Educators' perceptions on the contribution of the South African Democratic Teachers' Union to teacher professional development

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by

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DECLARATION

I declare that:

This dissertation is my original work.

This work has not been submitted for any degree purpose at any university. The information derived from published and unpublished work is acknowledged in the list of references.

The dissertation is being submitted in fulfilment of the degree of Masters in Education at the University of Fort Hare.

Signed……. Date……

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DEDICATION

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ASTRACT

The purpose of the study was to investigate the educators' perceptions on the role of the South African Democratic Teachers' Union (SADTU) in teacher professional development. The study also investigated the Union's perceived challenges in contributing to teacher professionalism in South Africa, their perceived professional priorities and perceived expectations of teachers. The research genre used for this study was the interpretivism or constructivism paradigm. The qualitative methodology was used and case study employed as the research design of the study.

The findings of this study were that SADTU were perceived as militant activists. Their activities were perceived as often very disruptive to education and their role appeared to be more politically focused than educational. They promoted and protected teacher labour rights and interests. However, they had no programme, nor the expertise nor the resources to respond to teachers' professional development needs. The perceptions about them were that they had minimal or negligible contribution to teacher professional development. SADTU conducted training, but with nothing of value to teacher professional development. The unethical, unconstitutional and professionally non-developmental cadre deployment of SADTU leadership compromised the Union. Another finding was the important role of appropriate continuous professional development programmes in the improvement of the teachers' own professional development, in the improvement of classroom practices and eventual enhanced learner performance.

Inclusive to professional development are educationally good skills and values to colleagues, learners and parents both at school and out of school.

Recommendations for SADTU were the: development of a clear programme on Teacher Professional Development; mobilisation of SADTU members towards restoring and enhancing the dignity of the teaching profession; engaging politically in curriculum policymaking to form inclusive professional associations; ending cadre deployment for senior management posts by SADTU leadership; establish development centres for critical maths and science, computers skills and other subjects and resuscitation of teacher colleges.

KEY TERMS: Teacher Professionalism; Teacher Professional Development; Teacher Unionism and Teacher Unionism in South Africa.

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LIST OF ACRONYMS

AMCU	Association of Mineworkers and Construction Union
ANC	African National Congress
CASS	Continuous Assessment
CPTD	Continuous Professional Teacher Development
COLT	Culture of Learning and Teaching
COSATU	Congress of South African Trade Unions
DA	Democratic Alliance
DBE	Department of Basic Education
DENOSA	Democratic Nurses' Organisation of South African
DoE	Department of Education
EC DoE	Eastern Cape Department of Education
ELRC	Education and Labour Relation Council
FAWU	Food and Allied Workers Union
INSET	in-service-training
LRO	Labour Relations Officer
MCTE	Ministerial Committee on Teacher Education
MoA	Memorandum of Agreement

NAPTOSA	National Professional Teachers' Organisation of South Africa
NEC	National Executive Committee
NEEDU	National Education Evaluation Development Unit
NEHAWU	National Education, Health and Allied Workers' Union
NEIMS	National Educational Infrastructure Management Systems
NUM	National Union of Mineworkers
NUMSA	National Union of Metalworkers of South Africa
PALU	Pan African Lawyers Union
PFMA	Public Finance Management Act
PRESET	pre-service training
PSCBC	Public Service Co-ordinating Bargaining Council
RSA	Republic of South Africa.
SACE	South African Council of Educators
SACP	South African Communist Party
SADTU	South African Democratic Teachers' Union
SAIRR	South African Institute of Race Relations
SAMA	South African Medical Association
SAOU	Suid Afrikaanse Onderwysers Unie
SGB	School Governing Bodies

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CHAPTER ONE
BACKGROUND OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

The aim of the study is to determine the selected educators' perceptions regarding the contribution of the South African Democratic Teachers' Union (SADTU) to teacher development in one Eastern Cape Education District.

The continuous growth of professionals' knowledge and skills is an essential part of improvement in all professions, and teaching is no exception (Boyle, Lamprianou and Boyle, 2005). In education, continuous growth of professionals' knowledge and skills focuses particularly on the teacher as the key to improving learner performance (Desimone Smith and Ueno, 2006; Knight and Wiseman, 2005). Marcelo (2009) states that, teacher professional development may be interpreted as an attitude based on constant questioning and the search for solutions.

Professional development of teachers refers to these notions: permanent training, continued training, in-service training, human resources development, life-long learning, recycling or skill-building courses (Bolam and McMahon, 2004; Terigi, 2007). The concept 'development' has a connotation related to evolution and continuity, which goes beyond the traditional overlapping of basic and continued teacher education (Marcelo, 2009). Why is teacher professional development so much needed then in South Africa? Among other pressing teacher professional development challenges there are poor literacy and numeracy levels in South Africa (Soudien, 2007; Taylor, 2006). Therefore, interventions for effective teacher development programmes to support practising, experienced teachers are much needed (Ibid).

Botha (2011) asserts that professionalism, among teachers, relates to many competencies that teachers possess. Such competences include good behaviour, being exemplary to others, consciousness and a positive attitude towards their work. According to Morrow (2004), 'professionalism refers to the competencies and commitment needed to engage successfully in the practice of teaching'. However,

there are contestations of this very concept, according to Loots and Theron (1998), the question of whether teaching should be considered a profession that satisfies the criteria of professionalism. The conclusion mode is that teaching is hampered by a number of obstacles in becoming a fully-fledged profession (Ibid). These will be explored in the following paragraph.

According to Heystek and Lethoko (2006), there are certain distinctive features that define a profession and lack of these features in teaching causes it to fail the litmus test of being classified as a profession. Such features include; a high income, prestige and respect; specialist knowledge based on scientific research and theories; a long period of training and high qualifications. Other features of a profession are: autonomy and mechanisms created by its members in respect of control, entry standards and selection; administration by members and control of their own rules of conduct (code of conduct). Another important dimension to the concept profession is: a highly rated and indispensable service and ethos to others or the clients and the fact that conditions of service are laid down for the practitioner of the occupation (Ibid).

Student enrolment to become teachers and teacher salaries are an issue regarding conceptualisation of the concept profession. The low numbers of students enrolling in higher education institutions to qualify as teachers is an indication of the low esteem of education. The issue of salaries is the teachers' most important complaint for a long time (The Educators Voice, 2000). The low numbers of students enrolling for teaching and the salaries teachers complain about are in contrast to Heystek and Lethoko's professional feature of 'a high income, prestige and respect.' Qwelane questions teachers being unionised (Qwelane, 2011).

Teacher unionism refers to mobilisation of teachers by their unions in order to achieve their labour and professional interests (De Clercq, 2013). Membership to trade unionism occurs as professional and non- professional bodies. Examples of trade unions for professionals are: for lawyers – Pan African Lawyers Union (PALU), for medical doctors – South African Medical Association (SAMA), for nurses – Democratic Nurses' Organisation of South African (DENOSA) and for non-professionals the Food and Allied Workers Union (FAWU) and National Union of Mineworkers (NUM), National Education, Health and Allied Workers' Union

(NEHAWU), National Professional Teachers' Organisation of South Africa (NAPTOSA) and others. This study focuses on an example of a union for professionals, that is, teachers.

De Clercq (2013) argues that teacher unions, by definition, are more concerned about their members' immediate interests than about meeting the challenges of improving their performance and the quality of school education. On the other hand, National Association of Professional Teachers Organizations of South Africa (NAPTOSA) is mainly concerned with improving the profession's status, competences, behaviours and attitudes, while discarding the political mobilisation of its members (Govender, 2004). NAPTOSA downplays the political alignment of its members for a focus on greater professional autonomy, competences, responsibilities and ethical values, and also it is committed to the right of every child to receive quality education within an equitable and non-discriminatory system of education (Ibid).

To contextualise this Teacher Union, SADTU; it is an affiliate of COSATU, the biggest federation of workers in South Africa (Maluleke, 2014). Furthermore, SADTU is the largest South African Teacher Union (Heysteck and Lethoko, 2006). SADTU's members represent more than 2/3 of the teaching force in the country. These members are 56 000 in the Eastern Cape and 260 000 nationally (SADTU, 2012; Maluleke, 2014). This membership breakdown is 75% black, 15% Indian, 6% coloured and 4% white (Heysteck and Lethoko, 2006). The researcher views this data to this study as relevant on the basis of the magnitude of SADTU, as a critical role player, on the South African educational landscape.

The public normally has a negative view of union activities because of industrial action (Heysteck and Lethoko, 2006). According to the Republic of South African Constitution (1996: section 23) it is a human right of teachers to belong to a union. The primary role of teacher unions is to protect teachers from unrealistic demands of management, ensure a safe working environment, and extract the maximum compensation possible (Eberts, 2007). Bargaining focuses more on teacher interests and less on their performance and how that performance affects the learners (Ibid). SADTU disagrees with the allegations that they neglect learners' rights (Heysteck and Lethoko, 2006). SADTU maintains that the interests of the learners are

automatically addressed when those of the educators are considered (Ibid). Qwelane (2011), states that SADTU has played a role in helping to entrench low standards in the South African education system.

Furthermore, Manuel's commission found in SADTU a prevalence of teacher absenteeism, union action (including holding meetings during school time) and the difficulty of dismissing teachers charged even with 'extreme misconduct' (Qwelane, 2011). Similarly, Motsohi (2011) has highlighted that unions have a 'corrosive influence on South African schools'. Furthermore, unions have failed poor communities, especially in the Eastern Cape (Ibid).

Even though South Africa has more than five teacher unions, this study focuses on the South African Democratic Teachers' Union (SADTU). This Teacher Union was launched in Johannesburg on 6 October 1990. That was an historic occasion, which brought together a range of previously racially divided teacher organisations into a unitary structure. This was SADTU's important contribution to the struggle for non-racialism and teacher professional development in South Africa (SADTU Constitution, 2010).

SADTU's founding principles were to transform and develop the South African education system into a fully accessible, equal and qualitative, free of apartheid legacy (SADTU Constitution, 2001). These principles were the just expression of the will of the people — as enshrined in the Constitution of the country (Ibid).

Teacher unions are represented in joint policy-making forums such as; the Education Labour Relations Council (ELRC), South African Council for Educators (SACE) and the Public Service Co-ordinating Bargaining Council (PSCBC) (Govender, 1996). These three statutory bodies, as far as the researcher is concerned, are central in the education system of South Africa. The researcher considers the involvement of teacher unions in South Africa in these statutory bodies, therefore, as an expression of the positive attitude and political will to advance and promote both teacher labour rights and interests. This also is a demonstration of the teacher unions of their prioritising of the teacher professional development agenda. The researcher views this state of affairs as indications that teacher unions contribute significantly and

strategically to teacher professional development and protection and promotion of teacher labour rights where it really matters.

Furthermore, teacher unions also have two representatives each in the Department of Education (DoE), who are employed to ensure collaboration and sharing of ideas, specifically with regard to curriculum and its implementation (Ibid). The unions influenced curriculum formulation of the OBE (Outcome-Based Education), which has evolved into CAPS (Curriculum Assessment Policy Statement). According to Chisholm, teacher unions ensure that the curricula are workable, secular and responsive to poorer constituencies (Chisholm, 2003).

The research interprets these educational advancements as undeniable engineering of the South African teacher unions play in the education system of the country. They demonstrate their disposition to be participators, instead of being spectators in the nation building transformative agenda of South Africa. SADTU's vision and dream of 'a fully accessible, equal, qualitative and free of apartheid legacy' education system should be realisable, through the formation of this partnership with the other critical role players in the education sector.

1.2 PROBLEM STATEMENT

Teacher unions can contribute either positively or negatively to teacher professionalism, to teacher professional development and in the restoration and preservation of the culture of teaching and learning. The South African Democratic Teachers' Union (SADTU) is the largest South African teacher union, 'boasting of over 240,000 members' (Letseka, Bantwini and King-McKenzie, 2012). It is also perceived as the most militant professional teacher union in the country, which fights battles for its teacher members against power abuse and exploitation of the education authorities of its members (Heystek and Lethoko, 2006). Their objective, among others, is to ensure improved working conditions and equitable market-related salary increase for their members. In recognition of that union very critical role, SADTU has loyal dues-paying members.

Teachers have been relatively successful in improving pay, job security and service benefits, because of unionism (Eberts, 2007). However, there are some concerns

raised by some critics, as they query the militant strategies and professional conduct of SADTU towards the achievement of its union developmental and professional objectives (Heysteck and Lethoko, 2006). Since the dawn of the democratic dispensation post-1994, the South African teacher unions in general have massively contributed to the promotion and advancement of teacher labour rights and teacher professional development, as discussed in the background of this study. There is, however, very little that is known about SADTU's professional contribution and development of their members. Hence this study investigated in depth teachers' views with regard to SADTU's contribution to their professional development.

1.2.1 Main Research Question

How do the selected educators perceive as SADTU's role in their professional development needs?

1.2.2 Research Questions

- How does SADTU respond to teachers' professional development needs?
- What do educators believe as SADTU's challenges in contributing to teacher professionalism?
- What are SADTU's professional priorities and expectations of teachers?

1.3 PURPOSE OF THE STUDY

The purpose of the study was to investigate the educators' perceptions on the South African Democratic Teachers' Union (SADTU) role in teacher professional development. In addition, the study investigated the Unions' perceived challenges in contributing to teacher professionalism, perceived professional priorities and perceived expectations of teachers.

1.4 MOTIVATION FOR THE STUDY

The review draws on a number of earlier reviews, most particularly Kerchner (1986) and Bascia (2004), which includes literature on Canadian as well as U.S. unions. According to Kerchner (2004), it would be immediately apparent that the body of research is not large on teacher unionism, for teacher unionism is in many ways a neglected corner in education research. There is therefore also not much literature

on teachers' perceptions on the contribution of SADTU on teacher professional development conducted in the Eastern Cape Province, especially in the post-apartheid period.

1.5 THE SIGNIFICANCE OF THE STUDY

This study will hopefully be beneficial to these stakeholders: the unions, educational authorities in the policy formulation of the Department of Education Human Resource both nationally and provincially, in the Districts, Principals, School Management Teams, teachers and other researchers. This will in turn hopefully improve the quality of education in the Eastern Cape Province and the entire South African education system.

1.6 DELIMITATION OF THE RESEARCH

The research study was limited to four secondary schools in the Eastern Cape Province. The study interviewed seven educators and one subject advisor in the Amatole Region, East London Education District. Not all teacher unions were represented in this research. All these participants came from three different teacher unions (SADTU, NAPTOSA and SAOU). These were the major teacher unions in South Africa

1.7 OVERVEW OF THE RESEARCH

1.7.1 Necessity of Teacher Professional Development

The South African Department of Education does attempt to contribute to the teachers' professional development. Steyn (2008), states that the South African Department of Education Continuing Teacher Professional Development (CPDT) programme is its initiative to enhance the knowledge and skills of South African teachers. Its purpose is to equip teachers to meet the challenges and demands of a democratic South Africa in the 21st century (South Africa, 2007). Even experienced teachers must continuously update their knowledge and skills, and must be involved in lifelong learning (Van Eekelen ,*et al.*, 2006). PD is focused on the learning area or subject content and how it is taught. Many programmes, however, focus either on the content or on teaching techniques (Mundry, 2005). Unfortunately teachers often

do not participate in sustained content and pedagogically-focused PD programmes (Desimone, 2006).

According to the President's Education Initiative Research Project, the most critical challenge for teacher education in South Africa was the limited conceptual knowledge of many teachers (South Africa, 2007). Teachers' limited access to PD has also been identified as a critical area for change by The Report of the Ministerial Committee on Rural Education (2005) (South Africa, 2007). The post-apartheid education policies in South Africa have contradictory effects on the nature of teachers' work. First, the policy framework seems to encourage teacher professionalism on paper, but its implementation tends to contradict teacher professionalism. Second, the policy overload and the intensification of teachers' work have contributed to the loss of space for teachers to develop themselves (Wits, 2005).

1.7.2 Relationship between Professionalism and Unionism

According to Shale (1990) and Govender (2004) unionism and professionalism are necessarily opposed to each other (Wits, 2005). Increasingly, however, there is a talk about professionalism unionism which considers the notions of professionalism and trade unionism as not only compatible, but as different sides of the same coin (Tau and Mathebula, 2008).

The researcher is of the opinion that there is love-hate or an often conflicting relationship between teacher unions and other stakeholders. This is informed by literature. For example, Koppich (2005) is of the view that teacher unions are concerned with enhancing only the compensation packages of those whom they represent. SADTU, too, believes that when negotiations come to a deadlock, a strike can help them to achieve what teachers want; regardless of how much of learners' time is wasted (Heysteck and Lethoko 2006). SADTU believes that all industrial action has a purpose, with the result that it cannot degrade the teaching profession (Ibid). It reasons that history has given blacks a lot of disadvantages, thus they have more to complain about. Hence, they will continue to use industrial action if all else fails (Ibid).

The African National Congress (ANC) Secretary-General (SG) asserted that teacher unions' militancy used black children as 'canon fodders and pressure points in the bargaining processes' (Mantashe, 2010). However, Section 23 of the Constitution protects the right of employees to strike (Basson, Christianson, Garbers, le Roux, Mischke and Strydom, 2005). On the other hand, one of SADTU's constitutional objectives is to promote and maintain high standards of ethical conduct, professional integrity and efficiency in the promotion and maintenance of standards of teaching and learning (SADTU Amended Constitution, 2010).

1.7.3 The Negative Publicity of SADTU

A major factor that has been highlighted in the background to this study deserves a review. That major factor is this: SADTU has had negative publicity. The extended (national) strike of three weeks by SADTU members ended at the beginning of the winter holidays of 2007 (Prinsloo and Beckmann, 2012). The severely negative effect of this type of prolonged industrial action was clear in the grade 12 results at the end of 2007 – a decline in the pass rate at numerous schools that had previously made good progress (Prinsloo and Beckmann, 2012).

Some of the South African Democratic Teachers' Union educators are portrayed as perpetrators of school violence, (de Wet, 2009). School violence is defined by Zulu (2004), as any behaviour of learners, educators, administrators or non-school persons, attempting to inflict injury on another person or to damage school property. Alexandra is a socio-economically depressed township, nearby Johannesburg. The South African Democratic Teachers' Union (SADTU) Gauteng central deputy secretary Ronald Nyathi told parents and learners of an Alexandra high school: "that not a single pupil should be at school tomorrow because they will be exposed to extreme violence", after the department had suspended 28 of the school's 45 educators for not doing their work (Blaine, 2008). Nyathi's reply to critique that his threat hampered the culture of teaching and learning in the country was:

> *Yes, I said it and I meant it that time. I meant it, extreme violence, and no child went to school the next day. We (in SADTU) don't decorate things; we call a spade a spade. … I don't know about (it) morally. But politically it was correct* (Ibid).

In the researcher's view SADTU's defence of its members at all cost is remarkable; equally notable are the South African Democratic Teachers' Union's threats of violence, in enforcing its demands. Another point is that these threats are extremely shocking and disturbing, worst still Nyati's utterance, *"I don't know about (it) morally. But politically it was correct,"* that is inconceivable, for the biggest teacher union in the country to express that. Implicit in this expression is the fact that moral (sense of wrong and right) or ethical issues are blurred or are not the concern of Nyati or perhaps SADTU, but they are more concerned about achieving political objectives, by all means possible to them. According to the National Policy Framework for Teacher Education and Development in South Africa (Department of Education 2007), teachers' role has strategic importance for the intellectual, moral, and cultural preparation of our young people.

The 2010 strike was accompanied by violence not experienced before; it dragged on from 28 July to 23 August (Amtaika, 2013). The same writer states that professional work ethic and exemplary behaviour were replaced by militancy and hooliganism, as teachers disrupted classes and threatened their pupils with violence in schools. Learners who tried to continue studying on their own were chased out of their classroom (with the matriculation trial examination to be written in September). Some SADTU members were guilty of illegal actions, such as vandalism and ignoring of court interdict (Amtaika, 2013). A parent summed it up as follows:
The angry and chanting mob (of SADTU teachers) forced our children out of their classes when some educators were busy teaching. If it were not for the presence of the police, we don't know what they would have done as they were angered by the unrelenting attitude of the principal, the staff and the resistance of the learners to leave school premises (Report to FEDSAS, 2010).

1.7.4 Perceptions of others Stakeholders of SADTU

In 2010, SADTU threatened a total shutdown of all public services, including essential services, if the government did not yield to its wage demand (Mbanjawa, 2010). The Democratic Alliance (DA) leader, Helen Zille, accused SADTU of denying pupils in the Eastern Cape, and the rest of the country, the basic right to education, (Wilson, 2012). Commenting on the effect of the 2010 public workers' strikes on quality education James, (2011) stated: "The teachers' union SADTU has forgotten

about the learners' right to education. Through their ill-disciplined and sometimes violent conduct they have forsaken their biggest responsibility: excellent teaching". SADTU president Thobile Ntola refers to the earlier days of the union by stating that teachers initially did not want to affiliate to the trade union federation COSATU because they considered themselves professionals (Seekoei, 2010). Also noting the changed approach of SADTU Zille, (2010) reports about the exodus of SADTU's members 'who are increasingly disillusioned with the tone, style and management of their organisation.'

Zille strongly stated that SADTU and COSATU (Congress of South African Trade Unions) were destroying children's future because of the strikes at the beginning of 2012 to protest against redeployment of teachers (Wilson, 2012). At that same time the Eastern Cape Department of Education terminated the contracts of temporary teachers. The South African Democratic Teachers Union called for a go-slow and for the head of the Education Department Modidima Mannya to be replaced. The protest action lasted over four weeks and learners lost hours of valuable learning time (Upstart, 2012).

Quite ironically, President Zuma gave SADTU a benediction when he extended his appreciation to this union in his state of the nation address (Komsana, 2012). There was no rebuking of the teacher union for the prolonged SADTU strike by the President (Ibid). In 2013 September, KwaZulu-Natal SADTU threatened a province-wide strike that would disrupt matriculation trial examinations. Their demands included: paying teacher back R120 million deducted from their salaries when they went out on an illegal strike in 2012 (Dardagan, 2013).

The South African Institute of Race Relations (SAIRR, 2009) reported, 'We listed a number of examples of thuggish and intimidating behaviour on the part of SADTU and its members to enforce strikes at schools'. Close to 80 per cent of South Africa's schools are essentially dysfunctional (Taylor, 2006). The South African media tends to blame the crisis in township schools on SADTU, the most powerful teachers' union that is aligned with the African National Congress (ANC), the ruling political party (Nkosi, 2012). Findings from the research conducted by (Fleisch, 2010; Letseka, and others, 2012) reveal that SADTU has used intimidation tactics on School Governing Bodies (SGB) to influence the promotion of their loyalists.

‘Little union lords’ are running the South African Democratic Teachers Union (SADTU), having long ago defeated the education idealists who were central to the union's formation 20 years ago (Ibid). The intimidation and vandalism marking the 2010 strikes would have been foreign to 1989 education idealists. Twenty years ago teachers were rather conservative professionals, regarded as elites in their communities (Seekoei, 2010). This above presentation of SADTU is unquestionably negative.

1.7.5 The Significance of Teachers’ Perceptions of SADTU’s Contribution to TPD

However, little is known about the views of teachers themselves regarding teacher professionalism and professional development issues (Swann, 2010). Hence, this study will investigate teachers’ perceptions, their views or insights of the contribution of SADTU to teacher professional development in schools. Perceptions are very important to this study, because according to the researcher, like the human eyes they are the ‘mirror to the soul’ or ‘window to the mind’ of the teachers and therefore they are very significant reflections of what teachers think about their union regarding its contribution to teacher professional development.

As this is a qualitative research, which will be clearly conceptualised in Chapter 3 of this study, qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world (Merriam, 2009).

Perceptions or meanings individual teachers have constructed in their world with SADTU, regarding its contribution or lack of it to teacher professional development, according to the researcher, may be one-sided, subjective and biased, but collectively put together those ‘meanings or perceptions’ are pieces of the jig-saw puzzle that provide a complete and clear picture of the state of the subject under study. The approach that was used for this study is the qualitative approach. Perceptions, in the researcher’s view, will provide and serve as a self-evaluation instrument of the teachers on this topic. The ‘qualitative methodology and interpretive paradigm’ are used for this study. Both these concepts will be extensively discussed in Chapter 3 of this study.

The qualitative methodology shares its philosophical foundation with the interpretive paradigm, which supports the view that there are many truths and multiple realities; this type of paradigm focuses on the holistic perspective of the person and environment (Weaver and Olson's, 2006)

Mirrors do not flatter the users, they do not tell lies to them; they 'honestly and objectively' reflect the exact image with its good and bad side, the imperfections, the dirt and the blemishes. This presentation with this metaphorical 'mirror' sounds philosophical, but it has a simple and practical application to this research.

It is therefore incumbent on SADTU to courageously, honestly and objectively look up and see itself in that 'mirror' and where necessary clean the dirt and remove the blemishes it sees on its face through that 'mirror', which are the perceptions of the teachers on SADTU's contribution to teacher professional development. Failure to take responsibility to clean up the dirt and blemishes on its face will inevitably sooner or later result in shame to SADTU, its constituency and other critical partners in the final analysis.

Denial and neglect by this teacher union of the most probably unflattering side of its reality that could be reflected on the 'mirror' would be inexcusable and self-destructive. Conversely, acknowledgement and addressing of the probable discovery of an unpleasant reality in the 'mirror' could establish a platform for 'reflection and dialogue' (Taylor, 2011) that would have positive outcomes towards adding value to SADTU's attempts to contribute to the very critical teacher professional development. The ripple effect of that honest 'reflection and dialogue' is the systemic improvement in the education of the country and globally competitive standards in learner performance. Teacher perceptions therefore in this study are paramount, because they are the means to achieve that end, in the researcher's view.

1.8 DEFINITION OF KEY CONCEPTS

Perception: Perception is a set of internal sensational cognitive processes of the brain the subconscious cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the mind (Wang, 2007). What are stored in

the minds of the people they are the experiences that have been accumulated as the results of the five senses (Ibid).

To the researcher, since interpretations are personal or subjective, perceptions may not be expected to be picture-perfect or flawless. This line of thought is in tandem with the English expression that states that beauty is in the beholder's eye. The plethora of perceptions of the selected teachers to the contribution of SADTU to teacher professional development could therefore never be homogeneous. These perceptions are rich in their diversity. The perceptions pieced together, they form the interrelated, multi-dimensional, complex and aesthetic tapestry of reality on the topic under study.

These are the composite 'sets of internal sensational cognitive processes of the brains' of the sampled teachers played out or 'externalised' through this study. The population, of other thousands of teachers, needs to see this representative picture of itself for a hopefully better self-knowledge. Since knowledge is power, they will also be empowered to make a significant impact in the education system.

DeVries, (1999) conceptualises perception as 'a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment'. Perception may be considered as the sixth sense of human beings since almost all cognitive life functions rely on it (Wang, 2007). The inclusion of this key concept for definition and analysis was critical and pivotal for the study.

Trade union: a trade union or a union is a legal association of workers registered for the purpose of protecting the interests, rights and privileges of the workers, which fights for social justice, freedom and peace (Aremu, 2011). Unions have always existed to represent and defend the interests of their members and it may be assumed that is about matters of salary, workload, performance management and the like (Bangs and Frost, 2012). Unions use the means of workers' education, industrial harmony through the processes of collective bargaining and trade disputes (Aremu, 2011).

Unions then as last resort, employs the methods of strikes, economic, industrial and political strikes to seek redress, social justice and freedom for the workers (Ibid).

Teachers, as was established in this study, are also professional workers who employ the same tactics and strategies of other unions, in orders to achieve their interests with their employer, the Department of Education.

Professionalism: professionalism in teaching is best defined and described not in terms of pay or status or qualifications, but by looking at the distinctive kinds of actions and judgments that teachers typically make (Adendorff, 2001). A teacher's professional conduct or lack thereof, either validates or discredits him. Qualifications, status or the salary one gets do not feature (Ibid).

Professional development: signifies any activity that develops an individual's skills, knowledge, expertise and other characteristics as a teacher. These include personal study and reflection as well as formal courses (Saleh, 2006). Kosmoski, (2000) conceptualises professional development also as a planned programme of activities designed to promote personal and professional growth or remediation of staff members.

1.9 OUTLINE OF CHAPTERS

The study is outlined in chapters compiled as follows:

CHAPTER ONE: This chapter covers the background of the study, the statement of the problem, main research question, sub questions, purpose of the study, motivation for the study, delimitations and definition of key terms.

CHAPTER TWO: This chapter constitutes a literature review to provide a conceptual framework for the investigation of the status and practice of SADTU, in the context of the most significant changes in the South African education system since 1994. Furthermore, there is a conceptualisation of both teacher professional development and teacher professionalism. Teacher unionism in general and exploration of SADTU are covered as well.

CHAPTER THREE: This chapter deals with the research methodology adopted for the study. This chapter describes the research approach used, gives an overview of

the research design and outlines the data collection and analysis methods. The constraints and limitations of the research are discussed. A discussion on ethics in research concludes this chapter.

CHAPTER FOUR: Data is presented and analysed in this chapter. Furthermore, this chapter entails an in-depth discussion of the findings. Selected teachers' interviews are extracted in this chapter to further explicate the core research issues. The discussion of the findings leads to the drawing of an emergent picture of the status and practice of SADTU.

CHAPTER FIVE: This chapter concludes the study with recommendations for the successful and optimal implementation and practice of SADTU in South African schools. Suggestions for further research are made, the limitations of the study are highlighted and the study is concluded.

CHAPTER TWO
LITERATURE REVIEW

2.1 INTRODUCTION

This chapter explores the conceptualisation of: teacher perceptions of unions and professional development, teacher professional development and teacher professionalism. It also explores teacher unionism, teacher unionism in South Africa and discusses the South African Democratic Teachers' Union it also discusses these two concepts: teacher professional development and teacher professional unionism. The chapter also reviews literature on earlier studies in teacher professional development both under the apartheid and post-apartheid dispensations. The discussion provides a base and an understanding of the developments in teacher professionalism. The group of selected people in this research are teachers who are the members of the South African Democratic Teachers Union, SADTU, NAPTOSA and SAOU. The social reality of these teachers under research is the perception of these union teacher members on the contribution of SADTU of teacher professional development. Focus on teacher professionalism arises from the fact that the teacher is the catalyst for student achievement (Maldonado and Victoreen 2002; Tichenor and Tichenor, 2005).

2.2 CONCEPTUALISATION OF TEACHER PERCEPTIONS OF UNIONS

Perception is a set of internal sensational cognitive processes of the brain the subconscious cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the mind (Wang, 2007).

Perception may be considered as the sixth sense of human beings since almost all cognitive life functions rely on it (Wang, 2007). Perception is also an important cognitive function at the subconscious layers that determines personality (Ibid). In other words, personality is a faculty of all subconscious life functions and experience cumulated via conscious life functions (Ibid). This is the subjective, sixth sense of multiple, individual realities of union teachers this study presents.

It is critically important to the researcher to establish the perceptions of the teachers in this study, because 'conception of reflection and dialogue' (Taylor, 2011) is

possible through establishing the teachers' perceptions regarding the contribution of SADTU to teacher professional development. As constructed in Chapter One, these teachers' perceptions, if positively embraced, will be the mechanism and a drive for SADTU to develop self-introspection and self-evaluation of its contribution to teacher professional development. Concerted effort for organisational engagement with all its structures, towards enhancement and advancement of SADTU contribution to teacher professional development, will hopefully ensue from that realisation.

Notwithstanding, trade unions membership has come to be perceived as an effective means of improving wages and securing other extrinsic rewards from work, (Zammit and Rizzo, 2002). Additionally, union membership is widely regarded as a form of personal insurance (Ibid). The union, teachers believe, is a source of protection, an insurance policy, without which they would be far worse off (Rosenberg and Silva, 2012). It protects members against political discrimination in the context of political polarisation, where political considerations tend to intrude and dominate many aspects of everyday life (Zammit and Rizzo, 2002).

Trade union membership also protects members in cases of disciplinary action by employers and ensures fair treatment in the allocation of overtime, promotions and other benefits (Ibid). Worldwide public-sector (included teachers' unions too) unions have successfully extracted excellent benefits for their members and forced governments to grant unionized workers light workloads and generous pensions, while also making it impossible to sack incompetent and underperforming workers (Letseka, Bantwini and King-McKenzie, 2012).

More than three-quarters of teachers today (including more than 70 percent of new teachers) say that, absent the union, their working conditions and salaries would suffer (Rosenberg and Silva, 2012). Majorities also agree that they would be more vulnerable to school politics, and would have nowhere to turn in the face of unfair charges by parents or students (Ibid). Virtually all the top-performing countries on international education measures have strong teacher unions, including Finland, Korea, Japan, Canada, Australia and others (Levin, 2010).

All these factors, to the researcher's assessment therefore, are effectively the pull factors that fundamentally make teacher trade unions to be attractive to their respective members. They are to the researcher the cornerstones of any viable trade

union. Trade unions on the other hand have been criticised by workers for lack of responsiveness to their needs, lack of internal democracy and dialogue (Nichols and Sudur, 2005). Furthermore, in the context of South Africa SADTU has power, but its commitment to improving the quality of South African education is questionable, as evidenced by its own interests and perceived interests of its members (Lovemore, 2012). Factionalism, power-mongering, nepotism, defending the indefensible these are all rife in the Eastern Cape, and SADTU is deeply involved (Ibid).

Bloch (2008) notes a tendency for relations with teacher unions to be conflict-based "labour relations" rather than processes of mutual professional development. Bloch states that the only language known by unions to achieve their goals is: "*we demand*". In most SADTU-organized strikes the DoE is known to accede to the union's demands (Letseka, 2010). This can be attributed to SADTU's historical links with South Africa's liberation struggle politics as sketched by Chisholm (2003), and the fear by government that protracted teachers' strikes would have a negative impact on time spent on teaching, preparation and planning (Chisholm et al., 2005; Makola, 2005).

SADTU defined itself more 'concerned with wider issues than narrow workplace and salary concerns'. However, ironically, the current SADTU mines the very narrow salary concerns to render education ungovernable (Letseka, 2010).

2.3 CONCEPTUALISATION OF TEACHER PERCEPTIONS TO PROFESSIONAL DEVELOPMENT

Today's teachers want more than just bread and butter basics from their unions. They expect that unions will not only protect them, but also will engage in some of the reforms aimed at transforming their profession (Rosenberg and Silva, 2012).
Maintaining an educational system of highly qualified teachers is an ongoing effort to keep schools current and future-focused. Emphasis on 21st century skills for students requires teachers to have the knowledge, skill, and support to be effective 21st century teachers (Trilling and Fadel, 2009). Professional development keeps teachers current. Trilling and Fadel (2009) suggested professional development programs must meet the needs of the 21st century learner, which includes collaboration with other teachers and a connection to real practice.

Still, for some teachers, the union's role should be to stand against the rising tide of reform. "If they're raising requirements, because they're always raising requirements on what teachers have to do, somebody's job needs to be 'no,' (Rosenberg and Silva, 2012). The researcher understands this to mean that teacher unions, as the teachers' labour rights and interests' watchdog, they should maintain a healthy balance between having reforms that significantly transform their profession and saying 'no' to excessively raised requirements by the educational authorities. This is a principle of checks and balances at play.

2.4 CONCEPTUALISATION OF TEACHER PROFESSIONAL DEVELOPMENT

All professions require a continuous update of knowledge and skills, and teaching is no exception (Sparks and Richardson, 1997; Somers and Sikorova, 2002). It is universally acknowledged that an educator's professional development does not end with the initial pre-service training (Ho-Ming and Ping-Yan, 1999; Somers and Sikorova, 2002). Over time the knowledge and skills of staff members in schools are subject to deterioration, whilst new developments in educational thinking render their skills out-dated or inefficient (Campbell, 1997). Moreover, educators will not change the way they teach unless they learn new ways to teach (Sparks and Richardson, 1997). Since teacher professional development has become more diverse than ever, it covers a variety of activities that are designed to enhance the growth and professional competence of staff members (Campbell, 1997; Adams, 1997).

Professional development is one of the major focuses of government policy (Campbell et al, 2004). This development is necessary because teaching today takes place in a world of rapid change and development, hence teachers are expected to meet high standards of teaching and raise levels of achievement in schools (ibid). Research also indicates that longer-term, team-oriented development approaches are replacing passive workshops and lectures by experts (Sachs, 1999; Rhodes and Houghton-Hill, 2000; Brandt, 2002).

The focus of these development approaches is the continuous updating of the professional knowledge, skills and attitudes required of staff so that all learners can learn and perform at higher levels (Browell, 2000; Sparks and Richardson, 1997; Ho-Ming and Ping-Yan, 1999; Somers and Sikorova, 2002). It is difficult for learners to attain high levels of learning unless the staffs themselves are continuously learning

(Sparks and Richardson, 1997). The South African Qualifications Authority also regards lifelong learning as one of the key principles for development (National Skills Development Strategy, 2001).

Marcelo (2009), states that professional development can be conceptualised in many different ways. This depends, however, on the contexts in which it takes place (Ibid). Effective professional development is embedded in the day-to-day reality of teachers' work and considers teacher input in its design (Marcelo, 2009). He states that professional development allows for critical reflection, it is internally coherent and vigorous, and is sustained over a long period of time (Ibid). The principles of staff development, according to (West, 1989), include the following: staff must view themselves as owners of the programme; the programme must suit all staff; it must have the support of higher authorities; it must be rooted in the organisations' culture; and it should be based on an assessment of the needs of the teachers.

In a country like South Africa, where there is 'no single culture', the organisations' culture can be termed 'multi-cultural' (Ruth, 2001). Green (2008) warns that 'continuing professional development programmes should not become slaves to political demand, but should reflect the pedagogical and professional needs of teachers and the changing learning needs of pupils'.

Professional development of teachers, as viewed by Marcelo (2009) may be interpreted as an attitude based on constant questioning and the search for solutions. Bolam, McMahon and Terigi (2007) assert that professional development of teachers refers to these notions: permanent training, continued training, in-service training, human resources development, life-long learning, re-cycling or skill-building courses. The concept 'development' has a connotation related to evolution and continuity which, goes beyond the traditional overlapping of basic and continued teacher education (Marcelo, 2009).

According to Marcelo (2009), professional development affects student achievement through three steps. First, professional development enhances teacher knowledge and skills. Second, better knowledge and skills improve classroom teaching. Third, improved teaching raises student achievement. If one link is weak or missing, better student learning cannot be expected (Ibid). If a teacher fails to apply new ideas from professional development to classroom instruction, for example, students will not

benefit from the teacher's professional development. In the first step, professional development must be of high quality in its theory of action, planning, design, and implementation (Ibid). It should be intensive, sustained, content-focused, coherent, well defined, and strongly implemented (Garet, 2001; Guskey, 2003; Loucks-Horsley and Supovitz, 2001).

In the second step, teachers must have the motivation, belief, and skills to apply the professional development to classroom teaching, (Borko, 2004), supported by on-going school collaboration and follow-up consultations with experts. Doing so could require overcoming such barriers to new practices as lack of time for preparation and instruction, limited materials and human resources, and lack of follow-up support from professional development providers. In the third step, teaching—improved by professional development—raises student achievement. These writers, however, contest that the challenge is evaluating the gains.

The New Jersey Department of Education (2006) in the US holds the view that teacher professional development is a lifelong process of refining skills and developing new methods of teaching. It becomes imperative therefore that a staff development model is an encompassing one which promotes sustained development. The New Jersey Department of Education, (2006) determined standards for the PD of teachers. They view PD as an on-going process in which effective educators are lifelong learners. PD must engage each educator in a collegial and collaborative dialogue with other educators and education partners so that knowledge and expertise is broadened (New Jersey Department of Education, 2006). Kennedy (2007)'s examination of the Scottish PD of teachers concluded that there still needs to be a more rigorous interrogation of the PD policy by all stakeholders in order for 'the underlying conceptions of professionalism' to be made more explicit (Kennedy, 2007).

Elmore (2004) observes that improvement above all entails "learning to do the right things in the setting where you work". Elmore argues therefore that student learning depends on every teacher learning all the time. May's (2007) account of the principles underlying Toyota's continuing and growing success over the course of a century. May, (2007) breaks it down to three basic principles: ingenuity of craft, pursuit of perfection, and fit with society. None of these principles characterize the teaching profession, and that is why, according to him, teachers must abandon

professional development and make professional learning an everyday experience for all educators (Ibid).

A particular target for criticism is the prevalence of single-shot, one-day workshops that often make teacher professional development 'intellectually superficial, disconnected from deep issues of curriculum and learning, fragmented, and noncumulative' (Ball and Cohen, 1999). And because there is no coherent infrastructure for professional development, professional development represents a 'patchwork of opportunities—formal and informal, mandatory and voluntary, serendipitous and planned' (Wilson and Berne, 1999).

Professional development involves workshops, courses, programs, and related activities that are designed presumably to provide teachers with new ideas, skills, and competencies necessary for improvement in the classroom (Cole, 2004). These activities are not useless, but they can never be powerful enough, specific enough, or sustained enough to alter the culture of the classroom and school. One author went so far as to title his article, 'Professional development: A great way to avoid change' (Cole, 2004). Professional development is a great way to avoid change because it lessens the pressure for change, diverts people's energy into thinking they are doing something valuable, and drains energy that should be directed at the hard work of changing school cultures that are deeply rooted in the past (Ibid).

Second, and more to the point, we have failed to appreciate the profound meaning and implications of (Elmore's, 2004) plaintive refrain that we have it all wrong: "What is missing … is any recognition that improvement is more a function of learning to do the right things in the setting where you work than it is of what you know when you start to do the work" — (and, I would add, than it is of what you know when you come from the latest workshop). And 'The problem (is that) there is almost no opportunity for teachers to engage in continuous and sustained learning about their practice in the settings in which they actually work, observing and being observed by their colleagues in their own classrooms and classrooms of other teachers in other schools confronting similar problems' (Ibid).

Recent studies clearly point to teacher professional development that is linked to subject content and pedagogy as the key to improved learner performance (Smith and Gillespie, 2007; Vemić, 2007). In addition, teachers 'who engaged in sustained,

collaborative professional development around specific concepts in their curriculum were more likely to change their teaching practice in ways associated with greater student achievement' (Negroni, 2005). The school context itself is an important element influencing the extent of the impact of professional development (Meiers and Ingvarsin, 2005). This implies the need for professional learning communities in which teachers learn and work together and focus on student learning (Sparks, 2003).

When learning is viewed as a social activity, individuals will experience improved learning as members of a team or group. Doring (2002) states that focusing on individuals is incorrect. The approach should rather be on the school as a whole where the "associated emergence of a 'team culture' with an instrumental function of improving teaching and learning becomes a key component of professional growth" (Doring, 2002). The movement for teacher professional communities within schools grew from the belief that one cannot take individual teachers out of their environment, train and change them then put them back into the same environment and expect them to change that environment (Smith and Gillespie, 2007). Rather, teachers need a community of like-minded teachers within the school, so that they can learn together about their work as they apply that learning.

Teachers in the current system are not equipped with the necessary knowledge and skills (Steyn, 2009). South African schools are viewed as being in 'in crisis' (Paton 2006) and in 'a state of disaster' Bloch (2008) with 'more than enough reason to be discouraged' Beeld, (2008). In this regard Paton (2006) declares: 'Poor quality teaching is the key reason why the education system is failing so many schools'. (The Report of the Ministerial Committee on Rural Education, 2005) regarded the limited access of teachers to professional development as a critical area for change (RSA, 2007). The National policy framework for teacher education and development is an attempt to address the need for suitably qualified teachers in South Africa (RSA, 2007). This policy focuses on two complementary subsystems, namely initial professional education of teachers, and Continuing Professional Teacher Development (CPTD) (RSA, 2007).

In schools where there is collaboration among staff, teachers regard one another as resources with the shared value of providing high-quality education for all learners (Robinson and Carrington, 2002). They utilise one another's strengths and

complement one another's skills and knowledge, which establishes ownership of their own professional learning and leads to more effective teaching and learning (Robinson and Carrington 2002, King and Newman 2001). Collective learning serves to bridge the gap between the individual and the organisation because by "developing individual and team learning, the organisation will begin to become a learning one". What is a learning organisation? This implies that colleagues have to engage in regular informal and formal collaborative interactions relating to topics identified by the group or team, with opportunities to examine new information, reflect on classroom practices and analyse outcomes (Meiers and Ingvarson, 2005).

A school culture may hinder opportunities for professional discourse about teaching and collaboration among colleagues (Doring, 2002). Although teachers may be willing to reflect on their practice and work with others and focus on teaching and learning and learner performance, there may not be sufficient support in the form of allocating time, resources and supportive leadership for them to do it. It is therefore a challenge for schools to deliberately create an effective learning culture among their staff. A collaborative learning culture aims to develop a shared understanding among staff members by means of on-going and regular discussions concerning teaching practice (Campbell and Uys, 2005). The ideal in a school is therefore to develop among staff members' knowledge and skills that are beyond what can be achieved by a single individual (Campbell and Uys, 2005).

All teachers need to enhance their skills, not necessarily qualifications, for the delivery of the new curriculum (Department of Education, 2006). A large majority need to strengthen their subject knowledge base, pedagogical content knowledge and teaching skills. A sizeable proportion need to develop specialist skills in areas such as health and physical education, HIV and AIDS support, diversity management, classroom management and discipline, and so on. Many need to renew their enthusiasm and commitment to their calling (Department of Education, 2006).

2.4.1 The Previous CPTD system

Teaching is at the heart of the school system, and the quality of teachers' professional practices is at the root of the quality of schooling, the CPTD Task Team, 2008. Continuous Professional Teacher Development or CPTD translates into gains

in student achievement (Borko, 2004). The National Teacher Education Audit in 1995 showed that a third of the teaching force at that time was engaged in qualifications-driven in-service education, and that in many instances, though there were considerable rewards in terms of salary increases, such qualifications had little or no impact on classroom practice.

Despite a huge effort and the commitment of resources by schools, Provincial Departments of Educations, Universities, NGOs, Community Based Organisations (CBOs), teachers' unions and faith-based organisations that have been applied to in-service education, current provision remains fragmented and un-coordinated and therefore makes a rather limited impact (Department of Education, 2006). The report of the 2003 TIMMS Study showed that South African teachers have extensive development opportunities, but the evidence of poor learner performance shows that these have limited impact (Ibid).

2.4.2 The new CPTD system

The Department of Education (2006) has developed a new CPTD system that will:

• Ensure that current initiatives devoted to the professional development of teachers contribute more effectively and directly to the improvement of the quality of teaching;

• Emphasize and reinforce the professional status of teaching;

• Provide teachers with clear guidance about which Professional Development (PD) activities will contribute to their professional growth;

• Protect teachers from fraudulent providers; and

• Expand the range of activities that contribute to the professional development of teachers (Department of Education, 2006).

The South African educational system has undergone dramatic changes in the past decade, thereby impacting heavily on the roles and work of teachers in the classroom (Phiri, 2011). Schools are currently facing their greatest challenge: to provide quality education (Darling-Hammond and Richardson, 2009). Studies confirm that teachers can play a key role in making a difference in the quality of

education, since investing in teachers' development may have more positive effects than investing in other physical resources (Rodrigues-Campos, 2005; Vemiæ, 2007).

South Africa spent R95 billion on education and skills development in 2006/07 financial year (National Treasury, 2007). At 69, 8 per cent, primary and secondary schools make up the largest share of total education spending. Of concern to the National Treasury is that statistics on education do not reflect that the changes in education outputs always match the growth in amounts spent on education (Ibid). Outputs and outcomes are not responding fast enough to increases in spending (Ibid).

'The levels of underperformance in our education system are unacceptably high and an unjust subversion of the historic promise of freedom and democracy' (Minister of Education, 2008). South Africa's primary and secondary schools perform poorly, even among African countries.

Grade 8 learners scored lowest of 46 countries in mathematics and science in 2004 (Reddy 2006; UNESCO, 2006). These results hide the fact that black and coloured schools fare much worse than predominantly white and Indian schools (Christie, 2008; Van der Berg, 2008), prompting experts to conclude that historically black schools have not improved significantly since the end of apartheid (Fleisch 2008; Van der Berg, 2008).

According to Metcalfe, the education outcomes of South African schools are poor and disappointing. She is of the opinion that the South African education system has failed to transform teaching and that it has not paid enough attention to the professional development of teachers. Her solution lies in developing teachers professionally because she believes that 'better teachers will make better education' (Metcalfe 2011).

On the question of INSET or in-service-training, one senior manager had this to say: 'There is a lot of paper chase in the system, and teachers follow the easier courses, to get more qualifications and to get once-off payment. Teachers are put onto programmes which have nothing to do with improving teaching and learning. School managers do leadership training that has little to do with the realities of managing schools' (NEEDU, 2013).

Regarding attempts by district officials to capacitate teachers, cluster and afternoon clusters were a common practice in 13 of the 15 districts visited. Yet, the view that this is an ineffective mechanism is widespread (NEEDU, 2013). Despite their poor subject knowledge, the large majority of South African educators are considered to be appropriately qualified, as indicated by possession of a Senior Certificate (Grade 12) and a minimum of four years of appropriate post-school training, or the equivalent (NEEDU, 2013).

Despite that seeming impasse Steyn, (2011) argues that as a developing country, it is crucial that South African students are equipped with the necessary knowledge and skills to become productive citizens and to eventually compete internationally. Against this backdrop, teacher professional development is therefore also of critical importance in the South African education system. The researcher is of the view that expected contribution of the teacher unions to teacher professional development is justifiable, especially the biggest teacher union, the South African Democratic Teachers Union. The researcher's assessment is that teacher professional development empowers the individual union member for them to add value to the learning and teaching experience and thereby transform and develop the country's economy. This in essence and effectively is a fundamental strategic eradication of poverty, inequality and unemployment.

2.4.3 No Sustained Teacher Professional Development in South Africa

The irony of the situation is that at the moment very little effort is spent on support of teachers' development. The Chisholm, Hoadley and Kivuli, (2005) study, which was based on a nationally representative sample, shows that 40% of teachers reported that they were receiving little or no support at all from the Department of Education. Jansen (2003) argues that for the state to expect any form of accountability from teachers without backing it up with support and development is not acceptable. In a study by Bantwini (2012) on science professional development (PD) in the Eastern Cape teachers expressed disappointment with their current district PD, which they perceived as being in crisis and not resonating with their views and their expectations that PD should provide them with content knowledge and teaching materials. The rare PD opportunities were also noted as an issue in the district.

Chisholm, Hoadley and Kivuli (2005) state that more than 90% of teachers indicated that the new curriculum and assessment has increased their workload. The HSRC study on teachers' workloads also supports the thesis that teachers' work has been intensified as a result of amongst others, the new assessment requirements (Hall et al, 2005) 'Many conscientious teachers feel permanently overworked and overwhelmed by their responsibilities' (Department of Education, 2005).

This is further complicated by the fact that some teachers often teach learning areas that they have not been trained to teach and they teach in phases that they have not been trained to teach (NAPTOSA, 2005). According to one of the unions representative this is an indication that teachers are not regarded by the state as professionals who were trained in particular fields and to teach at particular levels. She argues that unlike members of other professions, teachers are treated as generalist who can be shifted around the system as and when the bureaucracy feels like doing that (Chisholm, and others, 2005).

Teachers believed that PD should be an on-going activity where various issues, ranging from science content knowledge, pedagogical issues, and new policies to frequent updates on issues related to their profession, were discussed.

These discussions were noted as core to every teacher's professional growth (Bantwini, 2012). When teachers have workshops, they mentioned that they were not given enough time during the workshop to assimilate and accommodate the new messages. These workshops are good, but they are not given enough time. A lot of work is done in a short space of time (Bantwini, 2012). There are little gains derived from them, consequently. Jansen (2003) argues that professional development should be the basis for accountability. In addition to teachers being not professionally developed, teacher workloads worsen the situation.

Teachers are given a workshop and the next thing they are loaded with a lot of work. With regard to their PD experiences, teachers mentioned that they were not being professionally developed by their district (Bantwini, 2012). They complained that the few workshops that were being provided by their district, as the only form of PD opportunity, were not meeting their immediate and future classroom needs (Ibid).

Lessing and De Witt (2007) believe that teachers should receive on-going PD in order to excel in the implementation of new South African curriculum reforms. These authors argue that effective and continuous TPD is necessary to empower teachers by giving them the necessary confidence, knowledge and skills to perform effectively. TPD has widely been accepted as an essential mechanism for deepening teachers' content knowledge, and developing their teaching practices (Smith and Desimone, 2003). TPD in South Africa has also been criticized for, in general, not meeting the desired goals in science education (Borko 2004). There are causes of TPD's failure to align classroom practice with the new curriculum reforms. These factors contribute to the ineffectiveness or the failure of TPD to achieve the desired objectives and goals. Richardson (2003) cautions that PD is a complex enterprise that is full of ethical, structural and cultural dilemmas (Ibid).

According to Taylor there is considerable variation between provinces in South Africa regarding the funds devoted to education, the status of education in the province, and the school infrastructure (Taylor, 2006). He asserts that some provinces are better positioned than others to promote education and provinces vary in the priority they give to education in relation to their other responsibilities. As regards the local support for schools and teachers, this is a responsibility of districts, of which there are 80 in the country. The researcher views this provincial diversity regarding educational prioritisation as having an impact on teacher professional development and eventually learner performance in the South Africa.

Again, the performance of the districts varies greatly. Some are inadequately staffed, or inappropriately staffed (Taylor, 2006). Some staff members would have worked in and been influenced by the previous regime. Some would have little practical experience of teaching under the new policy paradigms. They do not exhibit the sense of fluency within nor ownership of new policy approaches that would carry credibility and conviction among school staffs. As advisors to teachers, many staff members tend to be overstretched, even if they were in a position to demonstrate best practice to teachers and leaders in the schools (Ibid).

According to the National Education Evaluation and Development Unit (NEEDU) over the last two decades billions of rands have been poured into what has been called *teacher subject knowledge capacitation*, through a plethora of teacher in-service training (INSET) programmes, while the pre-service (PRESET) sector has

been radically restructured in the last ten years. However, there is general dissatisfaction with these efforts, with INSET widely perceived to have been ineffective, while any improvement in the quality of beginning teachers awaits demonstration. These were confirmed by NEEDU respondents during visits to schools, districts and provinces in 2012 (NEEDU National Report, 2012).

In order to improve the education system of the country, a new system referred to as Integrated Quality Management Systems (IQMS) was formulated by the Education Labour Relations Council (ELRC, 2004). (Raj Mestry, Ilona Hendricks and Tom Bisschoff, 2009) state that a large number of teachers perceived IQMS and specifically the DAS procedures as not beneficial to professional growth and they did not think that there is a tight fit between school staff development and the needs of teachers. Both these items beg for a closer collaboration between the designers and implementers of these programmes and the recipients of these programmes, the findings of the Ministerial Committee (Department of Education, 2009).

Darling-Hammond and McLaughlin (1995) contend that the success of new policies depends on effective local responses to specific teacher and learner needs. Furthermore, these authors propose seven elements that should be included in TPD, as follows: engage teachers in practical tasks and provide opportunities to observe; assess and reflect on the new practices; be participant-driven and grounded in enquiry, reflection and experimentation; be collaborative and involve the sharing of knowledge; directly connect to the work of teachers and their students; be sustained, on-going and intensive; provide support through modelling, coaching and the collective solving of problems; and be connected to other aspects of school change.

2.5 CONCEPTUALISATION OF TEACHER PROFESSIONALISM

According to Sachs (2001) recent education reforms and the associated changes in working conditions and professional expectations have meant that issues of teacher professionalism and professional identity are being contested at both the level of policy and of practice (Ibid).

In a research on teacher professional identity the absence of a conceptualisation in several works is noted (Beijaard, Meijer and Verloop, 2004). They determine that identity is an on-going process, and therefore that identity is dynamic rather than

stable, a constantly evolving phenomenon (Ibid). It involves both a person and a context: 'within a context teacher learn professional characteristics that are adopted by individuals in unique ways. Without a language police, however, it is unlikely that the term professional(ism) will be used in only one concrete way' (Ibid).

The concept of teacher identity is often used interchangeably with professionalism. Teacher identity refers to teachers' perceptions about 'who they are' and 'who they want to become' (Smit and Fritz, 2008). It concerns the view of the teacher about what teaching is and what behaviours are expected of a teacher. Lopes and Tormenta, (2010) differentiate between individual and collective identity. Individual identity is a combination of the ideal of oneself in the social role (such as teaching) as a function of the possibilities available in the culture. Collective identity refers to representations of the profession shared by groups (ibid).

Teacher identity is formed even before a prospective teacher enters a pre-service college as part of the teacher's desires and personal conditions in the choice of the profession (Day, 2002). This basic identity changes when the teacher enters service and meets real work conditions, for teacher identity is shaped by social interactions with colleagues, especially those with whom the teacher shares the same teaching subject. Educational reforms affect the teacher's identity in that 'the ways and extent to which reforms are received, adopted, adapted and sustained or not sustained will be influenced by the extent to which they challenge existing identities' (Ibid).

According to teacher professionalism literature, professional educators have some defining characteristics. Among others, professional teachers provide a teaching service of high quality, are role models to their learners and the community, are upholding professional values such as effectiveness, efficiency and punctuality and have an organisational pride and discipline in what they do (Fullam 1992; Hopkins 2001, Lethoko 2002; Heystek 2006 and Nuku 2007).

It is furthermore important to establish what type of teacher professionalism is referred to. Doyle (1987) distinguished between three types of professionalism in the teaching environment, namely strict professionalism, extended professionalism and contemporary professionalism. Strict professionalism refers to educators who only concentrate on their teaching duties (Ibid). Such educators 'maintain order to promote teaching and learning along the lines specified to achieve the objectives in

time' (Ibid). Interestingly, SADTU has another understanding of what constitutes teacher professionalism, material conditions on the ground for teachers determine teacher professionalism. SADTU says that the teachers' welfare, working satisfactory working conditions and satisfactory salaries can encourage teachers to be more professional, dedicated and motivated to teach (Heysteck and Lethoko, 2001).

Extended professionalism, on the other hand, refers to educators who not only care about their teaching obligations, but also about extra-curricular activities. They believe that learners 'need to be developed beyond the limited concept of teaching' (Doyle, 1987). Lastly, contemporary professionalism has to do with contextual political understanding and awareness. Educators view "mistakes as opportunities to move forward", while understanding social transformation and the value of a democratic style of leadership (Doyle, 1987). Teachers' professionalism in this study refers to a combination of the three types (Ibid).

Indeed the conceptualisation of `professionalism', what constitutes a profession and so on, have been sites of academic and ideological struggle between union leaders, bureaucrats and academics that are currently being played out in a variety of settings. There is no singular version of what constitutes professionalism or teaching as a profession that is shared by these diverse groups. This is despite the fact that each of these groups claims to be acting in the best interests of teachers individually and collectively (Furlong, 2000).

The three concepts of knowledge, autonomy and responsibility central to a traditional notion of professionalism, are often seen as interrelated. It is because professionals face complex and unpredictable situations that they need a specialized body of knowledge; if they are to apply that knowledge, it is argued that they need the autonomy to make their own judgements. Given that they have autonomy, it is essential that they act with responsibility; collectively they need to develop appropriate professional values. Autonomy in this research is used in the sense of Bailey (cited in Morrow 1989) who says:

…an autonomous teacher is not anomic, not ungoverned. To claim to be autonomous is to claim to *be governed* in a special kind of way. An autonomous teacher does not ignore the wishes and interests of others – parents, pupils, governments, employers – but such a teacher does reserve the right to consider

such wishes and interests in the light of appropriate criteria. The wants and wishes cannot be simply taken as given starting points.

Professionalism among teachers relates to many competencies that teachers possess (Botha, 2011). These competencies are: good behaviour, being exemplary to others, consciousness and a positive attitude towards their work (Ibid). The researcher views training teachers on these very important aspects necessarily means a significant part of teacher professional development. Bledstein states that the culture of professionalism releases the creative energies of the free person, who is usually accountable to himself and his professional interpretation of the ethical standards of his profession (Bledstein, 2006).

In support of this statement Morrow (2004) maintains that "professionalism refers to the competencies and commitment needed to engage successfully in the practice of teaching" (Ibid). Schreuder (1993) adds that teacher professionalism extends to the educator's "commitment and positive professional attitude towards executing their educational task" (Ibid). Teacher professionalism can be regarded as a state of mind about what is needed for teachers to qualify themselves as professionals in their occupation (Botha, 2011). Mosoge and Taunyane (2009) echo this conceptualisation and state that teacher professionalism is closely related to personal and behavioural determinants such as dedication, commitment and highly skilled practice. The researcher deduces from this conceptualisation that it is generally accepted that professionalism is associated with the delivery of quality service or workmanship.

Helterbran's (2008) research shows that teachers consider professionalism to include characteristics such as doing my job, loving to be with and around children, dressing well, doing my own lesson plans and having a college degree. Tichenor and Tichenor (2005) view 'being professional' in terms of appearance, punctuality, using proper language, building strong relationships, commitment to change, continuous improvement, subject knowledge, pedagogical knowledge, and working relationships beyond the classroom (Ibid). Murray (2006) conceptualises professionalism 'as sets of professional knowledge, attitudes and values which determine and articulate the character of teachers' practices' (Ibid).

Professional educators have some defining characteristics (Nuku et al, 2007). Among others, professional teachers provide a teaching service of high quality;

professional teachers are role models to their learners and the community; professional teachers are upholding professional values such as effectiveness, efficiency and punctuality and have an organisational pride and discipline in what they do (Fullam 1992; Hopkins 2001, Lethoko 2002; Heystek 2006 and Nuku 2007).

Teacher professionalism is regarded as outward looking and refers to societal views of teaching as a profession, whilst teacher professionalisation is regarded as inward looking and refers to the issues of teachers as reflective practitioners (Wits, 2005).

2.6 DETERMINANTS OF A PROFESSION

Various researchers (Tschudin, 1992; Moloney, 1992, Calitz, 1996; McGaghie, 1993; Donnelly, 2001) state the following as the most common determinants of a profession:

2.6.1 Specialised knowledge: This refers to the knowledge and expertise possessed by the professional, gained through a long period of study, that an outsider or even members from other professions do not have (Donnelly, 2001).

“Teachers are the key agents in the quality of the education system. They should be treated and conceptualised as members of a profession (as opposed to as service ‘workers’)…” (Department of Education, 2005:3). This view is echoed internationally as there is a growing acknowledgement that the teacher is the most important factor in learning and teaching (Cochran-Smith, 2004). This means, therefore, that if teachers are professionals, like all other professionals, ‘they have specialised knowledge and expertise an outsider or even members from other professions do not have’ (Donnelly et al, 2001).

The profile of teachers in public schools in 2005 by Relative Education Qualification Value (REQV) was as follows: 66% were females, 33% males. Over 90% of teachers in South Africa were qualified, according to Department of Education norms. That is, they had qualifications rated at Relative Education Qualification Value (REQV) 13 or higher.

Table 2.1: South African Teachers' Relative Education Qualification Value (REQV)

REQV	%	Number	Female	Male	Black	White	Coloured	Indian
14	53	186 832	53%	52%	47%	88%	55%	89%
13	38	132 873	38%	39%	42%	12%	35%	10%
12	6	22 621	6%	6%	7%	0%	7%	0%
11	2	6 090	2%	1%	2%	0%	3%	0%
10	1	4 929	1%	2%	2%	0%	0%	1%
Total		353 345						
%	100	100%	66,3%	33,7%	79,6%	9,7%	7,9%	2,8%

Source: Vulindlela and PERSAL (2005)

Despite their poor subject knowledge, the large majority of South African educators are considered to be appropriately qualified (National Report 2012, 2013). Education qualifications have increased dramatically in the last two decades: in 1990 only 53% of educators were appropriately qualified. By 2008 this had increased to 94.4%, (Ibid). The massive growth in teacher qualifications has been fuelled by the part-time Accelerated Certificate of Education (ACE) offered by universities, (Ibid). Noting high variability across this field, the Council of Higher Education (CHE) has questioned the quality of most of these programmes (Ibid).

Table 2.2 presents a rise in the qualification of teachers in South Africa from 1990 to 2008. This is percentage presentation of qualified educators by race in the country, which reflects a significant increase in teacher qualification status. However, this very significant increase in qualification status notwithstanding, the quality of schooling remains well below expectations and, even more distressing, has shown no improvement in the last 15 years (Taylor, 2011). It appears that there is a large gap between the qualifications provided and the capacity required to teach effectively (ibid). An evaluation conducted by the Council on Higher Education (CHE) concluded that the majority of programmes providing Accelerated Certificates in Education over the last decade, at a cost of billions of rands, have been of mediocre quality at best (CHE, 2010).

Table 2.2: Percentage of qualified educators by race, 1990, 1994 and 2005 to 2008

	1990	**1994**	**2005**	**2006**	**2007**	**2008**
African	37	54	90.5	92.1	93.0	93.9
Colured	59	71	89.9	92.1	93.2	92.2
Indian	98	93	97.5	97.2	96.6	98.1
White	98	99	99.4	99.5	99.5	99.5
Total	**53**	**64**	**91.6**	**92.9**	**93.8**	**94.4**

Table 2.2 presents these trends on qualification improvement of South African teachers in percentages from 1990 2008. This presentation is even clearer, according to the researcher. There is marked increase in qualification attainment, but one questions the quality of these qualifications, because they do not translate to learner improved performance.

The researcher views this as one of the reasons South Africa lags behind many countries educationally. The researcher perceives and concurs with the Council of Higher Education that the quality of the most teacher professional development programmes does not improve much the teachers' pedagogical skills and content knowledge. Linked to the underperformance, among many poor South African black schools in townships and rural areas, is another persistent factor: teacher shortage and lack of resources.

Equally disconcerting are the patterns of continuing inequality throughout the system, with former white schools generally achieving the best results in the system, and former African 'homeland' schools the worst (Christie, Potterton and Butler, 2007). The current South African education system has failed to turn around the status quo which was created by apartheid. Despite the availability of a series of Acts (the Constitution of South Africa, the South African School Act, etc.) on which policies guiding public schools, many rural and semi urban learners continue to produce inadequate educational results in standardised examinations (Ngumbela, 2009). Schools are characterised by a lack of learning resources (Ibid).

There is a lower probability of having a full capacity of qualified teachers in all subjects. Schools have to cater with skeleton staff and employ the services of temporary teachers who are usually refused payment by the department (Ibid).

Qualified teachers are amongst a school's most valuable resources as they contribute towards ensuring quality education (Ministerial Report on Rural Education, 2005). However, teacher qualifications are only one of the input factors for quality education. Teacher's competence is a combination of academic knowledge and methodology - academic skills are not enough to have a positive influence on the students' results, and a broader teaching competence is also necessary (Ibid).

2.6.2 Professional development and research: This means commitment to learning and participation in professional activities that enhance performance by expanding the practitioner's knowledge base (Donnelly, 2001).

The continuous development of professionals' skills and knowledge is a crucial element of improvement in all professions (Boyle, 2005). As regards education, the focus is in particular on teachers as the key to improving student performance (Desimone, 2006; Murtaza, 2010). SADTU regards continuing professional development of its members as an essential prerequisite for improved teaching and learning in South African schools (SADTU NEC, 2011).

In order to raise education standards, there is a need for teachers to learn continuously and develop desired beliefs, attitudes, skills and values required (Schwille and Dembele, 2007). The new education system envisions teachers who are professional and proactive in identifying their areas of development needs (Ibid). However, the dominant forms of continuing teacher professional development, such as fragmented department-driven workshops, seminars and university courses, have been criticized as ineffective in improving instructional quality (Ibid).

The crucial value of teachers' experience and knowledge with regard to student learning is increasingly being acknowledged (Mundry, 2005). Even experienced teachers must continuously update their knowledge and skills, and must be involved in lifelong learning (Van Eekelen, 2006).

2.6.3 Professional authority and autonomy: Professional authority refers to the power or right to enforce obedience, or an influence exerted on opinion, based on recognised knowledge, or expertise. This gives the profession autonomy to regulate its own affairs and make decisions on behalf of their less knowledgeable clients (Donnelly, 2001).

Professional authority and autonomy, as a profession determinant, is in alignment with (Hoyle and John, 1995) dominant conception of teacher professionalism of the early periods until 1970, the *traits model*. The Model emphasised the important intellectual role that teaching plays in society. It also identified various traits that are necessary for a profession.

The traits include: a unique, definite and essential service; an emphasis on intellectual techniques in performing this service; a long period of specialized training; a broad range of autonomy for both the individual practitioner and for the occupational group as a whole; an acceptance by practitioner of broad personal responsibilities for judgement made and acts performed within the scope of professional autonomy; emphasis on service rather than economic gain and self-governing organisation (Hoyle and John, 1995).

Hoyle and John are, however, of the view that although this conception of teacher professionalism has been theoretically challenged, it remained useful in that there is still a general agreement on some of its criteria (Wits, 2005). The challenges to the *traits* model led to further debates such as whether teachers must be regarded as professionals or workers (Carrim, 2003; Shalem, 1990; Ozga and Lawn, 1988; Govender, 2004). Some debates, according to these writers, centred on whether teachers are workers or professionals that are occupying middle class.

2.6.3.1 Professional authority and autonomy to South African Teachers

The South African Department of Education looked for greater monitoring and control measures over office staff, schools and teachers (De Clercq, 2011). On the other hand, there is a democratic discourse, initiated from within the profession or teacher unions as an occupational strategy. The latter is about protecting teachers against dilution of their work practices and/or establishing greater collective autonomy to determine conditions of practice (self-regulation) as well as professional and ethical standards (Gamble, 2010). The managerial conception of professionalism has also been used to make teachers accept particular impositions by governments (like increasing teachers' workload under the pretext that teachers' professional responsibilities are being increased (Wits, 2005).

De Clercq (2013) states that the 2001 National Policy on Whole-School Evaluation (WSE) subjected schools and teachers to standardised bureaucratic monitoring and this without any consultation with unions. As alluded to in Chapter One of this study, SADTU boycotted the WSE for eroding the autonomy of schools and teachers as well as contradicting the spirit of DAS (Development Appraisal System) of empowering teachers to be reflective professionals, able to drive their own development. It also criticised the WSE for being an unfairly judgemental inspection system, which poorly assessed school/teacher performance by not examining the deeper causes of poor performance, linked to both the destructive apartheid legacy and inadequate department support (De Clercq, 2011).

Evans (2010) does not subscribe to such normative or discursive definitions of professionalism, which she argues are 'demanded' (by teachers' organisations) or 'required' (by the state) professionalism. She prefers a qualitatively neutral definition of professionalism, as something that is enacted (and not something that ought to be). In other words, this is a professional practice that is observed, perceived and interpreted: what teachers do, how and why they do it; what they know and understand; where and how they acquire their knowledge and understanding; what attitudes they hold; what codes of behaviour they follow; what their function is; what purposes they perform; what quality of service they provide; and the level of consistency incorporated into the above (Evans, 2010).

De Clercq (2013) distinguishes two broad teacher identities that are useful for this study. There are teachers who are compliant, over-dependent on the state's understanding of teaching. This passive compliant identity makes teachers respond to the state as workers or state functionaries, with little authority, power or interest in controlling their work. This leads to a narrow form of self-serving teacher professionalism, which is more concerned about teachers' working conditions than recognising their social agency. The second group engages with the state as independent pro-active professionals, committed to improving their practices and school education as a public good. This activist identity makes teachers engage both within as well as outside their workplace for better education quality and equity. This is the ingredient of a broad form of democratic professionalism which, through a genuine dialogue with other responsible stakeholders, builds a common vision and strategy about school improvement (De Clercq, 2013).

The profession determinant ‘professional authority and autonomy’ among teachers, as observed through literature, was a hardly known concept in South Africa during the apartheid era. Teachers’ work was under heavy control to the extent that teachers were seen as civil servants with little autonomy and very little claim to professional status (Jacklin, 2001). The control was ensured through a system of inspection where teachers were punished if they did not comply with the apartheid intentions entrenched in the curriculum. The inspection system was organised in such a way that teachers were constantly under surveillance and fear was instilled in them (Soudien, 2002; Chisholm, 1999; Hyslop, 1999; Jansen, 2001). It was punitive and vindictive as opposed to supportive and developmental (Chisholm and Hoadley, 2005).

The system used punitive measures such as transfers of defiant teachers to remote schools, constant harassment of defiant teachers by the departmental official, and in some cases dismissal of teachers who did not comply with the policies of the apartheid government (Ibid). The cumulative effect of this harassment of teachers by the apartheid government was that teachers had developed a culture of resistance and a suspicion for any intervention even if it works in their interest (Jansen, 2004). Jansen argues that the post-apartheid teacher evaluation policies are not being implemented and they are resisted by teachers because of this culture of suspicion.

According to Helterbran (2008), qualities of professionalism are typically denied to most teachers, notably autonomy in decision-making and curriculum development. This means that professional decision and curriculum development are imposed on teachers. There is little or nothing most teachers say regarding these issues. A popular notion that anyone who has undergone formal education can teach, which is supported by the South African Schools Act, has exacerbated the situation (Runté 1995, Hays 2001). In activities such as sports, professionals are distinguished by the level of skill that sets them apart from amateurs (Helterbran, 2008).

Glazer, (2008) maintains that the lack of jurisdictional control – for instance, clear-cut knowledge and standard technology that cannot be performed by an untrained person - is the major obstacle to teacher professionalism. Although teachers may regard themselves as professionals, they are not accorded the same respect, rewards and recognition given to other professionals (Tichenor and Tichenor, 2005).

Talbert and McLaughlin, (1994) resultantly assert that teaching is portrayed as relatively weak on each criterion for professional status.

Removal of teacher professional authority and autonomy is called deprofessionalisation (Douglas, 2005). Deprofessionalisation occurs as a result of conflicts between members of the profession, opposing forces within the profession, between the profession and the state, and between the profession and the economy (ibid). In South Africa, deprofessionalisation occurred in times of austerity where under-qualified and unqualified teachers were employed because they are cheaper to employ (Ibid).

In South Africa, prior to 1994, Black teachers and control were driven by market mechanisms with a strong emphasis on measurable outputs of teachers' work, thus reducing teachers to being mere technicians (Douglas, 2005). Increased state prescription and control of teachers in the post-apartheid era made teachers civil servants rather than autonomous professionals Douglas (2005). Berlack (2004) contends that teachers want and need to feel that they are fulfilling their societal mandate of transmitting knowledge, attitudes and values which they perceive to be valuable and worthwhile (Berlack, 2004). The researcher views teacher professional authority and autonomy as key to the achievement of this societal mandate.

The attempt of re-professionalisation teaching in South Africa was evidenced by the unsuccessful Outcomes-Based Education, which placed teachers in the position of curriculum controllers, whereby the choice of content to achieve the desired outcomes was left in the hands of the teacher (Malan, 2000). The establishment of the South African Council for Educators – SACE by the post-apartheid government, as well, signalled recognition of teachers as autonomous professionals who are able to decide on the nature of their work, (Wits Education Policy Unit, 2005). The SACE has three main responsibilities, namely; professional development of teachers, registration of teachers and regulation of teachers through the enforcement of a code of conduct (Wits Education Policy Unit, 2005).

The SACE, however, seems to have focussed more on the latter two activities as opposed to the professional development role and development should be its main priority (Samuels, 2004).

2.6.3.2 Professional authority and autonomy to Teachers in other Countries

Teachers interpret education reform in different ways due to their special circumstances, as viewed in this discourse. Lai and Lo, (2007) compared the impact of educational reform on Hong Kong and Shanghai teachers. They found that Hong Kong teachers were frustrated by the intensification of their work and adopted only those policies that had a direct influence on and were beneficial to their students while Shanghai teachers tended to adopt government policy without interpretation. Barty, (2004) mentions that research in the UK shows that teachers form their identities based on what is termed principled pragmatism. Ginsburg and others, (1988) indicate that teachers in India do not have a well-developed sense of professionalism. The power and autonomy, so strongly expressed among teachers in England, seemed to be missing in the interpretations of professionalism among Indian teachers.

Sachs (2001) suggests two dominant discourses of teacher professionalism – democratic professionalism and managerial professionalism. According to this discourse teacher professionalism is seen as an instrument to empower a teacher or as an instrument to control teachers' work (Sachs, 2001). Managerial professionalism emanates from outside the teaching profession and it is often imposed by employers to control teachers' work (Wits, 2005). In South Africa, the passing of the (Education Laws Amendment Act, 2002) meant centralised control of teaching by the state, thus eroding teacher autonomy and adversely affecting their sense of belonging to a profession of status (Jansen, 2006).

Managerial professionalism often sees teachers as service providers or merely state employees, rather than professionals with autonomy to determine the nature of their work (Wits, 2005). It often means more bureaucratic control of teachers' work and it is driven by bureaucratic needs rather than the needs of teachers. Its link with attempts to limit teacher autonomy is seen as an attempt to deprofessionalise teaching (Wits, 2005). This departmental managerialist approach was an attempt at the promotion of efficiency in policy implementation and education delivery (Jansen, 2006).

2.6.4 Code of ethics: a code of conduct is a set of ethical principles that embody personal qualities and life-style habits that are expected of practitioners of the

specific profession. Every member of the profession is expected to internalise and display the qualities embodied in the ethical code. A code of ethics is an instrument that brings order and harmony in the profession and serves to protect clients from charlatans while, at the same time, protecting the reputation and credibility of the profession (Donnely, 2001).

Do SADTU members 'internalise and display the qualities embodied in the ethical code'? In a study conducted by Heysteck and Lethoko (2001) all the South African teacher unions were highly satisfied that they had codes of conduct, (which obviously contain codes of ethics). However, according to these writers some unions did not reinforce their respective codes of ethics properly. SADTU, in particular, was highly dissatisfied with teacher discipline and class attendance because all their members did not know the code of conduct, with the resultant problems (Ibid).

According to the expectations of the code of ethics profession determinant 'every member of the teaching profession is expected to internalise and display the qualities embodied in the ethical code', because 'a code of ethics is an instrument that brings order and harmony in the profession (Donnely, 2001). But, how can teachers conduct themselves more professionally if they do not know their own code of conduct? This is a challenge SADTU leadership and its membership, as a collective, need to reflect on.

SADTU said that teacher unions are established to care for teachers' rights. When that has been accomplished, then the learners' rights will be in line also (Heysteck and Lethoko, 2001). The researcher views this assertion as an explanation of the preferential treatment of union members and teacher union agenda and interests over those of the learners by SADTU leadership, in its activism. However, interestingly be it a remote village or a cosmopolitan city, Education International promotes the rights of every teacher wherever they are, and the rights of every student they educate (Education International, 2007). Liwane-Mazengwe, (2012) declares that the prescribed code of conduct in the SACE Act (SA, 2000) is designed to protect the educators and the clients, the learners, by excluding possible mutual malpractice and exploitation. In the researcher's view the code of ethics and three critical things are compromised by the South African Democratic Teachers' Union.

These three things are: the Culture of Learning and Teaching (COLT), competence and the country's Constitution.

2.6.4.1 Compromise of Code of ethics and COLT

SADTU is one union which is notorious of its militancy (Heysteck and Lethoko, 2001). These writers state that SADTU is very much aware of the lack of COLT (the culture of learning and teaching) in schools and the lack of professional ethos in teachers. However, SADTU strongly believes that if the teachers' grievances could be met, then the teachers will be able to contribute positively to COLT and enhance their professionalism. Liwane-Mazengwe (2012) declares that the prescribed code of conduct in the SACE Act (SA, 2000) is designed to protect both the educators and the clients by excluding possible mutual malpractice and exploitation. The learners are the clients the teachers work closely and directly with.

Mpahla, (2009) conceptualizes ethics as relating to what is good or bad and it deals with a moral duty and obligation not only to oneself but to others. Teaching therefore becomes a values-led profession where the practitioners are characterized by the behavior which shows dedication and commitment (Day, 2004). Could SADTU's tactic of embarking on strike in order to achieve its labour interests be perceived as ethical? The learners are always in the middle of the teacher union and the Department of Education conflict. Do strikes show commitment and dedication to teachers or learners, in this case?

SADTU believes that when negotiations come to a deadlock, a strike can help them to achieve what teachers want; regardless of how much of learners' time is wasted (Heysteck and Lethoko, 2001). SADTU maintains its stance as a unified body based on unionism and insists on the educators' right to strike (Govender, 2004). The issue of teachers' strikes has brought so much controversy that some people feel that the Labour Relations Act of 1995 needs to be amended, especially because learners are the ones who suffer at the end of the year (Heysteck and Lethoko, 2001).

2.6.4.2 Connection for Cadre Deployment Compromises Competence and Code of ethics

Competence not connection is the only criterion for judging performance (Taylor, 2011). The author expressed this profound concern in the context of teachers being promoted because of being politically connected rather than being necessarily competent for senior management position. According to the researcher of this study, one of the ethical issues that compromise teaching professionalism in South Africa is cadre deployment. In the researcher's view cadre deployment neither 'protects the reputation and credibility of the profession' nor does it promote teacher professional development. Cadre deployment is the term that has been used by the ANC, when placing loyal party members to management and cabinet positions (Zengele, 2013).

Cadre deployment is one of the critical issues, which adversely affect teacher professionalism or teacher professional development in many schools. The researcher has observed with great concern how this cadre deployment affects the morale of many educators, as well. There are various reasons which negatively affect the morale of teachers and reasons why teachers leave or consider leaving the teaching profession; inclusive to these reasons is cadre deployment (Department of Education Report, South Africa, 2005). The following is the list of some of those reasons:

- Disintegration of discipline (thus causing unfavourable working conditions).
- Lack of facilities for teaching – especially subjects such as Science and technology.
- Severe overcrowding, in spite of a generally good National average Learner - Teacher ratio.
- Lack of adequate incentives.
- Poor parental participation at all levels: School governance and disciplinary actions on their children.
- Policy overload, leading to dissatisfaction with time allocation and making working conditions unbearable through the increase in administrative work.
- Role conflict. Teachers claim they have to adapt and adopt a multitude of roles depending on circumstances presented at school. These include:

counselling, teaching, *locus-in-parentis*, security personnel and sometimes even as midwives.

- perceived low salary,
- unattractive work locations,
- unprofessional treatment of teachers,
- insufficient supportive supervision
- blatant favouritism and nepotism at school governance levels.
- arbitrary teacher deployment systems and
- lack of professional development opportunities, among others (Department of Education Report, South Africa, 2005)

Blatant favouritism and nepotism at school governance levels and arbitrary teacher deployment systems are 'terrible twins' in the researcher's understanding. They are alternatively called, in the context of this study, 'cadre deployment unwritten policy', Pattillo, (2012). This is one major inhibiting factor that deprives deserving teachers the opportunities to professionally develop (Ibid). Professional development opportunities also include upward mobility or career advancement by way of being promoted 'on merit' to senior positions or posts. Rossouw (2013) reports that it seems as if the political ideology of transformation has become more important than the interests of learners, an approach to appointments of educators and officials that prevails in both the teacher unions and the various departments of education. There are also irregularities during teacher appointments (Ibid).

The appointment process is often strongly influenced by the dominating teachers' union, SADTU. As a result, individuals without the necessary experience, skills or an inclination towards working hard are appointed in positions beyond their capability (Du Plessis, 2011). In effect the district offices have become notorious for not demonstrating the capacity or willingness to improve the quality of education. Towards the end of 2011 the situation deteriorated to such an extent that Jansen, (2011) urged parents and other stakeholders to 'occupy the offices of the education department in every province'. Du Plessis, (2011) does not agree with such a *modus operandi*, but strongly agrees with Jansen on the urgency of protest action (Ibid).

Activism in teacher, according to Pattillo (2012), is seen by others as a stepping stone to higher management positions, not only as principals, Education Development Officers (formerly known as inspectors of schools), District Directors

but you are almost guaranteed a lucrative parliamentary post, later on in the ladder of self-development. The practice of placing comrades to management positions as 'Cadre Deployment' (Van Onsellen, 2012; Pattillo, 2012). They describe cadre deployment as a form of unwritten policy of patronage-based political appointments to school leadership positions (Ibid).

As stated earlier on, cadre deployment is the term that has been used by the ruling ANC led government, when placing loyal party members to management and cabinet positions (Zengele, 2013). SADTU is an affiliate of the Congress of South African Trade Unions (COSATU) which forms part of the tripartite alliance with the ANC. Several SADTU leaders have been appointed to senior government positions, (Ibid). A few examples are Mr Duncan Hindle, the former Sadtu President and former teacher with an honours degree in education became the Director General of the Department of Education (DoE) in 1994 which is the highest office in the education ministry, (ibid). Another former primary school principal and past SADTU President, Mr Membathisi Mdladlana, became the Minister of Labour while the former Secretary General of SADTU, a teacher himself, Thulas Nxesi recently also became a cabinet Minister in government. There are scores of senior positions within the Department of Education (DoE), including district and school management positions that have been filled by key SADTU leaders (Ibid).

These appointments are merely the tip of the ice berg, there are many such incidents in the system. Leadership positions in schools provide the appointee with a great deal of power through an increased salary and opportunities to advance into higher government positions that can bring access to even more resources (SADTU Site Steward, 2011). According to Govender this practice is not unique, the National Education Association in the United States prior the 1960's and currently the national teachers' union in Korea (KFTA) and the National Union of Education Workers, in Mexico were respectively established to serve as political machines at elections (Ibid). In return for their close relationship with the respective governing party, union leaders were rewarded with management positions in the education bureaucracy and appointed to key positions at the legislative and executive levels (Murillo, 1999).

Jeffrey (2012) states that the President declared that cadre deployment is aimed at giving the ANC hegemonic control over all 'levers of state power' within and outside Government, since such control is crucial to the success of the NDR (National

Democratic Revolution). Zuma, (2011) recommitted the ruling party to cadre deployment in the media, universities, other tertiary institutions, and 'key strategic positions in the State as well as the private sector'. 'We place a high premium on the involvement of our cadres in all centres of power,' he said (Jeffrey, 2012).

The critics of SADTU tend to focus on the way that the union protects ineffective teachers, by defending tardiness and absenteeism and interrupting class time with union meetings and strikes during school hours (Pattillo, 2012). Yet, interviews revealed a different reality in Pattillo's study. The main way that SADTU affects school leaders is through an unwritten policy of patronage based political appointments called cadre deployment, she states. Diko and Letseka, (2009) argue that the recruitment and quality of recruited teachers through cadre deployment policy is 'basically driven by competition for salary packages'.

According to Pattillo (2012), school leaders criticized the way that appointments play a crucial role in a system that provides incentives for leaders to prioritize unionism over improving their schools. The education system is crippled, some argued, because ineffective leaders are appointed to leadership positions in schools. Through cadre deployment, loyal unionists have been 'deployed' to school leadership positions based upon their union activism, rather than their qualifications, proven track record of effective leadership, or potential to improve a school (Ibid).

SADTU influences what kind of educators are chosen to lead schools based on whether or not educators are loyal to the union and have been supportive of strikes (Pattillo, 2012). Strategically placed individuals in the interviews " are given the mandate—that they must make sure that so and so takes over that school—and if you fail, they will fail you…Because you have just failed the union (Ibid). At Umlazi, in KwaZulu-Natal, a Deputy Principal, who was interviewed, asserted that a lot of tactics will be used to disqualify anyone who they (SADTU) don't want to come for an interview. During an interview the scores are discussed. Not only that they are 'massaged' or influenced, they are also discussed. This discussion means, you may have a higher ranking of scores, but because the post is designed for so and so, that so and so will get the post (Ibid).

Where do such practices of unfairness and corruption feature towards teacher professionalism and professional development of all teachers? These malpractices

are an unfortunate state of affairs in the education system of this country. the researcher notes this disconcerting and unethical reservation of promotions for union activists and loyalists with incredulity. It is an entrenched system of injustice and criminality that is practised by a teacher union which views and even prides itself as being, ironically, democratic in a free and democratic country, where the right to equality and equal access to opportunity should be a dominant principle. Section 9 of the South African Constitution, (1996) guarantees the right to equality of every citizen in the country.

In a study conducted by (NAPTOSA, 2002), reasons cited as opinions of the groups interviewed, for low teacher morale included:

- Unsatisfactory salary packages.
- Inadequate financial compensation for workload and responsibility.
- Salaries not keeping up with the inflation.
- Salary packages not market related.
- Inadequate remuneration for qualifications (Department of Education Report, Republic of South Africa, 2005).

However, the South African Democratic Teachers' Union promoted leaders through deployment escape these teacher salary related challenges. Diko and Letseka, (2009) argue that these appointments to management positions by key SADTU leaders are 'basically driven by competition for salary packages'.

2.6.4.3 Compromise of the Code of ethics and the Country's Constitution

Equality and access to opportunity should not only be enjoyed by SADTU key leaders, but by every professional teacher in the country. That is not a privilege, reserved for the elite, but an enshrined constitutional right in a democracy. Dwane, (2011) cites HF Verwoerd, who notoriously proclaimed in 1953 that –

> *Native education should be controlled in such a way that it should be in accord with the policy of the state . . . If the native in South Africa today in any kind of school in existence is being taught to expect that he will live his adult life under a policy of equal rights, he is making a big mistake . . . There is no place for him in the European community above the level of certain forms of labour. . . .*

This apartheid policy of discrimination is practised by the minority SADTU leadership in the democratic South Africa, at the expense of other more qualified and more deserving teachers.

The equality clause section 9(1) of the South African Constitution (1996), states that everyone is equal before the law and also affirms the democratic values of equality and freedom of all (Ibid). With regard to the Public Service, section 197 of the Constitution provides that no employee of the public service may be favoured or prejudiced only because that person supports a particular political party or cause, (Ibid). Favouring SADTU leadership for senior management posts, over other teachers and prejudicing qualifying teaching employees, is both unconstitutional and professionally non-developmental.

The Minister in the Presidency Trevor Manuel (2011) has criticized the South African Democratic Teachers' Union (SADTU) for causing disruptions in education through their 'jostling for promotions' (Manuel, 2011). A converse and a puzzling issue is that (Mantashe, 2011) the Secretary-General of the ANC, has publicly supported cadre deployment. The Secretary General of the ruling party, (Ibid), has defended the placement of ANC and SADTU loyalists in promotional posts on the basis that "it is a correction of what we inherited in 1994." Zengele (2013) argues that despite Mantashe (2011) conceding that the applicants should meet the basic requirements for the post, a 3 year diploma or degree for promotional purposes as stated should be reviewed (Zengele, 2013). Buthelezi (2011) has labelled cadre deployment as 'bedevilling the education system since inexperienced people occupy senior positions'.

Diko and Letseka (2009) contend that there are sufficient teachers with Honours, Master's and Doctoral degrees that are overlooked when promotions are made. According to Diko and Letseka (2009), the prevalence of such cadre deployment policy irregular appointments may lead to teacher attrition due to low morale. This means to the researcher, interest in the profession by the deserving and teachers who qualify to be promoted, will wear away. This will exacerbate the exodus or brain drainage of excellent quality teachers into other professions. Buthelezi (2011) refers to cadre deployment as being the reason for poor service delivery.

2.6.5 Control of access: This means that professionals determine the admission and certification of members to the profession, establish high standards for entry into the profession and conduct examinations for new entrants, accredit all training of members and award certificates to eligible practitioners (Donnelly, 2001).

The South African Council for Educators (SACE) has been established to fulfil this function (Heysteck and Lethoko, 2001). However, due to financial constraints SACE has not been able to perform all its functions, which include the establishment of the minimum criteria for the registration of teachers, keep a register of the names of all persons who are registered or provisionally registered, promote professional development of educators, and many other functions (Department of Education, 1998).

2.7 WHAT IS TEACHER UNIONISM

A trade union is an agency and a medium of power seeking to address the imbalance of power in the workplace (Wood, 1999). The history of teacher trade unionism in South Africa dates back to prior to the 1900s. The first unions were divided among racial, language and provincial lines. Although they considered themselves as professional unions, there were already some activities that could be described as unionist functions (Heysteck, 2006).

Teacher unions have a bearing on most aspects of public education, teachers, students, school operation and educational policies (Moe, 2006; Johnson & Donaldson, 2006). Yet, there is no denying that one of unions' direct, most obvious effects on public schools is on teacher related policies, such as teacher pay, teachers' working conditions, teacher assignments, and teacher evaluation and dismissal (Zhang, 2009).

As the number of teacher associations engaging in collective bargaining expanded throughout the latter half of the 20th Century, so did the scope of rights, protections, and benefits contained within collective bargaining agreements. Class size limits, mandated evaluation procedures, and a guaranteed voice for teachers in school-wide curriculum decisions became common provisions (Eberts and Stone 2004; McDonnell and Pascal 1988). So did rules about how staffing decisions can be

made, about preparation time for teachers, and about how often professional development sessions can occur (Johnson and Donaldson, 2006).

The first unions could be described as child-centred with a more professional approach, than a worker-orientated philosophy (Myburgh, 1999). The first black teachers' union was established in 1879 and it was called the Native Educational Association (Govender, 1996). The main reason why this association was established was to deal not only with educational issues, but also with social and political issues of the day. Govender (2004) contends that the development and history of teacher unions in South Africa are closely related to their political relationship with the government of the day, hence the political edge to their activities. The teacher unions, however, do not run parallel to one another, and they have continued to be divided along political and racial lines.

Govender (2004) believes that teacher unions in South Africa failed to reach consensus on the question of political alignment of which a strong undercurrent was the differences over the political role of educators, both within and outside the classroom. SADTU maintained its stance as a unified body based on unionism and insisted on the educators' right to strike as opposed to the National Professional Teachers' Organisations of South Africa's (NAPTOSA) emphasis on learners' entitlement to uninterrupted learning. The Suid-Afrikaanse Onderwysersunie (SAOU) concurred with NAPTOSA; consequently, teacher organisations became further fragmented along political, ideological and organisational lines (Govender, 2004).

The findings of some recent studies have infiltrated the public media—a study that suggested, for example, that teacher unions raise costs and increase high school dropout rates; another that claimed that contracts and unions impede school performance and transformation initiatives (Cooper and Sureau, 2008). Teacher unions have repudiated all of these claims by citing different studies. Yet a recent review of reporting by major news sources found that the press is much more likely to view teacher unions critically than positively or even neutrally (Goldstein, 2011).

The recently released documentary, *Waiting for "Superman,"* attributed many of the inequities in public schooling to teacher unions. The media's demonization of teacher unions undermines their public credibility and, in some senses, pits the public

against teachers. Overall, the media and government officials' bashing of teacher unions has led many citizens to view them as obstacles to educational reform or transformation at best and as obsolete at worst (Young, 2011).

2.7.1 The Dichotomy of Unionism and Professionalism

On the other hand, the debate on whether teachers are workers or professionals has informed the debate or dichotomy on unionism and professionalism. This view according to (Shale, 1990) and (Govender, 2004) holds that unionism and professionalism are necessarily opposed to each other (Wits, 2005). According to the (Wits Education Policy Unit, 2005) various authors (Govender, 2004; Heystek and Lethoko, 2001) argue that in the context of South Africa, the dichotomy between teacher unionism and teacher professionalism is being slowly eroded both among unions and professional bodies and the public.

South African teacher unions developed a 'new realism', which caused teachers to adopt a 'professional unionist' approach in confronting political and organisational challenges (Ginsburg, Meyenn and Miller, 1980). According to Govender teacher unions, employing this 'professional unionist', are given the space to defend members' interests; on the other hand, unions are encouraged to work in partnership with government in the development of policy and to uphold standards of 'professionalism' (Govender, 2004).

Jansen (2008) states that unionism differs from professionalism in that it creates the impression that teachers are workers not professionals. Trade unionism is generally viewed by many stakeholders in education as the main underlying cause of educators' unprofessional conduct and also as a drawback to the efforts to professionalise education in South Africa (Jansen, 2008).

Nonetheless, unionism influences teachers to take on policy initiatives by the government and thus influence the effects of government intervention on teacher professionalism (Mosoge and Taunyane, 2012). Besides recognition of workers' rights in the new Constitution, teachers' rights to collective bargaining and strike action were guaranteed in the *Labour Relations Act* of 1995. With the passing of the *Education Labour Relations Act* in 1993, a formal mechanism for collective

bargaining and determination of labour policies, the ELRC, had been instituted. This was the period when the idea of 'dialectical unity' between unionism and professionalism was mooted (Hindle and Simpson, 1993).

As a result of teacher unionism, there have been notable achievements, around salary increases and parity, thereby addressing historical inequalities based on race and gender. Pension and other benefits, such as medical aid and housing subsidies, were brought in line with the public service at large (Govender, 2004). The teacher-related policies have impact on who enters and who stays in education, how their talents and skills are used, and how they are supported for their professional growth (Zhang, 2009).

In the formative years of SADTU the issue of whether the union should focus on trade unionism or professionalism was always a debate (Maluleke, 2014). However, today SADTU is proud to say that they have embraced both. To them the slogan, "We can march and teach at the same time" is true indeed,(Ibid). Govender (2004), states that increasingly there is a talk about *professionalism unionism* which considers the notions of professionalism and trade unionism as not only compatible, but as different sides of the same coin. He attributes the erosion of the dichotomy to the nature of teachers' work which at times requires professional activities and at times requires labour relations issues.

Unlike other professions, teachers are in most cases employees of the state rather than independent service providers. This has an implications on the extent to which teachers can take autonomous decisions on professional matters. Thus, teachers occupy contradictory positions in society as opposed to other professionals (Ibid).

2.7.2 The Political Role of Union Teachers in the Society

The views from Chilean and Gambian teachers and their representatives, as expressed at the Education International Third World Congress stated that teachers must play a political role in society (Education International Third World Congress, Chilean teachers' union) (Vongalis, 2003). However, there is a view that politicians must to stop meddling in education affairs (Jansen, 2004). Metcalfe (2009) aligns herself with Jansen when she asserts that South Africa can and will cure the ailing

education system only when the politicians give up their stake in education and leave it to the experts. Govender (2004) contends that the development and history of teacher unions in South Africa are closely related to their political relationship with the government of the day, hence the political edge to their activities. He declares that the teacher unions, however, do not run parallel to one another, and they have continued to be divided along political and racial lines.

Over the years, SADTU has continued to play a political role, and according to the qualitative evidence in Smit (2009), SADTU is responsible for the politicised climate in many dysfunctional schools in South Africa.

Bill Jordan, speaking at the Education International Third World Congress stated that to harness the full power of the collective, to challenge corporate agendas and the erosion of education as a human right and education as a public good, teachers must 'change themselves and use education as a power, weapon and for greater intelligence' (Jordan, 2001).

2.8 TEACHER UNIONISM IN SOUTH AFRICA

Teacher membership distribution, among the four South African major national teacher unions, is as follows: SADTU 64.0%, NAPTOSA 20.4%, NATU 8.2%, SAOU 7.5% and The Education Labour Relations Council (ELRC) 2005. As this is not a comparative study, on teacher unionism in South Africa, the focus of this conceptualisation is on SADTU.

Govender (2004) demonstrates that the new political dispensation opened up space for teacher union activism not simply on bread-and-butter issues, but at the negotiating table around substantial education policy issues. In Govender's view, the new political space created the potential for a new form of unionism, what he refers to as 'professional unionism'. To demonstrate a hands-on approach to policy issues, Jansen (2006) states that SADTU dismissed the Whole School Evaluation (WSE) policy as nothing more than the old 'inspection system' used under apartheid to force schools into compliance on grounds that the policy was imposed, and that it was punitive and not professionally developmental to teachers. That policy was never implemented by the Department of Education. It was because of SADTU's protection of its constituency from a continuation of the old oppressive 'inspection system'.

The fast-growing militant SADTU (with the largest teachers' membership) adopted a two-pronged strategy of redress and equity which challenged the existing system by demanding 1) participation in macro- educational policymaking with a view to transforming the system and 2) the improvement of its members' status and working conditions (De Clercq, 2013). SADTU's first success was to widen the scope of the Education Labour Relations Council (ELRC) to include agreements on all issues impacting on teachers' work (Swartz, 1994). SADTU also pushed the department to address the poor professional knowledge and competences of disadvantaged teachers by agreeing to the 1998 Development Appraisal System (DAS), a teacher-driven agreement, which replaced the previous fault-finding evaluation of inspectors and school managers (De Clercq, 2013).

The second success was the establishment of the South African Council of Educators (SACE), an independent professional body whose mandate and responsibility was to promote greater professionalism amongst teachers through professional norms, standards, and values (De Clercq, 2013). Its discursive practices were about stronger teacher commitment towards professional practice, responsibility and ethical conduct (Ibid). SACE's first move was to accredit teachers with a recognised professional qualification for the duration of their whole career, thereby rejecting the idea of a renewable accreditation based on teachers' competences and practices (ibid).

SACE took this pragmatic and politically safe decision because it did not want to victimise the disadvantaged black teachers who had been subjected to poor quality pre-service and in-service teacher education (De Clercq, 2013). SACE's work focused mainly on the implementation of the professional code of conduct to discipline teachers who acted inappropriately within the profession (ibid). It also organised workshops to help teachers diagnose their professional development needs (Ibid). The researcher understands this as a remarkable structural achievement driven by SADTU in the South African education system. According to SADTU, however, the focus is not on improving teachers' professionalism (Heysteck and Lethoko, 2006: 226). What does this actually mean?

According to these two writers, this means that for SADTU, the transformation and development of education comes first, and hopefully they will make use of their bargaining power to also influence what goes on in the classrooms, (Ibid). Informed

by and flowing from the structural educational achievement presented above, one could view SADTU's bigger picture, according to these critics, as being an aspiration of a transformed and developed education system, which is the cornerstone to what SADTU wants to achieve in the South African education ultimately. That ideal having been achieved by making use of their bargaining power, one could interpret the South African Democratic Teachers Union to mean that that educational transformation will have a positive ripple effect or impact on what goes on in the classroom. The researcher interprets this as levelling the educational playing field in terms of availability of infrastructure and provision of adequate human resource to the poor schools.

South African Democratic Teachers' union – SADTU hopes such a transformation will eventually improve learner performance, in other words. This line of thought is confirmed in this discourse (Heysteck and Lethoko, 2006). These writers note that SADTU argues that if the teachers' working conditions, salaries, facilities in schools and proper functioning of the Department of Education are satisfactory, and only then can they start talking about professionalism (Ibid).

The union fought for and secured the right to organize, negotiate better working and remuneration for teachers (Maluleke, 2014). SADTU secured bargaining rights for teachers which did not exist before (Ibid). The union also secured the rights of female teachers who were treated like second class teachers to obtain maternity leave, equal pay for same work and equal access to promotional posts in the entire system. SADTU also fought against the retrenchment of teachers by signing an agreement that secured the jobs of teachers with an option of redeployment and not retrenchment (Ibid).

Biswal (2005) indicates that teacher professionalism must be characterized by teachers being conscientious and considerate. However, SADTU is one union which is notorious of its militancy (Heysteck and Lethoko, 2006). These two critics state that SADTU believes that when negotiations come to a deadlock, a strike can help them to achieve what teachers want, regardless of how much of learners' time is wasted, which are union activities that are "counter-productive to the enhancement of the culture of teaching and learning or COLT". Professionalism among school teachers relates to many competencies that teachers possess such as good behaviour, being exemplary to others, consciousness and a positive attitude towards

their work (Botha, 2011). Among others, professional teachers provide a teaching service of high quality, they are role models to their learners and the community, they are upholding professional values such as effectiveness, efficiency and punctuality and have an organisational pride and discipline in what they do (Fullam 1992; Hopkins 2001, Lethoko 2002; Heystek 2006 and Nuku 2007).

SADTU, as earlier on stated, argues that if the teachers' working conditions, salaries, facilities in schools and proper functioning of the Department of Education are satisfactory, and only then can they start talking about professionalism (Heysteck and Lethoko, 2006). It would seem even talking about professionalism is a long term goal to SADTU, if one interprets their standpoint on professionalism. Moreover, even on a very serious note, it would seem that township and rural schools may not receive the above full teacher professional value, until these unions' legitimate demands are met. SADTU stated that "the day their militancy stops, so will their existence" (Ibid). This implies that SADTU would continue to use the confrontational approach, like strikes, against the employer in order to achieve its union and professional objectives (Ibid).

Township schools bear the brunt of the teacher unions' disruptions in schools (Mahlangu and Pitsoe, 2011). It would seem in the researcher's view that the constitutional right of the learners to education is violated. Also, their safety and security could be compromised, because criminals in some of the communities take advantage of the chaotic situation in schools to harass and mug them. The researcher heard reports from learners of such incidents of victimisation and bullying of learners by local thugs. SACE categorically states that teachers, as professionals, must act in a proper and becoming way, such that their behaviour does not bring the teaching profession into disrepute. Secondly, they must acknowledge, uphold and promote basic human rights, as embodied in the constitution of (South Africa, 1997; SACE, 2002).

2.8.1 The Negative Image of Union Teachers and Teaching

Teachers are highly unionised, with about 88% being members of the main unions (Shisana, 2005). The image of teaching as portrayed in the media also tends to be negative (Ibid). Teaching as a career has low public status (Ibid). The low numbers of students enrolling in higher education institutions to qualify as teachers is an

indication and evidence of the low esteem of education (The Educators Voice, 2000). Further evidence, is that the majority of senior secondary school students who participated in a study that was conducted in New Zealand, which is a First World country, did not consider teaching an attractive career (Kane and Mallon, 2006). There was an overwhelming consensus from senior secondary students that teaching is underpaid, stressful and too ordinary (Ibid). Rather than being construed as a secure job with a reliable income (as reported by many current teachers), senior students reported that they view many less than capable and certainly unhappy teachers as being trapped in teaching (Ibid).

The negative image of the teachers in the media is sometimes compounded by the lack of professional behaviour by teachers as in drunkenness, absenteeism and so on (Shisana, 2005). Many teachers have internalised a negative image of their work, experiencing a lack of confidence and low morale (Ibid). By common consent, the type of in-service education that has been available to them to cope with many new policies was very poor (Ibid).

For most senior students, the familiar, predictable and difficult (often due to student behaviour) job of teaching, pales into insignificance in the face of other, more appealing careers which offer higher salaries, more esteem and enhanced opportunities for advancement in salary and thus status (Kane and Mallon, 2006). Senior students reported that they were often directly discouraged from choosing teaching by teachers and were indirectly turned off through their daily encounters with overworked, underpaid and often less than positive teachers (Ibid).

2.8.2 Administrative Duties Overworked Teachers

Teachers expressed themselves to the reviewers as being overburdened with paperwork and regulations and felt they were “at the end of their tether”. Some teachers who saw themselves as resisters to the apartheid system prior to regime change felt disenchanted and rather alienated from the work context in which they now found themselves (ELRC, 2005). In a study conducted in South Africa by the Human Sciences Research Council (HSRC) for the ELRC in 2005, it was found that 55% of teachers would leave teaching if they could. The reasons cited for this

included workload stress, low salaries, lack of discipline in schools and lack of career advancement (CBR).

The Ministerial Committee on Teacher Education (2003) the MCTE, in its report stated that 'CPTD is left to the haphazard and uncoordinated interventions of a variety of providers'. This view was shared by the (DoE, 2006) when it stated: 'Current provision (of CPTD) remains fragmented and uncoordinated and, therefore, makes rather limited impact' (Department of Education, 2005).

Apart from their direct professional responsibilities, many teachers have to cope with the effects of major socio-economic disadvantage and domestic dysfunction. The national unemployment rate of 25% masks a much higher incidence in some areas, with the attendant social consequences. It is estimated that over 50% people live below the poverty line (Jansen and Taylor, 2003).

2.8.3 Lack of Parental Involvement in their Children's Education

The same authors reported that while attendance rates at school are commendably high, many parents are unable to give the understanding and active support to their children, to help their progression at school. Many parents would have little or no formal education themselves; overall there are 4.7 million people who are completely illiterate. There is great concern among policy makers and teachers about a growing, but destructive subculture, impinging on school life. This includes incidences of vandalism, learner violence, intimidation and rape, which are sometimes fuelled by indulgence in drug taking (Jansen and Taylor, 2003).

All these factors, in one way or another, impact adversely on teacher professional development in South Africa.

2.9 EXPLORING THE SOUTH AFRICAN DEMOCRATIC TEACHERS UNION

SADTU has become the mobilization machine of political support for the African National Congress (ANC), and has ultimately been caught up in the ideological battles of the ANC as it has sought to exert its influence on policy formulation

(Amtaika, 2013). Illustrations of this assertion are the following statements by SADTU President Ntola:

> *Post-Polokwane, state power is still used to distribute patronage and appoint people without capacity to lead transformation, [for] corruption and nepotism, for accumulation of wealth, especially through government tenders* (Letsoalo, 2010).

Ntola is also reported to have said,

> *We will refuse to campaign or support candidate(s) known to be thieves or lazy just because they succeed in manipulating the ANC internal process... When we changed the leadership in Polokwane, we expected it to change policy. If they are not going to change policy, they must also be changed* (Rousouw, 2010).

This clearly shows that teachers play dual roles: first as educators and second as organizers of political and support for the ANC (Amtaika, 2013). SADTU is intricately politically engaged with the ANC. This relation is for 'better or worse' as far as the advancement of teacher professional development agenda in South Africa.

At a SADTU congress Ntola criticised President Zuma, his administration and the ANC for making empty promises to the poor (Letsoalo, 2010).He said,

> *A better life for the people of South Africa still remains a public-relations stance* (Letsoalo, 2010).

SADTU President was suspended by the workers' biggest federation COSATU during 2014 national and provincial general elections and he was later expelled by SADTU for ten years. The researcher suspects that this was politically motivated course of events, in the light of the rather politically radical statements. Where does teacher professional development feature in that entire situation?

However, as highlighted in this study there are many challenges facing the teaching profession in South Africa in the democratic dispensation and in the twenty first century. Many of these challenges are the legacy of the former South African apartheid political system. The following are additional to them; big class sizes, with

the ripple effect of overwhelming workloads to the black teachers in particular, because there is no alternative of School Governing Body posts, like in the affluent former Model C schools, to cushion or lessen the chronic effect of teacher shortage in township and rural schools. The governing bodies in these schools, which often cater for more affluent communities, are able to use their fee-charging capability to employ additional educators and thereby maintain low learner: educator ratios (National Policy Review, 2008).

The Ministerial Committee on Teacher Education in its report of 2005 stated, “Many conscientious teachers feel permanently overworked and overwhelmed by their responsibilities” (Department of Education, 2005:39). The (*Report of the Ministerial Committee on Rural Education,* 2005) highlighted specific challenges, facing teachers in rural schools. The report noted a shortage of qualified and competent teachers, problems of teaching in multi-grade and large classes, under-resourced school facilities, and limited access to professional development programmes for teachers.

According to the Reviews of National Policies for Education (2008), policy makers and the general public have been gravely disappointed that, despite the great hopes for educational achievement in the new South Africa and improved inputs to the system the performance of South African learners, on a range of international and intra-African tests, has been very poor. This has not helped the public valuation of the teaching force and, consciously or unconsciously, it has been affecting the morale and self-confidence of teachers (Reviews of National Policies for Education South Africa, 2008).

One asks oneself the question; what is the contribution or intervention of the teacher unions in this situation faced by teachers in South Africa? This question points particularly to the South African Democratic Teachers Union, the biggest teacher union in the country. What does SADTU do to make things easier for teachers in these struggling schools? Amtaika (2013) is of the view that SADTU’s objectives is fighting for better education for all, but those objectives have been overshadowed by interests in party politics and material gains. Metcalfe’s solution, among others, which lies in developing teachers professionally as she believes that ‘better teachers

will make better education,' will only be a pipedream, if nothing is done about teacher professional development (Metcalfe, 2011).

The researcher is of the view that it is incumbent on SADTU, by its strategic association with the working class and its alliance with the ruling party, the African National Congress, through the workers' federation, the Congress of the South African Trade Union – COSATU, to address these pressing concerns as a matter of urgency. The no-fee school educational policy for townships and rural schools complicates things, because parents in those areas fundamentally see little or no reason to pay the school for anything or in fundraising for additional teachers. There is hardly any space for teachers to professionally develop themselves. Those who develop themselves through furtherance of their professional studies receive a once-off certificate bonus as incentive after graduation. Promotional posts are milestones for one's professional development. Promotion in teaching is a rare concept to thousands of teachers. Many teachers retire at post level 1. Post provisioning is a challenge, because schools remain with vacant post for more than five years (EC DoE, 2010).

2.10 THE CULTURAL AND POLITICAL PROBLEM FACED BY SADTU

In Chapter One this research states that Govender (2004) demonstrates that the new political dispensation opened up space for union activism not simply on bread-and-butter issues, but at the negotiating table around substantial education policy issues. Do teacher unions, again principally SADTU, take advantage of this space in order to benefit the teaching sector or workforce regarding the challenges raised here above?

Liwane-Mazengwe (2012), states that over the years, SADTU has continued to play a political role, and according to the qualitative evidence in Smit (2009), SADTU is responsible for the politicised climate in many dysfunctional schools in South Africa. (Smit, 2009:442) contends that the department of education nationally seems to be reluctant to address the unlawful activities of teacher unions and poor professional productivity due to its lack of understanding of the principle of the rule of law and democratic liberty. The implication here according to Smit is that teacher unions,

SADTU in particular, have become “untouchable” as departmental officials overestimate the political role unions should be permitted to assume (Smit, 2009).

Liwane-Mazengwe (2012) argues that although trade unionism has been advocated and established for all the good reasons in the past, it has now become a problem in education as the largest union, SADTU, has a hold on schools and impedes progress and implementation of policies that could cure the ailing South African education system (Ibid). Jansen (2008) claims that the union focuses more on being superior and convincing majority of its superiority, rather than on playing a distinguished role in education itself and in schools (Ibid). Jansen (2008) views this attitude as a political and cultural problem. McDonnell and Pascal (1988) confirm that internationally, teacher unions operate as political interest groups working to obtain benefits from the external environment.

Why are these benefits not accessible to the teaching fraternity in the South African education system? With such apparent political clout and influence why is SADTU unable to bring about a significant professional teacher development in South Africa?

In this chapter, on conceptual foundations of teaching professionalism, Sachs states that managerial professionalism emanates from outside the teaching profession and it is often imposed by employers to control teachers’ work (Sachs, 1999). Managerial professionalism often means more bureaucratic control of teachers’ work and it is driven by bureaucratic needs rather than the needs of teachers. Its link with attempts to limit teacher autonomy is seen as an attempt to deprofessionalise teaching. Managerial professionalism often sees teachers as service providers or merely state employees rather than professionals with autonomy to determine the nature of their work (Wits, 2005). Teachers are treated as mere ‘technicians’.

According to (Wits, 2005), the managerial conception of professionalism has also been used to make teachers accept particular impositions by governments (like increasing teachers’ workload under the pretext that teachers’ professional responsibilities are being increased). The researcher has observed that as a result of being overworked, during the course of the year, teachers hardly have time to themselves, friends and families, even on holidays and weekends because of the marking of the learners’ tasks from enormous classes and doing other administrative

duties, which they are often compelled to take home in order to meet the annual Programme of Assessment tasks or CASS – Continuous Assessment deadlines.

2.11 SADTU NEEDS REENGINEERING FOR THE NEW CHALLENGES

Teacher unions are not uniform in their goals, abilities, or successes; indeed, their strength lies in their ability to respond to changing conditions, to recognize gaps and to invent new solutions, and in their two-way relationships with their teacher-members and policy makers (Bascia, 2005).They also serve a corrective function, a reality check when policy and practice lead to reduced support for teacher quality. Govender (2004) states that SADTU's assessment of its decline in membership from 218 878 in 1999 to 210 235 in 2002, includes a failure to offer better quality service and the application by the state of the 'No Work, No Pay' principle after strike action (Govender, 2004). NAPTOSA, on the other hand, increased by the same margin 84 841 to 95 988 SADTU (ELRC 2002 and Congress Report 2002). In the 21st century SADTU membership is faced by another set of educational challenges and justifiably or unjustifiably expects its union intervention or alleviation of those challenges.

In this deepening and growing democratic dispensation SADTU does not have the luxury to be complacent or indifferent to its membership's outcry, regarding these massive educational professional developmental challenges outlined in this study. Recent developments, like the disillusioned AMCU – Association of Mineworkers and Construction Union breaking away from the NUM (National Union of Mineworkers), and the National Union of Metalworkers of South Africa's (NUMSA) public declaration not to support ANC in the 2014 general elections should be writing on the wall or probably be a stern warning to other unions, including the South African Democratic Teachers Union (SADTU) and the ANC led government. Workers' labour interests, if ignored for too long, there will be consequences displayed by the disillusioned workers. The interest of members should therefore reign supreme in the activities and operations of SADTU, (SADTU 2030 Vision). A revolt occurs within the ranks of such particular union/s, which breaks down its unity; the unity which is its muscle for bargaining power against the exploitation or the bullying tendency of the employer.

2.10 SUMMARY

This chapter explored the concept teacher professional development and it also discussed these other two concepts: teacher professional development and teacher professional unionism. The chapter also extensively reviewed literature on studies in teacher professional development both. The discussion provided a conceptual base and an understanding of the developments in teacher professionalism. The group of selected people in this research are teachers who are the members of the South African Democratic Teachers Union, SADTU. The social reality of these teachers under research is the perception of these union teacher members on the contribution of their particular union to their professional development. Focus on teacher professionalism arises from the fact that the teacher is the catalyst for student achievement (Maldonado and Victoreen, 2002; Tichenor and Tichenor, 2005).

CHAPTER THREE

RESEARCH METHODS AND METHODOLOGY

3.1 INTRODUCTION

According to Allen-lle (2003), all researchers have different beliefs and ways of viewing and interacting within their surroundings. As a result, the ways in which research studies are conducted vary (Ibid). However, there are certain standards and rules that guide a researcher's action and beliefs. Such standards or principles can be referred to as a paradigm (Ibid).

This chapter presented the methods that were used in this study and explained how the research methodology was approached. Reading the research methodology will help the reader determine how the researcher went about collecting and analysing the data. The methodology adopted for this study was informed by the interpretive paradigm. Primarily, qualitative research is viewed as an act of interpretation. Interpretation is seen as an important and a meaningful way of accessing and reasoning about the meanings of people's actions and viewpoints about their own world (Dahlgren, 2004). Therefore, interpretation is viewed as an effort to dig up meanings from observation. Another important concept to know is 'methodology'. The term methodology refers to the overall approaches and perspectives to the research process as a whole and is concerned with the following main issues: why you collected certain data, what data you collected, where you collected it, how you collected it and how you analysed it (Collis & Hussey, 2003).

Realities that are collected in a qualitative research are multiple, complex and social bound, they are subjective and relative to the people being studied (Dahlgren, 2004).

The research questions the data collected were responding to

Main Research Question

- How do the selected educators perceive as SADTU's role in their professional development needs?

Research Questions

- How does SADTU respond to teachers' perceived professional development needs?
- What do educators perceive as SADTU's challenges in contributing to professionalism?
- What are SADTU's perceived professional priorities and expectations of teachers?

The other questions were for further clarity to the data collected from the respondents based on the above two sets of questions, since these were semi-structured interviews. The other questions not featured here appear in the appendix in Chapter 5.

The purpose of the use of the semi-structured interviews was to draw and collect extensive data from the respondents as much as possible. That objective was achieved because rich data was consequently attained through that instrument of data collection.

3.2 RESEARCH APPROACH: QUALITATIVE APPROACH

The research approach that was used for this study was the qualitative approach. According to Allen-Ile, this approach is informative and observational, as you interview respondents, and it requires small samples. Qualitative data are richer in meaning with views of the informants than quantitative data (Allen-Ile, 2003). The relevance of the qualitative approach to this study is that this research has elements that are compatible with the approach. The study, for instance has a small number of respondents that were interviewed, it was informative and observational as you interviewed respondents.

Each of these respondents richly contributed with his or her understanding, feelings and meanings they subjectively attach to issues in relation to the topic of this study. As the researcher you also observed how indifferent or strongly they feel about the issues raised by the study through the research questions. The objective of the study was to determine the selected educators' perceptions regarding the contribution of the South African Democratic Teachers' Union (SADTU) to teacher development in one Eastern Cape Education District.

Some authors highlight the research purpose and focus: Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world. However, other authors emphasize an epistemological stance (Merriam, 2009). Qualitative research is a research using methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice (Parkinson and Drislane, 2011).

Qualitative research is a situated activity that locates the observer in the world (Denzin and Lincoln, 2005). This implies that qualitative research occurs in a particular setting with the researcher being at that particular setting. It consists of a set of interpretive, material practices that makes the world visible (Ibid). These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self, (Ibid). At this level, qualitative research involves an interpretive, naturalistic approach to the world, (Ibid). This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them (Denzin and Lincoln, 2005).

By implication, the selected educators were studied in their natural setting, where they teach. These educators' perceptions, insights or views regarding the contribution of SADTU to teacher professional development were studied in the same educators' natural setting. The researcher, on the other hand, attempted to make sense or to interpret the phenomenon teacher professional development, and related key concepts in terms of the meanings the selected educators brought to them.

A qualitative approach emphasizes the qualities of entities, processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity or frequency (Denzin and Lincoln, 2000). Berg, (2007) further explains that quality refers to a thing's essence and ambience - the what, how, when and where of it. Qualitative research thus refers to the meanings, concepts, definitions, characteristics, metaphors, symbols and description of things (Ibid). The research questions often stress how social experience is created and given meaning. The value-laden nature of such an inquiry stresses the relationship between the

researcher and subject(s), as well as the situational constraints that shape the inquiry (Denzin and Lincoln, 2011).

The relevance of all these above factors relate to the selected educators or participants in this study. The ‘essence (core) and ambience (atmosphere)’ of the educators’ “social experiences”, is created by the research questions and given meaning. Furthermore, these educators’ perceptions, views or insights, regarding the contribution of SADTU to teacher development in one Eastern Cape Education District, are captured in these research questions.

Qualitative research methods provide more emphasis on interpretation and providing consumers with complete views, looking at contexts, environmental immersions and a depth of understanding of concepts (Tewksbury, 2009). Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world (Merriam, 2009).

Qualitative research is used to help us understand how people feel and why they feel as they do (Ibid). It is concerned with collecting in-depth information asking questions such as ‘why do you say that?’ Samples tend to be smaller compared to quantitative projects that include much larger samples (Ibid). Depth interviews or group discussions are common methods for collecting qualitative information (Weaver and Olson, 2006).

Qualitative methods provide a depth of understanding of issues that is not possible through the use of quantitative, statistically-based investigations (Merriam, 2009). Qualitative methods are the approach that centralizes and places primary value on complete understandings, and how people (the social aspect of our discipline) understand, experience and operate within milieus that are dynamic, and social in their foundation and structure (Tewksbury, 2009). Qualitative methods are particularly relevant to this study because they provide deep understanding of complex social teaching experiences in reference to union activism in schools. Teachers have diverse experiences and understandings relating to their unions and the contribution of those respective unions to teacher professional development. This depth of understanding of issues is certainly not possible through the use of quantitative, statistically-based investigations (Merriam, 2009).

Bogdan and Biklen (2003) use the term ‘qualitative research’ as the superordinate concept, joining different research approaches with certain common characteristics as well. With the expression ‘qualitative research’, the research is denoted as consisting of the basic empirical material, collected in the research process, which is verbally described or narrated. In other authors, (e.g. Denzin & Lincoln, 2000) similar conceptualisations of qualitative research are found.

According to Creswell, (2009) qualitative research is the research process designed according to a clear methodological tradition of research, whereby researchers build up a complex, holistic framework by analysing narratives and observations, conducting the research work in the habitat. (Fraenkel and Wallen, 2006) draw attention to the fact that qualitative researchers mainly focus on the examination of characteristic traits or properties of a certain activity, group, situation, or materials, respectively. They are not much interested in the frequency of appearance of research as an exploratory approach emphasizing words rather than quantification in gathering and analysing the data, (Ibid). It is a matter of the inductive, constructivist and interpretative exploratory approach (Bryman, 2004). This approach is accompanied by the following main stresses: to view the world with the eyes of the examinees, to describe and take into account the context, to emphasize the process and not only the final results, to be flexible and develop the concepts and theories as outcomes of the research process (Ibid).

What can qualitative research tell us? The researcher’s view is that information learned from qualitative methods focuses on depth. That means you gain a deep understanding and better perspective of issues under study, than just generally know about them or have face value knowledge of them. More or less like a detective, as a researcher, you interrogate issues by asking questions to respondents. Respondents are not robots or mechanical entities that can be manipulated, but they are dynamic human beings, who have worldviews, persuasions and ideologies.

Respondents, according to the researcher, are also able to articulate their subjective multiple and diverse experiences, knowledge, understandings, venting their feelings of frustrations, expressing their aspirations and their passion on issues in their respective settings. As a researcher in your scientific pursuit for insights you realise that you are dealing with humans and not just mere numbers and cold hard statistical

facts. Therefore, you are in a balancing act, balancing realities ethically; you become more cautious in your presentation of these realities.

To capture some of the main features discussed above, the following points are important about qualitative methods. (Creswell, 2009),

- Research is often conducted in the field, allowing direct interaction with the people being studied in their context. This means that the researcher and the people being studied are in constant contact. They are in constant communication with each other, where the research is conducted.
- Researchers often build their patterns, categories and themes from the bottom up (inductive analysis).
- The focus is on learning the meaning participants hold rather than the meaning brought in by the researcher.
- The research is often an emergent, shifting process in response to the field.
- The qualitative researcher interprets what is seen, heard and understood. This must be seen in light of the researcher's background, history, context and prior understanding.
- The researcher tries to develop a complex picture of the problem or issue by reporting multiple perspectives and identifying multiple factors involved.
- Multiple sources of data are preferred over a single source; this requires the researcher to review all data, make sense of it and organize it into categories or themes that cut across all sources (Creswell, 2009).

3.3 RESEARCH PARADIGM: INTERPRETIVISM

The term paradigm originated from the Greek word *paradeigma* which means *pattern* and was first used by Kuhn, (1962) to denote a conceptual framework shared by a community of scientists, which provided them with a convenient model for examining problems and finding solutions (Jonker and Pennink, 2010). Research paradigms address the philosophical dimensions of social sciences (Ibid). A research paradigm is a set of fundamental assumptions and beliefs as to how the world is perceived which then serves as a thinking framework that guides the behaviour of the researcher (ibid). Although the philosophical backgrounds usually remain implicit in most research, they affect the practice of research (Ibid).

It is important to initially question the research paradigm to be applied in conducting research because it substantially influences how one undertakes a social study from the way of framing and understanding social phenomena (Berry and Otley, 2004; Creswell 2009; Saunders, Lewis and Thornhill 2009; Neuman 2011). A paradigm is 'a broad view or perspective of something' (Taylor, Kermode, and Roberts, 2007). Weaver and Olson's (2006) conceptualisation of paradigm reveals how research could be affected and guided by a certain paradigm by stating, 'paradigms are patterns of beliefs and practices that regulate inquiry within a discipline by providing lenses, frames and processes through which investigation is accomplished'.

The qualitative methodology shares its philosophical foundation with the interpretive paradigm, which supports the view that there are many truths and multiple realities; this type of paradigm focuses on the holistic perspective of the person and environment (Ibid). Knowingly or not, scholarship intended to generate new knowledge, in each of natural, social and human sciences, is informed by research paradigms (McGregor and Murnane, 2010). Within the academy, it is common knowledge that a paradigm is a set of assumptions, concepts, values, and practices that constitutes a way of viewing reality for the community that shares them, especially in an intellectual discipline, like education (Ibid). Each paradigm is accompanied with attendant methodologies (assumptions about knowledge, values, reality and logic, to be discussed shortly) (Ibid).

Interpretivism aims to find new interpretations or underlying meanings and adheres to the ontological assumption of *multiples realities,* which are *time-and context dependent.* (Terminology is not absolute: An alternative term for interpretivist is 'naturalistic' (Cohen, Manion and Morrison, 2000; Lincoln and Guba, 1985).
Walsham, (1995a) refers to the 'interpretivist school', yet as a general adjective uses 'interpretive approaches, -methods, -studies', etc. (Travis, 1999 and Roode, 2003; 2004) prefer 'interpretivist'. Interpretive research emanated from the social sciences and is also used in educational research (Roode, 2003; Walsham, 1995a; 1995b). What are the methods of qualitative research? Qualitative methods of research, while often viewed by novices as easier – because the actions of researchers look and sound a great deal like what we all do in regular daily life – are in fact more time consuming, require a greater emphasis on researchers themselves clarifying and

defining what things mean, and rely on the intellectual abilities of researchers to organize, manage, analyse and interpret data (Tewksbury, 2009).

This study landed itself suitably to the interpretive paradigm, because in the course of research there were multiple realities and truths, which were expressed by the participants in this study, as they interpreted their surroundings. This type of paradigm focuses the holistic perspective of the person and environment which is more congruent with the teaching discipline (Weaver and Olson, 2006).

Additionally, the interpretive paradigm is associated more with methodological approaches that provide an opportunity for the voice, concerns and practices of research participants to be heard (Ibid). Cole further argues that qualitative researchers are 'more concerned about uncovering knowledge about how people feel and think in the circumstances in which they find themselves, than making judgements about whether those thoughts and feelings are valid' (Ibid).

Table 3.1 Fundamental Beliefs of the Interpretivism (Constructivism) Research Paradigm

	Research Paradigm
Fundamental Beliefs	*Interpretivism (Constructivism)*
Ontology: the position on the nature of reality	Socially constructed, subjective, may change, multiple
Epistemology: the view on what constitutes Acceptable knowledge	Subjective meanings and social phenomena. Focus upon the details of situation, the reality behind these details, subjective meanings and motivating action
Axiology: the role of values in research and the researcher's stance	Research is value bond, the researcher is part of what is being researched, cannot be separated and so will be subjective
Research Methodology: the model behind the research process	Qualitative

Saunders, Guba and Lincoln (2005) cited by Hallebone and Priest (2009)

Table 3.1 is a summarised presentation of four fundamental beliefs underpinned by the interpretive or constructivism paradigm. The first belief is termed 'ontology'.

Ontology means the position of this interpretive paradigm on the nature of reality; reality with this paradigm is socially constructed, subjective, it may change and it is multiple. The second belief is 'epistemology': which means, the view on what constitutes 'acceptable knowledge'. That view here has subjective meanings and social phenomena. That view has its focus upon the details of situation, the reality behind these details, subjective meanings and the motivating action.

The third belief is termed axiology. Axiology is the role of values in research and the researcher's stance. Research with the interpretive paradigm is value bond, the researcher is part of what is being researched, he or she cannot be separated and so he or she will be subjective. The fourth and the last belief with this paradigm is Research Methodology: which is the model behind the research process. That model or research methodology that is used with the interpretive or constructivism paradigm is always qualitative. The relevance of the above four fundamental beliefs underpinned by the interpretive or constructivism paradigm to this study is that the study, by its nature and what it was set to achieve, is consistent with the beliefs.

3.4 RESEARCH DESIGN: CASE STUDY

Case study was used as the research design in order to produce a detailed description of the phenomenon of the study. Case studies are defined in various ways by various writers.

A case study is best defined as an in-depth study of a single unit (a relatively bounded phenomenon) where the scholar's aim is to elucidate features of a larger class of similar phenomena (Gerring, 2004). A major strength of the case study is that it allows the researcher to understand the problem, the nature and complexity of the process taking place; and valuable insights can be gained into new topics emerging in the rapidly changing field, such as the teaching profession (Yin, 2003).

The case study is an intensive study of a single unit for the purpose of understanding a larger class of (similar) units (Gerring, 2004). A unit connotes a spatially bounded phenomenon—e.g., a nation-state, revolution, political party, election, or person—observed at a single point in time or over some delimited period of time. A research method that facilitates a deep investigation of a real-life contemporary phenomenon in its natural context is a case study (Woodside, 2010; Yin, 2012).

Research purpose and research questions are the suggested starting points to develop a research design because they provide important clues about the substance that a researcher is aiming to assess (Berry and Otley, 2004; Saunders, Lewis and Thornhill, 2009;Yin, 2012). There are three ideal conditions for conducting a case study (Yin, 2009). First, the form of asking a research question is in the form of *why* or *how (Ibid)*. The remaining two conditions are that no control is required over behavioural events being studied and the study focus on contemporary events. Thus, a case study should be of a contemporary event as opposed to a historical one (Ibid).

Ideally case study research should use a multiple case study design involving multi-sites to be studied and using multiple methods to analyse the collected data. The rationale behind the choice of a multiple case study over a single case study is to enable comparisons between the observed practices by subjects studied in order to obtain a more comprehensive understanding of these practices. The case study is "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (Yin, 2003).

As has already been indicated, case studies require multiple data collection methods, whose results hopefully converge, in order to establish construct validity.

3.5 POPULATION

The population of this study, from which the sample was drawn, was the unionised East London fraternity of teachers. These, therefore, were the professional teachers who purportedly belonged to various teacher unions. As practising professionals, these teachers would be registered with the South African Council of Educators (SACE).

3.6 SAMPLING

To obtain participants for this study, the researcher used purposive sampling due to the study design. Purposive sampling involved the researcher making a conscious

decision about which individuals and which school sites would best provide the desired information (DeVaus, 2002; Burns and Grove, 2007).

During the research design phase of a project, the investigator needs to consider a rationale for identifying and using a particular setting as a data collection site (Marshall and Rossman, 1999). Also, a decision must be made regarding who will serve as the researcher and the research study population. The study site or setting should be a location where: entry or access is possible; the appropriate people (target population) are likely to be available; there is a high probability that the study's focuses, processes, people, programs, interactions, and/or structures that are part of the research question(s) will be available to the investigator, and the research can be conducted effectively by an individual or individuals during the data collection phase of the study (e.g., an African American researcher should not undertake research among members of the Ku Klux Man) (Ibid).

Qualitative data, whether collected from one on one interviews, observations, focus groups or immersion in a setting provides understandings of very specific individuals and settings, which while applicable beyond those specific settings and individuals, is limited in how widely generalizable such findings may be. But, overcoming this limitation is the value of learning about something deeply, and in a complete context (Tewksbury, 2009).

3.7 SAMPLE SIZE

The research study was limited to four secondary schools in the Eastern Cape Province; three secondary schools, in a township, one former Model C secondary school, and from the District Office. The interviewees were eight in number. The study interviewed seven educators and one subject advisor in the East London Education District. All these participants came from three different teacher unions (SADTU, NAPTOSA and SAOU).

The justification for the selection of these participants was that they represented the three major teacher unions in South Africa.

3.8 NEGOTIATION OF ACCESS

The researcher approached the department and officials for the access to the research site and participants. A letter was written to the district education department (Appendix C). Principals were approached to grant access to the educators (Appendix D). For the purposes of consent, educators were also contacted (Appendix A). Since the research study was about the contribution of SADTU to teacher professional development, a SADTU Union Office Bearer was approached (Appendix B). One of the greatest pitfalls in conducting research successfully is the inability to obtain access to the research field. Researchers often spend considerable amount of time on this task, especially when the research requires an in-depth study of their respective research field (Okumus, 2007; Patton, 2002; Shenton and Hayter, 2004). Indeed it was not easy for the researcher to secure interview sessions with these stakeholders. At times doors were just closed, with some of the intended stakeholders. This task can be even more difficult if it involves a sensitive topic (Ibid).

3.9 RESEARCH INSTRUMENTS FOR DATA COLLECTION

This study made use of the following qualitative research instruments: interviews and documentary analysis.

Data collection can be derived from a number of methods, which include interviews, focus groups, surveys, telephone interviews, field notes, taped social interaction or questionnaires (Heaton, 2004). According to Heaton interviews are a systematic way of talking and listening to people and are another way to collect data from individuals through conversations. The researcher or the interviewer often uses open questions.

Data is collected from the interviewee. Heaton states that the researcher needs to remember the interviewer's views about the topic are not of importance. The interviewee or respondent is the primary data for the study. Data collection is an essential component to conducting research. Data collection is a complicated and hard task. By and large it is also very difficult to say which one is the best method of data collection. O'Leary (2004) remarks "Collecting credible data is a tough task, and it is worth remembering that one method of data collection is not inherently better than another."

3.9.1 Interviews

Interviews were used with open-ended questions to small samples, the interviews were basically semi-structured. A semi-structured interview, also known as the non-standardised or qualitative interview, is a hybrid type of interview which lies in between a structured interviews and an in-depth interview (Saunders, Lewis and Thornhill 2009). Therefore, it offers the merit of using a list of predetermined themes and questions as in a structured interview, while keeping enough flexibility to enable the interviewee to talk freely about any topic raised during the interview (Ibid).

Interviews are (typically) structured conversations that researchers have with individuals (Tewksbury, 2009). Just as in everyday life, one of the most productive ways to learn about a person, place, or set of activities is to actually ask questions of people who have knowledge about that topic. Interviews are used to solicit information from people, just as quantitative researchers ask questions with surveys. However, the difference is that when a qualitative researcher asks questions of a person they are interested in understanding how the person being interviewed understands, experiences or views some topic (Ibid).

Open-ended questions are questions that do not require ‘yes’ or ‘no’ responses, but that a respondent should expatiate on his or her responses, giving extensive explanations. With this instrument participants were given an opportunity to express and share their views about their perceptions on the contribution of SADTU to teacher professional development (Appendix E). Important observations aside the responses to questions asked were made, like the characteristics of the neighbourhood and those of the respondents – were they hostile, tense, seemed to be lying, and so forth (Babbie and Mouton, 2004). Awareness about these dynamics countered the subjective aspects of the interviews.

The main feature of an interview is to facilitate the interviewees to share their perspectives, stories and experience regarding a particular social phenomena being observed by the interviewer (Boeije 2010). The participants, who are the practitioners in their field, will pass on their knowledge to the researcher through the conversations held during the interview process (Ibid).

The researcher employed semi-structured interviews in this research. Semi-structured interviews are non-standardized and are frequently used in qualitative analysis. The interviewer does not do the research to test a specific hypothesis (David and Sutton, 2004). The researcher has a list of key themes, issues, and questions to be covered. In this type of interview the order of the questions can be changed depending on the direction of the interview. An interview guide is also used, but additional questions can be asked.

Corbetta, (2003) explains semi-structured interviews as follows: The order in which the various topics are dealt with and the wording of the questions are left to the interviewer's discretion. Within each topic, the interviewer is free to conduct the conversation as he thinks fit, to ask the questions he deems appropriate in the words he considers best, to give explanation and ask for clarification if the answer is not clear, to prompt the respondent to elucidate further if necessary, and to establish his own style of conversation (Ibid).

Additional questions can be asked and some may be questions that have not been anticipated in the beginning of the interview. Note taking was done in the course of the interviews and documents for data collection were used in this study. It was not necessary to do tape recording. Semi-structured interviews give the researcher opportunities to probe for views and opinions of the interviewee. Probing is a way for the interview to explore new paths which were not initially considered (Gray, 2004). Having ' … key themes and sub-questions in advance lies in giving the researcher a sense of order from which to draw questions from unplanned encounters' (David and Sutton, 2004).

The researcher conducting semi-structured interviews is freer one than conducting a structured interview in which the interviewer does not have to adhere to a detailed interview guide (Kajornboon, 2004).

3.9.2 Documentary Analysis

Document analysis denotes any written materials that certain data about the phenomena the researcher desires to study (Mpahla, 2009). The researcher therefore used this section to substantiate the evidence received from the investigated teachers (Maree, 2007). The primary data were collected using semi-structured interviews with the teachers in the observed topic. As suggested by

Parker (2003), qualitative researchers should get involved in a communication with the practitioners in the organisational coal-face in order to better understand the current state of real-world practices (Ibid). The secondary data constitute internal publications provided by participants to the researchers and publicly available data which are relevant to the topic being observed. This method of collecting data from multiple sources, termed data triangulation, assists the researcher not only to collect more comprehensive relevant information but also to cross-check their consistency in order to enhance the robustness of findings (Patton 2002).

In this study words, how those were expressed and participants' actions were carefully analysed. A number of data sources were used in this study. Multiple data sources help validate the findings by exploring different views of the situation under investigation (Taylor, Kermode, and Roberts, 2007). The documents that were used in this study were SADTU documents: their memorandum of demands, (which was a campaigning document on national labour related issues), a SADTU circular or notice to a meeting and a message from SADTU President. These documents were used in order to explore some of the common issues this teacher union addresses, in relation to its contribution to teacher professional development.

The initial plan of the researcher was to analyse agenda and minutes of the meetings from one of SADTU local branches, of the meetings they had in 2012 and 2013. However, it was not possible because the office was not comfortable to release the documents for the study.

The researcher conducted semi-structured interviews, which are freer than when one conducts a structured interview in which the interviewer does not have to adhere to a detailed interview guide (Kajornboon, 2004).

3.10 COLLECTING DATA

Data collection refers to where data were collected, the venue and the reason why they were collected at that particular place. The data for this research were collected at different places, like: schools, marking centre and district office. The participants were available at these particular places. Interviews were conducted with individual participants, recorded and transcribed word for word, as much as possible. Field notes were taken in the course of the research and they were transcribed and analysed, as well.

Initially, the researcher thought of approaching four individual teachers, but for the purposes of achieving in-depth insights of wider range, with more objectivity and richer views, eight participants were interviewed instead.

Brown and Rodgers (2002:10) explain that primary research is a study based on "original data". Original data here mean the researchers collect the data themselves, for example, by using interviews, questionnaires, observations, and students' journals. Secondary research, by contrast, is research based on secondary data such as books, articles, and information obtained from the Internet. In other words, you are using the data collected by other people. Secondary research is very common in the field of literature or when you are going to write literature review for your primary research.

Both primary and secondary kinds of research, in that sense, were used for data collection in this study. Interviews and documentary data were used as "original data"; for secondary data books, articles and information from the Internet were also used.

The initial idea was to analyse local SADTU's branch agendas and minutes, but that was not possible; the office was not comfortable to release the documents. However, for documentary analysis SADTU circulars or notices for meetings that were sent to schools and SADTU President's annual message, which is written in the member's diary, were used.

3.11 DATA ANALYSIS

Data analysis is a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories (Hatch, 2002). "Qualitative analysis transforms data into findings. No formula exists for that transformation. Guidance, yes. But no recipe. Direction can and will be offered, but the final destination remains unique for each inquirer, known only when—and if—arrived at" (Patton, 2002).

Interpretational and reflective analyses were used. Qualitative data collection and analysis produce findings related to intricate details where values and human

experiences are relevant. In such contexts, the ability to *interpret* data is important and, in fact, 'the researcher is an instrument' (Leedy and Ormrod, 2001).

How were data analysed in this study? Themes were developed from the data that were collected through interviews with a select number of respondents. These respondents were teachers from three different teacher unions, namely, the South African Democratic Teachers' Union (SADTU), the Suid Afrikaanse Onderwysers Unie (SAOU) and NAPTOSA, the National Professional Teachers' Organisation of South Africa.

3.12 ETHICAL CONSIDERATIONS

It is significant to note the importance of ethical considerations. Among other reasons, ethical considerations ensure that respondents feel free to express their views or perceptions, without fear or prejudice on this very important topic. This also continues to ensure the guaranteed principle of confidentiality and anonymity, thus further protecting the respondents, as required by research standard practice.

Now, the first task in achieving informed consent is to inform people about the research in a way they can understand (Weijer, Goldsand and Emanuel 1999). An informed written consent was then forwarded to the above stakeholders. The written consent was to explain to the them the following; the purpose of the research; what is expected of a research participant, including the amount of time likely to be required for participation; expected risks and benefits, including psychological and social; the fact that participation was voluntary and that one can withdraw at any time with no negative repercussions; how confidentiality would be protected; the name and contact information of the investigator to be contacted for questions or problems related to the research; the name and contact information of an appropriate person to contact with questions about one's rights as a research participant (the chair of the ethics committee supervising the research) (Ibid).

This informed consent is a form that generally goes through ethics committee approval procedures; it includes legalistic language, and is signed by the participant, the researcher, and possibly a witness, (Ibid). In conducting interviews, ethical issues are one of the main concerns. Confidentiality must be given. Respondents "should not be harmed or damaged in any way by the research … It is also important

that interviews are not used as a devious means of selling something to the respondent" (Gray, 2004). If respondents are uneasy and become upset, the interview can be cancelled or postponed. The following are some of the issues and suggested ethical solutions (Patton, 2000; Gray, 2004).

• *Confidentiality.* Reflect on the extent to which promises of confidentiality can be met. (Confidentiality means you know but will not tell. Anonymity means you do not know, as in a survey returned anonymously).

• *Data collection boundaries.* How hard will you push for data? What lengths will you go to in trying to gain access to data you want? What won't you do?

• How hard will you push interviewees to respond to questions about which they show some discomfort?

The drawbacks are inexperienced interviewers may not be able to ask prompt questions. If this is the case, some relevant data may not be gathered. In addition, inexperienced interviewers may not probe into a situation.

3.13 SUMMARY

Chapter three presented the methods used in this study and explained how the research methodology was approached. Reading the research methodology helped the reader determine how the researcher went about collecting and analysing the data. The methodology adopted for this study, as stated in this chapter, is informed by the interpretive paradigm. Primarily, qualitative research is viewed as an act of interpretation.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSING THE FINDINGS

4.1 INTRODUCTION

This chapter presents the data which was collected during the research process of this study. The researcher used interviews and documents as instruments of data collection. Alongside these instruments, the researcher used observations, as he strategically interacted with the members of the teachers' unions at their workplace during this research. This is how this Chapter is structured: 4.2 The Research Questions for the Interviews 4.3 Respondents' Profiles 4.4 Presenting Data, Discussions and the Findings According to the Research Questions 4.4.1 Presenting Data: Interviews 4.4.2 Presentation of SADTU Documents and 4.5 Summary of the Chapter.

As indicated earlier on in this study, interpretivism analysis was used. As a research paradigm, interpretivism has views underlying it. It has underlying assumptions and beliefs about it (Woods and Trexler, 2001). The purpose of the research is to understand and interpret daily occurrences and social structures as well as the meanings that people give to the phenomena (Ibid). In this context that phenomena is 'what educators view as SADTU's role on teacher professional development'. The nature of reality in intepretivism as a paradigm is multiple, it is constructed through human interaction, holistic and it is divergent (Ibid). Performing data analysis on qualitative data basically involves dismantling, segmenting and reassembling data to form meaningful findings in order to draw inferences (Boeije 2010).

This means that data collected from the participants regarding educators' perceptions on SADTU's contribution to teacher professional development were dismantled here, segmented or categorised into themes, which are related to the study and then they were reassembled to form meaningful findings in this chapter. The research questions and research aim were used to guide the process of cutting the collected texts into pieces and logically recombining them. This translation process from raw data to findings required interpretation of empirical data (Boeije,

2010). *Qualitative content analysis* which is done through identifying patterns and themes within data is termed *thematic analysis* (Given, 2008).

The nature of knowledge; events are understood through mental process of interpretation, influenced by and interacts with social context – mutual, simultaneously shaping. The relationship between the knower and the known; it is interrelated and dialogic. The roles of value(s) in research in interpretivism; this paradigm is not value free, but it is value bound (Woods and Trexler, 2001).

The data alluded to in Chapter 3 responded to the following research questions, the main research question and four research questions:

(a) Main Research Question

- What do selected educators view as SADTU's role in their professional development?

(b) Research Questions

- How does SADTU respond to teachers' professional development needs?
- What do educators believe as SADTU's challenges in contributing to professionalism?
- What are SADTU's professional priorities and expectations of teachers?

The other questions were for further probing for better clarity and in-depth understanding to the data, which was collected from the respondents. That data was based on the above two sets of questions, since these were semi-structured interviews. The other interview questions, which are not featured here, appear in the appendix in Chapter 5.

The purpose of the use of the semi-structured interviews was to draw and collect extensive data from the respondents. That objective was achieved because rich data was consequently attained through that instrument of data collection.

4.2 RESPONDENTS' PROFILE

Table 3.1: Respondents' Profile

Partici-pant	Gender	Age	Race	Highest Qualifi-cation	Post Level	Union Affiliation	Years in Union	Office/ School-Based	Union Office-Bearer
ED1	Male	48	Black	B.Tech	1	SADTU	19	School Based	No
ED2	Female	49	Black	B.A.	1	SADTU	5	School Based	Yes
ED3	Female	58	White	B.Ed.	2	SAOU	25	School Based	No
ED4	Male	57	White	M.A.	4	NAPTOSA	17	Office Based	No
ED5	Male	50	Black	B.A.	1	SADTU	23	School Based	No
ED6	Female	42	Co-loured	B.A. Hons.	2	SADTU	18	School Based	Yes
ED7	Male	44	Black	B.A.	1	SADTU	19	School Based	No
ED8	Female	40	Black	B.A.	3	SADTU	16	School Based	No

Table 3.1 above indicates that the total number of participants in this study was eight. The participants' pseudonyms instead of their real names have been used. This is to ensure ethical adherence and therefore ensuring confidentiality and protection of the participants' identities. The gender composition of the respondents is 4 males to 4 females, which means the representation of each gender is equal at 50%. The ages of the respondents range from 40 – 49 years and 50 – 59 years; both these age ranges are also 50 % each. No respondent was younger than 40 years of age, which means that these were significantly experienced and mature participants in their profession. These may not be regarded as impressionable individuals, who may easily be swayed or influenced by external factors. Their judgement of the union of their choice may be fairly informed by their many years of experience and exposure to and in the teaching profession.

The information rich representation of SADTU membership is critically important for the success of this research. SADTU representation comprises the majority of the respondents in this study, and that is 75%. The black participants are in the majority; they are 5 out of 6 in SADTU and 1 is coloured.

Representation of the other teacher unions, SAOU and NAPTOSA, is also information rich and critically important for this research. They are the remaining 25% that is shared equally between them, which means they are 12.5% respondent each. Both NAPTOSA and SAOU participants are white male and female respectively. With further reference to racial representation, the representation of 62.5% is black respondents, 25% is white and 12.5% is coloured.

The School Management Team (SMT), post level 2 – 4, has a representation of 50% of the total sample of the participants, which is equal to the 50% of the post level 1 participants. Many of the participants, precisely 87.5% were school-based practitioners, whilst the remaining 12.5% was office-based.

Table 3 also indicates that the highest qualification of the majority of the respondents 62.5% was Bachelor of Arts or B.A. degree, followed by B. Tech. 12.5%, B.A. (Hons.) 12.5%, B. Ed.12.5% and Master of Arts also 12.5%. The underlying factor here is that the participants were all graduates and therefore well qualified professionals.

A 25% of the participants were teacher union office-bearers, that is, they occupied union leadership positions, whilst 75% of them were not. Years of teacher union membership ranged from 5 – 25 years. Participants with less than ten years in their teacher union were 12.5%. Participants who were between ten and twenty years in their respective teacher unions were 62.5%. Participants who were between twenty and thirty years in their respective teacher unions were 25%. This means the participants have quite a significant experience and knowledge of how their teacher unions operate with regards to teacher related issues. They are therefore quite aware of the weaknesses and strengths of their respective unions.

4.3 DATA PRESENTATION AND DISCUSSION

The aim of this chapter is to present data which were collected from both the interviews with the respondents in this research and from the documents of the South African Democratic Teachers Union (SADTU). The discussion of the findings according to the research questions then proceeds from that presented data. Data collected through documentary analysis will also be presented. The documents are distributed to those affected schools. That is standard procedure by SADTU, especially when there is a forthcoming union activity. Hence, the researcher had

access to the documents. SADTU documentary data was chosen because this research is about SADTU; the documents address the issue of teacher professional development.

4.3.1 Presenting Data and Interviews

4.3.1.1 Synopsis of Participants Affiliating to Teacher Unions

All the respondents, 100% of them, in this study expressed how they viewed teacher unions in relation to their workplace situations. Participants who are SADTU members articulated generally in a positive light why they joined their teacher union. The participants who joined other alternative teacher unions also generally favourably voiced their reasons for their membership to their respective unions, as well.

4.3.1.2 Participants' Perceptions on the General Relevance of Teacher Unions

Acknowledgement of the general intrinsic value and significant relevance of teacher unions in their respective workplaces was expressed by all the respondents. Teacher unions served, in various ways, the purpose of promoting and protecting their labour rights, according to the constitutional dictates of a democratic country. Teacher unions have unique appeal to different teachers because of their organisational operations, ideologies and philosophies, the participants reported. The following preview points are some of the members' motivations to join teacher unions.

- *I joined SADTU because I wanted my interests to be jealously guarded and arrogantly defended.*
- *I also wanted my conditions of service to be improved.*
- *I joined my teacher union (SADTU) for protection; there was a lot of victimization from principals and EDO's.*
- *I joined my teacher union (SAOU) because I felt that I could associate with their ethos.*
- *I joined SADTU because it was the most popular and biggest teacher union that had a history of defending teachers against victimization in South Africa.*
- *In wage negotiations, because of its principles like non-racialism, etc., SADTU was commanding a high moral ground to the majority of the South African educational fraternity.*

- *SADTU is to me a symbol of hope, which continues to fight and advocate for educational transformation.*
- *SADTU takes advantage of its big numbers and its alliance to the ruling party, the ANC, in making its voice to be heard. That power serves as protection to SADTU members and that it will not be taken for granted when it presents its members' demands or when it represents its interests on whatever platform.*
- *As a matter of fact, I have never been interested in union politics (NAPTOSA).*

The respondent ED1, a 49 year old SADTU member, reported on the following:

> *I joined SADTU because I wanted my interests to be jealously guarded and arrogantly defended. That simply means that the teacher union of my choice would without any compromise strongly promote and protect my labour rights, with all in its power and ability.*
>
> *I also wanted my conditions of service to be improved. So, it became clear to me that SADTU is the only union that can do that. With my personal examples, what has SADTU ever done to demonstrate its capacity and political will to do just that?*
>
> *SADTU never hesitates to challenge the employer or the government when its members' rights are blatantly disregarded. SADTU even embarks on labour action, like strikes from time when the government refuses to listen to teachers' legitimate demands relating to labour. However, strikes are the last resort, when all avenues have been exhausted.*
>
> *Is it enough? You may ask. No, it is not, but it is better than nothing. At least SADTU members are aware that their union will do everything within its human ability and legal bounds to defend the labour rights of its members against any exploitation by the employer or any external market forces.*
>
> *It is important for one to join a union because as an organised collective we are stronger voice and we present a formidable force to be reckoned with by the potentially abusive employer.*

ED2 echoed this sentiment and said:

I joined my teacher union (SADTU) for protection; there was a lot of victimization from principals and EDO's. So, one needed an organization that could represent one, if needs be. What I mean is that if the principal didn't like you it was easy for him to treat you unfairly and victimise you. Another demeaning thing is the fact that when you were visited by the EDO he could treat you in any unbecoming manner, professionally speaking, even in front of the other colleagues.

You just did not have a voice to protect you, but to succumb to non-developmental but judgemental fault-finding sarcasm and humiliation, maybe to a relatively lesser degree in comparison to the inspectors of the (past) apartheid era.

The respondent ED3 said:

I joined my teacher union (SAOU) because I felt that I could associate with their ethos. Their general organizational conduct, their service to the members, their policies and programmes appealed to me.

When further probed if the motivation for joining SAOU was not racial, ED3 firmly said:

No, not at all, because at that time (1988) it was also the only (teacher) union I was aware of. I could have joined SADTU or any teacher union that was introduced to me. The bottom line for my joining SAOU was to ensure my professional benefits and the protection and promotion of my labour interests.

However, ED4 significantly deviated from the popular trend of other respondents by cynically reporting:

I did not give it a lot of thought. As a matter of fact, I have never been interested in union politics. Union politics has never appealed to me; I did not think they added any value to my professional development. My focus has always been mainly on my work.

ED7 reported with great enthusiasm and confidence in his teacher union by saying:

I joined SADTU because it was the most popular and biggest teacher union that had a history of defending teachers against victimization in South Africa. Also in wage negotiations, because of its principles like non-racialism, etc., it

was commanding a high moral ground to the majority of the South African educational fraternity. SADTU is to me a symbol of hope, which continues to fight and advocate for educational transformation.

Asked to explain this, he said:

I mean that SADTU will always challenge any injustice, especially practised on its members by the Department of Education. SADTU will never stop to campaign for better working conditions for teachers in South Africa. It will also always advocate equal and quality education for the poor schools of the majority black society.

ED5 said:

The reason why I joined SADTU is that it was the only organization at the time of repression in South Africa that carried and fought vigorously for the ideals of non- racial democratic teachers' union. SADTU to me carries a sense of protection for the interests of professional teachers. This means that SADTU takes advantage of its big numbers and its alliance to the ruling party, the ANC, in making its voice to be heard. That power serves as protection to SADTU members and that it will not be taken for granted when it presents its members' demands or when it represents its interests on whatever platform.

In terms of section 18 of the Constitution of the Republic of South Africa, No,108 of 1996, everyone has the right to freedom of association, which means that educators and all other workers have the freedom to choose a trade union to belong to (Joubert & Prinsloo 2009:187). SAOU is a predominantly white teachers' union dominated by Afrikaans-speaking membership mostly in the former white, coloured and Indian schools. Its membership is 90% white, 7% black, 2% coloured and 1% Indian, (Heysteck and Lethoko, 2006). Interestingly, ED3, the SAOU member denied the motivation for joining SAOU was racial, which is a mismatch to the union's white predominance and racial demographic reality.

SAOU puts its emphasis on qualifications as it believes that to a certain extent qualifications contribute to the teacher's motivation, performance and professionalism. NAPTOSA and SAOU insisted that their existences are dedicated to the professionalisation of teaching (Heystek and Lethoko, 2006). However, SADTU believes that if the teachers' working conditions, salaries, facilities in schools

and proper functioning of the Department of Education are satisfactory, only then can they start talking about professionalism (Heystek and Lethoko, 2006). On the other hand, SADTU agrees that teachers are professionals even though they reflect very little of those characteristics which make teachers professionals (Heystek and Lethoko, 2006).

Maluleke (2014) reported that SADTU fought for and secured the right to organize, negotiate better working and remuneration for teachers (Maluleke, 2014). He contests that SADTU secured bargaining rights for teachers which did not exist before. The union also secured the rights of female teachers who were treated like second class teachers to obtain maternity leave, equal pay for same work and equal access to promotional posts in the entire system. SADTU also fought against the retrenchment of teachers by signing an agreement that secured the jobs of teachers with an option of redeployment and not retrenchment (Ibid).

The respondents, 100% of them, asserted that unions advance teacher labour rights and interests by entering into collective bargaining relations. Teacher unions ensure the promotion and protection of teachers' (as workers) labour rights against exploitation and power abuse, and thereby confirming literature validity in this regard.

4.3.1.3 Reported Perceived Reasons of the Respondents Joining SADTU

The respondents, precisely 75%, said quite a number of things regarding the South African Democratic Teachers Union or SADTU being attractive to many practitioners in the teaching fraternity. The participants were also asked what SADTU has ever done for them.

- *SADTU represents me in educational policy formulation bodies; it is my voice there.*
- *SADTU has never done anything tangible for me.*
- *I benefit indirectly from SADTU, because I have 'a peace of mind' as I know of a place to run to, if and when labour related challenges face me.*
- *I have benefitted along with the collective membership of this teacher union, as its members in labour related issues. I have been a beneficiary in collective bargaining, whereby I was represented.*
- *SADTU to me carries a sense of protection for the interests of professional teachers.*

- *SADTU is a buffer against power abuse. It shields teachers, especially, against some of the authoritarian principals or the SMT's in general and Educational Departmental authorities...*
- *SADTU recognises that as a teacher I am both a professional and at the same time I am a worker.*
- *SADTU's activities are often very disruptive to what I have to do in education. Many of the programmes I need to contribute to, are disrupted by SADTU's protest activities.*
- *SADTU's role appears to be more politically focused than educational. The organisation tries to represent the interests of its members aggressively.*

ED8 reported that:

> *I joined SADTU because it protects and promotes my labour rights. On the other hand, SADTU has never done anything tangible for me, personally. However, generally speaking, I have benefitted along with the collective membership of this teacher union, as its members in labour related issues. I have been a beneficiary in collective bargaining, whereby I was represented, for labour interests and rights by this revolutionary and progressive teacher union. SADTU represents me in educational policy formulation bodies; it is my voice there.*

ED2 echoed the ED8's view, she reported that:

> *They (SADTU) do rake up teachers' issues seriously, especially those teachers that have been charged, and many a times they do so very well. In that sense I benefit indirectly from SADTU, because I have a peace of mind as I know of a place to run to, if and when labour related challenges face me.*

The SADTU's respondent ED5 reported these views:

> *SADTU to me carries a sense of protection for the interests of professional teachers. This means that SADTU takes advantage of its big numbers and its alliance to the ruling party, the ANC, in making its voice heard. The power that SADTU has serves as protection to SADTU members and it ensures that it will not be taken for granted when it presents its members' demands or when it represents its interests on whatever platform.*

SADTU's ED6 states that:

> *SADTU is a progressive teachers' union which recognises that workers' rights are paramount. It strives to protect teachers as workers from any and all unfair labour practices. The union is an affiliate of a labour federation COSATU – the Congress of South African Trade Union, and therefore politically it is strategically aligned to the ruling African National Congress (ANC) government. This means that SADTU is strategically placed to influence and inform policies which affect education and to take forward the transformation of schooling in South Africa. It also means that SADTU recognises that as a teacher I am both a professional and at the same time I am a worker. SADTU is the largest teacher union in South Africa and this translates to it being the most powerful. It is the teacher union which is at the forefront in the struggle for equality and quality education.*

A NAPTOSA respondent, ED4, reported this:

> *I did not give it a lot of thought. As a matter of fact, I have never been interested in union politics. The reason many colleagues joined SADTU, firstly; I suppose, it is their democratic right to join whichever teacher union of their choice. Secondly, the main advantage with joining SADTU is that it is a buffer against power abuse. It shields teachers, especially, against some of the authoritarian principals or the SMT's in general and Educational Departmental authorities...*
>
> *Concerning what SADTU has ever done for me; as far as I am concerned, SADTU is a major challenge in that their activities are often very disruptive to what I have to do in education. Many of the programmes I need to contribute to, are disrupted by SADTU's protest activities. I must concede, however, that their political strength probably contributes to teachers being taken more seriously by government – government knows they cannot "bully" teachers too much because of the possibility of action by SADTU. This is my response to your questions, for what my opinion is worth.*

A SAOU respondent, ED3 reported why she would not have joined SADTU

> *I am not really au fait with SADTU's policies and mission. I'll try my best to respond to your questions. I hope this is what you want. Please note that*

these are my personal views. SADTU has never done anything for me. But what I know about SADTU is that it is a volatile union; this means that they are not afraid to achieve their objectives.

They will do anything to fight for what they believe and for their members. They will even sacrifice teaching time, by embarking on strike until their demands are addressed by the department. This dynamism and quality in them is indeed commendable, however, it disadvantages the learners and compromises their future. Another factor is that with strong political links to the ANC and of course, the largest workers' federation in South Africa COSATU, one views SADTU as being more politically inclined rather than educational.

The participants were asked what the role of SADTU was to them, as individual professional teachers. These were their response:

ED4 reported that:

I am very disappointed by SADTU's lack of contribution to the culture of learning and teaching. They are strategically placed to make a major contribution, but their energies are focused on jostling for political influence. At the present time they are more a part of the problem in SA education, rather than being part of the solution.

Question: on that point, do you know of cadre deployment, or rewarding of loyal teacher union activists with management or senior posts?

Response: to be honest with you, I do not know of it being openly practised. But, I do have my suspicion about the appointments of some of those loyal members.

ED1 reported that:

SADTU's role is to transform education in South Africa and empower its members so that they can be able to face the challenges ahead and play a meaningful role in society.

ED5 reported that:

SADTU's role is to ensure that teachers and learners can work in an environment that is free of victimization and intimidation. This is exercised

within the confines of the Human Rights as pronounced in the constitution of the Republic of South Africa. As a teachers' organization, it carries the mandate to bring to reality the provisions of South African Schools Act of 1996. SADTU, therefore, to me carries a sense of protection for the interests of professional teachers.

ED2 reported that:

SADTU is my organization that is supposed to have my interest at heart. But, lately it has not been delivering; it has been accused of sleeping with the political 'enemy' (the enemy being my employer). Explain please, what you mean by that. SADTU is failing the teachers, big time! How so? Many a-times teachers have not been satisfied with the outcomes of negotiations, for example, study leaves were stopped, of which most teachers still want them to develop themselves academically and eventually professionally as well.

ED3 reported that:

Please note again that these are my personal views. SADTU's role appears to be more politically focused than educational. The organisation tries to represent the interests of its members aggressively.

As the largest teacher union in South Africa, 87.5% respondents stated that SADTU is viewed as revolutionary (that is, like military action, revolutionary action was conceived in terms that stressed organization, planning, secrecy, and discipline, Wolin, 1973), progressive and most powerful to many teachers in the country. The concept progressive means a person who believes that social reform is achievable over time with the proper mixture of individual participation and government support. He or she looks to the future not the past for a better time, and recognizes that there is a universal standard for justice while acknowledging that only by understanding particular contexts and circumstances can the adequacy of the progress be measured, (Weinstein, 2006).

Again the 87.5% respondents said that SADTU has a history of advocating for and advancing non-racialism and aggressively fighting for teachers' labour rights.

When SADTU is on strike it is perceived as ironically having little or no regard at all for the learners, who in the 'alternative teachers' ideology are the customers in the

education business. The participants perceive SADTU's protest tactics as being rather disruptive and counterproductive to the plans and programmes of education in the country. This is as a result of SADTU's labour action disrupting and stopping any departmental workshops that are in progress. Consequently, when the dispute is eventually resolved there is a lot of catch up to do by both the districts and the schools affected. This according to them compromises the quality of service delivery in the learning/teaching process, in the final analysis. The last push factor to these teachers is that they perceive SADTU as being more political than educational. That is, SADTU to them embarks mostly on political issues affecting the tripartite alliance the ANC, SACP and COSATU than simply education, especially teachers' related matters.

4.3.1.4 Participants' Perceptions on Teacher Professional Development Issues

Participants expressed various issues related to teacher professional development. They articulated their views on the concept 'teacher professional development' in relation to SADTU. To these participants teacher professional development meant, among other factors:

- *Teacher empowerment*
- *Teacher up-skilling*
- *Creation of enabling teaching learning conditions, for teachers to maximise themselves in their profession*
- *A teacher lifelong learning process*
- *Being a professional and being guided by professional principles*
- *A teacher developing a generally positive attitude towards your colleagues, learners and parents.*
- *This general professional conduct applies both when you are at school and when you are away from school, in your interactions in the community.*
- *That consciousness keeps you respected by the public.*
- *Keeping abreast of current teaching policies and self-improvement opportunities.*
- *Every good school should pursue some programme for the professional development of its teachers.*

They reported SADTU's professional priorities and expectations of teachers; they expressed their views on constraints experienced by SADTU in relation to

professional development; on cadre deployment and on the overwhelming teacher workload.

Participants had interesting understanding on teacher professional development;

ED1 reported that teacher professional development

> *Means to me empowered and autonomous teachers, who can articulate themselves to point out weaknesses in the education system. These teachers work hard with pride in strengthening and enhancing the very system they are in, in other words, they are no arm-chair fault-finding critics, but they endeavour to be part of the solution in every possible way. These teachers are principled and conduct themselves in accordance to the conventions of their profession.*
>
> *Teacher development, however, is creating an enabling conditions, whereby teachers are the best they can be, in their teaching profession with the subjects they teach. This also means teachers who are critical thinkers and knowledgeable with the dynamics of their profession, like; the curriculum, the educational policies that are in place, the current educational best teaching and assessing methods, and generally knowing what is in the education industry or market.*

ED4, a NAPTOSA member had this to report on teacher professional development:

> *Every good school should, in my opinion, pursue some programme for the professional development of its teachers. Professional development should also be provided for teachers by the Education Offices (District, Provincial and National). I don't see professional development as always leading to a formal accreditation, but it should always lead to a level of "up-skilling" for the teacher.*
>
> *Normal SBA cluster moderation, which forms part of the administrative duties of a teacher, would not really be professional development, but could of course include a measure of professional development through some form of input at the meeting. Training on curriculum change would form part of professional development.*

Adding to the above understanding of teacher professional development ED5 had this simple but profound interpretation of the concept:

> *Professional development has to do mostly with the lifelong learning process of you as a teacher; you learn constantly from your fellow teachers, both inside and outside your school environment. It could also be formal private furtherance of your studies in subjects related to the subject/s that you teach, or doing courses on educational management and leadership, computer studies, and the like, depending on your interest as a teacher.*

When asked what she understood by teacher professionalism, ED2 reported this way:

> *To me that is being a professional and being guided by professional principles, in terms of your attitudes and behaviours as a teacher, towards your colleagues, learners and parents. This general professional conduct applies both when you are at school and when you are away from school, in your interactions in the community. That consciousness keeps you respected by the public.*

When asked what she understood by teacher professionalism, ED3 reported this way:

> *My understanding of teacher professional development and teacher professionalism is that no teacher worth his/her salt can neglect developing self and keeping abreast of current teaching policies and self-improvement opportunities.*
>
> *The term "teacher professionalism" implies that educators should at all times embody a high standard, not only in the classroom, but also in the community. Unfortunately teachers are not really respected or held in high regard nowadays. This, I think, is due to the fact that there are many in our profession who, by their actions (or lack of actions) do not regard teaching as a calling.*
>
> *Teacher professionalism implies that one must always enter one's classroom prepared, that is, lesson preparation, catering for different*

learner needs and backgrounds, knowing your subject, offering encouragement, having empathy, exercising discipline, setting an example, having integrity, treating your colleagues with respect, fostering pride in your school and education.

Professional development of teachers, as viewed by Marcelo, may be interpreted as an attitude based on constant questioning and the search for solutions (Marcelo, 2009).

Recent studies clearly point to professional development (PD) that is linked to subject content and pedagogy as the key to improved learner performance (Smith & Gillespie 2007, Vemić 2007). This means that teacher professional development that is effective and relevant must up-skill teachers' subject or content knowledge and equip them on how best they can teach that content. An effective teacher professional development should also upgrade teachers' teaching skills or methods.

In addition, teachers "who engaged in sustained, collaborative professional development around specific concepts in their curriculum were more likely to change their teaching practice in ways associated with greater student achievement" (Negroni, 2005: 72). This refers to consistent working together, planning together, team teaching and conscious concerted effort in teaching and reflecting on learner problem areas, until these areas or concepts are mastered by the learners.

This means that there are many opportunities for teachers to be professionally developed. This knowledge needs to be packaged and unpacked on teachers, for them to realize the many ways available around them in their workplaces and beyond the teaching setting in order for them to professionally develop as teachers and thereby enhance the performance of their learners and add value to their colleagues.

The above thoughts and ideas on teacher professional development echo the fact that teacher professional development is not an event but an on-going process, which is called lifelong learning. As you teach the learners as a teacher you also continue to learn; as you develop them you also develop yourself as well.

4.3.1.5 Participants' Perceptions of SADTU's Professional Priorities and Expectations of Teachers

Teachers are conceptualised as professional workers (Govender, 2004). SADTU as a teacher union of professional workers safeguards and promotes the labour interests and rights of its members. It was reported by the respondents to have certain professional priorities and what it professionally expects of its members. Responding to a question in that regard the participants in this study had quite a number of things to express. The following are a few highlights reported:

- *I think their greatest professional priority (if it can be called that), is that teachers are to be taken seriously as role players in the broad political power base in South Africa.*
- *Their expectation of teachers is that they support the actions of SADTU. These actions frequently involve the disruption of departmental plans and programme in order to drive home the main goal of SADTU, which is to ensure a major voice (preferably the dominant voice) in departmental plans and programmes.*
- *Teachers must be in class on time teaching.*
- *They must be consistently and efficiently empowered in their subject specification, etc.*

ED4, a NAPTOSA member, on the question of SADTU's professional priorities and expectations, critically reported and said:

> *SADTU's professional priorities and expectations of teachers, I think their greatest professional priority (if it can be called that), is that teachers are to be taken seriously as role players in the broad political power base in South Africa. Teachers must have their "place in the sun" in South Africa. Their expectation of teachers is that they support the actions of SADTU. These actions frequently involve the disruption of departmental plans and programme in order to drive home the main goal of SADTU, which is to ensure a major voice (preferably the dominant voice) in departmental plans and programmes.*

ED2, a SADTU affiliate, on the other hand, on the question of SADTU's professional priorities and expectations briefly reported as follows:

Teachers must be in class on time teaching. They must consistently be and efficiently empowered in their subject specification. Teachers must always be respected as they do their bid of being well prepared in their craft. Teachers must in turn respect all the stake holders.

Echoing ED2's views, ED6 another reported SADTU member, quite extensively articulated her views on the question of SADTU's professional priorities and expectations of teachers in this manner:

SADTU expects teachers to contribute towards a positive learning environment at the schools, where they are based. These should be committed, willing teachers; teachers who are in class, on time, teaching; teachers who go the extra mile, ensuring that they are prepared for all lessons; teachers who attend school regularly and are punctual. SADTU expects its members to be aware of, and adhere to its Code of Conduct. This applies also to the Code of Conduct of SACE, as well as that of the Educators' Employment Act. Therefore, teachers have to be knowledgeable and skilled in the subject matter they teach.

- *SADTU expects its members to adhere to the professional standards set by and for the profession. This teacher union expects her members to enhance the public perception of esteem for teachers and their work.*

ED5 reported that:

The organization's priorities and expectations of teachers are contained in its constitution. Teachers are expected to act professionally in their day to day business in so far as their relationship to the learners, parents, the Department of Education and the country. In a nutshell, SADTU lives to serve the interests of the country with regard to the education of the learners and communities.

ED3, a SAOU member reflected and directly critiqued SADTU as follows on the question of SADTU's professional priorities and expectations of teachers:

The professional priorities and expectations of teachers as stipulated in the Code of Conduct are what all teachers should aspire to; however it is unfortunate that many SADTU leaders and members do not adhere to the

Code of Conduct with regard to serving the interests of our learners by providing quality education and aspirations to be the best they can be.

The standard of education is not being adhered to and mediocrity, not excellence in the quality of education, seems to be the acceptable standard. We should bear in mind that our learners are our clients to whom we owe the best we can give by setting an impeccable example and providing tuition and guidance of a superior standard. So if we leave learners for union meetings or embark on protracted labour industrial action, in the final analysis we inadvertently create mediocrity and not excellence in the quality of our education.

ED8, the deputy principal participant from SADTU, reflected as follows on the question of SADTU's professional priorities and expectations of teachers:

SADTU's professional priorities and expectations of teachers are to contribute towards learners' development; to be always at school; to honour their work; to do their business after school; to start at 8h00 and knock off at 15h00 ; to hand in their work on time and to engage constructively or work harmoniously hand in glove with the department.

ED8 expresses what some people would probably wish to be the situation of teacher union operation in South Africa. She reported that

SADTU should do their business (union activism) after school; they need to start their core business, which is teaching, at 8h00 and knock off at 15h00. In that way they will restore the trust and confidence the public had in teachers and thereby improve the value and quality of our education in South Africa.

In validation of ED3's view, De Clercq (2013) argues that teacher unions are, by definition, more concerned about their members' immediate interests than about meeting the challenges of improving their performance and the quality of school education. Some scholars perceive union as a conservative, self-serving force that opposes government reforms which intensify teachers' work, regardless of their potential for better quality teaching and learning (ibid). Zille (2010) expressed her appreciation and respect for the SAOU, and added: "This is one of few teacher unions that try to find a balance between educators' rights and the rights of learners."

Unions use collective bargaining as a basis for political and/or economic power in education to advance their members' narrowly conceptualised interests, contends De Clercq, (2013). Mantashe (2010) conceded that SADTU as part of the revolutionary trade union movement, that is part of the broad revolutionary movement in our country has neither clarity nor commitment to education of a black child in the eyes of public. We continue to use those black children as canon fodders and pressure points in the bargaining processes (Mantashe, 2010).

SADTU is one union which is notorious of its militancy, it is the union which is synonymous with teacher militancy and this has led to a negative attitude of the public towards unions in general, Heystek and Lethoko, 2006. The teacher militancy that anchored the consolidation of SADTU as a progressive force of change in South Africa will remain an inspiration, albeit with a decontexualising potential, to future generations of teachers, SADTU 2030 Vision, 2010. The context of teaching in a hostile environment in terms of franchise related rights as well as 'class identity crises' perpetuated by Apartheid's positioning of the majority of SADTU members fuelled the militancy, SADTU 2030 Vision, 2010. Nkomfe and Moll (1990:23) indicate that SADTU openly identified with the political agenda of the ANC and with the educational transformation based on principles of peoples' education. Liwane-Mazengwe 2012:101, confirms that view and states that over the years, SADTU has continued to play a political role, and according to the qualitative evidence in Smit (2009:441), SADTU is responsible for the politicised climate in many dysfunctional schools in South Africa. A recent review of reporting by major news sources found that the press too is much more likely to view teacher unions critically than positively or even neutrally (Goldstein 2011). Bargaining focuses more on teacher interests and less on their performance and how that performance affects the learner outcomes (Eberts, 2007:179).

SADTU maintains that the interests of the learner are automatically addressed when those of the educators are considered, as reported by Heystek and Lethoko (2006:227). This could mean that priority should be given to teacher interests by the employer, in order to ultimately achieve a conducive and viable teaching environment. However, the issue of teachers' strikes has brought so much controversy that some people feel that the Labour Relations Act of 1995 needs to be amended, especially because learners are the ones who suffer at the end of the year, Heystek and Lethoko (2006:227).

One could interpret the teacher unions '*doing their business* (union activism) *after school*' as a view that is out of touch with the reality of labour rights in South Africa, labour rights which are enjoyed by every teacher union.

The critics of SADTU concur with ED8; they criticise SADTU for interrupting class time with union meetings and strikes during school hours (McClure Pattillo, 2012: 61). Perhaps the critics, the public and literature should recommend a more suitable time for SADTU to do its union activities. It must be a time which will not infringe SADTU membership's labour rights and the right to education of the learners.

4.3.1.6 Participants' Perceptions of SADTU's Contribution to Teacher Professional Development

Summarising some of the core thoughts of the teachers on SADTU's contribution, the following views could be perceived as eye-opening. From the respondents, 75% viewed SADTU's contribution to Teacher Professional Development as being:

- *minimal,*

- *negligible*

- *A respondent reported that he does hear about SADTU training, but he has yet to see something that is of value to the professional development of teachers, from such training sessions.*

- *One respondent reported that to those that 'really know' SADTU, its contribution teacher professional development is equivalent to '1 out of 10', which is 10%. By implication, if a teacher does 'not know' SADTU, according to such a teacher SADTU does not contribute at all to teacher professional development.*

- *One respondent defended SADTU position on this issue by reporting that most SADTU members were simply teachers who were also activists, but who did not have the expertise and resources to respond to teachers' development needs.*

  Which was a reasonable explanation; one simply cannot offer what one does not possess.

- *However, she reported that most of the plus minus R15 million collected membership subscription fees went to their political conferences and end of the year parties and food, things which did not really add value at all to the core business of teacher capacity building.*

- *SADTU did organise workshops for teacher professional developments of its members, etc.*

ED4 reported that:

> *I think this is SADTU's greatest failing, particularly when measured against other unions I am familiar with (NAPTOSA and SAOU). SADTU's contribution to teachers' professional developmental needs is negligible. I do hear about SADTU training, but I have yet to see something that is of value to the professional development of teachers. What I am aware of is that they will inform teachers of their rights, which can offer a measure of protection for teachers, but I do not know of how they make teachers better teachers in the classroom.*

ED1 reported that:

> *SADTU took up a stand in assisting its members through the Assessment for Learning Programme, in partnership with the Tshwane University of Technology. SADTU members attended the programme, which will be cascaded, in due course. Good news is that I was among them. Also SADTU worked in partnership with the Oxford University and organised workshops for CAPS training. I attended those workshops. Yes, there were challenges in the initial stages, but I benefitted a lot. Also SADTU organised CAPS training, which was organised by MacMillan Publishers. That workshop developed me, big time!*

ED7 reported that:

> *There is no general view or obvious answer. The answer depends on one's experience with, or position on the loyalty curve with the union. For those who have been with the union for a longer period, SADTU fails to respond to these*

needs, with some giving it as low as 1 out of 10. Among the cited are the following; international interaction with their counterparts both physically and in communication in order to be on par with the international developments.

There are no workshops that are meant for development: it is only those of the Department, only those of the Department that make up cozy year plan and no proper planning. SADTU could organize own centers that anyone could knock at any day he is in trouble. The centers would be fully manned, taking into account the R60 per month of the approximately 260 000 members.

Some members fail to execute their duties well because they are demotivated by the professional salary scales they find themselves at. Comparing with the other professions, with equal years spent at educational institutions in search of better lifestyles attached to the title, their salaries are too low. Given an opportunity most teachers would leave the profession. SADTU members are struggling to come to terms with technological challenges they are confronted with in their lives and in and outside the classroom. On the other hand, SADTU holds conferences and workshops annually, whereby union shortcomings are aired and attended to. SADTU has its own publication – The Teacher – which attempts to keep its members informed about the news, challenges and developments around. SADTU does school visits for its members, to check if they can offer any professional development either directly or by advising colleagues.

ED2 reported that:

SADTU's response to teacher development needs is minimal.

Most SADTU members are simply teachers who are also activists, but do not have the expertise and resources to respond to teachers development needs. SADTU, as well, is not the employer hence they do not have the financial resources and curriculum resources to develop teachers' professional needs.

SADTU collects R60pm x260 000= R15, 600.000 per month, what do I say about that?

Can't this massive amount of money contribute towards teacher professional development?

Yes, it can! But, you will find out that most of it goes to their political conferences and end of the year parties and food, things which do not really add value at all to the core business of teacher capacity building, empowering and developing teacher members professionally.

SADTU's participant ED6 reported that:

Workshops (primarily) allow for interacting and networking with other teachers as well as learning new content and pedagogy. Workshops also reduce teacher isolation and renew enthusiasm, among teachers. Lone rangers do not achieve much in any venture in life, and even more so in teaching. Team work and cooperation is what is needed in the teaching profession, in order that the educator can have a better insight in handle subject matter and best ways possible of handling the most complex and yet delicate material, the child or the learner.

SAOU participant, ED3, reported that:

It appears that SADTU does respond to teachers' professional needs by encouraging its members to improve their qualifications and offering advice and guidance in this regard. Explain what you mean by that please. SADTU in its gatherings does encourage teacher members to further their studies and thereby hopefully significantly improving their professionalism.

ED7 echoes the findings of Bantwini's study pertaining to the role played by district offices on teacher professional development. Bantwini reports that with regard to their PD experiences, teachers mentioned that they were not being professionally developed by their districts. They complained that the few workshops that were being provided by their districts, as the only form of PD opportunity, were not meeting their immediate and future classroom needs, Bantwini (2012).

ED7 also, by saying: For those who have been with the union '*for a longer period'*, he means that SADTU has a significant track record of not addressing these teacher professional development needs, as far as he is concerned. ED8 echoed the view reported by both ED2 and ED7, who were both SADTU ardent members, she said:

It (SADTU) responds minimally to teachers' professional development needs – considering that they are always engaging the employer on issues of payment, posts and building structures.

One respondent, ED4, said:

I am yet to see SADTU's programme on Teacher Professional Development.

He meant to say that in all his work experience, he had never seen or heard about SADTU's Teacher Professional Development programme. By implication, the respondent ED4 was necessarily saying that SADTU has never produced a clear and well known Teacher Professional Development programme, not which is particularly known in SADTU circles only, but a SADTU TPD programme that is known among the teaching fraternity, in general.

When asked what he believed as SADTU's challenges, in contributing to teacher professionalism and professional development, ED1 profoundly reported

The biggest problem is frankness and openness (or lack thereof) among the leaders, when it comes to professionalism. Because of cheap popularity, some leaders do not want to speak out and explain the concept "professionalism" and its ramifications to all teacher members in the union. They are mere populists, plain and simple.

Echoing ED4's view ED1 reported this on SADTU and teacher professional development:

Well, about professional development, too, we lack a clear programme to be implemented by the union, for its members to professionally develop… Well, the union does not have a clear programme to deal with these, except to talk about these issues (professional development) on platforms where there are educators.

The perceived unfair promotion to senior posts of union leaders was viewed as an unfortunate drawback to teacher professional development and professionalism by the 62.5% of the respondents. There was a strong view that cheap 'populist' leadership would discuss anything, but it avoids frankly addressing issues relating to teacher professionalism. However, contrasting that view, Maluleke (2014), states that as an indication that the union was not only preoccupied with labour matters, the

1995 SADTU National Congress resolved to work towards professional development and education policy work.

Maluleke further reports that that resolution led to the establishment of the Curtis Nkondo Professional Development Institute which was officially launched in May 2013 (Maluleke, 2014). Specifically, the program focuses on supporting teachers in enhancing their classroom assessment knowledge and skills so as to improve learning and teaching. This program has been developed by staff of the Tshwane University of Technology, on behalf of the SADTU Curtis Nkondo Professional Development Institute (SADTU, 2012). ED6, when she was asked how SADTU responds to teachers' professional development needs, responded by saying:

> *Workshops (primarily) allow for interacting and networking with other teachers as well as learning new content and pedagogy. Workshops also reduce teacher isolation and renew enthusiasm.*

However, there appears to be a mismatch between ED6's view and ED7's view on this issue as ED7 reported a follows on SADTU:

> *There are no workshops that are meant for teacher professional development: it is only those of the Department, only those of the Department that make up cosy year plan and no proper planning.*

SADTU does conduct workshops for some of its members; ED1 corresponds with ED6's view, as he reported that:

> *SADTU took up a stand in assisting its members through the Assessment for Learning Programme, in partnership with the Tshwane University of Technology. SADTU members attended the programme, which will be cascaded, in due course. Good news is that I was among them. Also SADTU worked in partnership with Oxford University and organised workshops for CAPS training. I attended those workshops and I benefitted a lot. Also SADTU organised CAPS training, which was organised by MacMillan Publishers. That workshop developed me, big time!*

As earlier reported specifically, the program focuses on supporting teachers in enhancing their classroom assessment knowledge and skills so as to improve learning and teaching. This program has been developed by staff of the Tshwane

University of Technology, on behalf of the SADTU Curtis Nkondo Professional Development Institute, SADTU, (2012). The South African Democratic teachers Union – SADTU has organised teacher forums whereby teachers discuss their problems regarding their teaching, employment and conditions of service (Heystek and Lethoko, 2006). There is commendable indication that SADTU too works in partnership with companies and institutions of higher learning, as noted above the publishing companies and Tshwane University of Technology. SADTU fully acknowledges that the key to quality public education lies on all key stakeholders working together (Maluleke, 2013). The South African Democratic Teachers Union (SADTU) is calling on teachers, parents, learners and communities to unite behind quality public education as a basic human right, (Ibid).

However, these workshops they organise would seem to be piece meal projects; they would also seem to benefit a hand-picked limited number of teachers, who are members of SADTU. These workshops that professionally develop teachers '*big time!'* need to be developed systematically and on sustainable basis by the union in partnership with government and other stakeholders. ED1 optimistically says:' they will be cascaded, in due course'. One hopes this cascading or roll out to all members will be sooner rather than later. However, the most effective experiences for professional teacher development are those based on the school and which are connected to the daily activities carried out by teachers (Marcelo, 2009).

Assessing from this report by ED1 and ED6, one deduces that there is a significant political will on SADTU's side to develop teachers professionally. Nevertheless, the capacity for wholesale professional development of teachers is a challenge, due to SADTU's limited capacity and financial resources, as indicated by ED2 in this study.

However, Doring (2002:7) mentions that focusing on individuals for teacher professional development is incorrect. The approach should rather be on the school as a whole where the "associated emergence of a 'team culture' with an instrumental function of improving teaching and learning becomes a key component of professional growth" (Doring 2002:7). The movement for teacher professional communities within schools grew from the belief that one cannot take individual teachers out of their environment, train and change them then put them back into the same environment and expect them to change that environment (Smith and Gillespie

2007). Rather, teachers need a community of like-minded teachers within the school, so that they can learn together about their work as they apply that learning.

Professional development is conceived as collaborative (Villegas-Remers, 2003). It means teachers work together as teams at their respective schools. Therefore, as people who know their context and the professional challenges they face in their workplace, with concerted effort teachers holistically develop themselves. Notwithstanding some opportunities for isolated work and reflection, the most effective teacher professional development occurs through interaction and debate not only among teachers but with other stakeholders (administrators, parents, etc.) as well (Villegas-Remers, 2003). Interaction provides opportunities to discuss, criticize, evaluate, and disagree not by being dictated to but by being treated and treating each other as professionals. Teachers "who engaged in sustained, collaborative professional development around specific concepts in their curriculum were more likely to change their teaching practice in ways associated with greater student achievement" (Negroni 2005: 72).

4.3.1.7 Participants' Perceptions of Constraints Experienced by SADTU on Professional Development

The majority of respondents, 90% credited SADTU with regard to promotion of interests and labour rights of its members. On the other hand, SADTU's main challenge is its affiliation to the South African largest workers' federation COSATU, which is part of the tripartite alliance. Some teachers believe that this alliance compromises SADTU's role as a 'professional' trade union. These are the diverse teacher views on SADTU's challenges in contributing to professionalism and professional development:

- *The union attempts to represent its members to the detriment of the learners, e.g. prolonged strike action while learners are left on their own devices.*
- *Educators are not always in class, they attend union meetings.*
- *The biggest problem is frankness and openness (or lack thereof) among the leaders, when it comes to professionalism.*
- *About professional development SADTU lacks a clear programme to be implemented by the union for its members to professionally develop.*
- *Educators are reluctant to be moderated; they do not like to be supervised.*

- *The support of SADTU gets diluted because of its competition, other teacher unions, such as NAPTOSA whose promises have never been tested.*
- *SADTU's main challenge is its affiliation to COSATU, which is part of the tri-partite alliance with the ANC (the ruling party) and the SACP. Some teachers believe that this alliance compromises SADTU's role as a trade union.*
- *The public's perception that SADTU is too militant, that the union encourages unnecessary strike action, is another serious challenge to SADTU.*
- *The misperception that SADTU is home to incompetent, undisciplined and uncaring teachers, compromises the image of this teacher union.*
- *The union defends its members' "delinquent" behaviour that is a common perception the public holds towards this union, etc.*

ED3, the SAOU member reported that:

One of the challenges SADTU faces in contributing to teachers' professionalism is possibly the manner in which the union attempts to represent its members to the detriment of the learners, e.g. prolonged strike action while learners are left on their own devices. We as teachers should lead by example. We cannot expect society to regard us as professionals if we do not act in the best interest of our learners.

I trust that you do not find me too outspoken. I have tried to be as honest as I can. I'm not sure if I have responded as you expected me to.

ED1, the SADTU affiliate reported that:

The biggest problem is frankness and openness (or lack thereof) among the leaders, when it comes to professionalism. Because of cheap popularity, some leaders do not want to speak out and explain the concept "professionalism" and its ramifications to all teacher members in the union. They are mere populists, plain and simple. Well about professional development too we lack a clear programme to be implemented by the union for its members to professionally develop.

ED8, a SADTU member reported that:

Introspection by SADTU members in particular is necessary here. Firstly, educators are not always in class, they attend union meetings. Secondly, educators are reluctant to be moderated. Pre - 1994 the system had inspectors, who handled moderation with iron-fist. Post – 1994 SADTU and other teacher unions chased them

away. Now teachers are not so enthusiastic about moderation. They do not like being supervised. They view their HOD's as those 'cruel' inspectors. At my particular school…

- the respondent mentioned her particular school - educators undermine orders from superiors, whilst SADTU sites stewards are soft towards teacher absenteeism and SADTU uses educators during school hours to run its errands.

ED7, a SADTU member reported that:

The support of SADTU gets diluted because of its competition, other teacher unions, such as NAPTOSA whose promises have never been tested. The Model C and private school have a goodwill that has been set long before SADTU was born. Education policies and laws cut across the entire school population irrespective of social background. SADTU cannot close her eyes to present day occurrences and realities. Some unions are asking for too high to almost impractical privileges.

ED6 reported that:

SADTU's main challenge is its affiliation to COSATU, which is part of the tri-partite alliance with the ANC (the ruling party) and the SACP. Some teachers believe that this alliance compromises SADTU's role as a trade union. The public's perception that SADTU is too militant, that the union encourages unnecessary strike action, is another serious challenge to SADTU. Moreover, the incorrect perception that SADTU is home to incompetent, undisciplined and uncaring teachers, compromises the image of this teacher union. The union defends its members' "delinquent" behaviour that is a common perception the public holds towards this union.

ED6, one of the SADTU participants, reported this fact:

> *SADTU's main challenge is its affiliation to COSATU, which is part of the tri-partite alliance with the ANC (the ruling party) and the SACP. Some teachers believe that this alliance compromises SADTU's role as a trade union.*

ED2 referred to the ANC and SADTU sometimes conflicting and compromised relationship as being that of *'strange bedfellows'*. The reason for this compromise according to ED2 was that SADTU was restricted in its challenging for teachers' genuine demands or criticism of the ANC led government (and vice versa), because of their mutually beneficial political relation as 'comrades'. Possibly also, this

compromise could be as a result of SADTU being used as a launching pad for political careers (as suggested in Chapter 2 of this study), rather than to resolve disputes of workers (Wilson, 2012).

On the other hand, the public perceives SADTU's as militant and that it encourages unnecessary strike action; this perception compromises SADTU's professionalism. ED6 also reported that

> *The public's perception that SADTU is too militant, that the union encourages unnecessary strike action, is another serious challenge to SADTU. Moreover, the incorrect perception that SADTU is home to incompetent, undisciplined and uncaring teachers, compromises the image of this teacher union. The union defends its members' "delinquent" behaviour that is a common perception the public holds towards this union.*

ED6 expressed the view that

> *SADTU is perceived by the public home to incompetent, undisciplined and uncaring teachers also compromises or dents its image in the society.*

How '*SADTU is perceived by the public'* according to ED6 on this issue is also confirmed by literature. The critics of SADTU tend to focus on the way that the union protects ineffective teachers, by defending tardiness and absenteeism and interrupting class time with union meetings and strikes during school hours (Pattillo, 2012: 61).

ED3 of SAOU reported on this public perception of SADTU:

> *One of the challenges SADTU faces in contributing to teacher professional development is possibly the manner in which the union attempts to represent its members to the detriment of the learners, e.g. prolonged strike action while learners are left on their own devices. We as teachers should lead by example. We cannot expect society to regard us as professionals if we do not act in the best interest of our learners.*

SAOU pointed out that its members are not strike-oriented, but prefer negotiations and mediation as their teachers are learner-centred—"the success of the learner is crucial to its members". Hence the excellent performance of the previous Model C schools which house the majority of SAOU members (Heystek and Lethoko, 2006).

On the other hand, SADTU has been accused of contributing to the deterioration of the education system in the Eastern Cape because the union backed its incompetent members even when they are wrong (Matavire, 2011). Liwane-Mazengwe (2012), states that over the years, SADTU has continued to play a political role. SADTU is therefore regarded as responsible for the politicised climate in many dysfunctional schools in South Africa.

This perception needs to be changed by this teacher union, if SADTU wants to gain the support, trust and confidence of the communities it serves in its struggle for quality and equality in education. In essence SADTU is in a struggle for social justice, something which is a noble course by this teacher union.

4.3.1.8 Analysis of Participants' Perceptions of Cadre Deployment

In the course of the study this issue of 'cadre deployment' was raised by some of the participants, being one of the challenges to teacher professional development. Participants had variant views and feelings about cadre deployment. Some reported cadre deployment as:

- *A pathetic practice that causes their blood to reach boiling point.*
- *Unlike the African National Congress, SADTU does not have an (official) Deployment Committee.*
- *However, cadre deployment around SADTU leadership circles does happen in the districts.*
- *There are plenty of eyebrow raising questionable incidences and 'coincidences' relating (to networks of leading teacher union activists appointments through) cadre deployment, etc.*

A visibly upset respondent, ED5 did not know what cadre deployment was, until it was explained to him. He first laughed and then expressively reported the following about cadre deployment:

> *Ha-ha-ha… Now, I see this 'cadre thing'. It's a pathetic practice that causes my blood to reach boiling point. Because of this thing (cadre deployment) they denied a principal post to this hard working poor lady, who had kept that school running smoothly for years, in favour of a 'man', damned patriarchy!*

Adding to this resigned disillusionment and frustration, ED2 reported that

It's a known fact that in King William's Town in 2012 the principals who got appointed were previously SADTU loyal leaders. That, to me, means loud and clear that cadre deployment around SADTU leadership circles does happen in our districts.

In confirmation of the 'SADTU ticket', of the SADTU leadership promotion to senior management view, ED1 reported that

Yes, of course, I know a plenty of eyebrow raising questionable incidences and 'coincidences' relating to cadre deployment. Unlike the African National Congress, SADTU does not have a Deployment Committee. However, there is a lot of evidence to prove that indeed being in the leadership one has an advantage over a person who is not in the leadership. A case in point is the one of a gentleman, a Deputy Principal Mr [redacted] *at* [redacted] *High School. That gentleman had a more than twenty years of teaching experience, with a string of degrees. He applied for a principal's post at* [redacted] *High School. Mr* [redacted]*, who was less experienced and who had a Secondary Teachers' Diploma and a credential of being a SADTU local branch Chairperson at some stage got the post.*

Again he applied at [redacted] *High School, Mr* [redacted]*, who was Regional Chairperson, got the post. Being overlooked for promotion for a long time in preference for SADTU 'activists', he decided to give up, he resigned. He is now working in the private sector. If you go to Fort Beaufort and Alice you will find that all and I mean all, the principals there were formerly strong SADTU activists who occupied leadership positions at branch and regional levels.*

Mr [redacted] *regional executive members are all at the East London District Office Head Office now. He himself was SADTU's regional Chairperson; he is now and Acting District Director. Mr* [redacted]*, who was Education Convener, is now Chief Education Specialist at the Head Office. Miss* [redacted]*, who was Gender Convener, is now Subject Advisor at the same East London District Office. Well, our Superintendent, Mr Mthunywa Ngonzo, was SADTU Provincial Education Convener, and our former Education MEC, the Honourable Mkhangeli Matomela was SADTU's*

Eastern Region Chairperson, the list is endless. This is just the tip of the iceberg, because there is an extensive prevalence of cadre deployment in the province in the union.

You are not going to believe this last set of 'coincidences'; did you know that all education specialists in the Labour Section in the East London education district were former SADTU leaders? That section is led by Mr [redacted], who was Regional Chairperson of SADTU. King William's Town district is led by Mr [redacted], who was SADTU King William's Town Chairperson for years. Fort Beaufort is led by Mr [redacted], who was Alice SADTU Chairperson for years.

ED6 a SADTU branch Chairperson was asked if she knew of cadre deployment or reservation of promotional posts for loyal union activists in SADTU.

ED6 reported

No, I am not aware of any such practices. In fact, I know that SADTU is opposed to posts being reserved for anybody, including union activists, especially if this is done on nepotistic grounds. However, as SADTU site stewards we are encouraged to push for SADTU members to fill strategic positions, for example, at a school if a principal post becomes available, as a branch we do try to influence the filling of the vacancy by a SADTU member.

By influence I mean we will canvass for said member and try to highlight the positive contributions the comrade will make if he/she is given the post. We do this so that we can ensure that the post is filled by a person who will advance the transformative of both the union and the government or the Department of Education. But this does not mean that the ultimate recommendation and interview process is taken out of the hands of the SGB.

If we fail to convince and influence the SGB, we accept that at least having tried. So, as a union we do not reserve posts for people. This would be undemocratic and it would mean that the playing field is not equal (level). It would also mean the entire advertising, shortlisting and interview process is a farce. As a democratic union we frown on such.

Some of the teacher union members, however, did not know of such a practice.

The 57 year old NAPTOSA Leonard tersely reported this about cadre deployment:

> *To be honest with you, I do not know of it being openly practised. But, 'I do have my suspicion' about the appointments of some of those loyal members.*

A SADTU 40 year old supporting participant, ED8 echoed the sentiment expressed by ED4, when asked if she knew of cadre deployment, or rewarding of loyal teacher union activists with management or senior posts, she said:

> *No, I've never heard nor observed of any such agenda or practice by SADTU, in my years as a teaching practitioner.*

ED6 the 42 year old SADTU local branch Chairperson reported the following modified view to the previous one on cadre deployment:

> *As SADTU site stewards we are encouraged to push for SADTU members to fill strategic positions, for example, at a school if a principal post becomes available, as a branch we do try to influence the filling of the vacancy by a SADTU member. By influence I mean we will canvass for said member and try to highlight the positive contributions the comrade will make if he/she is given the post.*
>
> *We do this so that we can ensure that the post is filled by a person who will advance the transformative agenda of both the union and the government or the Department of Education. But this does not mean that the ultimate recommendation and interview process is taken out of the hands of the SGB. If we fail to convince and influence the SGB, we accept that, (but) at least having tried.*

How does cadre deployment link with teacher professional development? This research study revealed that through cadre deployment the playing fields for teacher development, in terms of upward mobility, are not level. There is biased promotion of certain teachers through political connectedness.

These are teachers who are in SADTU leadership as discussed in Chapter 2. The findings in this study on 'cadre deployment' were in alignment with literature. Active loyalists, especially in the South African Democratic Teachers' Union were perceived

to be awarded senior managerial positions, not necessarily based on merit or track record of excellence, but on their perceived loyalty to SADTU practices.

Van Onsellen, (2012) and Pattillo, (2012) refer to the practice of placing comrades to management positions as “Cadre Deployment”. Pattillo, (2012) describes cadre deployment as a form of unwritten policy of patronage-based political appointments to school leadership positions. The view of the high prevalence of cadre deployment in many education districts in the Eastern Cape Province resonated with Xola’s rather intricate and startling network of such similar appointments in and around the same district.

There are scores of senior positions within the DoE, including district and school management positions that have been filled by key SADTU leaders. As a result, there seems to be a tendency by teachers to get themselves fully involved in union work, in order to be rewarded with promotions. This activism is done at the expense of spending more quality time in class. This leads to teachers neglecting their core responsibilities in the school thus retarding the learners’ progress, Zengele, (2013). Cadre deployment has been going on despite promises by the South African President that there would be no favours when promotions were to be made while he was still campaigning for the Presidency during the 2009 elections (Sunday Times, 2009).

After the 2009 elections, the then newly elected president of South Africa stated in no uncertain terms that the new appointments in cabinet and all other key positions would be based on competence, and not on favour or comradeship. In his own words he uttered, *“I don’t owe anyone any favour”* (Ibid). However, during the current President’s term of office more SADTU activists have been appointed to senior management and government positions like Thulas Nxesi, the former SADTU General Secretary and the same Minister of Basic Education who is also one of the SADTU founder members (Machete, 2013).

As stated in Chapter 2 in this research, according to Jeffrey, the South African President, Mr Jacob Zuma declared, among other things, that ‘We place a high premium on the involvement of our cadres in all centres of power,’ he said (Jeffrey,

2012). It is apparent that that declaration is being rolled out in these districts and institutions.

This trend has cascaded down to school level leading to jostling for positions at the peril of teaching and learning as stated by Manuel, (2011). Secretary General of the ruling party, the African National Congress (ANC) Gwede Mantashe (2011) has defended the placement of ANC and SADTU loyalists in promotional posts on the basis that "it is a correction of what we inherited in 1994."A Labour Relations Officer (LRO), according to Zengele, (2013) reported that

> *"…some unions violate the rules by placing friends for positions long before they are advertised. For instance, they know that a principal is about to retire. Strategically they have someone reserved for that position. In so doing, they do not consider the curriculum and leadership needs of the institution. They want to influence the SGB by bringing their lists of people to take over the positions."*

Zengele (2013) citing the above LRO, she further put it this way:

> *They bring their lists; it's like political lists. They go to short-listing meetings and scare or intimidate the SGB panel by threatening to lodge a grievance should their member be unsuccessful. The bigger union (SADTU) is always guilty of this.*

Because the senior management of the DoE were also well-known unionists, according to Zengele (2013), he cites the above LRO in her own words:

> "*What do you do when the employer is also in the same organization? You are helpless in this kind of situation."*

Gall and Borg (1999:362) hold the view that those who are privileged always have an interest in preserving the status quo in order to protect their positions. This may be the case when union leaders in management positions recommend the appointment of comrades to promotional posts (Zengele, 2013). In Chapter 2 an extensive report shows how cadre deployment happens in Umlazi, kwaZulu-Natal.

A Labour Relations Officer, according to Zengele (2009), stated fearfully that they were not free to be interviewed in this respect because some of their colleagues at

District office have been appointed on, what is generally referred to, *"…the SADTU ticket."*

There are scores of SADTU officials who were promoted to management positions, including school principals, who are likely to be viewed with suspicion by post level 1 or classroom based educators. Many of these officials only have a diploma in education, while suitably qualified teachers with honours, masters and even doctoral degrees in educational management remain in the classroom and some have ended up resigning to become university academics (Zengele, 2013).

There is a reported history to cadre deployment with SADTU and the African National Congress. In 1994 the first democratically elected government in SA established the new education department with the intention to correct the past imbalances that were based on skin colour in terms of access to quality education and resources (Zengele, 2013). SADTU as a subsidiary of the Congress of South African Trade Unions (COSATU) which is the major ANC ally in parliament helped the ANC to power in 1994. The ANC government had to reward the SADTU officials with key positions within government after winning the elections as once confirmed by the ANC Secretary-General Gwede Mantashe, (2011).

Expectations for promotions were brought about by the redeployment of past leaders of the South African Democratic Teachers' Union (SADTU) leaders since 1994 (Zengele, 2013). Maluleke (1998:6) says that some of these managers are more politically correct, than suitable for their posts. Employing such managers, according to Maluleke, was a "thank you" by government and a form of affirmative action (ibid).

One could connect the dots in the political jig-saw puzzle game as played out by these characters and deduce why SADTU leadership is vocal about supporting the ruling party at elections, without really engaging the rank-and-file membership in the decision making process. It is actually a payback time to its political masters. ED2 says this about the exclusion of members from decision making on crucial issues in reference to SADTU leadership and its membership;

> *SADTU is failing the teachers, big time! Many a-times teachers have not been satisfied with the outcomes of negotiations.*
>
> *SADTU's role is that of representing teachers' labour related interests like; leaves, study leaves, salary negotiations, development, and so forth. Most of*

the time, they take decisions without informing or involving us (the members), lately. I mean they send people for negotiations, who cannot negotiate for a decent salary. The OSD proposition by the Department of Education of decent salary scales of teachers is a pipedream that will never be achieved.

SADTU leadership does not fight for teachers to have study leaves as they used to in the past. SADTU signed with the Department of Basic Education for the redeployment to other schools of teachers who are deemed in access in certain schools. That redeployment leaves many black affected schools with massive workloads. So that makes me question SADTU's role in my life.

Indeed there are a number of Collective Agreements signed by SADTU and the Department like the Collective Agreement no 2 of 2003; Collective Agreement no 1 of 2008; PELRC Collective Agreement no 2 of 2008; PELRC Collective Agreement no 2 of 2012; the Memorandum of Agreement (MoA) between Government and Trade Unions and the ELRC (Education Labour Relations Council) Collective Agreement no 1 of 2014 signed on the 31 January 2014 by SADTU, CTU ATU and the Eastern Cape Employer of Education. These agreements were only reported to SADTU members by the leadership after they were signed, like the meetings convened as reported in this study (Education Labour Relations Council, 2014).

Some of the critics expressed the fact that South African schools are viewed as being in "in crisis" (Paton, 2006) and in "a state of disaster" (Bloch, 2008) with more than enough reason to be discouraged (Beeld, 2008).

ED1 is the 49 year old SADTU respondent who reported his reason for joining SADTU:

I joined SADTU because I wanted my interests to be jealously guarded and arrogantly (strongly) defended. I also wanted my conditions of service to be improved.

ED1 is apparently a dedicated member of SADTU, who is however critical about its flaws on teacher professional development issues as expressed by these incidences of cadre deployment that he reports. Interestingly too, to be noted, is the fact that all these appointees to the most senior positions in the educational districts are males. This is something which explains the frustration expressed by ED5 not only against cadre deployment, but against patriarchy as well. Ironically SADTU reports that the

locus of their political programme is still the abolishment of class, race and '*patriarchal relations of power*' (SADTU 2030 Vision, 2010).

Other observing teachers may not be openly vocal about cadre deployment that is done by their 'democratic' teacher union but they comment in utter frustration secretly or quietly leave teaching for greener pastures. It is under such circumstances that teachers have become demoralized and are leaving the education system in droves (Letseka, 2012). The participants in this study, the majority of them which is 62.5%, were aware of and vociferous of the prevalence of this phenomenon not only in their own district, but in a number of neighbouring districts, within the Eastern Cape Province.

Cadre deployment is regarded as an unfortunate and unprofessional reality in the democratic South Africa in the teaching profession as discovered in this study. Inferring from literature on this study one develops an impression that to develop professionally as a teacher, by way of attaining management position, union activism advantages one and strategically opens the doors to that dream. Promotional posts interviews, interviews which are essentially designed for teacher professional development, revealed a rather appalling reality in Pattillo's study. The main way that SADTU affects school leaders is through 'an unwritten policy of patronage based political appointments called cadre deployment' (Pattillo, 2012).

ED6 does confirm the behind the scenes activities that happen to ensure that a SADTU candidate earmarked for the post does acquire it. ED1 and other participants' suspicions are probably explained by Sharon and confirmed by literature. However, ED6 denies any bad intention in that process.

Cadre deployment is disingenuous in the two decades old South African democratic dispensation. It presents an irony of epic proportion for it to be practised by a union that claims to be democratic, progressive and revolutionary teacher union, the South African Democratic Teachers' Union. ED6, a SADTU branch Chairperson, echoed the view of the unfairness of cadre deployment, if it was practised by SADTU or any teacher union. She reported the following:

> *As a union we do not reserve posts for people. This would be undemocratic and it would mean that the playing field is not equal (level). It would also mean*

the entire advertising, shortlisting and interview process is a farce. As a democratic union we frown on such.

Deducing from ED6's statement cadre deployment trivialises and contrasts democratic ideals of equal opportunity for all, which were cherished and fought for by the iconic Nelson Mandela. Mandela 2010, citing his words in the Rivonia Trial expressed that, 'During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities' (Mandela, 1964).

However, 'equal opportunities' seem not to feature in cadre deployment policy, equal opportunities cadre deployment perpetuates the employer bullying tendency, the only difference such bullying is seen to be practised by SADTU leadership elite on its constituency and the teaching fraternity in general. Diko and Letseka (2009) argue that the recruitment and quality of recruited teachers is "basically driven by competition for salary packages".

Cadre deployment is dangerous, because it sends a message that for aspiring teachers, who want management and senior management position experience, requisite qualifications and proven record of excellence are not of utmost importance. Such qualities are outweighed by teacher union activism and loyalty. As a result, there seems to be a tendency by teachers to get themselves fully involved in union work instead of spending more time in class in order to be rewarded with promotions (Zengele, 2013). This leads to teachers neglecting their core responsibilities in the school thus retarding the learners' progress (Zengele, 2013).

The notion of attending to teacher union activism, even during school time, as a strategy of achieving promotions is fatal to teacher professional development and the education system. Such a practice does not only destroy some of the dreams of the poor black schools learners, but it also significantly impacts on teachers who are experienced, qualified and who have supreme track records of performance in their careers. Such teachers are stifled and deprived of professional development as they are denied opportunity for promotion.

They end up leaving the education system in droves, Letseka, (2012) for other career paths, or unfairly retire at level 1, after many years of hard-work and dedication to the system. On the other hand, they witness a quantum leap pattern of promotions; same individuals are promoted twice or three times, over a period of six or seven years. Cadre deployment is also unconstitutional. With regard to the Public Service, section 197 of the Constitution provides that no employee of the public service may be favoured or prejudiced only because that person supports a particular political party or cause.

However, according to Diko and Letseka (2009), confirming the Labour Relations Officer in Zengele's study, these writers state that when promotional posts are advertised in the Government Gazette there is behind the scenes campaigning by SADTU to have their comrades appointed to senior positions.

This is a mockery of justice and definite unfair play, by any standards. It is a curious development that is quietly flourishing in the post-apartheid democratic South Africa. It would seem that the integrity and credibility of SADTU is cast in a bad light with these appointments. Being connected benefits SADTU leadership at the expense of others who are nudged out of their legitimate professional development, which is in this context achievable through promotional posts. This job reservation for some is just like the discriminatory apartheid policy dispensation.

Every professional teacher deserves upward mobility, as a mechanism of professional development. There is a perception that a junior degree or a mere diploma and a SADTU leadership position are enough to land you a senior management position in this democratic dispensation in South Africa, when one observes these promoted members. Your string of degrees, skill and productivity do not necessarily guarantee recognition.

However, on the other hand, this is another reality to this string of qualifications (National Report, 2012).

> *There is a lot of paper chase [teachers' preoccupation with acquiring more certificates] in the system, and teachers follow the easier courses, to get more qualifications and to get once-off payments. Teachers are put onto programmes which have nothing to do with improving teaching and learning.*

School managers do leadership training that has little to do with the realities of managing schools.

Jeffrey, (2012) states that cadre deployment destroys a necessary separation between party and state, undermines the skills base of the public service, and erodes the independence of the Judiciary and civil society. It is thus a profound abuse of power (Ibid).

It would seem, on the other hand, that not only is SADTU's integrity and credibility is seriously questioned in this power abuse machinery, but that of the education system too. However, one would argue and say SADTU is under the watch of the ANC led government, a government which is intricately indebted to the loyalty of the union for its SADTU collected votes that ensure its political power. There is a critical mutual benefit between these two parties, which is perceived to create a milieu of sacrifice of ethical considerations in the process. This is power play dynamism.

Justifiable resentment accumulates and it is progressively developed among the rank and file of this teacher union in the process, as partially expressed by individuals like the respondents ED5, ED1 and ED2 in this research. According to Zengele (2013), the South African education system faces the risk of collapse because of the undue process of selection and promotions to school management positions. Bloch, (2009); Fleisch, (2010) and Pattillo (2012) in their research reveal that the education system in South Africa (SA) is in tatters and in a compromised state. This cadre deployment does not promote teacher professional development in South Africa, instead it destroys it.

Opposition parties in parliament have voiced their strong objection towards cadre deployment by the ANC (City Press, 2011). However, their voice is not audible enough because of their relatively smaller number in comparison to the majority ANC on these critical issues. The Mangaung Policy Conference of the ANC noted that government capacity in Basic Education, in large parts, shows signs of incompetence, corruption, ill-discipline and irregularities in employment and promotions (NEEDU, 2013). The Diagnostic Report of the National Planning Commission characterized these conditions as symptomatic of civilizations in decline (NEEDU, 2013). It is under such circumstances that teachers have become demoralized and are leaving the education system in droves (Letseka, 2012).

Various American studies on teacher unionism, such as those by (Bascia, 2000; Poole, 1999 and Peterson, 2006) argue that in the United States of America (USA) unions have become indispensable partners of education departments with a view to the successful implementation of educational policies at school level and this seems contrary to prevailing conditions in South Africa, Zengele, (2013). Poole (1999: 699) also states that one of the prime motivations for teacher unionism during the 1960's in the USA was the potential to help educators influence education policy. In view of the stated comments, the inappropriate involvement of unions in South Africa by ignoring their observer status, may lead to the infringement of teachers' rights if it goes unchecked by the DoE (Zengele, 2013). This may consequently result in poor performance by teachers who may feel discriminated against during the filling of promotional posts. Zengele believes that proper implementation of policies may result in the retention of suitable and eligible teachers that are needed for the benefit of learners.

4.3.1.9 Overwhelming Teacher Workload

The overwhelming teacher workloads were a hindrance and a challenge to teacher professional development to the teachers. The participants reported the following concerns under the overwhelming teacher workloads:

- *(Subject) workload with the big classes was killing at black townships and rural high schools*
- *many classes and high learner numbers were taught at those black townships and rural high schools*
- *chain reaction of learners transferred to better educationally resourced schools and provinces*
- *caused reduction of learner enrolment, which resulted in.*
- *rightsizing and redeployment of some of the colleagues*
- *biggest frustrations with teachers was being forced by departmental instructions to do so many 'stupid things' that they had no time to do 'clever things'.*
- *windows of opportunity to focus on monitoring and development of teachers were very limited, etc.*

ED5 reported that

English workload with the big classes is killing at black townships and rural high schools. This is probably, due to the fact of the many classes and very high learner numbers we teach in our schools. Among other factors, rightsizing and redeployment of some of our colleagues presents a challenge in our schools. There is reduction of learner enrolment. The learners transfer to better educationally resourced schools and provinces.

To concur with the fact of overwhelming teacher workloads ED4 states that:

I think one of my biggest frustrations has been that I am forced by departmental instructions to do so many stupid things that I have no time to do clever things… The problem with my workload is that the windows of opportunity to focus on the monitoring and development of English teachers are very limited.

The volume of every teacher workload does affect teacher performance. That essentially is an issue that is related to teacher professional development. Issues like class size, class discipline, curriculum management and teacher stress level can be overwhelming, more especially, in poor township and rural schools with bigger class sizes.

Class size is an important determinant of student outcomes, and one that can be directly determined by policy. All else being equal, increasing class sizes will harm student outcomes (Schanzenbach, 2014). Researchers assert that the most effective teachers in small classes spend less time on discipline, have clear academic and behavioral expectations, and use balanced instructional methods and higher degrees of individualization (Zahorik, 2003).

A significant number, 87.5% of the respondents, complained about being overwhelmed with their respective workloads, especially the administrative duties, which are often compounded by the big classes they teach. In terms of South African education policy, learner: educator ratios are pegged at 1:40 for primary schools and 1:35 for secondary schools (HRSC, 2005). In practice, however, classes are large. Large classes impact on workload, in so far as the assessment, recording and recording and reporting and other requirements are increased manifold (Ibid).

Shortages of teachers in the rural and township schools mean that existing teachers need to teach additional learning areas, often in multi-grade and across grades

HRSC, 2005. Many conscientious teachers feel permanently overworked and overwhelmed by their responsibilities (Department of Education, 2005). The *Report of the Ministerial Committee on Rural Education,* (2005) highlighted specific challenges facing teachers in rural schools. This situation renders the teachers in these areas rather ineffective with their core responsibility of teaching and preparing learners for tests and examinations. Interestingly the Subject Advisors, those office-based teachers, also expressed disappointment and frustration in their inability to equip teachers. There is a prevalent perception in certain quarters that teachers are overburdened.

Subject advisors, too, were too overstretched to effectively and professionally develop teachers in their respective subjects. Teacher professionalism, which supposedly expects display of proficiency and excellence, is profoundly compromised by overwhelming teacher workloads.

More than 90% of teachers indicated that the new curriculum and assessment has increased their workload (Chisholm, Hoadley and Kivuli, 2005). The HSRC study on teachers' workloads also supports the thesis that teachers' work has been intensified as a result of amongst others, the new assessment requirements (Hall, 2005)

Over the last few years, we have witnessed teachers experiencing stress and a lack of motivation. There are high levels of desertion in a number of countries and great difficulty in recruiting new teachers. Situations where the profession has been worn down, a decrease in status, external interference and an increase in work load have also been identified (Bolam and McMahon, 2004). Letters from educators to the media reveal, in addition to tutoring, educators also have to be available after hours and over weekends for extramural activities such as sport, parents' evenings, school functions and training sessions. There is also the time spent at home on preparations, marking and paperwork (ELRC, 2005).

The South African context reveals clear exception by teachers on their increased workload due to policy changes, new expectations and accountability requirements. These factors have increased the workload and introduced the threat of intensification (Jansen, 2004). Overwhelming teacher workloads are not imagined teacher experiences of workshy teachers, but these are very real situations of the teaching profession. Teachers are fast becoming an 'endangered species', as many of them are leaving the profession due to being overworked.

The volume of every teacher workload does affect teacher performance. That fundamentally is an issue that is related to teacher professional development. Issues like big class sizes, with resultant lack of class discipline, new curriculum management and high teacher stress level can be overwhelming to teachers, more especially, in poor rural and township schools with bigger class sizes.

4.3.2 Documentary Analysis

4.3.2.1 Presenting Data and Discussing the Findings

The documentary data in the following presentations was reported as standard procedure to be distributed to those affected schools, especially when there is a forth coming union activity. As a result, the researcher had access to the documents. SADTU documentary data was chosen because this research focuses on SADTU's contribution to teacher professional development, as perceived by teachers in South Africa.

The presentation of SADTU documents complements the data collected from the various teacher unions' participants, who were interviewed for the purpose of this study. The documentary data substantiates some of the data that were drawn from the interviews with the respondents. In this section there are four major SADTU documents that are presented, which are discussed, after each presentation. The documents under discussion are linked to the following research questions:

- What is SADTU's response to teachers' developmental needs?
- What are SADTU's professional priorities and expectations of teachers?

4.3.2.2 SADTU Memorandum of Demands: A Campaign Document

The Education District under study in this research supported and participated in SADTU campaigns. It was SADTU's National Executive Committee's (NEC) crafted set of demands, (SADTU Memorandum of Demands, 2013). Some of those demands were as follows:

- The Minister's unilateral withdrawal of Collective Agreement 1 of 2011 in relation to the remuneration of the markers.
- The Minister's failure to implement section 100 (1)(b) in the provinces of Limpopo and Eastern Cape as directed by cabinet.

- The Minister's failure to dismiss the incumbent DG of the DBE despite his admission that he had signed a collective agreement outside of the department's mandate, flouting the PFMA in the process. Unfunded mandate is a dismissible offence.
- The unilateral posture her office has adopted on matters of policy and conditions of service and making pronouncements through the media without any prior engagement with stake holders.
- The deliberate misinformation on the delivery of books in Limpopo.
- Her refusal to deal with corruption in the department, this includes the appointment of officials in the department, who are facing serious corruption allegations and charges with others in court currently.
- Her failure to provide schools with the minimum required resources and teaching to take place and more over the threats by her, directed at principals who expose the non-delivery of textbooks in some schools.
- Failure to provide teachers with laptops as tools of trade as promised by her office. Minister must stop deceiving the nation that laptops have been given to teachers.
- Failure to deal with overcrowding in the classrooms because of her posture towards Collective Bargaining where PPN is supposed to be dealt with.

The documents also reported that 88% of South African previously disadvantaged schools had no laboratories; 93% of them had no libraries; 41% of the schools had no fencing; 21% had no toilets, whilst 36% depended on pit toilets; 42% of the schools depended on boreholes, rainwater or they had no access to water, and lastly 61% of those schools had no arrangement for disposal of sewage, (SADTU Memorandum of Demands, 2013). SADTU's findings on the infrastructural needs in the previously disadvantaged schools were in validation of the Department of Education's own findings.

In terms of infrastructure, the National Educational Infrastructure Management Systems report (Department of Basic Education, NEIMS 2009) found that many schools do not have access to electricity, running water, flush toilets, libraries or computer facilities. Other frequently encountered problems include multi-grade classes and class size exceeding 60 learners (Department of Basic Education 2010, 2011). Unsurprisingly, because of the combination of all these factors, the Institute

for Justice and Reconciliation found that ‘close to 80% of South Africa’s schools are essentially dysfunctional’ (Taylor, 2006).

SADTU believes that if the teachers' working conditions, salaries, facilities in schools and proper functioning of the Department of Education are satisfactory, then they can start talking about professionalism (Heystek and Lethoko, 2006).

A distinct view is developed from reading SADTU documents that they do not want to be spectators in the teacher professional development and decision making processes of educational issues, but they want to be integral and play a significant role on these issues at the highest national level possible. This section of the chapter discusses SADTU campaign document above.

The document depicts the contestation SADTU had with the Minister of Education, with reference to:

> *The Minister’s unilateral withdrawal of Collective Agreement 1 of 2011 in relation to the remuneration of the markers…* The *unilateral posture her office has adopted on matters of policy and conditions of service and making pronouncements through the media without any prior engagement with stake holders.*

These are very critical educational policy issues which SADTU reportedly wants to be part of. The documents relate arguably to teacher development. SADTU shows its involvement also with its constituency on matters of external assessment, which is marking.

In this document SADTU in the articulation of its stumbling blocks to teacher professional development is campaigning for the expulsion of both the Minister and the national Director-General, as they complain about:

> *The Minister’s failure to dismiss the incumbent DG of the DBE despite his admission that he had signed a collective agreement outside of the department’s mandate, flouting the PFMA in the process… Her refusal to deal with corruption in the department… Her failure to provide schools with the minimum required resources, her failure to deal with overcrowding in the classrooms because of her posture towards Collective Bargaining where PPN is supposed to be dealt with…*

This shows that SADTU on paper does present the issue of teacher professional development at high government level, as it is showed by SADTU's resorting to strikes because of the department's non-delivery to this issue. In an apparently unique way to other teacher unions SADTU does not seem to hesitate to challenge or call high profile officials to account, and that is commendable in a democratic country (SADTU Memorandum of Demands, 2013) The issue of PPN refers to post provisioning, which is a challenge of immense teacher shortages that result into teachers being overwhelmed with '*overcrowding in the classrooms'* and resultant teacher workloads at their schools in the Eastern Cape Province (SADTU Memorandum of Demands, 2013).

The MEC of the Department of Education of the Eastern Cape Province admitted the challenge of teacher shortage in the province. He stated that the most notable 2013 challenge during the opening of schools was the shortage of teachers due to a number of reasons such as uncertainty about the future on the part of teachers employed on a temporary basis and non-movement of additional educators Makupula, (2013). However, the challenge related to teachers was addressed within the first quarter of the academic year (Ibid). The assertion that 'the challenge related to teachers was addressed' seems to be contradicted by the SADTU meetings that were respectively held on the same issue of temporary issues on the 16th January 2014 and 23 January 2014.

SADTU does not only focus on the drive for the provision of human resources by the *department but the physical resources as well, for example:*

> *Failure to provide teachers with laptops as tools of trade as promised by her (the Minister) office…88% of South African previously disadvantaged schools had no laboratories; 93% of them had no libraries; 41% of the schools had no fencing; 21% had no toilets, whilst 36% depended on pit toilets; 42% of the schools depended on boreholes, rainwater or they had no access to water, and lastly 61% of those schools had no arrangement for disposal of sewage,* (SADTU Memorandum of Demands, 2013).

From what is presented above it seems non-delivery of services and infrastructure backlog in the Eastern Cape Province Department of Education is highly prevalent, as reflected in the above list of SADTU grievances. It would seem that this infrastructural backlog has the ripple effect on the teacher professional development

and eventually the nationally ever lowest matriculation results of the Eastern Cape Province, since the advent of democracy in 1994. The affected schools took the Department of Basic Education to court on these issues. The judge had this to say on the case, the Minister has:

- failed to discharge the duties imposed on her under the SA Schools Act;
- failed to respect, protect, promote and fulfil the right to a basic education in section 29(1) of the Constitution; and
- infringed the constitutional right to equality (section 9) and dignity (section 10) of the Constitution; and
- violated an express promise made by her that minimum norms and standards for school infrastructure would be prescribed within a specified period; and
- failed to promote the values of accountability, responsiveness and openness which underpin the Constitution (Dwane, 2012).

The more highly urbanised provinces/regions spend more on educational resources than the predominantly rural provinces such as the Eastern Cape (De Souza, 2003). George expressed that with a total infrastructure backlog of R3,5 billion, the Eastern Cape Department of Education (ECED) was unable to clarify whether it could deal with the urgent problem of eradicating all mud schools by 2008 (George, 2007).

In terms of infrastructure, the National Educational Infrastructure Management Systems report (Department of Basic Education, NEIMS 2009) found that many schools do not have access to electricity, running water, flush toilets, libraries or computer facilities. Other frequently encountered problems include multi-grade classes and class size exceeding 60 learners (Department of Basic Education 2010, 2011).

The Department of Education promised to provide teachers with laptops as necessary tools of the teaching profession, that was as early as 2009, but no delivery of that promise as yet. SADTU from this document does demonstrate the use of its muscle to redress the injustices of the past and to effect educational transformation in the current era, which will eventually ensure teacher professional development in the previously disadvantaged predominantly black schools, as indicated in Chapter 1.

Most of this transformation is the fundamental change that will deliver a holistic professional teacher development; this is the backlog left by the racial imbalances in education that were created by the apartheid government. One can deduce that other teacher unions are quiet about them because many of their members in affluent schools are not affected as they are the beneficiaries of the apartheid system, contrary to SADTU's members who have to struggle against these massive educationally hampering infrastructural challenges. Given the available resources, education for white South Africans matched the highest Western standards in both facilities and opportunities (Tihanyi, 2006). SATU or SAOU members are mostly from well-equipped schools and they have fairly good working conditions (Heystek and Lethoko, 2006).

4.3.2.3 SADTU President's Message to Members Document

SADTU President in his 2010 message to SADTU members stated the priorities which they (SADTU) set which included the following:

- Improve service to members in the areas of administration and membership development,
- To commit ourselves to the non-negotiables, that teachers must be on time, on task, thoroughly prepared and behave professionally in accordance with our Code of Conduct,
- To engage the Department of Education to ensure that they meet their undertakings in terms of Quality Learning and Teaching Campaign, including: to provide basic infrastructure, manageable class sizes, learning materials and teacher development and support. Expanded teacher training and development also requires that colleges of education be reopened.

This section of the chapter discusses the second SADTU President's message to the members' document above. SADTU President was suspended in 2013 and still was under suspension in the first months of 2014. He was suspended for inviting the suspended Secretary General of COSATU to a SADTU conference. These suspensions are issues under discussion in SADTU meetings, because the South African Democratic Teachers Union is an affiliate of COSATU and the second largest union according to SADTU president (SADTU, 2010). However, here under discussion are the three points from the 2010 message of the SADTU president. He states SADTU's priorities for that year:

Improve service to members in the areas of administration and membership development… To commit ourselves to the non-negotiables, that teachers must be on time, on task, thoroughly prepared and behave professionally in accordance with our Code of Conduct.

Rudduck, (1991) referred to the professional development of the teacher as "the teacher's ability to maintain the curiosity of the class; to identify significant interests in the teaching and learning processes; to value and seek dialogue with experienced colleagues as a source of support in the analysis of situations" (Ibid). Literature cited in this research, indicates that being '*thoroughly prepared'* is made easier and more effective through working as a team as colleagues, in the various learning areas. The above two SADTU priorities are relevant, noble and fitting of the teaching profession SADTU represents. However, it is hoped that these practices were implemented, instead of just being documents that merely gathered dust on the tables and cardboards of teacher union members.

The advocacy of these priorities in SADTU meetings or activities and informing site stewards to relay or filter down these priorities to the members in the site would be necessary. If there is no such advocacy, then that could raise questions on the proclamation and implementation of policies and positions taken by leadership to be implemented by the membership. It would seem there is a challenge with regard to communication of messages to members from leaders and vice versa. That situation would hinder the professional development of the teacher union.

The third priority in the president's message, which is:

- *To engage the Department of Education to ensure that they meet their undertakings in terms of Quality Learning and Teaching Campaign, including: to provide basic infrastructure, manageable class sizes, learning materials and teacher development and support.*

It is laudable that SADTU takes as a priority engaging the Department of Education on the provision of

Basic infrastructure, manageable class sizes, learning materials and teacher development and support.

The above issues that SADTU takes as a priority engaging the Department of Education are the fundamental challenges to teacher professional development, particularly in black schools in South Africa. Again, it is hoped that these priorities of SADTU are known to the members of the union. The last SADTU priority as reported the union's president is:

> *Expanded teacher training and development also requires that colleges of education be reopened.*

Colleges of education were incorporated into existing universities and technikons as faculties or schools and from 120 colleges in 1994, colleges were first rationalised to 50 institutions and then incorporated into higher education institutions in 2001. Currently 26 institutions offer teacher education programmes (Teacher Education in South Africa, 2005). The incorporation was aimed at achieving more efficient utilisation of resources; improving the quality of teaching programmes and research outputs; infusing quality assurance mechanisms into the system; and addressing the gross differences in participation rates between blacks and whites. In aggregate, these measures were intended to transform an inefficient and an unresponsive system and make it relevant to the needs of a developing society (Teacher Education in South Africa, 2005).

The recommendation by SADTU President to revert back to colleges for intensification of teacher professional development agenda deserves a robust debate and a follow up and rallying towards implementation of any workable solution or findings. Professional development of teachers may need indeed the reopening of teacher colleges, which were closed down for the reasons cited above in South Africa.

4.3.2.4 SADTU's Notice to A Meeting – Inviting Its Site Stewards

1. Issues relating to the PPN
2. Temporary Educators
3. The update on the suspension of COSATU General Secretary and SADTU President. The invitation was dated for the Thursday, the 16th January 2014, and the scheduled time of the meeting was 12pm.

At 12 pm the school time is still on, but SADTU site stewards of probably all East London district excused themselves from school duties that day. This is what

management in many schools complains about. ED8, one of the respondents, a Deputy Principal at her school reported:

> *Introspection by SADTU members in particular is necessary here. Firstly, educators are not always in class, they attend union meetings… SADTU uses educators during school hours to run its errands.*

What is expressed above is that the South African Democratic Teachers Union (SADTU) calls its members sometimes during school time, as reported in their invitation above. It is a concern too that SADTU does not mind calling its members sometimes during school time as reported by some of the participants in this study.

There seems to be a tendency by teachers to get themselves fully involved in union work instead of spending more time in class in order to be rewarded with promotions. This leads to teachers neglecting their core responsibilities in the school thus retarding the learners' progress (Zengele, 2013). Now South Africa is governed by the following basic principles: constitutionalism, the rule of law, democracy and accountability, separation of powers, checks and balances, co-operative government and devolution of power. The principles are all justifiable in the sense that any law or conduct inconsistent with them may be invalid (Currie, 2005). The principle of democracy means that citizens are entitled to lobby and to pressurize the government to give effect to their rights (Currie and de Waal, 2005).

Furthermore, Section 23 of the Constitution also protects the right of employees to strike (Basson, Christianson, Garbers, le Roux, Mischke and Strydom, 2005). However, the right to strike of SADTU '*may be invalid'* and unconstitutional as it is '*inconsistent'* with and practised at the expense of the right to education of the black poor township and rural areas learners.

ED3, a SAOU member reported this about this particular trait of SADTU:

> *We should bear in mind that our learners are our clients to whom we owe the best we can give by setting an impeccable example and providing tuition and guidance of a superior standard. So if we leave learners for union meetings or embark on protracted labour industrial action, in the final analysis we inadvertently create mediocrity and not excellence in the quality of our education.*

Strikes are SADTU's final resort when a deadlock is reached in its attempts to persuade the employer in the collective bargaining chamber and on other educational issues. Township schools bear the brunt of the disruptions caused by any wage strike. Max du Preez, (2007), reports that the most depressing feature of what has been going on during the strike is the utter lack of leadership from political, labour, civic and religious leaders. The state of the township schools (education) is South Africa's worst crisis when matric results are released (Ibid). The crisis is that some unions and some striking workers are committing gross human rights violations, are disregarding the Constitution and are challenging the authority of the state itself in the name of legitimate industrial action (Mahlangu and Pitsoe, 2011).

In SADTU meetings, resolutions to go on industrial action are a reality. In relation to SADTU's industrial action over teacher shortages and struggle for the retention of temporary teachers in the Eastern Cape, Plasket (2012) states that at the heart of the problem lies the longstanding failure of the provincial Department of Basic Education to attend to post provisioning (PPN). This failure has endured for over a decade. The result is that some schools have more teachers than necessary while others have too few teachers, with consequent prejudicial effects on teaching and learning (Plasket, 2012). As the provincial department failed to take steps to transfer surplus teachers to where they were required, the budget spiralled out of control during the because teachers at under-resourced schools were appointed to fill vacant posts on a temporary basis (Plasket, 2012).

SADTU in its memorandum of demands called on the President to relieve the Minister of the Department of Basic Education and her Director General of their duties for, among other allegations, their failure to deal with overcrowded classrooms, because of her posture towards collective bargaining where Post-Provisioning Norms is supposed to be dealt with, SADTU, 2013.In that memorandum of demands SADTU wrote 'we painfully as a last resort, hereby engage in rolling mass action to get rid of the obstacles to the success of this country and its people call on the Presidency to, without delay, relieve Minister Angie Motshekga and Director-General Bobby Soobrayan from the Ministry of Basic Education (SADTU, 2013).

SADTU believes that when negotiations come to a deadlock, a strike can help them to achieve what teachers want, regardless of how much of learners' time is wasted"

(Heysteck and Lethoko, 2006). Township schools bear the brunt of the teacher unions' disruptions in schools (Mahlangu and Pitsoe, 2011). The United Nations Committee on Economic, Social and Cultural Rights (CESCR) observed in its General Comment 13 on the Right to Education that:

"Education is both a human right and an indispensable means of realising human rights. As an empowerment right, education is the primary vehicle by which economically and socially marginalised adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities. Education has a vital role in empowering women, safeguarding children from exploitative and hazardous labour and sexual exploitation, promoting human rights and democracy, protecting the environment, and controlling population growth. Increasingly, education is recognised as one of the best financial investments States can make. But the importance of education is not just practical: a well-educated, enlightened and active mind, able to wander freely and widely, is one of the joys and rewards of human existence." (Paragraph 1)

SADTU inadvertently compromises the dream of emancipating a significant number of the already disadvantaged poor black learners from poverty by its continued engaging in sometimes protracted industrial actions.

The 58 year old of the Suid Afrikaanse Onderwysers Unie has this to express about the South African Democratic Teachers Union's resolution to go on strike:

> *They (SADTU) will do anything to fight for what they believe and for their members. They will even sacrifice teaching time, by embarking on strike until their demands are addressed by the department. This dynamism and quality in them is indeed commendable, however, it disadvantages the learners and compromises their future.*

ED3's views may be true, however they may be construed otherwise by those individuals who are hands on with or are aware of the substantial challenges SADTU has to wrestle with. The first site steward meeting to be called in 2014 had three items for discussion.

The first two items on the notice of that meeting related directly to the teacher shortage in the Eastern Cape Province black schools; this is the largely rural province in South Africa. Teacher shortage is a critically serious issue, which

burdens black schools in the province. Post provisioning is a challenge, because schools remain with vacant post for more than five years (ECDoE, 2010).

This is the scenario that is totally opposite to the affluent former Model C schools, where large sums of money are collected from the parents and successfully collected by the school governing bodies (National Policy Review, 2008). The high fees that well-resourced schools charge allow such schools to pay extra teachers, have smaller classes and buy the resources that the Department does not supply, they effectively exclude poor children (Hendricks, 2008). SADTU, on the other hand, finds itself holding endless meetings, in order to address the huge teacher shortages in black schools. On the other hand, there are many temporary teachers, who teach in black schools for months without any payment from the Department of Education. SADTU has to wage these struggles against what would be seen as injustice against the poorest of the poor in the country (SADTU's Notice to A Meeting, 2014).

It is no exaggeration to say that as a result of what, on the Minister of Basic Education's own admission, is a crisis of immense and worrying proportions, the right to basic education of those who attend public schools in the Eastern Cape Province is affected or threatened (Plasket, 2012). This view was expressed by a High Court judge on the court case regarding teacher shortage crisis in the Eastern Cape Province. A glimpse of the teacher shortage is described below by two learners who took the Department of Basic Education to court (Moutloali, 2013).

> *Grade 10 and 11 of Moshesh Senior Secondary School did not have teachers whatsoever for some subjects, like agriculture, accounting, life orientation and tourism during the 2012 academic year until August; there are insufficient teachers in the school for other subjects, especially maths, with the result that in these subjects they did not complete the syllabi for 2012 (Moutloali, 2013).*

The Democratic Alliance spokesperson Van Vuuren reports in January 2012 that "[t]he process of post provisioning has been completed, but sadly 8 000 vacancies have as yet not been filled". This teacher shortage further deepens the overwhelming workloads of the remaining teachers.

The third item on the notice above '*The update on the suspension of COSATU General Secretary and SADTU President'* is essential for SADTU to discuss, as it is an affiliate of the biggest workers' confederation in South Africa. SADTU President is

entangled in the confederation's politics; he was also suspended for publicly supporting the suspended COSATU General Secretary.

4.4 SUMMARY

This chapter presented the data which was collected during the research process of this study. The researcher used interviews and documents as instruments of data collection. Alongside these instruments, the researcher used observations, as he strategically interacted with the members of the teachers' unions at their workplace during this research.

Teacher professional development is a critical component of any education system in the world. Teachers are the engine of any education system. They are in the forefront as curricula implementers in any education system. They teach millions of learners, who are being prepared for different careers. These learners are the primary, delicate and complex material that is the cornerstone of the growth and development of the economy of the country. Undoubtedly too, teacher unions play a significant and pivotal role in the promotion and protection of the teachers' interests and labour rights.

Among other things that are very important in the interests of teachers is ensuring that their sense of professionalism is continuously enhanced and that their professional development takes the upper hand. It is, therefore, incumbent on the South African Democratic Teachers – SADTU to actively engage in its programmes on driving jointly with the Education Department this agenda forward of teacher professionalism and teacher professional development. SADTU must inform and involve its teacher members in its teacher professional development programmes, as 87.5% of the respondents were not aware of any such programmes. This research study highlights the tremendous potential SADTU has as a social partner of the government in further developing the education system of the country.

What is actually needed is that everybody and every formation in South Africa should be open for any proposition and adopt any strategy that will significantly grow and develop this great nation of Africa, South Africa. Change in any society requires a change of mind-sets and attitudes. An adage states that if one expects different outcomes it is imperative that one does things differently. Teacher unions are not

uniform in their goals, abilities, or successes; indeed, their strength lies in their ability to respond to changing conditions, to recognize gaps and to invent new solutions, and in their two- way relationships with their teacher-members and policy makers (Bascia, 2005).

More creativity and innovation is expected of SADTU as the largest and most powerful teacher union in South Africa. Non-racialism was a great achievement by SADTU, from a racially divided past. In the post-apartheid South Africa transformation is a progressive process so is inclusivity. Teacher development in terms of career advancement or upward mobility or promotion should not be an exclusive privilege of the few through cadre deployment, SADTU elite leadership, but it should be an inclusive and all-embracing opportunity for all deserving South African teachers. Teacher workloads are overwhelming in many schools and teacher unions should take this challenge more seriously, as well.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This last chapter of the research presents the recommendations as suggested by the researcher, as informed by the study. These recommendations are however not as exhaustive as the researcher would like them to be, but they are a step in the right direction of the journey of thousand miles.

It is hoped that the study will make a meaningful contribution to the literature and educational policies on teacher professional development.

5.2 SUMMARY OF THE FINDINGS

The current study focused on the educators' perceptions on the contribution of the South African Democratic Teachers' Union to teacher professional development.

On teacher professional development, these are important aspects:

- SADTU were perceived as militant activists, with more political than educational focus.
- Their activities were perceived as often very disruptive to education. They promoted and protected teacher labour rights and interests in their activism.
- However, they had no programme, nor the expertise nor the resources to respond to teachers' professional development needs.
- The perceptions about them were that they had minimal or negligible contribution to teacher professional development.
- SADTU conducted training, but with nothing of value to teacher professional development.
- The unethical, unconstitutional and professionally non-developmental cadre deployment of SADTU leadership compromised the Union.

- Appropriate continuous professional development programmes in the improvement of the teachers' own professional development, was perceived important in the improvement of classroom practices and eventual enhanced learner performance.
- Inclusive to professional development are educationally good skills and values towards colleagues, learners and parents at school and out of school.

5.3 RECOMMENDATIONS

- In order to establish quality education for all South Africans and develop an all-round respected profession, SADTU should radically embark on a paradigm shift.

- SADTU as the biggest teacher union needs to mobilise its members towards restoring and enhancing the dignity of the teaching profession, for the public to regain confidence in teachers.

- SADTU needs to develop a clear programme on Teacher Professional Development. SADTU must engage in robust dialogue on 'professionalism'; that concept should no longer be a 'holy cow' to be feared or avoided, but it must be boldly addressed and implemented.

- By engaging politically and claiming a role in curriculum policymaking, professional associations can give teachers a collective voice by means of which to drive their own professionalism, De Clercq (2013).

- SADTU should initiate the formation of these professional associations, which may be inclusive of all teacher unions in the country.

- In a democratic South Africa, with equal opportunities for all its citizens, cadre deployment or political appointments based on loyalty to union activism as a means to higher posts should end. SADTU's name in full is: South African 'Democratic' Teachers' Union, and therefore this demands that the union be democratic and objective in its dealings with all its members.

- Only merit in terms of skills, experience, and qualification for promotions should count, competent teachers regardless of their allegiances should be appointed, especially for managerial posts.

- SADTU must set up development centres to develop and transfer ground-breaking 21st century critical skills, chiefly on maths and science, computers and include other subjects.

- These sustainable Teacher Professional development centres that are well manned and fully resourced need to be erected nationally. That innovation will significantly develop teachers professionally, particularly the very disadvantaged rural areas teachers.

- The R60pm x 260 000 = R 15.6m dues paid by members, should be meaningfully, purposefully and accountably used for that on-going professional developmental objective. (R187.2m p.a.). SADTU teacher members, would certainly be more than willing to pay more monthly subscriptions, when they know that their union develops them professionally as well efficiently manage the financial resources that are entrusted to their care.

- SADTU should push more strongly for the structural transformation in the education system for 1:30 teacher: learner ratio. This should not be the luxury that is exclusively enjoyed by the affluent former model C schools.

- The assistant teacher concept can help teachers. (As an advice, the assistant teacher should assist in the administration of each school department, like in recording of textbooks or stationery, recording of marks, marking the tests and examinations, helping with team teaching, and so forth.

- The resuscitation of teacher colleges should be a passionate drive of SADTU in partnership with the government. These teacher colleges will be centres proficient teacher training, in-service and professional development the CPTD – Continuous Professional Teacher Development. SACE seems to struggle

with this mandate, maybe colleges will be reengineered to have a capacity for comprehensive teacher training and teacher professional development.

The researcher endorses Zengele(2013) recommendations that address the serious challenge of appointing undeserving candidates in educational management position:

- The Department of Education must engage the services of Employment Agencies to handle all the advertising, shortlisting, interviews and recommendations for appointment processes to avoid all forms of subjectivity and nepotism. This recommendation is viewed as having potential to allow serving union members who are teachers and principals to dedicate more of their time in preserving the culture of learning and teaching.

- There must be legal officers employed to observe all the selection processes to minimize the number of grievances pertaining to unprocedural appointments.

- Management positions in under-performing schools and districts must be re advertised and filled with agency appointed managers to enhance professionalism.

- All management appointments must be secured on renewable 3 year contracts pending satisfactory work performance before they are considered for renewal. The same SA principle of filling senior positions from Director upwards for a fixed but renewable 5 year term should apply to all management positions within the DoE starting at school level.

- The ANC or the government should enable more public spaces for democratic exchange, so that citizens (including SADTU) can criticize the government without taking to the streets (McCluire Patillo, 2012).

5.3 CONCLUSION

With the re-engineering and enhancement of the teacher professional image, teachers will not mind paying more dues. Undeniably, SADTU has considerably contributed towards the South African education. However, more is expected by the general public from it, especially the working class, whose educational and socio-economic interests predominantly SADTU champions.

Some of the SADTU members conceded that they may not have benefitted in terms of tangible access to what the teacher union could possibly offer them. Some reported to have directly got value for their money as union members, through for instance the workshops that professionally developed and empowered them. However, some of its members reported to have benefitted indirectly from it as a teacher union. SADTU members reported also that they have a peace of mind as they know of a place to run to, if and when labour related challenges faced them. Individual teachers benefitted along with the collective membership of this teacher union, regarding labour related issues. Individual members asserted to be beneficiaries in the collective bargaining, whereby they were represented, by SADTU as its voice.

SADTU provided a sense of protection for the interests of teacher professional development to these teachers. SADTU took advantage of its big membership, as they are the majority of teachers in South Africa. This teacher union is also a buffer against power abuse. It shields teachers, especially, against some of the authoritarian principals or the SMT's in general and Educational Departmental authorities. It also capitalised on its political clout and power, by virtue of its connection in the tripartite alliance, consisting of the ruling party the ANC, the biggest workers' federation COSATU and the SACP. Its political alliance serves a transformative social and educational agenda. In that sense it is strategically positioned to influence educational policies which would benefit the formerly disenfranchised working class.

SADTU, however, was not popular with all educational stakeholders. The media projected or reported of incidences of violence and threats of violence in reference to SADTU. This image did not endear SADTU to the public, but reportedly

compromised the teacher union. In the findings of this study were these reported concerns

- *The union attempted to represent its members to the detriment of the learners, for instance, SADTU embarked on prolonged strike actions while learners were left on their own devices.*
- *Educators were not always in class, they attended union meetings, during school teaching and learning time, and thereby not contributing but damaging schools' culture of learning and teaching (COLT).*
- *Another biggest problem was frankness and openness (or lack thereof) among the leaders, when it came to professionalism. Teachers were reluctant to address professionalism, because of its reported resultant professional conceptualisation ramifications to the members.*
- *About professional development SADTU lacked a clear programme to be implemented by the union for its members to professionally develop.*
- *Furthermore, post- apartheid educators were also reluctant to be moderated; they did not like to be supervised. This was reported to be the legacy and result of the resistance attitude SADTU had against the oppressive and a teacher professionally non-developmental apartheid instituted inspection system that prevailed pre-1994.*
- *The support of SADTU gets diluted because of its competition, other teacher unions, such as NAPTOSA whose promises have never been tested.*
- *SADTU's main challenge is its affiliation to COSATU, which is part of the tri-partite alliance with the ANC (the ruling party) and the SACP. Some teachers believe that this alliance compromises SADTU's role as a trade union.*
- *The public's perception that SADTU is too militant, that the union encourages unnecessary strike action, is another serious challenge to SADTU.*
- *The misperception that SADTU is home to incompetent, undisciplined and uncaring teachers, compromises the image of this teacher union.*
- *The union defends its members' "delinquent" behaviour that is a common perception the public holds towards this union, etc.*

Challenges that were reported to teacher professional development were overwhelming teacher workloads. There were:

- *Subject workloads with the big classes were killing to teachers at black townships and rural high schools.*

- *many classes and high learner numbers were taught at those black townships and rural high schools.*
- *chain reaction of these dynamics, led to learners being transferred to better educationally resourced schools and provinces.*
- *Those learner transfers caused reduction of learner enrolment, which resulted in*
- *right-sizing and redeployment of some of the colleagues.*
- *biggest frustrations with teachers was being forced by departmental instructions to do so many 'stupid things' that they had no time to do 'clever things'.*
- *windows of opportunity to focus on monitoring and development of teachers were very limited, etc.*

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7. APPENDICES

7.1 Appendix A: Letter to the Educator

P.O BOX 13628

Vincent

5217

15 June 2013

The Educator

East London Education District

East London, 5201

Dear Colleague

Re: Request to Interview you on SADTU

I am a Master of Education student at the University of Fort Hare and conducting a research on SADTU. I hereby request that you participate in this crucial and developmental study. Please respond to the questions that follow as extensively as possible.

The research topic is this:

Educators' perceptions on the contribution of the South African Democratic Teachers' Union to teacher professional development

Your input as a teacher non-/ union member is important in making this study a success and it will be greatly appreciated. Your identity and the information you will share as a participant in this research are strictly confidential. If for whatever reason you cannot participate, I will understand and accept it. Likewise, if you agree to participate, but later on decide to withdraw your participation, you are free to do so.

The information gathered is for academic purposes only and therefore will not be made public.

Yours sincerely

Kwayiba X.L.

Contact no.: 082 406 9261

7.2 Appendix B: Letter to a SADTU Union Office Bearer

P.O BOX 13628

Vincent

5217

15 June 2013

SADTU Union Office Bearer

East London Education District

East London, 5201

Dear Colleague

Re: Request to Interview you on SADTU

I am a Master of Education student at the University of Fort Hare and conducting a research on SADTU. I hereby request that you participate in this crucial and developmental study. Please respond to the questions that follow as extensively as possible.

The research topic is this:

Educators' perceptions on the contribution of the South African Democratic Teachers' Union to teacher professional development

Your input as a teacher non-/ union member is important in making this study a success and it will be greatly appreciated. Your identity and the information you will share as a participant in this research are strictly confidential. If for whatever reason you cannot participate, I will understand and accept it. Likewise, if you agree to participate, but later on decide to withdraw your participation, you are free to do so.

The information gathered is for academic purposes only and therefore will not be made public.

Thank you.

Yours sincerely

Kwayiba X.L. (Contact no.: 082 406 9261)

7.3 Appendix C: Letter to the Departmental Official

P.O BOX 13628

Vincent

5217

15 June 2013

The Departmental Official

East London Education District

East London, 5201

Dear Sir/Madam

Re: Request to Conduct Research in your District Schools

I am a Masters of Education student at the University of Fort Hare, East London, Eastern Cape. I hereby request the participation of eight randomly selected teachers teachers in your District in this crucial and developmental study. I am conducting a study on this topic:

Educators' perceptions on the contribution of the South African Democratic Teachers' Union to teacher professional development

The inputs of the teachers in this study will be very important in making this study a success. Your identity and the participants' information shared will be highly confidential. The information gathered is for academic purposes only and therefore will not be made public.

Thank you.

Yours sincerely

Kwayiba X.L. (Contact no.: 082 406 9261)

7.4 Appendix D: Letter to the School Principal

P.O BOX 13628

Vincent

5217

15 June 2013

The School Principal

East London Education District

East London, 5201

Dear Sir/Madam

Re: Request to Conduct Research in your School

I am a Masters of Education student at the University of Fort Hare, East London, Eastern Cape. I hereby ask for access into your school to conduct a study on:

Educators' perceptions on the contribution of the South African Democratic Teachers' Union to teacher professional development

The input of one or two of your teachers is important in making this study a success. Your identity and the participants' information shared will be strictly confidential. The information gathered is for academic purposes only and therefore will not be made public.

Thank you.

Yours sincerely

Kwayiba X.L.

Contact no.: 082 406 9261

7.5 Appendix E: Interview Questions

1. Please tell me more about yourself as a professional; things like your educational background/qualification, likes and dislikes in the profession, achievements, frustration/s…
2. Are you a member of any teacher union?
3. If yes, how long?
4. Why did you decide to join your particular teacher union?
5. What do you understand by teacher professionalism and teacher development?
6. What is SADTU to you? What has it ever done for you?
7. What is SADTU's role?
8. What are the educators' perceptions of SADTU's role in teachers' professionalism?
9. What is SADTU's response to teachers' developmental needs?
10. What are SADTU's perceived challenges in contributing to professionalism?
11. What are SADTU's professional priorities and expectations of teachers?