINI TRIBAL AUTHORITY	032-4584043
Empangeni	228697	NGQAMZANA P	+~14KM FROM EMPANGENI ON TO ESHOWE NCEKWANE RESERVE MZIMELA TRIBAL AUTHORITY	035-7933718
Empangeni	164391	INJABULOYESIZWE P	RESERVE 10 ESIKHAWINI	035-7100129
Empangeni	252377	QANTAYI H	MKHWANAZI TRIBAL AUTHORITY PORT DUNFORD	035-7101096
Ladysmith	327781	ISIPHOSEMVELO S	DORSET FARM NYANYADU +/- 35km FROM DUNDEE TO OSIZWENI ROAD	-0835201591
Ladysmith	122396	DNC C	10 INTSHE STREET DURNACOL	034-6225517
Ladysmith	274207	SOUTHFIELDS P	N11 FROM NEWCASTLE TURN NORMANDIEN ROAD	-
Ladysmith	281977	THIYASIZWE P	MANZANA OSIZWENI	-
Ladysmith	259999	SEBENZANI P	SITE NO 6142 OSIZWENI	034-3660595
Ladysmith	162319	INDANYANA P	ROOKDALE AREA CATHOLIC MISSION BERGVILLE	036-4482881
Ladysmith	282236	THOKOZA H	L/SMITH / BERGVILLE RD R INTO GELUKSBURG RD 2.9KM MZAMO STORE	036-4481728
Ladysmith	262737	SBAVANA P	OLIVIERSHOEK WEDGE FARM NEAR POLICE STATION BERGVILLE	036-4482631
Ladysmith	201317	MASUMPA P	ZWELISHA RURAL AREA C/O AMANGWANE TRIBAL AUTHORITY	-
Ladysmith	154068	HATTINGSHOPE P	HATTINGSVLAKTE FARM D 52 FRERE	036-3524396
Ladysmith	109298	BHEKUZULU P (LADYSMITH REGION)	BHEKUZULU LOCATION AMAHLUBI TRIBAL AUTHORITY DRYCOTT	036-3539099
Ladysmith	227994	NGIBONGELENI H	EMQEDANDABA LOCATION VIA LOSKOP STATION LOSKOP	036-4317053
Ladysmith	165797	INSONGE P	GAMEWOOD FARM HLATHIKHULU ESTCOURT	-0824864836
Ladysmith	117623	COLENZO P	1 SCHOOL LANE COLENZO	036-4222151
Ladysmith	164724	INKANYISO P	A 2299 VQ SECTION WEMBEZI TOWNSHIP ESTCOURT	036-3531509
Ladysmith	105043	BAMBAZI H	EMMAUS MISSION VICINITY OF EMMAUS HOSPITAL	036-4881931
Ladysmith	229141	NGWADI P	17KM FROM EMMAUS VIA MAGANGANGOZI ETHEMBENI CHURCHNGOBA	036-4887001
Ladysmith	132497	EMFULAMTHATHU P	NEXT TO MADEVU STORE DRIEFONTEIN ABANTUNGWAKHOLWA T/A	036-6319256
Ladysmith	324305	MASOYI S	MATIWANESKOP ELANDSLAAGTE SHABALALA T/AUTHORITY	-
Ladysmith	134976	EKUKHULENI H	2221 SECTION B EZAKHENI	036-6364164
Ladysmith	247049	PEPWORTH P	NEWCASTLE ROAD D45 TURN TO MR SCHOEMANS FARM RIETKUIL PEPPWORTH STATION	-
Ladysmith	322418	ISLAMIC EDUCATIONAL CENTRE	40 SIMLA ROAD LADYSMITH 3370	036-6330956
Ladysmith	131979	EMBIZENI H	2714 EKUVUKENI TOWNSHIP WASBANK	034-2611300
Ladysmith	273504	SONDODA JP	EKUVUKENI TOWNSHIP WASBANK	034-2612025
Ladysmith	186517	LIMEHILL H	LIMEHILL AREA WASBANK	-

Region	EMIS	SchoolName	Address	Phone
Ladysmith	119769	DANINVA P	R103 TURN RIGHT OPP MINTAMS FARM ON SKIETSDRIFT RD TO KAPHOLWENI	-
Ladysmith	270840	SIZAKAHLE PUBLIC S (LADYSMITH)	ROOSBOOM - GOODHOPE D367 LADYSMITH TO COLENSO	036-6317123
Ladysmith	338809	MANDLAKHE S	AMANGWE TRIBAL AUTHORITY EMANGWENI LADYSMITH	072-2655499
Ladysmith	337588	THUTHUKANI P	NEXT TO SAHLUMBE COMMUNITY HALL	-
Ladysmith	200688	MASHUNKA P	MASHUNKA AREA TEMBU TRIBAL AUTHORITY ESIBALWENI TUCKSHOP T/FERRY	-
Ladysmith	127613	EHLANZENI P	KRANSKOP RURAL NADI - NGUBEVU RD	033-4172995
Ladysmith	222370	MZIWENKOSI P	MBOMVU TRIBAL AUTHORITY NZALA MSINGA AREA	033-4172476
Ladysmith	126281	EBUHLEBEMFUNDO P	POMEROY EDEBEDEBENI QAMU TRIBE NKALANE	-0823416894
Ladysmith	202871	MAWENI H	NKONZA TRIBAL AREA DOUGLAS AREA WASBANK	-0721728932
Ladysmith	325489	SIBONGINHLANHLA JS	ELANDSKRAAL 10KM LEFT NDANYANA AREA	-0843220108
Ladysmith	190217	MABIZELA H	MTHEMBU TRIBAL AUTHORITY TUGELA FERRY MASHUNKA AREA ESIBALWENI RANK	-
Ladysmith	303622	SINQUMENI P	BATHEMBU AREA MZISHO PO 1226	082-4373313
Ladysmith	218929	NTENDEKA CP	BREARY FARM NTENDEKA NO.1	-0835104474
Ladysmith	340511	EMTHUNZINI P	D323 VOLKSRUST RD NEWCASTLE	-0722622982
Ladysmith	269841	SIYALUNGELWA S	HILDALE FARM INGOGO (NEXT TO POLICE STATION)	034-3411873
Ladysmith	252488	QEDIZABA JP	PLOT 9287 SECTION 5 MADADENI	034-3241920
Ladysmith	186850	LINDOKUHLE P	WARMHOEK NORMANDIEN P39 30KM FROM NEWCASTLE	034-3511604
North Durban	340177	CATO CREST P	60 MOLVER ROAD MAYVILLE	031-2612413
North Durban	149776	GLENRIDGE PP	10 RIF ROAD MANOR GARDENS DURBAN	031-2617272
North Durban	214711	MONTPELIER PP	210 MONTPELIER ROAD MORNINGSIDE DURBAN 4000	031-3126670
North Durban	104155	ASSEGAI P	225 AUSTERVILLE DRIVE AUSTERVILLE	031-4681655
North Durban	246494	PARSEE RUSTOMJEE P	2 SATARA ROAD MEREBANK	031-4683959
North Durban	339327	GLENWOOD CHRISTIAN	1 QUEEN MARY AVENUE UMBILO DURBAN	031-2057009
North Durban	259851	SEA VIEW PP	1 KELVIN GROVE SEA VIEW	031-4653456
North Durban	127095	EFFINGHAM HEIGHTS P	1 MANJEE PLACE EFFINGHAM HEIGHTS DURBAN	031-5646412
North Durban	259703	SEA COW LAKE S	1 GUMTREE ROAD SEA COW LAKE DURBAN	031-5646668
North Durban	151589	GREENFERN PP	23 SOBRUN ROAD OVERPORT DURBAN	031-2086623
North Durban	161690	INANDA NO 12 S	INANDA NEWTOWN A INANDA	-
North Durban	173567	KHANYANJALO JP	INANDA MISSION STATION PO BOX INANDA 4302	031-5101869
North Durban	286306	OHLANGE S	BEHIND OHLANGE PUBLIC LIBRARY	031-5190038
North Durban	226736	NEW RIVER P	MANYASENI ROAD INANDA	082-3612184
North Durban	212639	MLEKELELI SP	L674 SIBISI ROAD KWA MASHU	031-5032638
North Durban	261479	SHAYAMOYA JP	F866 THABEKHULU KWAMASHU	032-5037203
North Durban	227032	NEWLANDS EAST S	GARFISH CRESCENT NEWLANDS EAST DURBAN	031-5771570
North Durban	248603	PHIKISWAYO JP	348 IZINGANE ROAD LINDELANI	031-5091019

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North Durban	248085	PHELELANI SP	F 938 PO KWAMASHU NTUZUMA	031-5095485
North Durban	323565	MANZAMHLOPHE P	GCWENSA TRIBAL AUTHORITY	072-1834047
North Durban	148518	GEZWAYO S	ISITHUNDU AREA AMANGCOLOSI TRIBE	-0732703200
North Durban	323639	SINENHLANHLA S	QWABE TRIBAL AUTHORITY GLENDALE HEIGHTS GLENDALE	-
North Durban	324157	MTHULI SS	MTHULI TRIBAL AUTHORITY MAPUMULO	-0724803282
North Durban	143745	EZITHABENI S	OQIQENI CLINIC MAPHUMULO	083-7649535
North Durban	247234	PHAKADE P (Maphumulo)	MKHONTO TRIBAL AUTHORITY	082-5018496
North Durban	324083	MANGONGO JP	MANGONGO AREA MAPUMULO	072-4537164
North Durban	143560	EZINDLOVINI P	C/O MAVELA TRIBAL AUTHORITY NDWEDWE	0832253225
North Durban	268102	SIQONDOKUHLE JP	C/O EMAKHULUSENI NDWEDWE	-
North Durban	197395	MANQONDO JP	NKUMBANYUSWA TRIBAL AUTHORITY SONKOMBO AREA	082-5033952
North Durban	171125	IGUGULAMANYONI JP	KWASHANGASE TRIBAL AUTHORITY PO NDWEDWE	-0835038324
North Durban	253339	QILI LP	THAFAMASI AREA KWASHANGASE TRIBAL AUTHORITY	032-5322217
North Durban	184001	KWAVUTHA S	MAPHEPHATHA TRIBAL AUTHORITY KWAVUTHA AREA MAPHEPHETHENI	031-5039608
North Durban	106967	BELFROST P	205 SAUNDERS CIRCLE BELVEDERE TONGAAT	032-9447258
North Durban	325452	TONGAAT SCHOOL FOR THE SMH	NKOSIBOMVU CRES KWATIBA TONGAAT	032-9453215
North Durban	249010	PHOENIX HEIGHTS P	HEXHAM ROAD WESTHAM PHOENIX	031-5071237
North Durban	302327	PALMVIEW P	TRENANCE PARK DRIVE PALMVIEW PHOENIX	031-5055447
North Durban	125911	EASTVIEW P	122/124 NORTHBURY AVENUE EASTBURY PHOENIX DURBAN	031-5079388
North Durban	324231	COTTONLANDS P	NDWEDWE ROAD MAHLABATHINI MSHWATI STORE COTTONLANDS 4340	032-5332797
North Durban	284456	TRENANCE PARK P	TRENANCE DRIVE TRENANCE PARK VERULAM	032-5357883
Pietermaritzburg	124949	Dunimarle P		033-3975071
Pietermaritzburg	278647	SUNCREST P	30 TAURUS ROAD NORTHDAL	033-3914522
Pietermaritzburg	155770	Hilton Int	HILTON COLLEGE VALLEY HILTON	033-3430100
Pietermaritzburg	263218	SIBONGUMBOMVU C	ST JOSEPHS MISSION CEDARA	033-3433643
Pietermaritzburg	154512	HEATHER S	27 HEATHER CRESCENT NORTHDAL PIETERMARITZBURG 3201	033-3915981
Pietermaritzburg	116994	Clarendon P	ROBERTS ROAD CLARENDON PIETERMARITZBURG	033-3421734
Pietermaritzburg	312132	UNITED CHURCHES	290 BALHAMBRAWAY NORTHDAL PIETERMARITZBURG	033-3970773
Pietermaritzburg	166611	Invermool P	LOTENI ROAD INVERMOOI STUD FARM	033-2636416
Pietermaritzburg	259629	SCOTTSFONTEIN P	MOOI RIVER- OLD ESTCOURT MAIN ROAD FIRST MIDDELUS ROAD - TO SCOTTSFONTEIN	033-2632986
Pietermaritzburg	308136	Dlangani H	SHARP STOP C/O ENKELABANTWANA BULWER	039-8320128
Pietermaritzburg	222740	MZWENDABA P	NKWEZELA LOCATION UMACALA GWALA TRIBAL AUTHORITY ACROSS GOLOKODO STREAM BULWER	-0825852813
Pietermaritzburg	322899	Dingizwe S	LOCATION NO. 5	039-8340014
Pietermaritzburg	192326	Magidigidi P	LOCATION NO5 ESIGEDLENI IXOPO 3276	039-8342466
Pietermaritzburg	122729	Donnybrook P	DISTRICT ROAD 782 DONNYBROOK VILLAGE DONNYBROOK	039-8310166

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Pietermaritzburg	235024	NOMGIDI P	OLUWAMBENI AREA 4KM FROM DONNYBROOK NEXT TO SIPHENI STORE ALONG DONNYBROOK IXOPO ROAD	039-8318356
Pietermaritzburg	154734	Henryville P	ST AUGUSTINE MISSION DAMBUZA ROAD	033-3981577
Pietermaritzburg	312206	Kalinka	390 ORIBI VILLAGE PIETERMARITZBURG	033-3863165
Pietermaritzburg	299774	Zibukezulu Technical School	F J SITHOLE ROAD IMBALI TOWNSHIP	033-3987478
Pietermaritzburg	217634	MPUSHINI P	c/o MR QA FULLER KINGTHORPE FARM UMLAAS ROAD 3730	031-7851443
Pietermaritzburg	145854	Fundokuhle S	SINKWAZI ROAD IMBALI	033-3981958
Pietermaritzburg	283124	THORNVILLE STATE AIDED	RICHMOND RD THORNVIL STATION TURN TO RGHT PASS 1ST LEFT TURN UNTIL REACH 2ND LEFT	-
Pietermaritzburg	176194	Kintall P	MR ANDERSONS FARM INHLAMVINI RIVER INHLAMVINI	033-2122371
Pietermaritzburg	256373	ROSELANDS P	HELLA HELLA ROAD NICHOLSONS FARM	033-2124382
Pietermaritzburg	400636	Lusizolwethu JP	kwahlongwa tribal authority take maphumulo rd from kranskop turn to d1541 nxt to phezukomkhono	032-4817649
Pietermaritzburg	283531	THULINI P	MABOMVINI NDUKWENDE AREA PASS THULINI SUPERMARKET OPP LUTHERAN CHURCH	-
Pietermaritzburg	157842	Hluphizwe P	NGCOLOSI TRIBAL AUTHORITY EWOSI AREA ROAD 881 VIA KRANSKOP	033-4441679
Pietermaritzburg	281829	THETHANDABA P	AMANGCOLOSI TRIBAL AUTHORITY COURT OSHIKISHINI AREA KRANSKOP	033-4440195
Pietermaritzburg	207422	MELVILLE P	BESTERSHOEK FARM RIETVLEI YORK ROAD	-0824718013
Pietermaritzburg	151441	Gqugquma P	GQUGQUMA LOCATION BRUYNSHILL HARDBURG	-
Pietermaritzburg	235912	NONZILA P	MAPHUMULO TRIBAL AUTHORITY TABLE MOUNTAIN MAQONGQO AREA	-
Pietermaritzburg	312428	Endlovana PP	130 VOORTREKKER STREET GREYTOWN	033-4132736
Pietermaritzburg	215969	MPALAZA P	GREYTOWN TO DUNDEE ROAD PO BOX 1464 GREYTOWN	-0723553338
Pietermaritzburg	290228	UPPER UMVOTI C	SEVEN OAKS RIETVLEI ROAD TAR ENDS ZONE 17KM FROM SEVEN OAKS	033-5070333
Pietermaritzburg	202020	Matimatolo P	CELE TRIBAL AUTHORITY MATIMATOLO AREA NEAR KWAGWINYAMATHE STORE	033-4459382
Pietermaritzburg	153661	Harburg Farm	R614 HARBURG & GLENSIDE RD	033-5061486
Pietermaritzburg	312724	Imball JS	IMPENDLE (RMT) MGODI HALT	082-4791640
Pietermaritzburg	297480	WOZOBONA P	PASS MACKSAME HALT PROCEED TO DIPPING TANK TURN LEFT TO SCHOOL	082-9389299
Pietermaritzburg	269952	SIYANDA S	KWACHOBOZA STORE MHLELEMBANE ROAD MADWALENI LOCATION SWEETWATERS AREA	033-3249040
Pietermaritzburg	151256	Goxhill P	ROAD D438 GOXHILL FARM HIMEVILLE	033-7021243
Pietermaritzburg	277907	STEPMORE P	BATLOAKA TRIBAL AUTHORITY BUKLAND STORE STEPMORE LOCATION D1357	-0824392556
Pietermaritzburg	203241	Mayize P	ELANDSSHOEK FARM PO BOSTON	033-9970725
Pietermaritzburg	170052	Iwahlanga JP	TAYLORS HALT ROAD D1126	033-5050095
Pietermaritzburg	170718	Jabulani P	NXAMALALA TRIBAL AUTHORITY NQABENI	-0723596811
Pietermaritzburg	301550	ZUZULWAZI JS	MPANDE AREA	033-5050092
Port Shepstone	222629	MZUKELA P	KWAMACHI WARD NEAR MZOTHO STORE MBANGWENI	039-5430216
Port Shepstone	215340	MOUNT CURRIE S	4 SCHOOL LANE KOKSTAD	039-7273662
Port Shepstone	113627	BULTFONTEIN GI P	+10 KM ON D636 AFTER SWARTBERG TRADING STORE	083-3764501
Port Shepstone	202353	MATSHEMULA P	FROM MATATIELE TRAVEL 2KM TURN LEFT TO ZWARTBERG RD 394	-
Port Shepstone	138898	ENYANDENI P	IZIBONDA TRIBAL AUTHORITY GANGALA WARD FROM NQABENI TAKE GRAVEL RD	039-4330402

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Port Shepstone	276797	ST THERESA P (Harding)	KWAMACHI IZIBONDA TRIBAL AUTHORITY ESITEZI WARD	039-4330581
Port Shepstone	342361	OXFORD INTERNATIONAL H	6 MUSGRAVE STREET HARDING	039-4331603
Port Shepstone	168313	ISINAMUVA H	ST FAITHS ROAD ELUPHEPHENI SCHOOL NEARBY ISINAMUVA	039-8357212
Port Shepstone	287564	UMGODI JP	ST FAITHS ROAD RIGHT AT BLACK STORE FOR +/-6km	039-8357102
Port Shepstone	203093	MAYETHI P	SHIYABANYE TRIBAL 35 KM FROM HIGHFLATS HLOKOZI	039-8359200
Port Shepstone	308395	LINGELETHU JP	UMZINTO-HIGHFLATS ROAD TURN LEFT AT BOFFA STORE	039-8359048
Port Shepstone	114441	CARISBROOKE P	IXOPO VILLAGE RIGHT TURN LEFT AT D414	039-8349230
Port Shepstone	223813	NCOMANI H	NCAKUBANA LOCATION RURAL AREA NEAR CREIGHTON - MADZIKANE TRIBAL AUTH	-0837618167
Port Shepstone	172827	KHAKHAMELA P	FROM PORT SHEPSTONE TAKE ST FAITHS ROAD TO INDELENIHLE JUNCTION ABOUT 2KM	039-8357714
Port Shepstone	277019	ST WILLIAMS P	PO DWESHULA VIA PORT SHEPSTONE 4247	-
Port Shepstone	338291	MASHABA CP	DENVER ZOAR MISSION UMZUMBE ROAD SIDLOKOLO STORE	-0837611680
Port Shepstone	156362	HLANGANANI PREPARATORY	222 BHOBHOYI N2 PORT SHEPSTONE	039-6858076
Port Shepstone	320864	SPORTWENI PRIVATE	LOT 879 RETHMAN DRIVE UMTENTWENI	039-6952365
Port Shepstone	209235	MGAWULANE P	NTABA WARD IZINGOLWENI	039-5341450
Port Shepstone	160617	IMBIZANE P	INKAMPINI LOCATION NEXT MICHELS FARM BUSHYVALE AREA	-0825323476
Port Shepstone	342472	SOUTH COAST ACADEMY	c/o ALFORD ROAD AND IZOTSHA ROAD RAMSGATE 4285	039-3149974
Port Shepstone	195656	MAMBHONGWENI P	KWAXOLO THELAWAYEKA	-0834874280
Port Shepstone	161542	INALA P	FAIRVIEW MISSION UMZUMBE	039-6846744
Port Shepstone	289784	UMZUMBE JP	KWANDELU TRIBAL AUTHORITY UMZUMBE RAILWAY STATION	039-6849157
Port Shepstone	259592	SCOTTBURGH P	41 ALLEN STR SCOTTBURGH	039-9760561
Port Shepstone	223443	NCAZUKA JP	KWABHADENE EMANDLENI TRIBAL AUTHORITY D-1040	039-9711089
Port Shepstone	159840	IKHAKHAMA P	FROM DUDUDU STORES TURN LEFT TO IKHAKHAMA SCHOOL	-0829381277
Port Shepstone	342805	SIZATHINA JS	PASS DUDUDU LP TAKE UMKHUNYA ROAD 2 KMS FROM SITHUTHUKILE HIGH	-0834762448
Port Shepstone	220335	MTWALUME H	MTWALUME MISSION LELLOS DRIFT	039-9779105
Port Shepstone	111296	BONGUCELE JS	EMZUMBE MAGISTRATES COURT ENQUIRE FROM LUTHULI HIGH SCHOOL	039-9721220
Port Shepstone	263181	SIBONGIMFUNDO H	VELIMEMEZE PO HIBBERDENE	039-6991522
Port Shepstone	244940	OTHANDWENI JP	QOLOQOLO TRIBAL AUTHORITY UMTHWALUME	-0837211583
Ulundi	327265	MTSHELEKWANE S	MATHENJWA TRIBAL AUTHORITY EKHULEHLENI AREA	-0724288063
Ulundi	133237	EMLAMBONGWENYA P	EMLAMBONGWENYA AREA INGWAUVA	-
Ulundi	209827	MGWAYINI P	GWALWENI AREA NYAWO TRIBAL MOMBENI AREA	-
Ulundi	343027	EMAGUQENI P	Kwa-Makhanya area Kwa-Ngwanase Tembe tribal next to Makabongwe School	-0732061677
Ulundi	400525	KOSI BAY P		-
Ulundi	310097	MFULAWEZWE JP	NTABANKULU AREA TEMBE TRIBAL KWANGWANASE	-0824845282
Ulundi	261553	SHAYINA H	THANDIZWE RESERVE TEMBE TRIBAL AUTHORITY MANGUZI	035-5920112

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Ulundi	339364	ASIBUYENI JP	MAIN ROAD RO MANGUZI OPPOSITE TEMBE ELEPHANT PARKS MAIN GATE	035-5920329
Ulundi	208680	MFINGOSE P	NYAWO TRIBAL AUTHORITY NONDABUYA	035-5725534
Ulundi	105635	BANTUBANINGI H	MHONGOZINI RESERVE CEZA	-0833464612
Ulundi	210678	MHONGOZINI P.	MHONGOZINI RESERVE KWANONDAYANE TRIBAL AUTHORITY	-0834387797
Ulundi	298442	ZAKHELENI P.	ZAKHELENI P SCHOOL PO BOX 385 CEZA GODLANKOMO/ESIKHWEBEZI	-0723765909
Ulundi	198505	MAPHOVELA H	EMPITHIMPITHINI TRIBAL AUTHORITY STEDHAM MAHLABATHINI	083-9449249
Ulundi	294261	VUTHELA P	NEAR QALASHU STORE	-
Ulundi	141081	ESIPHIVA CP	ZUNGU TRIBAL AUTHORITY ESIPHIVA RESERVE	-
Ulundi	239834	NTILINGWE HP	XIMBA TRIBAL AUTHORITY NHLUNGWANE AREA MAHLABATHINI	082-6886454
Ulundi	343101	JOKO S	EDUMANENI RESERVE XIMBA TRIBAL AUTHORITY MAHLABATHINI 3865	-0823544286
Ulundi	342065	ULUNDI INDEPENDENT SCHOOL	153B EMBELEBELENI STREET B. NORTH	035-8701642
Ulundi	213601	MNQANDI S	CHWEZI RESERVE EZIBISINI TRIBAL AUTHORITY NKANDLA 3855	
Ulundi	138565	ENTSHIZA CP	NTSHIZA RESERVE PO QUDENI ROAD D1565 NKANDLA 3855	-
Ulundi	238206	NSINGABANTU P	VULINDLELA TRIBAL AUTHORITY NQUTU QUDENI AREA	-
Ulundi	143338	EZILOZINI P	GODIDE TRIBAL AUTHORITY QHOSHANGANI SCHOOL VIA KHONZINDABA SCHOOL KRANSKOP	-
Ulundi	230436	NHLOSHANE P	NGONO TRIBAL AUTHORITY MFONGOSI AREA	-
Ulundi	153402	HAMBAYEDWA P	ACROSS NKUNZANE RIVER NEAR KING CETSHWAYOS GRAVE	035-4764564
Ulundi	248862	PHINDIZWE H	MANGIDINI TRIBAL AUTHORITY NKANDLA	-
Ulundi	326747	MASISIZANE (ELSEN)	EKUKHANYENI TRIBAL AUTHORITY ETHALANENI RES NKANDLA	035-8339041
Ulundi	309542	SENZELA JS	MANDABA AREA MPUNGOSI T/A NKANDLA	-
Ulundi	127650	EHLEZENI CP	NCEMANENI AREA P/BAG X6237 NONGOMA 3950	082-9538301
Ulundi	285973	UBUMBANO JP	KWAMANDLAKAZI RESERVE MVULAZI AREA NONGOMA	-
Ulundi	182336	KWANKULU P	KWANKULU AREA NONGOMA	-
Ulundi	115477	CELUKWAZI CP	DENGANI AREA MAPHOPHOMA NONGOMA	-
Ulundi	228253	NGOLOTSHA P	NGOLOTSHA RESERVE MAPHOPHOMA LINE MANDLAKAZI	-
Ulundi	140230	ESIDINSI P	SIDINSI AREA	035-8312357
Ulundi	231324	NKABANE P	EKUBUNGAELENI AREA NEXT TO NGXONGWANE SCHOOL	-
Ulundi	200910	MASIHLANGANE SP	MNGAMUNDE AREA NONGOMA	082-4340690
Ulundi	141969	ESUSWENI P.	MANGOMHLOPHE AREA ESUSWENI USUTHU	-
Ulundi	230399	NHLOPHENKULU P.	NHLOPHENKULU RESERVE	035-8314608
Ulundi	102157	AMANZABOMVU LP	BONGASPOORT TRUST KLIPWAL ROAD	034-413 7017
Ulundi	270988	SIZAMILE JP	MSIBI TRIBAL AUTHORITY	034-4132363
Ulundi	216820	MPINDISO H	NTSHANGASE TRUST SIVULE AREA PONGOLA 3170	034-4131699
Ulundi	124394	DUMENKUNGWINI P	MKHWAKHWENI TRUST FARM NTSHANGASE TRIBAL AUTHORITY	034-4131673
Ulundi	244311	OPHONGOLO H	B 88 NCOTSHANE TOWNSHIP PONGOLA	034-3161269

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Ulundi	129019	EKUSENI P	FROM MR439-7 TURN RIGHT NEXT TO MDUKU CLINIC	-0836587537
Ulundi	325156	BHEKUMKHONTO P	NGWENYA TRIBAL AUTHORITY B04364 FAKUDE AREA UBOMBO	035-7965975
Ulundi	193880	MAJOZINI P	MAJOZINI SCHOOL FROM MKUZE TAKE N2 TO JOZINI UP MAVELA STORE TURN RIGHT TO MAJOZINI SCHOOL	-0827282839
Ulundi	274910	ST ALEXIS SP	NOHIHI AREA NEAR MANGWAZANA HALL	035-5951122
Ulundi	310948	JUSTICE NXUMALO S	MSELENI MISSION STATION BETWEEN MBAZWANA AND HOSPITAL	-0824230537
Ulundi	310541	NTSHINGWAYO S	MBAZWANA BUSSINESS CENTRE-ROAD TO BAYA CAMP TO EZINGENI RESERVE THEN TO SCH	-0824705340
Ulundi	322344	SIKHALISANAMUHLA JP	KWAJOBE TRIBAL AUTHORITY	072-4022903
Ulundi	293003	VUKANI-BANTWANA H	FROM JOZINI TAKE MBOZA ROAD TO MADONELA CLINIC - TAKE 4KM TO WELCOME	-
Vryheid	185222	LANDULWAZI P	SGODIPHOLA AREA DENNY DALTON 3835	-
Vryheid	118326	COTTLANDS INTERMEDIATE	MAGUDU EZONYANMA COTTLANDS 3170	034-4141020
Vryheid	185740	LELIESHOEK P	LELIESHOEK FARM PONGOLA 3170	034-4131716
Vryheid	233211	NKWAMBAZI P	KLIPDRIFT FARM LOUWSBURG	-
Vryheid	157694	HLUMA INTERMEDIATE	194 SCHAAPKOPJE VRYHEID 3100	034-9814958
Vryheid	292781	VRYHEID PUBLIC P	123 MARK STREET VRYHEID 3100	034-9832822
Vryheid	179450	KWAGAMAKAZI P	CORONATION ROAD TURN LEFT AT D32 AND AND LEFT AT D213	-
Vryheid	280460	THANDOKWAKHE	WELGEVONDEN FARM HLOBANE 3145	-
Vryheid	202760	MAWANA P	MAWANA FARM MAHLABATHINI ROAD NHLAZATSHE 3116	-
Vryheid	107596	BERGVLIET P	GLENLYON FARM 2920	034-6511372
Vryheid	142006	ESWENI P	BEAVALLE FARM DUNDEE 3000	-
Vryheid	258741	SAREL CILLIERS S	KEMP STREET GLENCOE 2930	034-3931154
Vryheid	230251	NHLIZIYONHLE P	B 2658 EMONDLO	034-9330609
Vryheid	209457	MGIDLA H	MHLUNGWANE NQUTHU 3100	-0828054827
Vryheid	139971	ESIBANINI P	LOT 780 3135	034-2710380
Vryheid	209568	MGOMBANE P	ISILUTSHANA AREA MBOKODWEBOMVU TRIBAL AUTHORITY 3135	034-2718022
Vryheid	300477	ZINDLALELE S	ST SIMON RESERVE EBATSHE NQUTU 3135	034-2715291
Vryheid	212602	MLANDOWETHU S	JABAVU AREA NQUTU 3135	-
Vryheid	158888	LENEHA TUMISI S	MOLEFE TRIBAL NKANDE 3105	034-9339233
Vryheid	268250	SISHONGANI P	EMVUZINI AREA NQUTHU 3105	034-9338064
Vryheid	206386	MDONSWA H	KHIPHINKUNZI NQUTHU 3135	-
Vryheid	112258	BRECHER P	BRECHER FARM PAULPIETERSBURG 3180	-0834846238
Vryheid	218078	MQWABE P	HOLKRANS FARM IHLATHI PAULPIETERSBURG 3100	-
Vryheid	160728	IMBUTHUMA CP	OPHUZANE TRUST KWASOKESIMBONE PAULPIETERSBURG	-
Vryheid	327487	NGWANYA C	NGWANYA TRUST PAULPIETERSBURG 3180	-
Vryheid	110334	BIVANE P	BIVANE MISSION PENVAAN 3106	034-9950529
Vryheid	169571	ITHEMBALETHU P	LANGSPRUIT FARM WAKKERSTROOM 2480	034-9951478

Region	EMIS	SchoolName	Address	Phone
Vryheid	256188	ROOIWAL P	RODEKOP FARM INGOGO 2944	034-3411600

ANNEXTURE 3

QUESTIONNAIRE - TO EDUCATORS AND PRINCIPALS

1. Do union representatives relay pertinent information to their members?

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
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2. Do the shop stewards hold report-back meetings after branch meetings?

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
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3. Do unions inform members of whether or not strikes are protected?

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
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4. Do unions have the interests of members at heart and work hard to meet member expectations?

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
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5. Educators are part of decisions taken by union representatives.

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
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6. Do shop stewards enjoy special privileges?

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
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7. Union representatives unfairly undermine the authority of the principal.

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
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8. Do unions establish functional member development programmes related to the professional growth of their members?

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
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9. When you support mass action, do you do so voluntarily?

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
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10. Is attendance at union meetings voluntary?

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
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11. Are union representatives familiar with the Employment of Educators Act (No. 76 of 1998)?

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
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12. Are your union representatives familiar with the contents of the South African Schools Act (No. 84 of 1996)?

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
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13. Are union representatives familiar with the National Education Policy Act (No. 27 of 1996)?

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
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14. Are the decisions made by unions with the employer informed by member inputs?

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
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15. Do unions subject educators to on-the-job training to teach effective management of teaching methods that would improve learning?

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
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16. Do educator trade unions have strategies in place to capacitate their members to manage subject content?

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
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17. Do unions facilitate the management of subject content?

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
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CONCLUSION

The researcher wishes to thank you for the invaluable time you have devoted to this questionnaire.

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CONCLUSION

The researcher wishes to thank you for the invaluable time you have devoted to this questionnaire.

ANNEXURE 4

INTERVIEW SCHEDULE - TO SENIOR UNION OFFICIALS

- 1. Before South Africa became a democracy, the ex-education departments made unilateral decisions and did not tolerate interference from any educator organisation. Since 1994 the educator unions have become a major stakeholder in making decisions affecting education.

Q. As a union representative, discuss briefly your new role of negotiating service conditions of educators with the employer with special reference to the following.

- a. The attitude of the employer towards your participation in decision-making.

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- b. The nature of the relationship between your union and the employer.

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(c) The level of co-operation between your union and the employer.

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2. There are allegations that teacher unions represented by site stewards at the schools have a tendency to function beyond their designated power and authority.

e.g. they convey information that should be relayed by the employer before the employer does so.

Q. What is your comment?

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3. Whom do you see as serving as the main source of information to the union members?

Q. Support your view

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4. Do you think unions address both member interests and learner interests?

Q. Support your view.

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5. Do educator organisations offer educators they represent job protection?

5	4	3	2	1
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

Support your view.

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6. Unions are alleged to relay information to their members before the Department of Education and Culture does so.

Q. How does this impact on school management?

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7. As an educator representative, how have you best represented your members in:

a. labour relations? Give 3-5 sentences.

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b. Professional development? Give 3-5 sentences.

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4.8

(a) As a union representative, what do you do best to achieve union goals?

(b) What would you like to do differently?

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